

## Careers Education, Information, Advice and Guidance Policy

**Date of adoption: January 2023 (awaiting adoption from full governing body)**

**Person responsible: Assistant Principal, Careers Leader**

### Contents

**School Vision**

**Policy Scope**

**Objectives**

**School Responsibilities**

**Governor Responsibilities**

**Provider Access**

**Monitoring, Evaluation and Review**

### **Careers Education, Information, Advice and Guidance Policy**

#### **Aims**

This policy aims to set out our school's provision of impartial and informed careers guidance for our pupils. This includes the ways in which pupils, parents, teachers and employers can access information about our careers programme.

High-quality careers guidance is important for our pupils' futures, and our provision aims to:

- Help pupils prepare for the workplace, by building self-development and career management skills
- Provide experience and a clear understanding of the working world
- Develop pupils' awareness of the variety of education, training and careers opportunities available to them
- Help pupils to understand routes to careers that they're interested in, and to make informed choices about their next step in education or training
- Promote a culture of high aspirations and equality of opportunity

#### **Statutory requirements**

This policy is based on the Department for Education's (DfE's) statutory [Careers guidance and access for education and training providers](#).

This guidance refers to:

- The Education Act 1997
- The Education and Skills Act 2008
- The School Information (\*England) Regulations 2008

This policy is also in line with the more recent [Skills and Post-16 Act 2022](#), which came into force on 1 January 2023. It explains that our school must provide a minimum of 6 encounters with technical education or training providers to all pupils in years 8 to 13. For more detail on these encounters, see our provider access policy statement, which you can find here [RSA PAL policy](#)

This policy is also in line with the Education (Careers Guidance in Schools) Act 2022. This came into force on 1 September 2022, and amended the existing duty in The Education Act 1997, so that:

- Our school must now secure independent careers guidance from year 7 (instead of from year 8, previously)
- As an academy in England, we're now required to provide and publish careers guidance

The above guidance requires that schools publish information about their careers programme on their website. This policy includes this information and shows how our school complies with this requirement.

This policy complies with our funding agreement and articles of association.

We also act in line with our statutory duty under the 'Baker Clause', to be impartial and not show bias towards any route, be that academic or technical. This policy should be read in conjunction with our provider access policy statement, which sets out how our school meets this duty, and can be found [insert location of your statement].

## **Roles and responsibilities**

### **Careers Leader**

Our Careers Leader is Shrutee Desai, and they can be contacted by phoning 0115 9744050 or emailing [careers@rushcliffespencer.com](mailto:careers@rushcliffespencer.com) Our Careers Leader is a member of the Senior Leadership Team (SLT) and will:

- Take responsibility for developing, running and reporting on the school's career programme
- Plan and manage careers activities
- Manage the budget for the careers programme
- Support teachers to build careers education and guidance into subjects across the curriculum
- Establish and develop links with employers, education and training providers, and careers organisations
- Work closely with relevant staff, including our special educational needs co-ordinator (SENCO) and careers adviser, to identify the guidance needs of all of our pupils with special educational needs and/or disabilities (SEND) and put in place personalised support and transition plans
- Work with our school's designated teacher for looked-after children (LAC) and previously LAC to:
  - Make sure they know which pupils are in care or are care leavers
  - Understand their additional support needs
  - Make sure that, for LAC, their personal education plan can help inform careers advice
- Review our school's provider access policy statement at least annually, in agreement with our governing board

### **Senior Leadership Team (SLT)**

Our SLT will:

- Support the careers programme
- Support the careers leader in developing their strategic careers plan
- Make sure our school's careers leader is allocated sufficient time, and has the appropriate training, to perform their duties to a high standard
- Allow training providers access to talk to pupils in years 8 to 13 about technical education qualifications and apprenticeships, and set out arrangements for this in our school's provider access policy statement
- Network with employers, education and training providers, and other careers organisations

### **The Governing Board**

The Governing Board will:

- Provide clear advice and guidance on which the school can base a strategic careers plan which meets legal and contractual requirements
- Appoint a member of the governing board who will take a strategic interest in careers education and encourage employer engagement
- Make sure independent careers guidance is provided to all pupils throughout their secondary education (11 to 18 year-olds) and that the information is presented impartially, includes a range of educational or training options and promotes the best interests of pupils

- Make sure that a range of education and training providers can access pupils in years 8 to 13 to inform them of approved technical education qualifications and apprenticeships
- Make sure that details of our school's careers programme and the name of the careers leader are published on the school's website
- Make sure that arrangements are in place for the school to meet the legal requirements of the 'Baker Clause', including that the school has published a provider access policy statement

### **Our careers programme**

Our school has an embedded careers programme that aims to inform and encourage pupils to consider their career options, and take steps to understand their choices and pathways. We provide statutory independent careers guidance to pupils from year 7 onwards.

Our programme has been developed to meet the expectations outlined in the Gatsby Benchmarks:

1. A stable careers programme with a careers leader
2. Learning from career and labour market information
3. Addressing the needs of each pupil
4. Linking curriculum learning to careers
5. Encounters with employers and employees
6. Experience of workplaces
7. Encounters with further and higher education
8. Personal guidance

Our programme doesn't show bias towards any particular career path, and promotes a full range of technical and academic options for pupils.

It is structured in a way that builds upon previous years, and the overarching aim is divided between the Key Stages so that pupils are encouraged to think appropriately about their future. We provide aims, objectives and activities for each year group.

Our careers programme is delivered through a number of methods, including:

- Drop down days specifically for careers year 7-13 which involves the input of local colleges. Training providers, apprenticeships talk, universities
- Tutor time learning (form time learning) scheduled for each year group in a timely manner
- Through the curriculum. Each faculty has dedicated careers events and links to employability skills
- Enrichment activities such as the careers fair, career trips, employer visits, university visits
- Work experience in year 12
- Access to online resources for career decision making through UNIFROG and other websites
- Guidance for transition for parents and pupils
- Regular CPD with staff on careers update and changing world of work
- Ensuring all pupils have access to an impartial careers' advice with external careers guidance provider

### **Key Stage 3**

Our Key Stage 3 careers programme will support pupils in their planning and choices of GCSE subjects. This includes:

#### **Year 7**

Students will participate in a planned programme of careers via Form Time Learning (FTL):

- Develop deeper self-understanding and know how this relates to the world of work by beginning to identify their strengths and weaknesses
- Understand how their strengths and weaknesses relate to employability skills
- Be introduced to careers resources in the LRC and UNIFROG

- Have access to up to date and impartial careers information

### **Year 8**

Students will participate in a planned programme of careers education for a collapsed timetable day each week to help them to:

- Understand that they will need to make some important decisions about their future and learn about decision making
- Develop an awareness of how and by whom they can be influenced in the choices they make including how their use of social media and their digital footprint can have potentially both a positive and negative impact on their employability
- Begin to look at opportunities in the world of work and consider if they might be suitable for them
- Identify their aspirations and how these relate to the goals they need to set

### **Year 9**

Students will participate in a planned programme of careers education for a collapsed timetable day each week to help them to:

- Examine their approach to decision making
- Be aware of the options process and outline implications for their choices
- Develop their understanding of different qualifications and pathways post 14, post-16 and post 18
- Challenge stereotypical views and learn about equality and diversity

Students and their parents will have:

- access to the Careers Leader and a Careers Advisor at the year 9 Options Evening for advice.
- access to up to date and impartial careers information and a professional Careers Adviser if requested or a need is identified
- Participate in an event that involves employers either at school or by visiting a workplace

### **Key Stage 4**

Our Key Stage 4 careers programme aims to help pupils research and understand their choices and routes into education and training. This includes:

#### **Year 10**

Students will participate in a planned programme of careers education for a collapsed timetable day each year to help them to:

- Develop a greater understanding of the world of work and the options available to them by examining local and national labour markets and current trends
- Review their current ambitions and goals and be able to link them with their own future options with an understanding of all options available to them post including apprenticeships
- Develop careers research skills to allow them to interpret information, identifying bias where it exists and developing the skills to identify and challenge stereotypical views
- Have access to up to date and impartial careers information and a professional Careers adviser if requested or the need is identified.

#### **Year 11**

Students will participate in a planned programme of careers education for a collapsed timetable day each year to help them to:

- Understand all the options open to them Post-16 and the related skills and qualifications required
- Know how to identify any barriers to their future plans
- Know what career planning and management involves
- Learn how to complete job applications and know how to prepare for interviews.
- Understand how their use of social media and their digital footprint can potentially have an impact on their employability
- Learn about the any financial support available
- Have a range of interactions with employers, in school including at least once in a work place

- Have access to up to date and impartial careers information and a professional Careers Adviser

### **Key Stage 5**

Our Key Stage 5 careers programme supports pupils in planning for their future, including university and alternative pathways. This includes:

#### **Post-16**

Students will participate in a planned programme of enrichment activities to support their future plans as part of their tutorial support to:

- Manage their career development including taking part in a work experience week; physical, virtual or blended programme.
- Understand and investigate the full range of the employment and educational pathways open to them post-18, including higher and degree apprenticeships
- Understand the support networks available to them in order to help them succeed
- Have a range of interactions with employers, in school including at least once in a work place

#### **Pupils with special educational needs or disabilities (SEND)**

We expect that the majority of pupils with SEND will follow the same careers programme that meets the Gatsby Benchmarks as their classmates, with adjustments and additional support as needed.

Our careers leader will work with teachers and, where appropriate, professionals from relevant organisations, to identify the needs of our pupils with SEND and put in place personalised support and transition plans. This may include meetings with pupils and their families to discuss education, training and employment opportunities, supported internships and transition plans into higher education.

Our careers leader may, as appropriate, invite adults with disabilities to visit and share their experience and advice.

No information will be given to pupils without SEND that is not also offered to our pupils with SEND.

#### **Access to our careers programme information**

A summary of our school's careers programme is published on our school website including details of how pupils, parents, teachers and employers can access information about the careers programme.

Pupils, parents, teachers and employers can request any additional information about the careers programme by contacting Ms Shrutee Desai or Ms Hollie Waters

#### **Assessing the impact on pupils**

Our career programme is designed so pupils can give feedback, and their progress measured as they move through the Key Stages. We measure and assess the impact of the programme's initiatives by:

- Parent/pupil surveys; leavers' information; feedback from teachers and employers; evaluations form key staff delivering drop down days for careers

#### **Links to other policies**

This policy links to the following policies:

- Provider access policy statement
- Child protection policy
- Curriculum policy

#### **Monitoring and review**

This policy, the information included, and its implementation will be monitored by the careers leader and governing body and reviewed annually.

Compliance Check: January 2023  
Review Period: 2 Years  
Review Date: January 2025

Appendix 1 Summary of the Gatsby Benchmarks

Appendix 2 Careers Curriculum Plan