

Careers and Guidance Policy

Careers and Guidance Policy	
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Statement of intent

This policy is underpinned by Sections 42A and 45A of the Education Act 1997, and has due regard to the DfE's statutory guidance, 'Careers guidance and access for education and training providers', which was last updated in October 2018.

The main aims of careers provision at Talbot House Trust are to:

- Prepare pupils for life post-education.
- Develop an understanding of different career paths and challenge stereotypes.
- Develop an understanding of the differences between school and work.
- Inspire pupils to chase and achieve their dreams.
- Help pupils to access information on the full range of post-16 education and training opportunities.
- Support pupils after leaving school.
- Offer targeted support for vulnerable and disadvantaged young people.
- Instil a healthy attitude towards work.

Signed by:

_____	Head Teacher	Date:	_____
_____	Chair of Governors	Date:	_____

Careers and Guidance Policy

1. Legal framework

This policy has due regard to legislation and statutory guidance, including, but not limited to, the following:

- DfE 'Careers guidance and access for education and training providers' 2018
- Education Act 1997
- Education and Skills Act 2008
- Apprenticeships, Skills, Children and Learning Act 2009
- Equality Act 2010
- Children and Families Act 2014
- Technical and Further Education Act 2017
- The School Information (England) (Amendment) Regulations 2018

2. Roles and responsibilities

- Ensuring that all registered pupils are provided with independent careers guidance from Year 8 to Year 11.
- Ensuring that arrangements are in place to allow a range of education and training providers to access all pupils and inform them about approved technical education qualifications and apprenticeships.
- Ensuring that the independent careers guidance is presented in an impartial manner, showing no bias or favouritism towards a particular institution, education or work option.
- Ensuring that the guidance includes information on the range of education or training options, including apprenticeships and technical education routes.
- Ensuring the Careers and Guidance Policy does not discriminate on any grounds, including but not limited to: ethnicity/national origin, culture, religion, gender, disability or sexual orientation.
- Handling complaints regarding this policy as outlined in the school's Complaints Procedure Policy.
- Providing clear advice and guidance to the Head Teacher on which they can base a strategy for careers education and guidance which meets the school's legal requirements.

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The careers leader and advisor is responsible for:

- Managing the provision of careers information.
- Liaising with the Head Teacher to implement and maintain effective careers guidance.
- Liaising with the PSHE leader and other subject leaders to plan careers education in the curriculum.
- Liaising with the SENCO to identify pupils needing guidance.
- Referring pupils to careers advisers.
- Establishing, maintaining and developing links with FE colleges, universities, apprenticeship providers and employers.
- Providing pupils with effective careers guidance and supporting social mobility by improving opportunities for all young people.
- Supporting teachers of careers education and tutors providing initial information and advice.
- Advising senior leadership on policy, strategy and resources for careers education, information, advice and guidance (CEIAG).
- Preparing and implementing a development plan for CEIAG.
- Reviewing and evaluating the program of CEIAG.
- Encouraging the training of school staff to promote careers guidance to their pupils.
- Using the Gatsby Benchmarks to improve the school's careers provision and ensure compliance with legal duties, with an ultimate aim to meet all benchmarks.
- Allowing pupils to have access to providers of technical education, such as colleges, and apprenticeships to ensure every pupil is well-informed about their future options at every stage.
- Using the Compass tool for self-evaluating the careers provision the school offers.
- Publishing details of the school's careers program and a policy statement on provider access on its website.
- Engaging with the designated teacher for LAC and previously LAC to ensure they know which pupils are in care/are care leavers, to understand their additional support needs and to ensure that any personal education plans can inform careers advice.

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- Working closely with the SENCO and other staff to identify the guidance needs of all pupils with SEND and implement personalised support.
- Ensuring that pupils with SEND understand their different career pathways, and enabling them to gain the skills, knowledge and experience they require to achieve their career goals.
- Providing a thorough, personalised career service throughout the school.
- Staying up-to-date with relevant CPD and developments in the CEIAG sector.
- Producing careers information and guidance through online and hard copy literature, and visual displays in school.
- Organising workshops for pupils and actively promoting the careers service in-house at open evenings, presentation days, assemblies and parents' evenings.
- Developing incentives and initiatives which actively encourage pupils to sign up to the school's career service.
- Attending regular meetings with the Head Teacher to discuss the school's career plan.
- Arranging meetings and follow-up appointments with pupils who are interested in the careers service.
- Offering services to former pupils for up to a year after their departure from compulsory education.
- Coordinating with the designated teacher to work with the relevant virtual school head (VSH) to ensure a joined-up approach to identifying and supporting career ambitions is achieved.

Teaching staff are responsible for:

- Ensuring careers education is planned into their lessons.
- Attending any relevant CPD or training to ensure they are up-to-date with the school's careers plan.
- Promoting careers guidance in the classroom through visual aids.
- Creating a learning environment that allows and encourages pupils to tackle real life challenges, manage risks and develop skills that can be applied to the workplace.

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3. A stable careers program

- The school will have its own careers program in place which meets the requirements of the eight Gatsby Benchmarks. The program will be reviewed against the benchmarks to ensure it remains on target.
- Careers will be built into the PSHE program of study and the careers leader will coordinate with the PSHE leader to ensure high-quality careers program is delivered.
- Details of the school's careers plan will be published on the school website inviting pupils, parents, teachers, governors and employers to provide feedback.
- The school will work towards the Quality in Careers Standard to support the development of their careers program, ensuring the program is reviewed termly to ensure it is in line with the required standards.

4. Labour market information

- The school will ensure every pupil, and their parents/carers, has access to good-quality information about future study options and labour market opportunities.
- Pupils and their parents/carers will be referred to the National Careers Service which offers information and professional advice via a website, helpline and web chat.
- The school will ensure pupils and their parents/carers understand the value of finding out about the labour market, and support them in accessing this information. The school will provide information on the benefits of understanding the labour market, including the salaries and promotion opportunities for different jobs, and the volume and location of vacancies across different sectors.
- The school will ensure that all pupils, by the age of 14, have accessed and used information about career paths and the labour market. The school will provide pupils with the necessary links and information that will enable them to access this. Access will be monitored to review whether pupils are making the most of the service, and if not, what can be done to ensure they do.

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- The school will make use of local enterprise partnerships to provide pupils with presentations and workshops on the local labour market and employer expectations. The information provided through the partnership will be used to shape career guidance and workshops in schools.
- To support social mobility, the school will work to raise pupils' aspirations and tackle stereotypical assumptions. Interventions will be used to tackle gender stereotypes; arrangements will be made for pupils to talk to employees who work in non-stereotypical jobs to raise awareness of the range of careers that STEM qualifications lead to.

5. Addressing the needs of pupils

- The school's careers program will aim to raise the aspirations of all pupils whilst being tailored to individual needs. The program will inform pupils of the range of opportunities available to them, encouraging them to aim higher and make choices relevant to what they feel they can achieve.
- All forms of stereotyping will be prohibited in the careers advice and guidance that is provided, to ensure pupils from all backgrounds, gender and diversity groups, and those with SEND, can consider the widest possible range of careers.
- Destinations data will be retained by the school for at least three years.
- Information about destinations, e.g. the percentage of pupils attending sixth form in the following term, will be published on the school's website alongside the school's careers program.
- The school will collect and analyse destinations data to assess how well the careers program is countering stereotypes and raising aspirations. The data will be reviewed by the Head Teacher and careers leader who can then base further development of the school's career guidance plan on the results and areas of success or failure.

6. Targeted support

- The school will ensure that pupils understand the programs available to support them and the financial costs associated with staying in post-16 FE.

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- The school will support pupils who are likely to need assistance with post-16 participation costs, such as those with SEND. The school might work with local post-16 education or training providers to share pupil data and ensure these pupils receive such support.

7. Pupils with SEND

- The school will ensure that careers guidance is differentiated, if appropriate, and based on high aspirations and a personalised approach.
- The careers leader will work closely with the SENCO and other staff to support pupils with understanding different career pathways and how to develop the necessary skills, knowledge, experience and qualifications to succeed and fulfil their potential. The school will work with families of pupils to help them understand what career options are available.
- Surveys will be conducted to find out individual pupils' aspirations. The results of the surveys will create careers guidance and experience that will be tailored to pupils' needs based on their own aspirations and abilities.
- Careers guidance will take account of the full range of relevant education, training and employment opportunities. It will inform pupils about the ways employees with SEND are supported in the workplace, and how jobs can be adapted to fit a person's abilities.
- The school will build partnerships with businesses and other employers, employment services, and disability and other voluntary organisations. Pupils will be prepared for encounters with employers and provided with any special support that will allow them to benefit fully from the experience.
- Careers guidance will focus on a pupil's career aspirations and the post-16 options which are most likely to give the pupil a pathway into employment or HE.
- The SEND local offer will be utilised; annual reviews for a pupil's EHC plan will be informed by good careers guidance.
- When arranging work experience for pupils, the school will work with the employer to determine any additional support that will be needed during the work placement.

8. Curriculum

- The school will work to encompass careers education and guidance into subjects across the curriculum. All teachers will be asked to support the career development of young people in their role and through their subject teaching.
- Pupils are expected to study the core academic subjects at GCSE including English, maths and science or qualifications that are the most appropriate for the pupil to prepare them for adulthood and employment.
- The school will engage with local employers, businesses and professional networks, inviting visiting speakers, particularly alumni with whom pupils can relate to.
- Pupils will be given opportunities from the age of 11, to participate in at least one meaningful encounter with an employer. These encounters will include:
 - Careers events such as careers talks, careers carousels and careers fairs.
 - Transitions skills workshops such as CV workshops and mock interviews.
 - Mentoring and e-mentoring.
 - Employer-delivered employability workshops.
 - Business games and enterprise competitions.

9. Work experience

- We aim for all pupils to have had at least one experience of a work place by the age of 16.
- Consideration for all pupils will be in place to ensure their needs are met.

10. Further education (FE)

- Pupils will be made aware that they are required to remain in education or training until their 18th birthday.

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- The school will provide pupils with a range of information and opportunities to learn about education, training and career paths throughout their school life, to prevent last minute decision-making.
- Pupils will be encouraged to use information tools, such as websites and apps, which display information about opportunities. Education and training providers will have access to all pupils in Years 8 to 11 for the purpose of informing them about approved technical education qualifications and apprenticeships.
- The school will ensure that there are opportunities for providers to visit the school and speak to pupils in Years 8 to 11, by maintaining connections with providers of FE and apprenticeships, and arranging regular visits, presentations and workshops.
- A range of opportunities for visits from providers offering other options, such as FE, will also be provided.

11. Personal guidance

- We aim for all our pupils to have opportunities for personal guidance interviews with a qualified careers adviser. Such interviews will take place by the time the pupil reaches age 16.
- Careers advisers working with pupils with SEND will use the outcome and aspirations in the EHC plan to focus discussions.
- Careers advisers working with LAC or care leavers will use their personal education plan to focus discussions. These pupils will have a named adviser who will build a relationship with them to better understand their individual needs.

12. Information sharing

- The school will provide the relevant information about LAC pupils to the LA support services including:
 - Basic information, such as the pupil's name or address.
 - Other information that the LA requires to support the pupil to participate in education or training to track their progress.

13. Monitoring and review

- The governing board, in conjunction with the Head Teacher and careers leader, will review this policy on an annual basis, taking into account the success of supporting pupils in accessing post-16 education and training.
- The next review date for this policy is May 2021.