

## **CAREERS EDUCATION, INFORMATION, ADVICE AND GUIDANCE POLICY 2018**

### **Rationale**

The governing body believe that all students have the right to independent careers guidance. This policy demonstrates this view and in doing so fulfils the requirements of the Education Act 2011. The Act places a duty on schools from September 2012 to secure access to independent careers guidance for all students, including those from disadvantaged backgrounds, with special educational needs or a disability. In addition, this policy demonstrates the school's response to the Department for Education's statutory guidance 'Careers guidance and access for education and training providers' January 2018.

### **Policy**

The aim of this policy is to support the delivery of an outstanding careers provision; this will be underpinned by the delivery of the eight Gatsby Benchmarks:

1. A stable careers programme
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. Experiences of workplaces
7. Encounters with further and higher education
8. Personal guidance

Delivery of these benchmarks should support students in being confident when making their next steps after Redborne Upper School whether they choose to move in to further education, vocational training or employment.

### **Aims & Objectives**

In order to deliver the above benchmarks Redborne Upper School are committed to the following goals:

1. Support the raising aspirations of all students through careers education, information, advice and guidance
2. Ensure that students have access to a qualified and independent careers adviser throughout every academic year whilst they are at Redborne Upper School
3. Provide guidance to students in an impartial manner (ie showing no bias, stereotyping or favouritism towards a particular work option) and promoting the best interests of students to whom the advice is given

4. Give students access to information about careers pathways and labour market information to enable them to make informed decisions about their future
5. Plan a progressive programme of lessons, tutor interventions and activities throughout all years which will (i) support students in choosing 14-19 pathways that suit their interests and abilities, (ii) will help them to follow a career path and sustain employability throughout their working lives.
6. Develop a comprehensive careers programme that will enable all students to have at least one encounter with an employer during each year of their time at Redborne Upper School
7. Provide opportunities for students to obtain first-hand experience of workplaces
8. Keep systematic records of careers interventions that take place with students including careers experiences and interactions with employers
9. Maintain an up to date policy document that identifies how the above goals will be met and publish this on the school website

We aim for our students to:

- Develop a broad understanding of the world of work and an ability to respond to changing opportunities.
- Develop independent research skills so that they can make good use of career information and guidance.
- Develop and use their self-knowledge when thinking about and making choices.
- Use Local Market Information when thinking about and making choices.
- Develop the skills they need to review achievements, plan future actions, make decisions, present themselves well and cope with changes and transition.
- Be able to anticipate the differences between school, college, university and work.
- Become aware of their individual abilities, skills, qualities, needs and values and with these in mind explore how they might relate to different occupations.
- Develop a positive self-image and feel enthusiastic about their own employment opportunities.

## **Leadership & Management**

The Careers programme at Redborne Upper School will be planned, monitored and evaluated by the following staff:

- Teresa Farrow – Careers Leader and Independent Careers Advisor
- Dan McGuigan – Assistant Headteacher (Careers and Work Related Learning)
- Charlene Clarke – Lead Teacher for Personal Wellbeing
- Sarah Jones – Lead Teacher for Independent Learning
- Graeme Armstrong, Will Scutt, Karl Brooks, , Richard Woodward, Tom Wood – Heads of Year

In addition to this, plans and provisions will be shared with Senior Leadership Team; furthermore form tutors, independent learning and personal wellbeing teachers will be responsible for delivery of sections of the programme. Additionally, the wider school staff will work to promote an understanding of the world of work, offer resources and advice to students to understand and develop career choices, link curriculum learning to careers, seek to enhance independent research skills so that students can make good use of information and guidance, as well as support students in attending careers appointments. Heads of Year will assist relevant staff

with the identification and support of those at risk of not being in education or employment with accredited training post 16.

The member of the Governing Body who takes a strategic interest in careers education and guidance is Richard Last.

### Plans & Provisions

The CEIAG programme is designed to meet the needs of students at different stages of their learning journey. It is differentiated to ensure progression through activities that are appropriate to students' stages of career learning, planning and development. Consideration of SEND learners is taken into account and activities are differentiated to ensure an inclusive approach and equality of access.

All students have the opportunity to request an interview with an Independent Careers Advisor at any time throughout Years 9-13. There is a guaranteed offer of either a small group session or 1:1 interview with an Independent Careers Advisor for identified, targeted students (SEND, Pupil Premium, EAL) prior to the end of year 11.

Pupils, parents, teachers and employers can access further information about the careers programme by contacting Teresa Farrow, Careers Leader [teresa.farrow@redborne.com](mailto:teresa.farrow@redborne.com)

Year Group	Summary of the Planned Programme	By the end of the KS all students will have:
9	<ul style="list-style-type: none"> <li>• Overview of post 16 options for pupils and parents/carers, to include A levels, applied general qualifications (eg BTECs), technical/vocational qualifications, apprenticeships and traineeships.</li> <li>• Via timetabled Personal Wellbeing lessons consider the world of work, causes of labour market changes, investigate the local labour market and discuss skills, qualities and attitudes required by employers.</li> <li>• Tutor group opportunities to develop self-knowledge and understand how they might relate to different occupations.</li> <li>• KS4 options event.</li> <li>• Event for providers of technical education/apprenticeships to include FE colleges and training providers.</li> <li>• Meetings with careers professional.</li> <li>• Career Insight Talks.</li> <li>• Curriculum learning linked to careers.</li> <li>• Understanding the Redborne Award and how the community strand links to careers (experience of a workplace)</li> </ul>	<ul style="list-style-type: none"> <li>• A better understanding of the full range of 14-19 opportunities for progression.</li> <li>• A better understanding of their strengths and areas for development, as well as support to evaluate how these might inform future choices in learning and work.</li> <li>• An understanding of some of the qualities, attitudes and skills needed for employability.</li> <li>• Used on line careers resources to research information about opportunities and apply their findings to help to make informed choices for KS4 options.</li> <li>• Received appropriate advice and guidance on KS4 options.</li> </ul>
10	<ul style="list-style-type: none"> <li>• Life Skills – Large Group work experience preparation session for those students undertaking work experience.</li> </ul>	<ul style="list-style-type: none"> <li>• An improved understanding of skills, qualities and attitudes needed for employability.</li> </ul>

	<ul style="list-style-type: none"> <li>• Life skills – focus on Decision Making -assembly, tutor group, Independent Learning lesson opportunities</li> <li>• Event for providers of technical education/apprenticeships to include FE colleges and training providers.</li> <li>• Meetings with careers professional</li> <li>• Career Insight Talks</li> <li>• Mock Interviews</li> <li>• Curriculum learning linked to careers.</li> </ul>	<ul style="list-style-type: none"> <li>• Enhanced their self-knowledge, career management and employability skills.</li> <li>• Used online resources and other sources to investigate and explore future choices and progression routes.</li> <li>• Been given direct access to employers, colleges and training providers.</li> <li>• Been given guidance to help identify a range of post-16 options and support networks that they can use to plan and negotiate their career pathways.</li> </ul>
11	<ul style="list-style-type: none"> <li>• Life Skills – assembly on opportunities at 16</li> <li>• Life skills - assembly, tutor group, Independent Learning lesson opportunities – focus: post 16 application procedures including CVs, personal statements and preparation for interview.</li> <li>• Via timetabled Personal Wellbeing lessons considered interpersonal skills, strengths &amp; weaknesses, time management, stress, stress symptoms and management, constructive and destructive criticism, confidence</li> <li>• Meetings with careers professional</li> <li>• Career Insight Talks</li> <li>• Access and support to apply to the National Citizens Service summer programme</li> <li>• Curriculum learning linked to careers.</li> <li>• Work visit for targeted group</li> </ul>	<ul style="list-style-type: none"> <li>• A good understanding of skills, qualities and attitudes needed for employability.</li> <li>• Enhanced their self-knowledge, career management and employability skills.</li> <li>• Used online resources and other sources to investigate and explore future choices and progression routes.</li> <li>• Been given direct access to employers, colleges, training providers and Universities.</li> <li>• Been given guidance to help identify a range of post-16 options and support networks that they can use to plan and negotiate their career pathways.</li> <li>• Been provided with the resources to complete the post-16 application procedures, including CVs, personal statements and preparation for interview.</li> </ul>
12	<ul style="list-style-type: none"> <li>• Post-18 assembly – apprenticeships.</li> <li>• Post-18 assembly – UCAS – HE application process.</li> <li>• Small group sessions: future education, training and employment options.</li> <li>• Meetings with careers professional.</li> <li>• Career Insight Talks.</li> <li>• Opportunity to access an off-site HE &amp; apprenticeship fair.</li> <li>• Curriculum learning linked to careers.</li> <li>• Work visit for targeted group</li> </ul>	<ul style="list-style-type: none"> <li>• Enhanced their self-knowledge, career management and employability skills.</li> <li>• Used online resources and other sources to investigate and explore future choices and progression routes.</li> <li>• Received guidance concerning the UCAS application procedure.</li> <li>• Received guidance to help identify a range of post-18 options.</li> </ul>

		<ul style="list-style-type: none"> <li>• Been provided with the resources to develop their CVs, personal statements and interview preparation.</li> <li>• Been given direct access to employers and HE providers including universities.</li> </ul>
13	<ul style="list-style-type: none"> <li>• Workshops – HE and higher apprenticeship applications</li> <li>• Meetings with careers professional</li> <li>• Career Insight Talks</li> <li>• Opportunity to access an off-site HE &amp; apprenticeship fair.</li> <li>• Curriculum learning linked to careers.</li> </ul>	<ul style="list-style-type: none"> <li>• Enhanced their self-knowledge, career management and employability skills.</li> <li>• Used online resources and other sources to investigate and explore future choices and progression routes.</li> <li>• Received guidance to support accessing a range of post-18 options.</li> <li>• Been provided with the resources to develop their CVs, personal statements and interview preparation.</li> <li>• Been given direct access to employers and HE providers including universities.</li> </ul>

### **Parents, Alumni and Other Employer Contacts**

The school will actively seek to involve parents and carers in our careers provision; information will be disseminated through the careers element of the school website to help parents and students keep up to date with the latest development in careers education.

To facilitate the delivery of a successful careers programme the contact details of parents, alumni and other employer contacts that offer support may be kept in a database which will be maintained by the Careers Leader. The contents of this database will not be shared outside of the school and will not be shared with anyone within school unless for the purposes of delivering the careers programme. Any individual whose details we would like to add to this database will be informed and their consent sought prior to their addition. They will be made aware of their rights under GDPR legislation and will be made aware of the schools Data Protection policy, including but not limited to their right to withdraw their consent to be included in the aforementioned database.

### **Resources**

The school will employ a dedicated Careers Leader who will also act as the Independent Careers Advisor and will work in conjunction with the Assistant Headteacher (Careers and Work Related Learning). Together these staff will determine how to deploy the dedicated careers budget and the work related learning budget.

A dedicated careers facility will be provided to enable careers interviews to take place and to act as a careers library.

Administrative support will be provided to the Careers Leader; this will include but not be limited to organisational support on a weekly basis in arranging appointments and logistical support when arranging larger events.

There will be a dedicated careers section on the school website which will provide staff and students with up to date information on current careers advice and upcoming events.

Contacts will actively be sought with external bodies and agencies that can support our careers provision or that may provide sources of additional external funding.

### **Monitoring & Evaluation**

New activities will be planned by the Careers Leader and the Assistant Headteacher (Careers and Work Related Learning); these will be proposed to the Senior Leadership Team who must approve them before deployment.

The Careers Leader and the Assistant Headteacher (Careers and Work Related Learning) will be responsible for the on-going monitoring, review and evaluation of both this policy and the careers programme. The evaluation will focus on how successful the activities and policy are in delivering the Aims & Objectives outlined above; the following sources of data will be considered when determining effectiveness and impact:

- Surveys/feedback from key stakeholders including students, parents and staff
- School council
- Feedback from pastoral leads
- Evaluation of one off activities
- Evaluation of on-going activities
- Destinations surveys carried out from year 10 onwards
- NEET and destination data

This policy will be evaluated and the plans contained within it updated on an annual basis.

### **Dissemination of the Policy**

This policy will be publically available on the school website and on request to other key stakeholders including parents and carers, Ofsted and the Local Authority.

Date approved by governors	February 2019
Date to be reviewed	February 2022

## **Appendix I Policy Statement on Provider Access**

### **Redborne Upper School and Community College : Provider Access Policy**

#### **Introduction**

This policy statement sets out the school's arrangements for managing the access of providers to pupils at the school for the purpose of giving them information about the provider's education or training offer. This complies with the school's legal obligations under Section 42B of the Education Act 1997.

#### **Pupil entitlement**

All pupils in years 9-13 are entitled:

- to find out about technical education qualifications and apprenticeships opportunities, as part of a careers programme which provides information on the full range of education and training options available at each transition point;
- to hear from a range of local providers about the opportunities they offer, including technical education and apprenticeships – through options events, assemblies and group discussions and taster events;
- to understand how to make applications for the full range of academic and technical courses.

#### **Management of provider access requests**

##### **Procedure**

A provider wishing to request access should contact Teresa Farrow, Careers Leader.

Telephone: 01525 842676; Email: [teresa.farrow@redborne.com](mailto:teresa.farrow@redborne.com)

##### **Opportunities for access**

A number of events, integrated into the school careers programme, will offer providers an opportunity to come into school to speak to pupils and/or their parents/carers:

Year Group	Opportunities
9	Overview of post 16 options for pupils and parents/carers, to include A levels, applied general qualifications (eg BTECs), technical/vocational qualifications, apprenticeships and traineeships. Assembly and tutor group opportunities KS4 options event Event for providers of technical education/apprenticeships to include FE colleges and training providers. Meetings with careers professional Career Insight Talks
10	Life Skills – Large Group work experience preparation session Life skills – assembly, tutor group, Independent Learning lesson opportunities Event for providers of technical education/apprenticeships to include FE colleges and training providers. Meetings with careers professional

	Career Insight Talks Mock Interviews
11	Life Skills – assembly on opportunities at 16 Life skills - assembly, tutor group, Independent Learning lesson opportunities Meetings with careers professional Career Insight Talks
12	Post-18 assembly – apprenticeships Post-18 assembly – UCAS – HE application process Small group sessions: future education, training and employment options Meetings with careers professional Career Insight Talks
13	Workshops – HE and higher apprenticeship applications Meetings with careers professional Career Insight Talks

Please speak to our Careers Leader to identify the most suitable opportunity for you.

### **Premises and facilities**

The school will make the main hall, classrooms or private meeting rooms available for discussions between the provider and students, as appropriate to the activity. The school will also make available AV and other specialist equipment to support provider presentations. This will all be discussed and agreed in advance of the visit with the Careers Leader or a member of their team.

Providers are welcome to leave a copy of their prospectus or other relevant course literature at the Careers Library, which is managed by the school librarian. This is available to all students at lunch and break times.

### **Approval and review**

Approved February 2019 by Governors at Curriculum and Student Welfare Committee

Next review: February 2022

To be Signed: R. A'Court Chair of Governors S. Gray Headteacher