The Grange School Policy

Careers and Work-Related Experience

POLICY STATEMENT

- 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, Team Members, 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

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1. Scope

1.1 Statutory Requirements

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

1.1.2 This guidance refers to:

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

1.1.3 This policy is also in line with the 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, below.

1.1.4 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)

1.1.5 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.

2. Roles and Responsibilities

2.1 Curriculum Lead for Careers

- 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 team members, including our Special Educational Needs and Disabilities co-ordinator (SENDCo) 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.

2.1.1 Work with our school's designated teacher for Looked after Children and previously Looked after Children to:

- Make sure they know which Pupils are Looked After or Previously Looked After.
- Understand their additional support needs.
- Make sure that, for, their Individual Education Plan can help inform careers advice.
- Review our school's provider access policy statement at least annually, in agreement with our Governance and Oversight Team.

2.2 Senior Management Team (SMT)

2.2.1 The SMT will:

- Support the careers programme.
- Support the Curriculum Lead 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

2.3 The Governance and Oversight Team

2.3.1 The Governance and Oversight team 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 Governance and Oversight Team will take a strategic interest in careers education and encourage employer engagement.
- Make sure independent careers advice is provided to all Pupils throughout their secondary education (Y7-11) 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 11 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 career's 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.

3. Our careers programme

3.1.1 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.

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

- A stable careers programme with a career's leader
- Learning from career and labour market information
- Addressing the needs of each Pupil
- Linking curriculum learning to careers
- Encounters with employers and employees.
- Experience of workplaces
- Encounters with further and higher education.
- Personal guidance

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

3.1.4 It is structured in a way that builds upon previous years, with the overarching aim being 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.

3.1.5 Our careers programme is delivered through several methods, including:., lessons, tutor-led discussion, displays, careers fayres, support for parents/carers at open events, guest speakers]

3.2 Key Stage 3

3.2.1 All pupils will be given the option of a meaningful work experience linked to their desired outcomes. By the end of year 9 all pupils will have received independent careers advice. All pupils will have been given access to at least one careers fayre. Our Key Stage 3 careers programme will support Pupils in their planning and choices of GCSE subjects. This includes:

3.3 Key Stage 4

3.3.1 All pupils will have been supported to experience a meaningful work placement. All pupils will have received independent careers advice from Careers Southwest. All pupils will have access to at least one careers fayre. Our Key Stage 4 careers programme aims to help Pupils research and understand their choices and routes into education and training. This includes:

3.4 Assessing the impact on Pupils

3.4.1 Our career programme is designed so Pupils can give feedback, with their progress being measured as they move through the Key Stages. We assess the impact of the programme's initiatives by through Pupil voice, survey's, monitoring of leaver's and through liaison with Parents/Carers.

3.5 Statutory Requirements

3.5.1 Schools are required to ensure that there is an opportunity for a range of education and training providers to access Pupils in years 8 to 13 for the purposes of informing them about approved technical education, qualifications, or apprenticeships. Our school currently delivers education to Pupils in years 3-11.

3.5.1 Schools must provide a minimum of 6 encounters with technical education or training providers to all Pupils in years 8 to 13 (see more detail in section 2.2 below).

3.5.2 Schools must also have a policy statement that outlines the circumstances in which education and training providers will be given access to these Pupils.

3.5.3 This is outlined in section 42B of the Education Act 1997, the Skills and Post-16 Act 2022 and on page 43 of guidance from the Department for Education (DfE) on careers guidance and access for education and training providers.

3.5.4 This policy shows how our school complies with these requirements.

3.6 The 6 encounters schools must offer to all Pupils in years 8 to 13.

3.6.1 Schools must offer:

- 2 encounters for Pupils during the 'first key phase' (year 8 or 9)
  - Encounters can take place any time during year 8, and between 1 September and 28 February during year 9.
- 2 encounters for Pupils during the 'second key phase' (year 10 or 11)
  - Encounters can take place any time during year 10, and between 1 September and 28 February during year 11.
- 2 encounters for Pupils during the 'third key phase' (year 12 or 13)
  - Encounters can take place any time during year 12, and between 1 September and 28 February during year 13

3.6.2 These encounters must happen for a reasonable period of time during the standard school day. Schools can continue to provide complementary experiences but encounters outside of school hours won't count towards these requirements.

3.7 Meaningful provider encounters

3.7.1 Our school is committed to providing meaningful encounters to all Pupils.

3.7.2 1 encounter is defined as 1 meeting/session between Pupils and 1 provider.

3.8 Pupil entitlement

3.8.1 All our Pupils in years 8 to 11 are entitled to:

- Find out about technical education qualifications and apprenticeship opportunities as part of our careers programme, which provides information on the full range of education and training options available at each transition point.
- Hear from a range of local providers about the opportunities they offer, including technical education and apprenticeships.
- Understand how to make applications for the full range of academic and technical courses.

3.9 Management of provider access requests

3.9.1 We have a range of events and activities integrated into our curriculum and school calendar that enables providers to come into school and work with our Pupils, Parents, and Carers.

3.10 Opportunities for access

3.10.1 A number of events, integrated into our careers programme, will offer providers an opportunity to come into school to speak to Pupils and/or their Parents/Carers:

3.10.2 In the following table:

	autumn term	spring term	summer term
Year 8	• Event for FE colleges	• Employer event for Pupils, Parents – market stall event giving overview of local, regional, and national opportunities and skills requirement	• Careers workshop • Technical/vocational tasters at local college/s, training providers
Year 9	• Assembly /and tutor group opportunities - employability skills	• Key Stage 4 options event. • Meeting with Careers Advisor	• No encounters – encounters must have taken place by 28 February

	autumn term	spring term	summer term
Year 10	• Post-16 technical education options assembly with General Further Education College • Life Skills – work experience preparation sessions • Assembly and tutor group opportunities - employability skills	• Networking event with providers and employers • Technical/vocational tasters at local college/s, training providers	• Work experience preparation sessions • Work experience • Technical/vocational tasters at local college/s, training providers
Year 11	• Post-16 provider open evenings • Post-16 apprenticeships assembly • Meetings with careers adviser • Post-16 applications	• Post-16 interviews • Apprenticeships – support with applications	• No encounters – encounters must have taken place by 28 February. • Confirmation of post-16 education and training destinations for all Pupils

3.11 Safeguarding

3.11.1 Our safeguarding/child protection policy and Visitors policies outlines the school's procedure for checking the identity and suitability of visitors.

3.11.2 Education and training providers will be expected to adhere to this policy.

3.12 Premises

3.12.1 We will make space available for events linked to careers appropriate to the activity. This may be a private meeting space for careers advice meetings, or our hall space for group question and answer sessions. Any equipment necessary, such as AV equipment will be made available on request. This should be discussed and agreed in advance of the visit. Providers are welcome to leave a copy of their prospectus or other relevant literature with the Careers Lead.

3.13 Complaints

3.13.1 Any complaints related to provider access can be raised following the school complaints procedure.

3.14 Links to other policies

3.14.1 Outline any links to other policies you have, such as:

- Safeguarding/child protection policy
- Curriculum policy
- Complaints policy
- Visitors and Visiting Speakers.

3.15 Monitoring arrangements

3.15.1 The school's arrangements for managing the access of education and training providers to Pupils are monitored by the Headteacher and the Education Governance Team.

3.15.2 This policy will be reviewed every two years or when there is an update to any guidance.

3.16 Monitoring and review

3.16.1 This policy, the information included, and its implementation will be monitored by the Education Governance and Oversight Team and reviewed annually.