

## 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 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, 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 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.

2.1.1 Work with our school's designated teacher for looked-after children (LAC) and previously LAC to:

- Make sure they know which Pupils are Looked After or Previously Looked After.
- 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 governance team.

### 2.2 Senior Management Team (SMT)

2.2.1 The SMT 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

## 2.3 The Governance and Oversight Team

### 2.3.1 The Governance 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 (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 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 particular 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, 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.
- 3.1.5 Our careers programme is delivered through a number of methods, including: lessons, tutor-led discussion, displays, careers fayres, support for parents/carers at open events, guest speakers.
- 3.1.6 Careers information:
- A wide range of materials
  - Open throughout the school day
  - Situated in the school office
- 3.1.7 Careers advisor (or LA provision):
- Available to all students through appointment
  - Used for individual interviews with all year 10s & 11s and other targeted Students throughout the year
- 3.1.8 Post 16 options:

- Post 16 advice is provided throughout year 11, during PEPs and reviews and is key information for transition meetings. The information and discussion are non-biased and the needs and wishes of the Student are central. Meetings will be undertaken with colleges and transition support will be provided.

## **3.2 Key Stage 3**

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

3.2.2 Aims:

- To provide comprehensive career guidance and information to help pupils make informed decisions about their future academic and career paths.
- To foster an understanding of the importance of early career planning and how it relates to their academic choices.

3.2.3 Objectives:

- To introduce pupils to a wide range of career options and pathways.
- To help pupils identify their interests, strengths, and areas of potential career interest.
- To facilitate discussions and workshops that encourage pupils to explore potential GCSE subject choices based on their career aspirations.
- To equip pupils with essential skills such as goal setting, decision-making, and research to support their career planning.
- To create opportunities for pupils to interact with professionals from various fields through career talks, industry visits, or virtual sessions.
- To promote awareness of the local job market and its evolving trends to aid pupils in making relevant choices.

3.2.4 Activities:

- Career awareness sessions: Presenting various career options and their requirements.
- Skills assessment and interest inventories: Administering tools to help pupils identify their strengths and interests.
- Individual career counselling sessions: Offering one-on-one guidance to pupils based on their personal aspirations.
- Subject choice workshops: Organizing workshops to assist pupils in aligning their GCSE subjects with their career goals.
- Guest speakers and industry visits: Arranging talks and visits by professionals from different fields to inspire and educate pupils about potential careers.

- Research projects: Assigning research tasks to encourage pupils to investigate and gather information about their chosen careers.
- Mock interviews and CV building: Preparing pupils for future job applications through practical exercises.
- Regular updates on local job market trends: Sharing information on job opportunities and career developments in the local area.
- By implementing these aims, objectives, and activities, our Key Stage 3 careers programme aims to empower pupils to make informed decisions about their future educational and career paths.

### **3.3 Key Stage 4**

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

3.3.2 Aims:

- To provide comprehensive career guidance and information to assist pupils in making informed decisions regarding their post-16 education and training pathways.
- To empower pupils to explore a wide range of educational and vocational options that align with their interests and aspirations.

3.3.3 Objectives:

- To facilitate career exploration through interactive workshops, discussions, and assessments.
- To assist pupils in identifying their strengths, weaknesses, and career preferences through skills assessments and self-reflection.
- To provide information and guidance on post-16 educational pathways, such as A-levels, vocational courses, apprenticeships, and college programs.
- To support pupils in creating personalized education and training plans tailored to their career goals.
- To offer guidance on the application process for various educational and training programs.
- To organize college and vocational institution visits to expose pupils to different learning environments and options.
- To encourage pupils to engage in work experience opportunities to gain practical insights into their chosen fields.
- To provide information about financial support options and scholarships available for post-16 education and training.



### 3.3.4 Activities:

- Career exploration workshops: Helping pupils explore different career paths and their associated educational requirements.
- Skills and interest assessments: Administering tools to assist pupils in identifying their strengths and interests.
- Individual career counselling sessions: Providing one-on-one guidance to pupils based on their specific post-16 aspirations.
- Education and training fairs: Organizing events where pupils can interact with representatives from colleges, apprenticeship providers, and vocational institutions.
- Personalized education plans: Assisting pupils in creating a customized plan for their post-16 journey.
- Application support: Offering guidance and assistance with the application process for A-levels, vocational courses, apprenticeships, and college programs.
- Field trips to educational institutions: Arranging visits to colleges and vocational schools to expose pupils to potential learning environments.
- Work experience placements: Facilitating opportunities for pupils to gain hands-on experience in their chosen fields.
- Financial aid seminars: Providing information on scholarships, grants, and financial support options for further education and training.
- Through these aims, objectives, and activities, our Key Stage 4 careers programme aims to equip pupils with the knowledge and skills necessary to make informed decisions about their post-16 education and training paths, ultimately preparing them for a successful transition into the next phase of their academic and career journeys.

## 3.4 Assessing the Impact on Pupils

3.4.1 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:

- Conducting regular surveys to gather insights from Pupils about their experiences and the effectiveness of the career initiatives.
- Analysing leavers' information to track the career paths and choices of students who have completed the programme.
- Soliciting feedback from Pupils, parents, teachers, and employers to gain a comprehensive understanding of the impact from various perspectives.

- Implementing evaluations at key milestones to assess the success of specific initiatives and identify areas for improvement.
- Monitoring academic performance and achievement to correlate the impact of the career programme on overall student success.
- These assessment methods ensure a thorough and well-rounded understanding of how our career programme is positively influencing the lives and future trajectories of our Pupils.

## 4. Provider Access Statement

### 4.1 Statutory Requirements

- 4.1.1 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 caters for pupils aged 11 to 18
- 4.1.2 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).
- 4.1.3 Schools must also have a policy statement that outlines the circumstances in which education and training providers will be given access to these Pupils.
- 4.1.4 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](#).
- 4.1.5 This policy shows how our school complies with these requirements.

### 4.2 The 6 Encounters Schools Must Offer to All Pupils in Years 8 To 13

- 4.2.1 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.
- 4.2.2 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.

### 4.3 Meaningful Provider Encounters

- 4.3.1 Our school is committed to providing meaningful encounters to all Pupils.
- 4.3.2 1 encounter is defined as 1 meeting/session between Pupils and 1 provider.

### 4.4 Student Entitlement

- 4.4.1 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, e.g., through activities and events such as options events, assemblies, and taster events.
- Understand how to make applications for the full range of academic and technical courses.

#### 4.5 Management of Provider Access Requests

4.5.1 We have a range of events and activities integrated into our curriculum and school calendar which enables providers to come into school and work with our learners, Parents, and Carers. These include Career Coffee Mornings and Question and Answer visits. Information about these events is available on request.

#### 4.6 Opportunities for Access

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

- Career fairs where providers can set up booths and engage directly with Pupils and parents to showcase educational and training opportunities.
- Industry-specific workshops and seminars conducted within the school premises, allowing providers to interact with students and provide in-depth insights into their respective fields.
- Parent information sessions where education and training providers can present information about various career paths, qualifications, and apprenticeships available for Pupils.
- Workshops integrated into the curriculum, providing a platform for providers to deliver hands-on experiences and practical information to Pupils.

	autumn term	spring term	summer term
Year 8	<ul style="list-style-type: none"> <li>• Event for FE colleges</li> </ul>	<ul style="list-style-type: none"> <li>• Employer event for Pupils, Parents – market stall event giving overview of local, regional, and national opportunities and skills requirement</li> </ul>	<ul style="list-style-type: none"> <li>• Careers workshop</li> <li>• Technical/vocational tasters at local college/s, training providers</li> </ul>

	autumn term	spring term	summer term
Year 9	<ul style="list-style-type: none"> <li>• Assembly /and tutor group opportunities - employability skills</li> <li>• Meeting with careers adviser</li> </ul>	<ul style="list-style-type: none"> <li>• Key Stage 4 options event</li> </ul>	<ul style="list-style-type: none"> <li>• <b>No encounters – encounters must have taken place by 28 February</b></li> </ul>
Year 10	<ul style="list-style-type: none"> <li>• Post-16 technical education options assembly with General Further Education College</li> <li>• Life Skills – work experience preparation sessions</li> <li>• Assembly and tutor group opportunities - employability skills</li> </ul>	<ul style="list-style-type: none"> <li>• Networking event with providers and employers</li> <li>• Technical/vocational tasters at local college/s, training providers</li> </ul>	<ul style="list-style-type: none"> <li>• Work experience preparation sessions</li> <li>• Work experience</li> <li>• Technical/vocational tasters at local college/s, training providers</li> </ul>
Year 11	<ul style="list-style-type: none"> <li>• Post-16 provider open evenings</li> <li>• Post-16 apprenticeships assembly</li> <li>• Meetings with careers adviser</li> <li>• Post-16 applications</li> </ul>	<ul style="list-style-type: none"> <li>• Post-16 interviews</li> <li>• Apprenticeships – support with applications</li> </ul>	<ul style="list-style-type: none"> <li>• <b>No encounters – encounters must have taken place by 28 February.</b></li> <li>• Confirmation of post-16 education and training destinations for all Pupils</li> </ul>

#### **4.7 Safeguarding**

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

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

#### **4.8 Premises**

4.8.1 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.

#### **4.9 Complaints**

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

#### **4.10 Links to Other Policies**

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

- Safeguarding/child protection policy
- Careers and Work-Related Experience policy
- Curriculum policy
- Complaints policy
- Visitors and Visiting Speakers.

#### **4.11 Monitoring Arrangements**

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

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

#### **4.12 Monitoring and Review**

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