



# Careers Guidance Policy

<b>GB Committee Responsible:</b>	<b>Curriculum and Achievement</b>
<b>Reviewed by:</b>	Kieran Robinson
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# Careers Guidance Policy

Important:

During the time of this policies review, the UK and many other countries were managing the implications of an international pandemic caused by the virus COVID-19. In response to this the school has adapted key aspects of the policy outlined below based on the latest Government guidance and external advice from the local authority and Public Health England.

The Careers Guidance Policy will continue to reflect the high expectations of our school. Key changes should be read in conjunction with Bentley Wood High School's COVID-19 risk assessment and School Protocol.

The senior leadership team continue to review the national and DfE guidance to ensure that our response to the pandemic is appropriate, sets high expectations and maintains safety across the school community.

Key changes relating to COVID-19:

1. Bentley Wood High School continues to use the Educational Development Trust (EDT) to provide impartial careers advice to our students. EDT works closely with the Associate Deputy Headteacher and Careers Leader to deliver a comprehensive careers guidance programme set out in appendix 1. Many aspects of this careers programme involve inviting guest speakers into school to meet with students. To reduce the risk from COVID-19, Bentley Wood High School is currently not permitting any non-essential visitors on site. This will continue to be reviewed in line with Government guidance. Please see school risk assessment and protocol.
2. Bentley Wood High School will seek to deliver the same comprehensive programme set out within appendix 1 remotely via our virtual school. This will maintain our high standards of careers guidance and ensure compliance with the Gatsby benchmarks.
3. Any guest speakers invited in to support our careers events will adhere to the same robust safeguarding checks set out by the provider access policy, which should be read in conjunction with this document. This includes being accompanied by a member of staff when attending virtual meetings with students.

## Introduction

There is a statutory requirement under section 351 of the 1996 Education Act for the school to provide a broad and balanced curriculum which '*prepares students for the opportunities, responsibilities and experiences of adult life, which includes preparation for working life*'. There is also a statutory requirement under section 42A of the Education Act 1997 which requires governing bodies to ensure that all registered pupils at the school are provided with independent careers guidance from year 8 to year 13.

Furthermore, paragraph 39 adds that "*in good time before decision points*" students should be informed about the full range of options available. These include:

- Post-14: options offered by local university technical colleges (UTCs) and studio schools
- Post-18: further education courses and higher apprenticeships

*Note:*

- *A footnote on page 6 defines 'impartial' as showing no bias or favouritism towards a particular education or work option.*
- *See also Section 42A and section 45A of the Education Act 1997*

The Government's career strategy, published in December 2017, sets out a long term plan to build a world class careers system that will help young people and adults choose the career that is right for them. To achieve this aim, the careers strategy sets out that every school and academy providing secondary education should use the Gatsby Charitable Foundation's Benchmarks. Although it is not statutory for schools to meet all of these Benchmarks Bentley Wood will ensure that it meets and exceeds these to provide its students with excellent careers guidance. This policy sets out how the school will achieve this.

The policy should be read in conjunction with the Provider Access Policy which sets out how Bentley Wood High School meets its obligations set out by the Baker Clause by supporting the access of external colleges, employers and training providers.

## **Rationale**

Careers guidance has an important contribution to make to the education of our students in order for them to make an effective transition from school to adulthood. This supports the Government national target to reduce the number of students who leave education and go on to be classified as NEET (not in education, employment or training). To aid an effective transition, the school seeks to inspire students and provide a range of opportunities to learn about different further education, training and careers options through a range of methods.

## **Aims and objectives for careers guidance**

The overarching aim for careers guidance at Bentley Wood focused on widening students' horizons, challenging stereotypes and raising aspiration. Bentley Wood will provide students with the knowledge and skills to make a successful transition to the next stage of their life and support social mobility by improving the opportunities for all of our students (especially those from disadvantaged backgrounds and those with special educational needs and disabilities).

More specifically the objectives are:

- to improve educational standards in individual subjects by using contexts that improve motivation, aspiration, understanding and attainment for students
- to ensure that students follow courses and programmes which are appropriate to their longer-term aspirations and needs
- to increase access, awareness and choice for all students for further education, training and career opportunities
- To ensure all students have annual employer encounters through our careers fair. This also provides guidance on a range of education and training options to students, including apprenticeships and technical education routes.
- to develop students' personal and social skills in relationships to aid the transition from school to adult and working life
- to develop students understanding of the world of work and its demands

- to provide quality impartial guidance on careers and develop effective links with key partners such as Educational Development Trust and Prospects.
- to ensure every student (especially those with an Educational Health Care Plan) receives independent careers guidance
- to meet and exceed the Gatsby Benchmarks to improve careers provision (see appendix 2)
- to have a Careers Leader responsible for raising standards
- to provide suitable and safe work experience opportunities at Key Stage 4 and 5
- work towards achieving the Quality in Careers Standards Award to further improve and quality assurance Bentley Wood High school's provision
- to seek opportunities to develop resilience in our students
- to improve employability through work related learning and connections with employers
- to ensure that all students understand that they must be in education, employment or training until at least their 18<sup>th</sup> birthday
- identifying those at risk of not participating post 16 and put in place effective support to ensure they stay in education or training for a minimum of 2 further years
- to notify the local authority whenever a 16 or 17 year old leaves Bentley Wood High School before their completion of her studies
- to continue to work closely with families (particularly those that are vulnerable) and provide tailored individual support and careers guidance
- to record the destinations of students transitioning to the next stage of education, training or employment and to share this with our local authority's support services
- to evaluate and further improve our careers and inspiration provision by carefully analysing student destination data and utilising the Compass tool
- to ensure that through our website and other suitable means we publish our careers programme for students and their parents

*(Delivering on these objectives ensure that we meet the requirements and expectations of guidance for schools set by the DfE on page 6 Careers Guidance and Inspiration, page 9 of Careers Guidance and Access for Education and the Gatsby Benchmarks).*

## **Curriculum Provision**

Bentley Wood offers a wide range of activities that contribute towards students careers guidance. These activities support the Gatsby Benchmarks, compliment subject teaching, contribute towards the development of students' key skills and lifelong learning opportunities.

Careers guidance within the school enables each curriculum area to make a full contribution through:

- the use of appropriate teaching and learning strategies
- the development of schemes of work that recognise the importance of careers guidance and inspiration to prepare students for adult and working life
- review of learning outcomes and evaluation of all careers related programmes and courses

## **Management of Careers Guidance**

At present the responsibility for careers guidance is allocated to the Associate Deputy Headteacher and Careers Leader who is responsible for:

- the management and co-ordination of the various aspects of careers guidance and inspiration
- meeting and exceeding the Gatsby Benchmarks for careers
- the range of activities in each key stage (see appendix 1 and Provider Access Policy)
- strategies for evaluation by employers, staff and students of activities and learning outcomes
- ensuring balance, continuity and progression
- communication of career guidance strategy and implementation to the senior leadership team and governing body.

The school also employs, through Education Development Trust, a full time Careers Adviser who gives individual and group impartial careers guidance to students at key transition point. The Careers Adviser works closely with the Associate Deputy Headteacher to organises the range of activities set out in appendix 1.

Individual subject staff are responsible for:

- ensuring that their teaching contributes to careers guidance
- identifying the types of activity at relevant points in the scheme of work
- introducing the scope for students to set their own learning objectives

## Appendix 1

	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
Year 7	Careers Fair Support within the PSHE Programme External Career/Educational Talks	Support within the PSHE Programme External Career/Educational Talks	Support within the PSHE Programme External Career/Educational Talks
Year 8	Careers Fair Year 8 Careers Awareness Morning Support within the PSHE Programme External Career/Educational Talks	Options Evening Support within the PSHE Programme External Career/Educational Talks	Support within the PSCHEE Programme External Career/Educational Talks
Year 9	Careers Fair Support within the PSHE Programme External Career/Educational Talks	Support within the PSHE Programme External Career/Educational Talks	Support within the PSHE Programme External Career/Educational Talks
Year 10	Careers Fair Support within the PSHE Programme External Career/Educational Talks	Work Experience Interview Preparation Morning Support within the PSHE Programme External Career/Educational Talks	Support within the PSHE Programme External Career/Educational Talks
Year 11	Careers Fair 6 <sup>th</sup> Form Open Evening Event Support within the PSHE Programme External Career/Educational Talks	Support within the PSHE Programme External Career/Educational Talks	Support within the PSHE Programme External Career/Educational Talks
Year 12	Careers Fair Support within the PSHE Programme (Apprenticeship Talk) External Career/Educational Talks	Extra-curricular Talks External Career/Educational Talks Individual careers guidance meeting with trained careers advisor	Extra-curricular Talks Support within the PSHE Programme External Career/Educational Talks
Year 13	Careers Fair Support within the PSHE Programme (Apprenticeship Talk) External Career/Educational Talks	Extra-curricular Talks Support within the PSHE Programme External Career/Educational Talks Individual careers guidance meeting with trained careers advisor	Extra-curricular Talks Support within the PSHE Programme External Career/Educational Talks

Appendix 2 – Gatsby Benchmarks

<p><b>1. A stable careers programme</b></p>	<p>Every college should have an embedded programme of career education and guidance that is known and understood by learners, parents, teachers, employers and other agencies.</p>	<ul style="list-style-type: none"> <li>• Every college should have a stable, structured careers programme that has the explicit backing of the senior management team, and has an identified and appropriately trained person responsible for it.</li> <li>• The careers programme should be published on the college’s website in a way that enables learners, parents, college staff and employers to access and understand it.</li> <li>• The programme should be regularly evaluated with feedback from learners, parents, college staff and employers as part of the evaluation process.</li> </ul>
<p><b>2. Learning from career and labour market information</b></p>	<p>Every learner, and their parents (where appropriate), should have access to good quality information about future study options and labour market opportunities. They will need the support of an informed adviser to make best use of available information.</p>	<ul style="list-style-type: none"> <li>• During their study programme all learners should access and use information about career paths and the labour market to inform their own decisions on study options.</li> <li>• Parents should be encouraged to access and use information about labour markets and future study options to inform their support to the learners in their care.</li> </ul>
<p><b>3. Addressing the needs of each student</b></p>	<p>Learners have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each learner. A college’s careers programme should embed equality and diversity considerations throughout.</p>	<ul style="list-style-type: none"> <li>• A college’s careers programme should actively seek to challenge stereotypical thinking and raise aspirations.</li> <li>• Colleges should keep systematic records of the individual advice given to each learner, and subsequent agreed decisions.</li> <li>• The records of advice given should be integrated with those given at the previous stage of the learner’s education (including their secondary school) where these are made available. Records should begin to be kept from the first point of contact or from the point of transition.</li> <li>• All learners should have access to these records to support their career development. Colleges should collect and maintain accurate data for each learner on their education, training or employment destinations.</li> </ul>

<p><b>4. Linking curriculum learning to careers</b></p>	<p>All subject staff should link curriculum learning with careers, even on courses that are not specifically occupation-led. For example, STEM subject staff should highlight the relevance of STEM subjects for a wide range of future career paths. Study programmes should also reflect the importance of maths and English as a key expectation from employers.</p>	<ul style="list-style-type: none"> <li>• Throughout their programme of study (and by the end of their course) every learner should have had the opportunity to experience how their subjects help people gain entry to (and be more effective workers within) a wide range of occupations.</li> </ul>
<p><b>5. Encounters with employers and employees</b></p>	<p>Every learner should have multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace. This can be through a range of enrichment activities including visiting speakers, mentoring and enterprise schemes, and should include learners' own part time employment where it exists.</p>	<ul style="list-style-type: none"> <li>• Every year, alongside their study programme, learners should participate in at least two meaningful encounters* with an employer. At least one encounter should be delivered through their curriculum area.</li> <li>• Colleges should record and take account of learners' own part-time employment and the influence this has had on their development.</li> </ul> <p>*A 'meaningful encounter' is one in which the learner has an opportunity to learn about what work is like or what it takes to be successful in the workplace.</p>
<p><b>6. Experiences of workplaces</b></p>	<p>Every learner should have first-hand experiences of the workplace through work visits, work shadowing and/or work experience to help their exploration of career opportunities, and expand their networks.</p>	<ul style="list-style-type: none"> <li>• By the end of their study programme, every learner should have had at least one experience of a workplace, additional to any part-time jobs they may have.</li> </ul>
<p><b>7. Encounters with further and higher education</b></p>	<p>All learners should understand the full range of learning opportunities that are available to them. This includes both academic and vocational routes and learning in schools, colleges, universities and in the workplace.</p>	<ul style="list-style-type: none"> <li>• By the end of their programme of study, every learner should have had a meaningful encounter* with a range of providers of learning and training that may form the next stage of their career. This should include, as appropriate, further education colleges, higher education and apprenticeship and training providers. This should include the opportunity to meet both staff and learners.</li> </ul> <p>*A 'meaningful encounter' is one in which the learner has an opportunity to explore what it is like to learn in that</p>



		environment.
<b>8. Personal guidance</b>	<p>Every learner should have opportunities for guidance interviews with a career adviser, who could be internal (a member of college staff) or external, provided they are trained to an appropriate level*. These should be available for all learners whenever significant study or career choices are being made. They should be expected for all learners but should be timed to meet individual needs.</p> <p>* The college should ensure that access to a level 6 adviser is available when needed.</p>	<ul style="list-style-type: none"> <li>• Every learner should have at least one such interview by the end of their study programme.</li> </ul>