

CAREERS POLICY

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VERSION CONTROL

Version No:	Type of change	Date	Revisions from previous version
0.1	New Document	April 2020	New Policy
1.0	Annual review	Nov 2021	No changes
1.1	Annual review	Nov 2022	Primary Phase information added
1.2	Interim Review	Mar 2023	Questions to be clarified, approve 11.5.23 PPWG
1.3	Interim Review	May 2023	Updated sections relating to statutory duty, key contacts and partners. Section 6 & 8 updated. Policy Owner/Reviewer updated
1.4	Annual Review	March 2024	Update Section 6 on Career Leads and Section 4.d & 4.f.i & ii. Updated Appendix A 2.b & c and 3.1

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1. STATUS

- a. Statutory.

2. INTRODUCTION

- a. This policy summarises the statutory guidance and recommendations and outlines the provision of careers education, work experience and provider access. It is in line with the statutory guidance developed by the Department for Education 2018 which refers to sections 42A, 42B and 45A of the Education Act 1997, (section 72 of the Education and Skills Act 2008 and the government's careers strategy 2017).

3. AIMS AND PURPOSE

- a. Prepare students for the transition to life beyond secondary school and post 16 (higher education and the world of work)
- b. Support students in making informed decisions which are suitable and ambitious for them
- c. Provide students with well-rounded experiences
- d. Develop characteristics e.g. social skills, communication, innovation, resilience and leadership which support high achieving students in the curriculum and in their careers
- e. Inspire and motivate students to develop their aspirations
- f. Ensure that a high number of students' progress to positive destinations such as apprenticeships, technical routes, sixth form colleges, further education colleges, universities or employment.
- g. Help all students take qualifications that offer them the best opportunity to continue in education or training

4. EXPECTATIONS AND REQUIREMENTS FOR CITY LEARNING TRUST SECONDARY ACADEMIES

All Academies will:

- a. Ensure all registered students are provided with independent careers guidance from years 8 to year 13, that should:
 - ii. be impartial,
 - iii. include information on a range of education or training options, including apprenticeships and technical education routes,
 - iv. be adapted to the needs of individual students
- b. Provide a policy statement that sets out the circumstances in which education and training providers will be given access to students and that this is followed. This must include:
 - i. any procedural requirements in relation to requests for access,
 - ii. grounds for granting and refusing requests for access,
 - iii. details of premises or facilities to be provided to a person who is given access,
 - iv. review the policy in line with review timetable
- c. Use the Gatsby Charitable Foundation's Benchmarks to improve careers provision (see appendix A).
- d. Offer every young person seven meaningful encounters with employers – at least one each year from year 7 to year 13. Some of these encounters should be with STEM employers.
- e. Appoint a named person to the role of Careers Leader to lead the careers programme. This Careers Leader should have the energy and commitment, and backing from their senior leadership team, to deliver the careers programme across all eight Gatsby Benchmarks.
- f. Publish details of the careers programme to students and their parents / carers:
 - i. information that details how the impact of the careers programme is measured and assessed,
 - ii. a policy statement setting out arrangements for provider access (Appendix A)

5. EXPECTATIONS AND REQUIREMENTS FOR CITY LEARNING TRUST PRIMARY ACADEMIES

Whilst our Primary Academies do not have to provide careers advice they will:

- i. focus on broadening horizons and raising aspirations,
- ii. give pupils a wide range of experiences of the world,
- iii. ensure pupils learn about the world of work and different jobs,
- iv. show children the vast range of possibilities open to them and helping to keep their options open for as long as possible.
- v. ensure that pupils are in the best possible position as they begin their transitions to secondary education and to future life.
- vi. link learning to the real world and in doing so increasing, motivation to work hard bringing more relevance to pupils' learning,
- vii. challenge gender stereotyping about jobs and school subjects
- viii. ensure that pupils have access to volunteers of the world of work.
- ix. ensure pupils to believe in their own abilities and helping them to understand what life is like beyond the classroom,
- x. expose pupils to role models from the world of work,
- xi. excite and motivate pupils about their learning by linking and embedding in the curriculum strong connections between education and the world of work
- xii. help pupils see a clear link and purpose between their learning
- xiii. support the raising of standards of achievement and attainment for all pupils
- xiv. help pupils learn more about their own talents and abilities and instill greater confidence
- xv. reinforce the importance of numeracy and literacy in later life
- xvi. provide tailor career-related learning to the different ages and needs of all children,
- xvii. ensure that there is a member of staff in the academy responsible for careers,
- xviii. consider the Gatsby Benchmarks in careers planning.

6. CAREERS LEADS

Academy	Name of Careers Lead
City College	Matthew Bailie
Haywood Academy	Caroline Stanley
Trentham Academy	Charlotte Ainsworth
Mill Hill Primary Academy	Sarah Dickson
Smallthorne Primary Academy	Jack Jones
City Learning Trust Careers Advisor	Vicky Campanelle

7. THE 'GATSBY CHARITABLE FOUNDATION BENCHMARKS'

- a. All Academies in the Trust will use the Gatsby Charitable Foundation's Benchmarks to improve careers provision. They include:
 - i. A stable careers programme
 - ii. Learning from career and labour market information
 - iii. Addressing the needs of each student
 - iv. Linking curriculum learning to careers
 - v. Encounters with employers and employees.
 - vi. Experiences of workplaces
 - vii. Encounters with further and higher education
 - viii. Personal guidance

8. STATUTORY DUTIES

- a. Local Authorities have a range of statutory duties to track the destinations for young people, and to identify and support young people who are not in education, employment and training. To facilitate this schools should ensure that they maintain contacts with the local authority in their area.
- b. City Learning Trust Academies will be collecting data for destinations on results day and then confirming these with colleges and training providers in the Autumn Term. This will support and enable the NEET score to also be calculated.
- c. The Board of Trustees and Local Governing Committee will:
 - i. ensure that the statutory requirements and expectations are met in point 3.
 - ii. provide clear advice and guidance to the Headteacher/Principal on which he/she can base a strategy for careers education and guidance which meets the Academy's legal requirements, is developed in line with the Gatsby Benchmarks and informed by the requirements set out in this document.
 - iii. have a member of the Local Governing Committee who takes a strategic interest in careers education and guidance and encourages employer engagement

9. MONITORING AND REVIEW

- a. This policy will be reviewed by the Policy and Procedures Working Group on an annual basis to ensure continuing compliance.

10. LINKED DOCUMENTS

- a. Provider Access Legislation
- b. Data Sharing Agreements

APPENDIX A: POLICY STATEMENT ON PROVIDER ACCESS

1. Introduction

This policy statement sets out the school's arrangements for managing the access of providers to students at the Academy 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.

2. Student Entitlement

- a. All students in years 8-13 are entitled:
 - i. 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;
 - ii. 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;
 - iii. to understand how to make applications for the full range of academic and technical courses.
- b. These encounters are mandatory and there will be a minimum of two encounters for pupils during the 'first key phase' (year 8 to 9) and two encounters for pupils during the 'second key phase' (year 10 to 11). For students in the 'third key phase' (year 12 to 13), particularly those that have not yet decided on their next steps, there are two more provider encounters available during this period, which are optional to attend. One encounter is defined as one meeting/session between students and one provider.
- c. These provider encounters will be scheduled during the main school hours and the provider will be given a reasonable amount of time to, as a minimum:
 - i. share information about both the provider and the approved technical education qualification and apprenticeships that the provider offers
 - ii. explain what career routes those options could lead to
 - iii. provide insights into what it might be like to learn or train with that provider (including the opportunity to meet staff and students from the provider)
 - iv. answer questions from students.

3. Management of Provider Access Requests

3.1 Procedure

- a. A provider wishing to request access should contact:

Academy	Name of Careers Lead	Contact Email	Contact Tel:
City College	Matthew Baillie	m.baillie@cly.haywood.coop	01782 853535
Haywood Academy	Caroline Stanley	cstanley@clt.haywood.coop	01782 853535
Trentham Academy	Charlotte Ainsworth	cainsworth@clt.trentham.coop	01782 883200
Mill Hill Primary Academy	Sarah Dickson	sboulton@clt.millhill.coop	01782 234466
Smallthorne Primary Academy	Jack Jones	jjones@clt.smallthoren.coop	01782 235265

3.2 Opportunities for Access

- a. A number of events, integrated into the school careers programme, will offer providers an opportunity to come into school to speak to students and/or their parents/carers. Please speak to our Careers Leader to identify the most suitable opportunity for you.

3.3 Premises and Facilities

- a. The Academy will make the main hall, classrooms or private meeting rooms available for discussions between the provider and students, as appropriate to the activity. The Academy 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.
- b. Providers are welcome to leave a copy of their prospectus or other relevant course literature with the Careers Lead, who will ensure the appropriate availability with students within the Academy building.

APPENDIX B: THE GATSBY BENCHMARKS

The Gatsby Benchmarks		
<p>1. A Stable Careers programme</p>	<p>Every school and college should have an embedded programme of career education and guidance that is known and understood by students, parents/carers, teachers, governors and employers</p>	<ul style="list-style-type: none"> • Every school 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. • The careers programme should be published on the school's website in a way that enables pupils, parents/carers, teachers and employers to access and understand it. • The programme should be regularly evaluated with feedback from pupils, parents/carers, teachers and employers as part of the evaluation process
<p>2. Learning from career and labour market information</p>	<p>Every student, and their parents/carers, 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"> • By the age of 14, all pupils should have accessed and used information about career paths and the labour market to inform their own decisions on study options. • This encounter would involve engagement between student and employer. Ideally this information should be sourced local, regionally and nationally. • Parents/carers should be encouraged to access and use information about labour markets and future study options to inform their support to their children
<p>3. Addressing the needs of each student</p>	<p>Students have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each student. A school's careers programme should embed equality and diversity considerations throughout.</p>	<ul style="list-style-type: none"> • A school's careers programme should actively seek to challenge stereotypical thinking and raise aspirations. • Schools should keep systematic records of the individual advice given to each pupil, and subsequent agreed decisions. • All pupils should have access to these records to support their career development. • Schools should collect and maintain accurate data for each pupil on their education, training or employment destinations.
<p>4. Linking curriculum learning to careers</p>	<p>All teachers should link curriculum learning with careers. STEM subject teachers should highlight the relevance of STEM subjects for a wide range of future career paths.</p>	<ul style="list-style-type: none"> • By the age of 14, every pupil should have had the opportunity to learn how the different STEM subjects help people to gain entry to, and be more effective workers within, a wide range of careers. • Students should have the opportunity to see the progression of any and all subjects of interest beyond their respective academies

<p>5. Encounters with employers and employees</p>	<p>Every student 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.</p>	<ul style="list-style-type: none"> • Every year, from the age of 11, pupils should participate in at least one meaningful encounter* with an employer. <p>*A 'meaningful encounter' is one in which the student has an opportunity to learn about what work is like or what it takes to be successful in the workplace. This encounter would involve engagement between student and employer.</p>
<p>6.Experiences of workplaces</p>	<p>Every student 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"> • By the age of 16, every pupil should have had at least one experience of a workplace, additional to any part-time jobs they may have. • By the age of 18, every pupil should have had one further such experience, additional to any part-time jobs they may have
<p>7.Encounters with further and higher education</p>	<p>All students 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"> • By the age of 16, every pupil should have had a meaningful encounter* with providers of the full range of learning opportunities, including Sixth Forms, colleges, universities and apprenticeship providers. This should include the opportunity to meet both staff and pupils. • By the age of 18, all pupils who are considering applying for university should have had at least two visits to universities to meet staff and pupils. <p>*A 'meaningful encounter' is one in which the student has an opportunity to explore what it is like to learn in that environment. This encounter would involve engagement between student and provider.</p>
<p>8.Personal guidance</p>	<p>Every student should have opportunities for guidance interviews with a career adviser, who could be internal (a member of school staff) or external, provided they are trained to an appropriate level. These should be available whenever significant study or career choices are being made.</p>	<ul style="list-style-type: none"> • Every pupil should have at least one such interview by the age of 16, and the opportunity for a further interview by the age of 18.