



## CAREERS POLICY

October 2024

### Aims:

- To provide an outstanding impartial careers programme that is timely, relevant and meets the needs of pupils.
- To help pupils develop the skills and confidence to make realistic and informed decisions about their futures and to manage the transitions from one stage of their education, training and work to the next.
- To ensure that pupils develop the skills and attitudes necessary for success in adult and working life.
- To make pupils aware of the board range of opportunities which are realistically available to them in higher education and training
- To develop in pupils an awareness of the wide variety of education training and careers opportunities, both locally and nationally
- To foster links between the school, local businesses and further / higher education establishments.
- To promote the quality of opportunity, maintain a culture of high aspiration, embrace diversity, challenge stereotypes and ensure all pupils who require any extra assistance and guidance to make informed choices and reach their full potential.

These aims are based on the relevant legislation as listed below:

### Legal framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Provider Access Legislation
- Education Act 1997
- 2023 Independent Review of Careers Guidance in School and Further Education and Skills Providers.
- 2001 Education Act
- 1997 Education Act.
- Education and Skills Act 2008
- Apprenticeships, Skills, Children and Learning Act 2009
- Equality Act 2010
- Children and Families Act 2014
- Technical and Further Education Act 2017
- The School Information (England) (Amendment) Regulations 2018
- 2021 Skills for Jobs White Paper

- DfE (2022) ‘Careers guidance and access for education and training providers’
- School to also incorporate the policy statement on provider access that they must publish under Section 42B of the Education Act 1997 (Annex A).
- Independent Schools Standards

This policy operates in conjunction with the following school policies:

- Complaints procedure
- Accessibility plan
- Data Protection policy
- Safeguarding and child protection policy
- Work experience policy

## **The School**

The School uses the Gatsby Benchmarks to guide its Careers Provision because they are judged to be a best practice system for career guidance.

From July 2021, the Government regards “Careers guidance” as the full range of activity delivered under the eight Gatsby Benchmarks.

Our programme will be reviewed annually against the benchmarks to ensure it remains on target. The School will demonstrate how it is working towards each Gatsby Benchmark, as part of its careers summary, including the aims, objectives and activities provided for each year group.

Regular feedback from pupils, parents, teachers, governors and employers will be invited. Feedback will be used to contribute to the development of the School’s careers programme to ensure it meets the needs of all pupils.

## **Provision Overview vs Gatsby Benchmarks**

This section provides an overview of the School’s careers provision against the ‘Gatsby’ benchmarks.

### **Benchmark 1: A stable careers programme**

- The School has a stable and structured careers programme, that has the explicit backing of the School Leadership Team, with the Head of Futures and Head of Sixth Form responsible for it.
- The Head of Futures undergoes appropriate training and is responsible for leading and developing the School’s careers programme alongside the Head of Sixth Form, who is line manager to the Head of Futures.
- The careers programme overview, including details of how pupils and parents, teachers and employers may access information about the careers programme; and the name and contact details of the Head of Futures is published on the School’s website, in a way which enables pupils, parents, teachers and employers to access and understand it.
- The School measures and assesses the impact of the careers programme on pupils.

- The date of the School's next review of the information published is June 2025.
- The careers programme is evaluated and revised annually through formal and informal feedback by the teachers, Head of Futures, Head of Sixth Form and pupils as part of the evaluation process.
- The Head of Sixth Form is responsible for universities information and guidance and is line-managed by the Head of Senior School.
- There is a sixth form tutor team, who report into the Head of Sixth Form and support and help manage the university and careers programme.

### **Benchmark 2: Learning from Careers and Labour Market Information**

- The School will ensure every pupil, and their parents (where appropriate), have access to high-quality information about future study options and labour market opportunities.
- Pupils will need the support of an informed advisor to help them make best use of the information available and will be referred to an informed advisor for this purpose.
- By the age of 14, all pupils will have accessed and used information about career paths, and the labour market to inform their own decisions on study options.
- During their study programme all pupils should access and use information about career paths and the labour market to inform their own decisions about study options.
- Parents are encouraged to access and use information about labour markets and future study options to inform their support to their children.
- To support social mobility, the School will work to raise pupils' aspiration and tackle stereotypical assumptions. Interventions will be used to tackle gender stereotypes; arrangements will be made for pupils to talk to employees who work in non-stereotypical jobs to raise awareness of the range of careers available to them.
- The entire Senior School and Sixth Form can attend and learn from market leaders through our lunchtime career talk programme.
- Labour Market Information (LMI) is dispersed as appropriate through the Careers Digest which is circulated to pupils and teachers fortnightly.
- Information about a diverse range of progression pathways and labour market information will be shared with pupils, including apprenticeship and technical routes, to strengthen their capacity to make effective choices, for example through careers talks, one to one meetings and careers digests, as well as during timetabled PSHE and Diploma lessons.

### **Benchmark 3: Addressing the needs of each pupil**

- The School will ensure that pupils have different career guidance needs at different stages.
- Opportunities for advice and support will be tailored to the needs of each pupil.
- The School embeds equality and diversity considerations throughout its careers programme.

- The School's careers programme actively seeks to challenge stereotypical thinking and raise aspirations.
- The School will keep systematic records of the individual advice given to each pupil, and subsequent agreed decisions. All pupils will have access to these records to support their career development.
- The School collects and maintains accurate data for each pupil on their education, training or employment destinations for at least three years after they leave school.
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- The Head of Futures is trained on providing one-to-one careers guidance to each pupil, in an impartial manner whilst challenging stereotypical thinking on career pathways.
- Careers feedback is written by the Head of Futures which outlines discussions from the careers interviews and agreed next steps. Feedback is then shared with pupils and tutors.

#### **Benchmark 4: Linking curriculum learning to careers**

- Study programmes reflect the importance of Maths and English as a key expectation from employers.
- The entire Senior School and Sixth Form can attend and learn from market leaders through our lunchtime career talk programme.
- Up to date information is disseminated to year groups through visiting speakers delivering sessions as appropriate such as local university representatives delivering sessions on personal statement writing, study skills, and revision techniques.
- All pupils in Year 12 attend a Higher Education and Apprenticeships Fair, attend a university library visit and university campus visit.
- All pupils in Year 13 complete a CV Writing Workshop, apprenticeship application workshop, and have the opportunity to participate in a competency-based interview skills day with external interviewers.

#### **Benchmark 5: Encounters with employers and employees**

All pupils will:

- Have multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace. These are gained through a range of enrichment activities including visiting speakers, enterprise schemes and clubs and visits.
- Each year, from the age of 11, pupils participate in at least one meaningful encounter\* with an employer.

*\*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.*

All pupils will:

- Attend a universities and apprenticeships fair by the age of 18.
- Have the opportunity to attend lunchtime careers talks
- Have a one-to-one careers interview and feedback before they choose their post-16 options.

### **Benchmark 6: Experiences of workplaces**

- All pupils will have had at least one first-hand experience of a workplace by the age of 16, through work visits, work shadowing and /or work experience to help their exploration of career opportunities and expand their networks, additional to any part-time jobs they may have
- By the age of 18, each pupil will have had at least one further first-hand experience of a workplace, additional to any part-time jobs they may have.

*NB - Our definition of 'experiences of workplaces' is as follows: work visits, work shadowing and / or work experience. i.e. work experience is not synonymous with experiences of the workplace.*

- Experiences of the workplace by the time the student is aged 18 will include the following:
  - Work experience that takes place during term time
  - All pupils will be able to access through careers: application support, careers advice, university advice, post-16 and post-18 options etc.

### **Benchmark 7: Enable encounters with further and higher education**

- All pupils will receive information and guidance on universities, and university alternatives, such as apprenticeships in sixth form. This will be through accessing careers fairs, visiting university speakers, apprenticeship fairs and in house sessions.
- All pupils, by the time they leave school, will have explored the full range of learning opportunities that are available to them. This includes both academic and technical and vocational routes and learning in schools, colleges, universities and in the workplace.
- By the age of 16, each pupil will have had at least one 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 will have had at least two visits to universities to meet staff and pupils.

\*A 'meaningful' encounter is open in which the student has an opportunity to explore what it's like to learn in that environment.

## **Benchmark 8: Personal Guidance**

- Each pupil, by the end of Year 11, will have had at least one guidance interview with a trained, or in training, careers advisor. Each pupil will have the opportunity for a further interview by the age of 18 by the end of their study programme. The information and feedback for both interviews will be shared with their tutor
- Guidance interviews will be available whenever significant study or career choices are being made. They will be available for all pupils and timed to meet their individual needs.