



Careers Policy

Date of review	May 2023	Review period	3 years
Date of next review	May 2026	Author	I Moir
Type of policy	Non Statutory	Approval	Head Teacher

Statement of intent

This policy is underpinned by Sections 42A and 45A of the Education Act 1997, and has due regard to the DfE's statutory guidance, 'Careers guidance and access for education and training providers', which was last updated in October 2018.

The main aims of careers provision at Boldon School are to:

- Prepare students for life post-education.
- Develop an understanding of different career paths and challenge stereotypes.
- Develop an understanding of the differences between school and work.
- Inspire students to chase and achieve their dreams.
- Help students to access information on the full range of post-16 education and training opportunities.
- Support students after leaving school.
- Offer targeted support for vulnerable and disadvantaged young people.
- Instil a healthy attitude towards work.

1. Legal framework

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

- DfE 'Careers guidance and access for education and training providers' 2018
- Education Act 1997
- 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

1. Roles and responsibilities

1.2. The governing board is responsible for:

- Ensuring that all registered students are provided with independent careers guidance from Year 8 to Year 13.
- Ensuring that arrangements are in place to allow a range of education and training providers to access all students and inform them about approved technical education qualifications and apprenticeships. A policy statement will set out these arrangements.
- Ensuring that the independent careers guidance is presented in an impartial manner, showing no bias or favouritism towards a particular institution, education or work option.
- Ensuring that the guidance includes information on the range of education or training options, including apprenticeships and technical education routes.
- Ensuring the Careers Policy does not discriminate on any grounds, including but not limited to: ethnicity/national origin, culture, religion, gender, disability or sexual orientation.
- Handling complaints regarding this policy as outlined in the school's Complaints Procedure Policy.
- Providing clear advice and guidance to the headteacher on which they can base a strategy for careers education and guidance which meets the school's legal requirements.

1.3. The careers leader is responsible for:

- Managing the provision of careers information.
- Liaising with the headteacher and the careers adviser to implement and maintain effective careers guidance.
- Liaising with the PSHE leader and other subject leaders to plan careers education in the curriculum.
- Liaising with tutorial managers, mentors, the SENCO and head of sixth form to identify students needing guidance.
- Referring students to careers advisers.
- Establishing, maintaining and developing links with FE colleges, universities, apprenticeship providers and employers.
- Negotiating an annual service level agreement with the LA for support for vulnerable and disadvantaged students.
- Providing students with effective careers guidance and supporting social mobility by improving opportunities for all young people.
- Supporting teachers of careers education and tutors providing initial information and advice.
- Monitoring teaching and learning in careers education, and the access to and take up of career guidance.
- Advising senior leadership on policy, strategy and resources for careers education, information, advice and guidance (CEIAG).
- Preparing and implementing a development plan for CEIAG.
- Reviewing and evaluating the programme of CEIAG.
- Encouraging the training of school staff to promote careers guidance to their students.
- Using the Gatsby Benchmarks to improve the school's careers provision and ensure compliance with legal duties, with an ultimate aim to meet all benchmarks.
- Allowing students to have access to providers of technical education, such as colleges, and apprenticeships to ensure every student is well-informed about their future options at every stage.
- Using the Compass tool for self-evaluating the careers provision the school offers.
- Publishing details of the school's careers programme and a policy statement on provider access on its website.

- Engaging with the designated teacher for LAC and previously LAC to ensure they know which students are in care/are care leavers, to understand their additional support needs and to ensure that any personal education plans can inform careers advice.
- Working closely with the SENCO and other staff to identify the guidance needs of all students with SEND and implement personalised support.
- Ensuring that students with SEND understand their different career pathways, and enabling them to gain the skills, knowledge and experience they require to achieve their career goals.

1.4. Teaching staff are responsible for:

- Ensuring careers education is planned into their lessons.
- Attending any relevant CPD or training to ensure they are up-to-date with the school's careers plan.
- Promoting careers guidance in the classroom through visual aids.
- Creating a learning environment that allows and encourages students to tackle real life challenges, manage risks and develop skills that can be applied to the workplace.

2. A stable careers programme

- 1.5. The school will have its own careers programme in place which meets the requirements of the eight Gatsby Benchmarks. The programme will be reviewed **termly** against the benchmarks to ensure it remains on target.
- 1.6. A careers leader will be appointed to ensure the leadership and coordination of a high-quality careers programme. The careers leader is recruited alongside the suggested requirements to ensure the role is correctly fulfilled. The name and contact details of the career's leader will be published on the school website.
- 1.7. Details of the school's careers plan will be published on the school website inviting students, parents, teachers, governors and employers to provide feedback.
- 1.8. The headteacher will work with enterprise coordinators to build careers and employer engagement plans to broaden the range of guidance that students have access to.
- 1.9. The school will work towards the [Quality in Careers Standard](#) to support the development of their careers programme, ensuring the programme is reviewed termly to ensure it is in line with the required standards.

2. Labour market information

- 2.1. The school will ensure every student, and their parents, has access to good-quality information about future study options and labour market opportunities.

- 2.2. Students and their parents will be referred to the National Careers Service which offers information and professional advice via a website, helpline and web chat.
- 2.3. The school will ensure students and their parents understand the value of finding out about the labour market and support them in accessing this information. Students and their parents will be provided with information on the benefits of understanding the labour market, including the salaries and promotion opportunities for different jobs, and the volume and location of vacancies across different sectors.
- 2.4. The school will ensure that all students, by the age of 14, have accessed and used information about career paths and the labour market to inform their decisions on study options.
- 2.5. The school will provide students with the necessary links and information that will enable them to access this. Access will be monitored to review whether students are making the most of the service, and if not, what can be done to ensure they do.
- 2.6. The school will make use of local enterprise partnerships to provide students with presentations and workshops on the local labour market and employer expectations. The information provided through the partnership will be used to shape career guidance and workshops in schools.
- 2.7. To support social mobility, the school will work to raise students' aspirations and tackle stereotypical assumptions. Interventions will be used to tackle gender stereotypes; arrangements will be made for students to talk to employees who work in non-stereotypical jobs to raise awareness of the range of careers that STEM qualifications lead to.

3. Addressing the needs of students

- 3.1. The school's careers programme will aim to raise the aspirations of all students whilst being tailored to individual needs. The programme will inform students of the range of opportunities available to them, encouraging them to aim higher and make choices relevant to what they feel they can achieve.
- 3.2. All forms of stereotyping will be prohibited in the careers advice and guidance that is provided, to ensure students from all backgrounds, gender and diversity groups, and those with SEND, can consider the widest possible range of careers.
- 3.3. Comprehensive and accurate records will be kept supporting the career development of students. These will be stored securely in the Pastoral Office. The school will allow access to this information, should a student or their parent request it.
- 3.4. Destination data will be retained by the school for at least three years.
- 3.5. Information about destinations, e.g. the percentage of students attending sixth form in the following term, will be published on the school's website alongside the school's careers programme.

- 3.6. The school will collect and analyse destination data to assess how well the careers programme is countering stereotypes and raising aspirations. The data will be reviewed by the headteacher and careers leader on a termly basis who can then base further development of the school's career guidance plan on the results and areas of success or failure.

4. Targeted support

- 4.1. The school will work with the LA to identify students who are in need of targeted support or those who are at risk of not participating in post-16 pathways. Agreements will be made over how these students can be referred for support drawn from a range of education and training support services available locally.
- 4.2. The school will ensure that students understand the programmes available to support them and the financial costs associated with staying in post-16 FE.
- 4.3. To support students who are likely to need support with post-16 participation costs, such as those with SEND, the school will work with the LA and local post-16 education or training providers to share student data and ensure these students receive such support.
- 4.4. The school will ensure that students are aware of the 16-19 Bursary Fund, which has been devised to support those individuals with a financial hardship. Students will be advised of how to access this funding and who they should speak to in order to find out more information.

5. Students with SEND

- 5.1. The school will ensure that careers guidance is differentiated, if appropriate, and based on high aspirations and a personalised approach.
- 5.2. The careers leader will work closely with the SENCO and other staff to support students with understanding different career pathways and how to develop the necessary skills, knowledge, experience and qualifications to succeed and fulfil their potential. The school will work with families of students to help them understand what career options are available.
- 5.3. Surveys will be conducted to find out individual students' aspirations. The results of the surveys will create careers guidance and experience that will be tailored to students' needs based on their own aspirations and abilities.
- 5.4. Careers guidance will take account of the full range of relevant education, training and employment opportunities. It will inform students about the ways employees with SEND are supported in the workplace, and how jobs can be adapted to fit a person's abilities.
- 5.5. The school will build partnerships with businesses and other employers, employment services, and disability and other voluntary organisations. Students will be prepared

for encounters with employers and provided with any special support that will allow them to benefit fully from the experience.

- 5.6. Careers guidance will focus on a student's career aspirations and the post-16 options which are most likely to give the student a pathway into employment or HE.
- 5.7. The SEND local offer will be utilised; annual reviews for a student's EHC plan will be informed by good careers guidance.
- 5.8. Students with SEND will have the opportunity to hear from adults with disabilities who have succeeded in their careers as part of the school's successful careers strategy.
- 5.9. When arranging work experience for students, the school will work with the employer to determine any additional support that will be needed during the work placement.

3. Curriculum

- 5.10. The school will work to encompass careers education and guidance into subjects across the curriculum. All teachers will be asked to support the career development of young people in their role and through their subject teaching.
- 5.11. The school will ensure that every student is exposed to the world of work by the age of 14.
- 5.12. Students are encouraged to study the core academic subjects at GCSE, including English, maths, science, history, geography, and a language.
- 5.13. Students will be informed that if they do not achieve a grade 4 or higher in GCSE maths and English by the end of KS4, they will be required to continue working towards this aim as part of their 16-19 study programme.
- 5.14. The school will engage with local employers, businesses, and professional networks, inviting visiting speakers, particularly alumni with whom students can relate to.
- 5.15. Every year, from the age of 11, students will participate in at least one meaningful encounter with an employer; at least one of these encounters will be with a STEM employer or workplace. These encounters will include:
 - Careers events such as careers talks, careers carousels and careers fairs.
 - Transitions skills workshops such as CV workshops and mock interviews.
 - Mentoring and e-mentoring.
 - Employer, delivered employability workshops.
 - Business games and enterprise competitions.

6. Work experience

- 6.1. The school will aim to ensure that all students have had at least one experience of a workplace by the age of 16.

7. Further education (FE)

- 7.1. Students are required to remain in education or training until their 18th birthday.
- 7.2. The school will provide students with a range of information and opportunities to learn about education, training, and career paths throughout their school life, to prevent last minute decision-making.
- 7.3. Students will be encouraged to use information tools, such as websites and apps, which display information about opportunities. Education and training providers will have access to all students in Years 8 to 13 for the purpose of informing them about approved technical education qualifications and apprenticeships.
- 7.4. The school will ensure that there are opportunities for providers to visit the school and speak to students in Years 8 to 13, by maintaining connections with providers of FE and apprenticeships, and arranging regular visits, presentations, and workshops.
- 7.5. A range of opportunities for visits from providers offering other options, such as FE will also be provided.
- 7.6. A policy statement is published on the school website and will include:
 - Any procedural requirements in relation to requests for access.
 - Grounds for granting and refusing requests for access.
 - Details of premises or facilities to be provided to a person who is given access.

8. Personal guidance

- 8.1. All students will be provided with opportunities for personal guidance interviews with a qualified careers adviser. Such interviews will take place by the time the student reaches age 16.
- 8.2. Careers advisers will meet the professional standards outlined by the [Career Development Institute](#). The school will integrate personal guidance interviews within the pastoral system so that they can be followed up by the form tutors or equivalent.
- 8.3. Careers advisers working with students with SEND will use the outcome and aspirations in the EHC plan to focus discussions.
- 8.4. Careers advisers working with LAC or care leavers will use their personal education plan to focus discussions. These students will have a named adviser who will build a relationship with them to better understand their individual needs.

4. Information sharing

- 8.5. The school will provide the relevant information about all students to the LA support services including:
- Basic information, such as the student's name or address.
 - Other information that the LA requires to support the student to participate in education or training to track their progress.
- 8.6. The school's privacy notice will offer students and their parents the opportunity to ask for personal information not to be shared.
- 8.7. LAs will be notified, as early as is possible, whenever a 16- or 17-year-old student leaves an education or training programme before completion. The school will agree on local arrangements for ensuring these duties are met.

Provider Access Policy Statement

Under Section 42B of the Education Act 1997, as of 2 January 2018, we have a duty to provide students in Years 8-13 with access to providers of post-14, post-16 and post-18 education and training. This policy statement sets out how we manage access requests from these providers.

What are students entitled to?

Students must be allowed to:

- Learn more about technical education qualifications and apprenticeship opportunities, as part of a careers programme which informs students of the full range of education and training options available to them at each transition point.
- Hear from a range of local providers about the opportunities on offer, e.g. technical education and apprenticeships – this can be achieved through options evenings, assemblies, group discussions, and taster events.
- Understand how to apply to the full range of academic and technical courses available to them.

Who handles our access requests?

Any provider wishing to request access should contact our careers leader, Mrs. Ingrid Moir, on telephone number 0191 5362176 or via email on Ingrid.moir@boldonschool.org.uk.

What opportunities are provided to allow access to students?

Via our school careers programme, we offer providers numerous opportunities throughout the school year to speak to students and/or their parents. These will be highlighted on our website.

Who should providers contact to discuss events and options?

Providers can speak to our career's leader, Ingrid Moir, to discuss possible attendance at relevant events.

Our Safeguarding Policy and Guest Speaker Policy set out the school's approach to allowing providers into school to speak to our students.

What are the rules for granting and refusing access requests?

We will grant access requests that meet the following criteria:

- The visit will add value to the students' learning experiences.
- The speaker or group has the expertise in the subject they are delivering.
- The planned activities meet the health and safety guidelines.
- The individual or group has the required DBS checks.
- Relevant references have been provided and checked.

We will refuse any access request that:

- Any messages communicated to student's do not support fundamental British values.
- Any messages communicated to students seeks to glorify criminal activity or violent extremism.
- The group or person is attempting to narrow the views of student's through extreme or narrow views of faith, religion, culture, or ideology.
- The subject matters being raised are not appropriate for the specific age group.

What can providers expect once a request has been accepted?

Once we have approved a provider, we will work with them to identify the best method for providing access to our students.

We will make the school hall, classrooms, and private meeting rooms available to host discussions between providers and students. We will also make presentation equipment, such as projectors and televisions, available to providers.

Arrangements will be discussed in advance between our career's leader and a nominated member of the provider's team.

Can providers leave prospectuses for students to read?

Providers are welcome to leave a copy of their prospectus and other relevant course literature for the career's leader at the school reception.