



Grace Garden School Careers & Guidance Policy	
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1. INTRODUCTION/ POLICY STATEMENT

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 Grace Garden School are to:

- Prepare pupils for adulthood.
- Develop an understanding of different career paths and challenge stereotypes.
- Develop an understanding of the differences between school and work.
- Inspire pupils to chase and achieve their aspirations.
- Provide work experience opportunities for those for which it is appropriate.

- Help pupils to access information on a full range of post-16 education and training opportunities.
- Support pupils after leaving school.
- Offer targeted and individualised support, particularly for vulnerable and disadvantaged young people.
- Instil a healthy attitude towards work.

2. Legal framework

2.1. 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

3. Roles and responsibilities

3.1. The Principal is responsible for:

- 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 Pathways Coordinator on which they can base a strategy for careers education and guidance which meets the school's legal requirements.

3.2. The Pathways Coordinator is responsible for:

- Ensuring that all registered pupils are provided with some form of careers guidance from year 3, and independent careers guidance from Year 9 to Year 13.
- Ensuring that guidance includes information on the range of post-16 options that are available, and opportunity is provided for any of these to be explored in greater detail.

- 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.
- Managing the provision of careers information.
- Liaising with the Principal and the class teachers to implement and maintain effective careers guidance and plan careers education across the full school curriculum.
- Liaising with all staff that work closely with students to identify pupils needing additional / individualised information and guidance.
- Establishing, maintaining and developing links with a range of post 16 education and training providers, as well as work experience providers.
- Providing pupils with effective careers guidance and supporting social mobility by lifting barriers to improve opportunities for all young people.
- Supporting teachers with the delivery of differentiated and appropriate careers education to students of all ages and abilities.
- Monitoring teaching and learning in careers education, and uptake of careers guidance.
- Advising senior leadership on policy, strategy and resources for careers education, information, advice and guidance (CEIAG).
- Reviewing, evaluating and developing the programme of CEIAG.
- 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.
- Liaise with class teachers, parents / guardians and designated LAC leader / residential manager to ensure a thorough understanding of additional support needs for each student. To ensure that individualised support is implemented and that personal education plans inform careers guidance.
- To feedback student progress, achievements and areas for development to parents / guardians throughout year and on parents evenings.
- Ensuring that all pupils understand their different career pathways, enabling them to gain the skills, knowledge and experience they require to achieve their career goals.

3.3. Teaching staff are responsible for:

- Liaising with Pathways Coordinator to ensure that effective 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 engagement with careers guidance.
- Creating a learning environment that allows and encourages pupils to tackle real life challenges, manage risks and develop skills that can be applied to the workplace.

4. A stable careers programme

- 4.1. The school will have its own careers programme in place which meets the requirements of the eight Gatsby Benchmarks. The programme will be reviewed annually against the benchmarks to ensure it remains on target.
- 4.2. A Pathways Coordinator will be in position to ensure the leadership and coordination of a high-quality careers programme.
- 4.3. The Pathways Coordinator will build relations with employers and businesses to broaden the range of information and experience that pupils have access to through work experience.
- 4.4. The school will use the Gatsby Benchmarks to support the development of their careers programme, ensuring the programme is reviewed annually to ensure it is in line with the required standards.

5. Labour market information

- 5.1. The school will ensure every pupil, and their parents/carers, have access to good-quality information about future study options and labour market opportunities, particularly those relating to the pupil's skills and interests.
- 5.2. The school will ensure that all pupils, from year 9 upwards, have accessed and used information about career paths and the labour market to inform their decisions on study options.
- 5.3. Pupils will be provided with the necessary links and information that will enable them to access this, and will be encouraged to do so.
- 5.4. To support social mobility, the school will work to raise pupils' aspirations 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 this.

6. Addressing the needs of pupils

- 6.1. The school's careers programme will aim to raise the aspirations of all pupils whilst being tailored to individual needs. The programme will inform pupils of the range of

opportunities available to them, encouraging them to aim higher and make choices relevant to what they feel they can achieve.

- 6.2. All forms of stereotyping will be prohibited in the careers advice and guidance that is provided, to ensure pupils from all backgrounds, gender and diversity groups can consider the widest possible range of careers.
- 6.3. Comprehensive and accurate records will be kept to support the career development of pupils. These will be stored securely on Databridge - our online network. The school will allow access to this information, should a pupil or their parent request it.
- 6.4. Destinations data will be retained by the school for at least three years.
- 6.5. Information about destinations can be accessed on request, e.g. the percentage of pupils attending further education after leaving Grace Garden School .
- 6.6.** The school will collect and analyse destinations data to assess how well the careers programme is countering stereotypes and raising aspirations. The data will be reviewed by the Principal and Pathways Coordinator on an annual basis, who can then base further development of the school's career guidance plan on the results and areas of success or failure.

7. Targeted support

- 7.1. The school will work with the LA to identify pupils 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 pupils can be referred for support, drawn from a range of education and training support services available locally.
- 7.2. The school will work in partnership with their LAs and other inter-professional bodies, as well as post-16 providers, to provide support and advice on transitional pathways into FE or training.
- 7.3. The school will ensure that pupils understand the programmes available to support them and any financial costs associated with staying in post-16 FE.
- 7.4. To share data with post 16 education and training providers to ensure that students receive the necessary support.
- 7.5. The school will ensure that careers guidance is differentiated as necessary, and based on high aspirations and a personalised approach.
- 7.6. The Pathways Coordinator will work closely with all contact staff to support pupils with understanding different career pathways and how to develop the necessary skills, knowledge, experience and qualifications to succeed and to fulfil their potential. The school will work with families of pupils to help them understand what career options are available.

- 7.7. The Pathways Coordinator will hold 1-1 conversations with students to find out their aspirations. The information gained from these conversations will be shared with all staff working with that student, as well as the curriculum and timetable managers, in order to ensure that curriculum and timetables are tailored around student aspirations and interests.
- 7.8. Careers guidance will take account of the full range of relevant education, training and employment opportunities. It will inform pupils about the ways employees with SEND are supported in the workplace, and how jobs can be adapted to fit a person's abilities.
- 7.9. The school will build partnerships with businesses and other employers, employment services and other voluntary organisations. Pupils will be prepared for encounters with employers and provided with any special support that will allow them to benefit fully from the experience.
- 7.10. Careers guidance will focus on a pupil's career aspirations and the post-16 options which are most likely to give the pupil a pathway into employment or HE.
- 7.11. The SEND local offer will be utilised; annual reviews for a pupil's EHC plan will be informed by good careers guidance.
- 7.12. When arranging work experience for pupils, the school will work with the employer to determine any additional support that will be needed during the work placement.

8. Curriculum

- 8.1. The school will work to encompass age and ability-appropriate careers education and guidance into subjects across the curriculum. All class teachers will be asked to support the career development of young people in their role and through their teaching.
- 8.2. As much as reasonably possible, the school will ensure that every pupil gains practical work experience that is relevant to their aspirations by the age of 16.
- 8.3. Pupils are expected to study the core academic subjects, at GCSE level if they are capable, including English, maths and science. Interest in other subjects relevant to a specific Pathway will be supported and the participation in courses / achievement of qualifications will be facilitated by the school where reasonably possible.
- 8.4. The school will engage with local employers, businesses and professional networks, inviting visiting speakers, particularly alumni with whom pupils can relate to.

9. Work experience

- 9.1. Where reasonably possible, the school will ensure that all pupils have had at least one experience of a work place by the age of 16, and one further such experience by the age of 18.
- 9.2. Where reasonably possible, by the age of 18, students will receive high-quality and meaningful work experience. A flexible approach will be adopted for younger pupils, including the following:
 - Workplace visits
 - Work experience (1-2 weeks)
 - Job shadowing
 - Career-related volunteering and social action

10. Further education (FE)

- 10.1. Pupils are required to remain in education or training until their 18th birthday.
- 10.2. The school will provide pupils 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.
- 10.3. Pupils will be encouraged to use information tools, such as websites and apps, which display information about opportunities.
- 10.4. The school will ensure that there are opportunities for education and training providers to speak to pupils in Years 8 to 13 by maintaining connections with providers of FE and apprenticeships, and by arranging visits, presentations and workshops.

11. Personal guidance

- 11.1. All pupils will be provided with opportunities for personal guidance interviews with a qualified careers adviser. Such interviews will take place by the time the pupil reaches age 16, with the opportunity for a further interview by the age of 18.
- 11.2. The school will integrate personal guidance interviews within the pastoral system so that they can be followed up by the class teachers and Pathways Coordinator.
- 11.3. Careers advisers will use the outcomes and aspirations in the EHC plan to focus discussions.
- 11.4. Careers advisers working with LAC or care leavers will use their personal education plan to focus discussions. These pupils will have a named adviser who will build a relationship with them to better understand their individual needs.

12. Information sharing

- 12.1. The school will provide the relevant information about pupils to the LA support services.
- 12.2. The school's privacy notice will offer pupils and their parents the opportunity to ask for personal information not to be shared.
- 12.3. LAs will be notified, as early as possible, whenever a pupil leaves an education or training programme before completion. The school will agree on local arrangements for ensuring these duties are met.

13. Monitoring and review

- 1.1. The Senior Leadership Team, in conjunction with the Pathways Coordinator, will review this policy on an annual basis, taking into account the success of supporting pupils in accessing post-16 education and training.
- 1.2. The Principal, in conjunction with the Pathways Coordinator, will make any necessary changes to this policy, and will communicate these to all members of staff.

Provider Access Policy Statement

Under Section 42B of the Education Act 1997, as of 2 January 2018, we have a duty to provide pupils 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 pupils entitled to?

Pupils must be allowed to:

- Learn more about technical education qualifications and apprenticeship opportunities, as part of a careers programme which informs pupils 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 Pathways Coordinator, who can be contacted via School Reception.

Who should providers contact to discuss events and options?

Providers can speak to our Pathways Coordinator to discuss possible attendance at relevant events.

Our [Child Protection and Safeguarding Policy](#) sets out the school's approach to allowing providers into school to speak to our pupils.

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 pupils.

We will make appropriate spaces available to host discussions between providers and pupils. We will also make presentation equipment, such as projectors, screens and laptops, available to providers.

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

Can providers leave prospectuses for pupils to read?

Providers are welcome to leave a copy of their prospectus and other relevant course literature with the receptionist and the Pathways coordinator

14. MONITORING ARRANGEMENTS

This policy and information report will be reviewed every year. It will also be updated if any changes to the information are made during the year.

It will be approved by the Executive Team.

Impact of Non-Compliance For:

Staff	
Students	
Legislation / organisation	

File Path:	
Dissemination (who will receive the policy):	
Associated Training Requirements:	

LINKS WITH OTHER POLICIES AND DOCUMENTS