



Enlighten, Inspire, Innovate

CAREERS POLICY

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Updated	02/10/23
Lead	
Prepared by	Mr P Sunley
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The Equality Act 2010 requires public bodies, in carrying out their functions, to have due regard to the need to:

- *Eliminate discrimination and other conduct that is prohibited by the Act*
- *Advance equality of opportunity between people who share a protected characteristic and people who do not share it*
- *Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it.*

In the development of this policy due regard has been given to achieving these objectives.

1. Vision Statement

Careers Education at Beacon Academy is designed to:

“Equip pupils with the skills they need to access the world of employment, empowering them to achieve personal and career happiness and success.”

2. Policy Scope

- This policy covers Careers Education, Information, Advice and Guidance (CEIAG) offered to students at Key Stages 3 and 4.
- The policy also applies to year 11 students after they finish their examinations until they start at their next place of education, employment or training. This applies even though students may not be regularly attending scheduled lessons at this point in time.
- This policy accepts and adheres to the 8 Gatsby Charitable Foundation’s Benchmarks as set out in DfE guidance.
- This policy covers the legal duty of schools to ensure that a range of education and training providers can access pupils in year 7 – 11 for the purpose of informing them about approved technical education qualifications and apprenticeships.
- This policy refers to events and opportunities in both Key Stages and in all years and these events will impact on all students at the school.
- All members of staff at Beacon Academy are expected to be aware of this policy and the importance of CEIAG in the education of students. **CEIAG is not the sole responsibility of the Careers Lead or the Careers Advisor.**

3. Aims and Purpose

The main aims of careers provision at Beacon Academy are to:

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

We set out to achieve the 8 Gatsby Benchmarks, ensuring that all students get a programme of advice and guidance that is stable, structured and delivered by individuals with the right skills and experience.

All schools and colleges should achieve the 8 Gatsby benchmarks by 2020:

1. A stable careers programme.
2. Learning from career and labour market information.
3. Addressing the needs of each student.
4. Linking curriculum learning to careers.
5. Encounters with employers and employees.
6. Experiences of workplaces.
7. Encounters with further and higher education.
8. Personal Guidance.

Beacon Academy is committed to providing a planned programme of careers education, information, advice and guidance (CEIAG) for all students in Years 7-11 which will be detailed in the careers plan and further details on how this is to be implemented are laid out in this policy.

4. Roles and responsibilities

4.1 The school has a series of statutory duties:

- All registered pupils at the school must receive independent careers advice.
- The careers advice must be represented in an impartial manner, showing no bias towards a particular institution, education, or work option.
- The advice must cover a range of training options.
- The guidance must be in the best interests of the pupil.
- There must be an opportunity for education and training providers to access the pupils in years 7 -11 in order to inform them about approved technical qualifications or apprenticeships.
- The school must have a clear policy setting out the manner in which training providers will be given access to pupils. This policy and arrangements must be published.
- The school will base its provision around the Gatsby Benchmarks.
- At Beacon Academy we believe that good CEIAG connects learning to the future. It motivates young people by giving them a clearer idea of the routes to jobs and careers that they will find engaging and rewarding. Good CEIAG widens pupils' horizons, challenges stereotypes and raises aspirations. It provides pupils with the knowledge and skills necessary to make successful transitions to the next stage of their life. This supports social mobility by improving opportunities for all young people, especially those from disadvantaged backgrounds and those with special educational needs and disabilities.
- The school will continuously monitor its CEIAG offer and seek further improvement. This will be done by the personnel involved in the design and delivery of the programme as well as by external stakeholders.

4.2 The governing body is responsible for:

- Ensuring that all registered pupils are provided with independent careers guidance.
- Ensuring that arrangements are in place to allow a range of education and training providers to access all pupils and inform them about approved technical education qualifications and apprenticeships.

- Ensuring that the independent careers guidance is presented in an impartial manner, showing no bias or favouritism towards a particular institution, education or work options.
- 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.
- Providing clear advice and guidance to the Headteacher and other relevant staff on which they can base a strategy for careers education and guidance, which meets the school's legal requirements.
- Ensure that the careers programme is based around the 8 Gatsby Benchmarks
- Ensure that the school fulfills its statutory duties.
- That there is a member of the governing body that takes a strategic interest in CEIAG and encourages employer engagement.

4.3 The careers leader is responsible for:

- Managing the provision of careers information.
- Liaising with the Headteacher, SLT and other relevant staff, including the careers advisor to implement and maintain effective careers guidance.
- Liaising with the SLT, PSHE leader and other subject leaders to plan careers education in the curriculum.
- Liaising with tutors, the pastoral team and the SENCO to identify pupils needing guidance.
- Referring pupils to careers advisors.
- 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 pupils.
- Liaising with, applying for and negotiating funding for careers support from available sources.
- Providing pupils 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.
- Reviewing and evaluating the programme of careers education, information, advice and guidance.
- Encouraging the training of school staff to promote careers guidance to their pupils.
- 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 pupils to have access to providers of technical education, such as colleges, and apprenticeships to ensure every pupil 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 its website.

- Engaging with the designated teacher for LAC and previously LAC to ensure they know which pupils 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 pupils with SEND and implement personalized support.
- Ensuring that pupils with SEND understand their different career pathways, and enabling them to gain the skills, knowledge and experience they require to achieve their career goals.

4.4 The careers advisor is responsible for:

- Reporting regularly to the careers leader, regarding pupil progress and the effectiveness of the school's career plan.
- Providing a thorough, personalised career service throughout the school.
- Staying up-to-date with relevant CPD and developments in the CEIAG sector.
- Producing careers information and guidance through online and hard copy literature.
- Organising workshops for pupils and actively promoting the careers service in-house at open evenings, presentation days, assemblies and parents' evenings.
- Developing incentives and initiatives that actively encourage pupils to sign up to the school's career service.
- Attending regular meetings with the careers leader to discuss the school's career plan.
- Arranging meetings and follow-up appointments with pupils who are interested in the careers service.
- Offering services to past pupils for up to a year after their departure from compulsory education.

4.5 Teaching staff are responsible for:

- Ensuring careers education is planned into their lessons following the subject curriculum.
- 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 (where appropriate).
- 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.

5. A stable careers programme

5.1 The school has 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.

5.2 There is an appointed Careers Leader 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 careers leader are published on the school website.

5.3 An appointed Careers Advisor is in place to support the Careers Leader and to provide individual, tailored careers guidance to pupils.

- 5.4 Details of the school's careers plan are published on the school website inviting pupils, parents, teachers, governors and employers to provide feedback.
- 5.5 The Headteacher, SLT and Careers Leader will work with enterprise coordinators to build careers and employer engagement plans to broaden the range of guidance that pupils have access to.
- 5.6 The school will work towards the Gatsby Benchmarks to support the development of their careers programme, ensuring the programme is reviewed termly and annually to confirm that it is in line with the required standards.

6. Career and Labour market information

- 6.1 The school will ensure every pupil, and their parents, has access to good-quality information about future study options and labour market opportunities.
- 6.2 Pupils and their parents will be referred to the National Careers Service, which offers information and professional advice via their website.
- 6.3 The school will ensure pupils and their parents understand the value of finding out about the labour market and support them in accessing this information. Pupils 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.
- 6.4 The school will ensure that all pupils, by the end of year 9, have accessed and used information about career paths and the labour market to inform their decisions on study options.
- 6.5 The school will provide pupils with the necessary links and information that will enable them to access this.
- 6.6 The school will make use of local enterprise partnerships to provide pupils 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.
- 6.7 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 the range of careers that STEM qualifications lead to.

7. Addressing the needs of pupils

- 7.1 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.
- 7.2 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, and those with SEND, can consider the widest possible range of careers.
- 7.3 Comprehensive and accurate records will be kept to support the career development of pupils. The school will allow appropriate access to this information, should a pupil or their parent request it.
- 7.4 Destinations data will be retained by the school for at least three years.
- 7.5 Information about destinations will be published on the school's website alongside the school's careers programme.

7.6 The school will collect and analyse destinations data to assess how well the careers programme is countering stereotypes and raising aspirations. The Headteacher and Careers Leader will review the data and further development of the school's career guidance plan will be based on the results.

8. Curriculum

8.1 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.

8.2 The school will ensure that every pupil is exposed to the world of work by the age of 14.

8.3 Pupils 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.

8.4 The school will engage with local employers, businesses and professional networks, inviting visiting speakers, particularly alumni with whom pupils can relate.

8.5 Every year, from the age of 11, pupils 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.
- ✓ Employer delivered employability workshops.
- ✓ Business games and enterprise competitions.

9. Targeted support

9.1 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.

9.2 The school will work in partnership with their LA as well as post-16 providers to provide support and advice on transitional pathways into FE or training.

9.3 The school will ensure that pupils understand the programmes available to support them and the financial costs associated with staying in post-16 FE.

9.4 To support pupils 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 pupil data and ensure these pupils receive such support.

10. Pupils with SEND

10.1 The school will ensure that careers guidance is differentiated, if appropriate, and based on high aspirations and a personalised approach.

10.2 The careers leader will work closely with the SENCO and other staff to support pupils 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 pupils to help them understand what career options are available.

- 10.3 Surveys will be conducted to find out individual pupils' aspirations. The results of the surveys will create careers guidance and experience that will be tailored to pupils needs based on their own aspirations and abilities.
- 10.4 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.
- 10.5 The school will build partnerships with businesses and other employers, employment services, disability 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.
- 10.6 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.
- 10.7 The SEND local offer will be utilised; annual reviews for a pupil's EHC plan will be informed by good careers guidance.
- 10.8 Pupils 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.
- 10.9 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.

11. Work experience

- 11.1 The school will ensure that all pupils have had at least one experience of a work place by the age of 16.

12. Further education (FE) and Higher Education (HE)

- 12.1 Pupils are required to remain in education or training until their 18th birthday.
- 12.2 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.
- 12.3 Pupils 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 pupils in Years 7 to 11 for the purpose of informing them about approved technical education qualifications and apprenticeships.
- 12.4 The school will ensure that there are opportunities for providers to visit the school and speak to pupils in Years 7 to 11, by maintaining connections with providers of FE and apprenticeships, and arranging regular visits, presentations and workshops.
- 12.5 A range of opportunities for visits from providers offering other options, such as FE will also be provided.
- 12.6 A policy statement will be 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.

13. Personal guidance

- 13.1 All pupils will be provided with opportunities for personal guidance interviews with a qualified careers advisor. Such interviews will take place by the time the pupil reaches age 16.
- 13.2 Careers advisors will meet the professional standards outlined by the Career Development Institute.
- 13.3 Careers advisors working with pupils with SEND will use the outcome and aspirations in the EHC plan to focus discussions.

14. Information sharing

- 14.1 The school will provide the relevant information about all pupils to the LA support services including:
- ✓ Basic information, such as the pupil's name or address.
 - ✓ Other information that the LA requires to support the pupil to participate in education or training to track their progress.
- 14.2 The school's privacy notice will offer pupils and their parents the opportunity to ask for personal information not to be shared.

15. Monitoring and review

- 15.1 The governing body, in conjunction with the Headteacher and careers leader, will review this policy on a biennial basis, taking into account the success of supporting pupils in accessing post-16 education and training.

The Headteacher will ensure that:

- 15.2 The work of the careers advisor and CEIAG events are supported and monitored.
- 15.3 A member of the Senior Leadership Team has an overview of the careers programme and reports regularly on this.
- 15.4 The effectiveness of this programme and policy is monitored in the appropriate way.
- 15.5 Feedback from stakeholders is considered.
- 15.6 The destination data is carefully monitored and patterns of data will help to inform the development plan for careers guidance.
- 15.7 That this policy is reviewed at least once every three years.

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.

What opportunities are provided to allow access to pupils?

- ✓ Via our school careers programme, we offer providers numerous opportunities throughout the school year to speak to pupils and/or their parents. Our annual schedule of events is as follows:
- ✓ A range of outside speakers from a variety of workplaces.
- ✓ Opportunities to look at skills sets of different jobs and workplaces.

Who should providers contact to discuss events and options?

- ✓ Providers can speak to our careers leader/coordinator to discuss possible attendance at relevant events.

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 the school hall and classrooms available to host discussions between providers and pupils. We will also make presentation equipment, such as projectors available to providers.
- ✓ Arrangements will be discussed in advance between our careers leader 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 school.