

SAFFRON VALLEY COLLEGIATE

CAREERS POLICY



Approved: 26.09.18

Due for review: Autumn 1 2021

MISSION STATEMENT

The Collegiate and its component provisions seek to provide a personalised educational experience that identifies and responds to the circumstances and needs of each individual child or young person. In doing so it enables them to progress academically and become successful learners through the reengagement of the young person with education.

EQUALITIES STATEMENT

All who work for the Collegiate are committed to the celebration of diversity, and the challenging of disadvantage and discrimination, in all its forms.

These values are explicit to the ethos of the Saffron Valley Collegiate and implicit in all policies and practices.

Contents

1. Introduction	
2. Aims.....	2
3. Statutory requirements.....	2
4. Student entitlement.....	3
5. Management of provider access requests.....	3
6. Links to other policies.....	5
7. Monitoring arrangements	5
.....	

1. Introduction

Saffron Valley Collegiate is committed to progressing all pupils on to suitable post-16 pathways, enabling them to follow their career ambitions.

To this end, every student has continuous access to a qualified careers adviser who provides Careers Education Information Advice and Guidance; a forum for students to explore options to the fullest.

The KS3/4 curriculum enables all pupils to access post 16 education or training at an appropriate level, reflecting their ability.

Every member of staff is invested in ensuring that students make early post-16 applications, guaranteeing a clear focus and direction for the Year 11 exam season.

Work experience, mock interview practice, group workshops and individual one-to-one sessions are among the activities offered to enhance every student's potential.

2. Aims

- Prepare students for the transition to life beyond secondary school (further education and the world of work)
- Support students in making informed decisions which are suitable and ambitious for them
- Provide students with well-rounded experiences
- Develop characteristics e.g. social skills, communication, innovation, resilience and leadership which support high achieving students in the curriculum and in their careers
- Inspire and motivate students to develop their aspirations

3. Statutory requirements

This policy summarises the statutory guidance and recommendations. It then outlines the provision of careers education, work experience and provider access.

- The careers provision at Saffron Valley Collegiate is in line with the [statutory guidelines](#) developed by the Department for Education, which refers to Section 42A and 45A of the Education Act 1997.

- This states that all schools should provide independent careers guidance and that this guidance should:
 - be impartial
 - include information on a range of pathways, including university options or apprenticeships
 - be adapted to the needs to the student
- In addition, the school is compliant with the careers guidance that the government set out for delivery from 5 January 2018: 'Careers Guidance and Inspiration for young people in schools.' This states that all academies must give education and training providers the opportunity to talk to students about approved technical qualifications and apprenticeships. Further information relating to this is set out later in this document, under Provider Access.

4. Student entitlement

Students are supported in their post-16 preparations through lessons and activities that:

- ensure young people have a better understanding about career choice, subsequent progression and its impact on their long term earnings
- assist young people in developing an understanding of the responsibilities and choices associated with parenthood
- develop better, and more carefully planned opportunities for students to meet professionals working in non-stereotypical roles, and to learn more about what such work entails
- strengthen the knowledge and understanding of staff about the wide range of progression routes
- consider how to link the contents of lessons and skills to be developed more frequently to career opportunities
- consider ways in which mentoring could be used to help support pupils in overcoming barriers to achievement
- informs about technical education qualifications and apprenticeship opportunities, as part of our careers programme which provides information on the full range of education and training options available at each transition point
- introduces students to a range of local providers and the opportunities they offer, including technical education and apprenticeships
- instructs on how to make applications for the full range of academic and technical courses

5. Management of provider access requests

5.1 Procedure

Providers wishing to access the students at Saffron Valley Collegiate are actively encouraged to do so through the academic year. Regular, long-term partnerships with local support agencies, mentoring services and education providers are actively encouraged and fostered for the benefit of students.

A provider wishing to request access should contact

Elaine Carroll, Careers Teacher. Telephone: 0208-604-1414 Email: elaine.carroll@saffronvalleycollegiate.co.uk	or	Jenny Adamson, Headteacher/Careers Lead Telephone: 0208-604-1414 Email: KS4South@saffronvalleycollegiate.co.uk
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5.2 Opportunities for access

A number of events, integrated into our careers programme and curriculum, will offer providers an opportunity to come into school to speak to students and/or their parents/carers. This is an example delivery programme; programmes are tailored each year to take into account the different points of entry of the learners.

	Autumn term	Spring term	Summer term
Year 8		Exploring Careers through Art – making posters of career aspirations	
Year 9	Assemblies – to promote graduating to Year 10 and thinking about future aspirations PiXL Edge careers resources for KS3	Exploring Careers through Art – making posters of career aspirations PiXL Edge careers resources for KS3	
Year 10	Assembly and tutor group opportunities – to promote the importance of employability skills and careers Prince's Trust Career Development Unit	Prince's Trust – Career Development Unit Experience of Work Days	Experience of Work Days Work Experience Prince's Trust programme Taster day at college
Year 11	Assembly: opportunities at post-16 Prince's Trust Career Development Unit 1-2-1 IAG Post-16 Career Fair Skills London Career Fair College/Sixth Form applications drop down days including talks about apprenticeships College Taster Day Experience of Work days Work Experience	Post-16 Career Fair 1-2-1 IAG Experience of Work days Mock Interviews Visit to a university	1-2-1 IAG

Students in Year 8-11 are entitled:

- To find out about technical education qualifications and apprenticeship opportunities, as part of a careers programme which provides information on the full range of education and training options available at each transition point

- To hear from a range of local Providers about the opportunities they offer, including technical education and apprenticeships
- To understand how to make applications for the full range of academic and technical courses

A provider wishing to request access should contact the Careers Adviser at Saffron Valley Collegiate through the Main School Office or via the following email address KS4South@saffronvalleycollegiate.co.uk

A number of events, integrated into the school careers programme, will offer Providers an opportunity to come into school to speak with students and/or their parents.

5.4 Safeguarding

Our Safeguarding Policy outlines the school's procedure for checking the identity and suitability of visitors.

Education and training providers will be expected to adhere to this policy.

5.5 Premises and facilities

The school will ensure an appropriate venue, AV and support is provided.

Providers are welcome to leave a copy of their prospectus or other relevant course literature for the Careers Adviser.

6. Links to other policies

This policy should be read in conjunction with the following policies:

- [Safeguarding Policy](#)
- [SEND Policy](#)
- [Equalities Policy](#)
- [Educational Visits Policy](#)

7. Monitoring arrangements

Monitoring and Evaluation

An evaluation of the data of retention, destinations, trips, participation in and attendance at assemblies and tutor time, post-16 applications made, and attendance at interviews will enable measurement of success.

The following provision is reviewed by the Careers Teacher and Careers Lead.

- Partnerships are reviewed regularly.
- Lesson and tutor observations within PSHE/ SMSC lessons as part of School Self Evaluation
- Developmental activity is identified annually in the School Improvement Plan.
- Feedback on the effectiveness of the CEIAG programme is sought through student focus groups, and questionnaires. Resulting action points then feed into the following years' planning process to ensure they are addressed.
- Review of the school's adherence to the Gatsby Benchmarks through Compass, an online self-evaluation tool for schools.

The school's arrangements for managing the access of education and training providers to students is monitored by the Careers Lead. This policy will be reviewed by the Careers Teacher on a three year programme. At every review, the policy will be approved by The Management Committee.