

SAFFRON VALLEY COLLEGIATE

CAREERS POLICY



Approved: 22.09.21

Due for review: Spring 1 2025

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.

Ref: Saffron Valley Collegiate, Careers Education Information Advice and Guidance (CEIAG) – Provider Access Policy

1. Introduction

Curriculum Intent: to ensure the personal and social needs of pupils are properly identified, in a timely manner, and that they are supported to thrive and achieve their potential, (academically, socially and emotionally), underpinned by sound management of behaviour for learning. The curriculum provides opportunities for learners to develop and build a strong sense of their best self.

Saffron Valley Collegiate (SVC) 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 access to a qualified careers adviser who provides Careers Education Information Advice and Guidance (CEIAG); 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.

Ready - Respectful - Safe

2. Aims

- Prepare students for the transition to life beyond secondary school; further education (FE), higher education (HE) and the world of work. This includes the development of employability traits: social skills, communication, innovation, resilience and leadership;
- Inspire and motivate students to develop their aspirations, responding to their interests and skills, whilst widening their knowledge and experience of career sector options and developing their aspirations. This is achieved by developing and maintaining a culture of high aspirations through a fully embedded careers education, advice, information and guidance programme;
- Support students in making informed decisions which are suitable and ambitious for them;
- To raise and track learners' engagement within the careers programme during their journey through SVC, and evaluate to ensure that learners are supported in raising their aspirations whilst being mindful of the ever-changing and competitive world around them;
- Build a continuously increasing and relevant network of partners and providers who can engage learners in developing their career pathways. These partners will work in partnership with subject areas/key stages to develop collaborations enabling opportunities for learners to see clear links between their subject learning and the world of work.

3. Statutory requirements

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

4. Student entitlement

We have a whole school approach to careers education, with every member of staff helping to deliver quality and impartial CEIAG, allowing learners to access the necessary information to help them make informed decisions about their futures. Our careers programme supports the achievement of the eight Gatsby benchmarks (*see appendix*). Careers Education at SVC is not just a stand-alone strand; it is integrated into every area of the school and woven into the school curriculum. Our aim is that learners understand how what they are being taught will link to their future pathways.

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. Roles and responsibilities

The Management Committee is responsible for:

- Ensuring that all registered learners are provided with independent careers guidance from Year 7 to Year 11;
- Ensuring that arrangements are in place to allow a range of education and training providers to access all learners and inform them about approved technical education qualifications and apprenticeships. A Careers Strategic Plan 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 Head Teacher on which they can base a strategy for careers education and guidance which meets the school's legal requirements.

The Careers Leader is responsible for:

- Preparing and implementing a strategic plan for CEIAG.
- Reviewing and evaluating 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.
- 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 provider access on its website.

SVC commissions the Educational Development Trust to provide pupils with independent careers advice and guidance: <https://www.educationdevelopmenttrust.com/>

The Careers Coordinator is responsible for:

Coordination

- Coordinating the delivery of independent careers advice and guidance to all year 11 pupils within SVC, delivered by a commissioned organisation;
- Developing a comprehensive career education programme for all pupils within SVC, for delivery by appropriate staff at each provision;
- Engaging with the designated teacher for Children Looked After (CLA), and previously CLA, 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 AHOPs to identify the guidance needs of all pupils with SEND and implement personalised 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;

- Providing advice to the senior leadership team (SLT), to enable them to develop and implement a CEIAG action plan to meet the Gatsby Benchmarks;
- Collating and providing data relating to year 11 transition to further education and training to SLT, the management committee and the local authority;
- In collaboration with SVC colleagues (e.g. SENCo, Health and Wellbeing Curriculum/PSHE Coordinator), considering ways to develop the employability skills of all pupils;
- Managing the provision of career and labour market information;
- Managing the careers section of the school's website, ensuring information is accurate and up to date;
- Coordinating encounters with employers and work experience.

Networking

- Attending external network meetings and liaising with external partners/colleagues in relation to CEIAG;
- Establishing and developing links with FE colleges and apprenticeship providers.
- Establishing and developing links with employers.

The Post-16 Transition Worker, (2-year AP Taskforces pilot programme), is responsible for:

- Reviewing the At Risk of NEET Indicator (RONI), to identify pupils at the highest risk of becoming NEET (not in education, employment or training);
- Liaising with the Careers Coordinator to contribute to the CEIAG action plan to meet the Gatsby Benchmarks;
- Defining a calendar of small group events for year 11 pupils identified at most risk of becoming NEET;
- Creating personalised transition plans for those at the highest risk of NEET;
- Attending Team Around the School (TAS) meetings, to discuss the PRU's most complex cases;
- Acting as a conduit for Careers Hub and ASK Development School opportunities.
- Tracking and supporting pupils who have not made a positive post-16 transition.

The Head of Provision/Assistant Head of Provision is responsible for:

- Liaising with the Careers Coordinator and the SENCO to identify pupils needing guidance;
- Referring pupils to careers advisers;
- Working closely with the SENCO and Careers Coordinator to identify the guidance needs of all pupils with SEND and implement personalised 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.

Teaching and support staff are responsible for:

- Ensuring careers education is planned into their lessons and is shown in planning.
- 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 pupils to tackle real life challenges, manage risks and develop skills that can be applied to the workplace.

6. Addressing the needs of pupils

The carers programme will aim to raise the aspirations of all learners, whilst being tailored to individual needs. The programme will inform learners of the range of opportunities available to them, encouraging them to aim higher and make choices relevant to what they feel they can achieve. Surveys will be conducted to find out individual learner's aspirations. The results of the surveys will create careers guidance and experience tailored to learners' needs. All forms of stereotyping will be prohibited in the careers advice and guidance that is provided, to ensure learners from all backgrounds, gender and diversity groups, and those with SEND, can consider the widest possible range of careers. Comprehensive and accurate records will be kept to support the career development of learners. Destination data will be retained by the school for at least three years. Information about destinations, e.g. the percentage of pupils attending different settings will be published on school website.

7. Targeted support

The school will work with the LA to identify learners who are in need of targeted support or those at risk of not participating in post-16 pathways (high risk of NEET). Agreements will be made over how these learners can be referred for support drawn from a range of education and training support services available locally.

8. Pupils with SEND

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

The Careers Coordinator will work closely with the SENCo and other staff to support learners 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 learners to help them understand what career options are available.

Careers guidance will take account of the full range of relevant education, training and employment opportunities. It will inform learners about the ways employees with SEND are supported in the workplace, and how jobs can be adapted to fit a person's abilities.

The school will build partnerships with businesses and other employers, employment services, and disability and other voluntary organisations. Learners will be prepared for encounters with employers and provided with any special support that will allow them to benefit fully from the experience.

Careers guidance will focus on a learner's career aspirations and the post-16 options which are most likely to give the learner a pathway into employment or HE. The SEND local offer will be utilised; annual reviews for a learner's EHC plan will be informed by good careers guidance.

Learners 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. When arranging work experience for learners, the school will work with the employer to determine any additional support that will be needed during the work placement.

9. 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 Development 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.
- Morrisby careers tool for advice and guidance online platform is used to record results of aspirations surveys completed in years 9-11

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.

The Gatsby Benchmarks

An overview of the Gatsby Benchmarks

The Gatsby Benchmarks set out a framework for schools to deliver 'good career guidance'.

1. A stable careers programme	Every school should have an embedded programme of career education and guidance that is known and understood by students, parents, teachers, governors and employers.
2. Learning from career and labour market information	Every student, and their parents, should have access to good quality information about future study options and labour market opportunities. They will need the support of an informed adviser to make best use of available information.
3. Addressing the needs of each student	Students have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each student. A school's careers programme should embed equality and diversity considerations throughout.
4. Linking curriculum learning to careers	All teachers should link curriculum learning with careers. STEM subject teachers should highlight the relevance of STEM subjects for a wide range of future career paths.
5. Encounters with employers and employees	Every student should have multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace. This can be through a range of enrichment activities, including visiting speakers, mentoring and enterprise schemes.
6. Experiences of workplaces	Every student should have first-hand experiences of the workplace through work visits, work shadowing and/or work experience to help their exploration of career opportunities and to expand their networks.
7. Encounters with further and higher education	All students should understand the full range of learning opportunities that are available to them. This includes both academic and vocational routes and learning in schools, colleges, universities and in the workplace.
8. Personal guidance	Every student should have opportunities for guidance interviews with a Careers Adviser, who could be internal (a member of school staff) or external, provided they are trained to an appropriate level. These should be available whenever significant study or career choices are being made.