



Careers Policy including Provider Access Statement

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CAREERS POLICY

Relevant to: Maintained Schools, Academies and MATs

Status: Statutory (to publish the information contained within the policy)

Statutory references:

Sections 42A1, 42B and 45A of the Education Act 1997

Section 72 of the Education and Skills Act 2008

Schedule 4 (15) of the School Information (England) Regulations 2008

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1. Introduction

Young people's careers are forged out of their experience, progress and achievements in learning and work. All young people benefit from a planned programme of activities to help them make career choices that are right for them, and to develop the personal resources and readiness that enable them to manage their careers throughout their lives.

This Policy complies with statutory guidance issued by the Department for Education (DfE) (October 2018) as well as the following legislation:

- Sections 42A1, 42B and 45A of the Education Act 1997;
- Section 72 of the Education and Skills Act 2008;
- Schedule 4 (15) of the School Information (England) Regulations 2008.

The St Martin's School (SMS) careers strategy is designed to provide pupils with the knowledge and skills necessary to make successful transitions to the next stage of their education, employment or training.

SMS strategy aims to:

- motivate all young people by giving them a clearer idea of the routes to jobs and careers that they will find engaging and rewarding;
- widen pupils' horizons;
- challenge stereotypes;
- raise aspirations;
- support social mobility by improving opportunities for all young people, especially those from disadvantaged backgrounds and those with Special Educational Needs and Disabilities (SEND).

SMS achieves these aims by focussing its careers strategy on the Gatsby Benchmarks (see below). SMS is committed to working with external organisations to ensure that its pupils have high quality careers information and advice. In particular, SMS works with the Careers and Enterprise Company, Young Enterprise and Unifrog, which supports and coordinates collaboration between employers, schools, colleges, Local Enterprise Partnerships and careers and enterprise organisations to create high impact careers and enterprise support to young people.

SMS is committed to ensuring that pupils have access to impartial careers advice. SMS has developed a Policy Statement for Provider Access (refer Appendix A). This Policy Statement sets out SMS' arrangements for managing the access of providers to pupils at the School for the purpose of giving them information about the provider's education or training offer. This complies with SMS' legal obligations under Section 42B of the Education Act 1997.

2. Roles and Responsibilities

2.1 Local Governors

The Local School Committee (LSC) ensures that the independent careers guidance provided:

- is presented in an impartial manner, showing no bias or favouritism towards a particular institution, education or work option;
- includes information on the range of education or training options, including apprenticeships and technical education routes;

- is guidance that the person giving it considers promotes the best interests of the pupils to whom it is given.

The LSC ensures that SMS' careers education and guidance meet legal requirements and is in line with the Gatsby Benchmarks. A Local Governor has a strategic overview of careers education, information, advice and guidance.

2.2 Careers Lead

The SMS Careers Lead is: Alex Frappell

Telephone: 01277 238300; Email: afrappell@st-martins.essex.sch.uk

The role of the Careers Lead is to:

- ensure that SMS has a good careers programme that meets the expectations set out in the Gatsby Benchmarks;
- ensure that SMS has published, on its website, details of its careers programme and arrangements for providers of technical education or apprenticeships to talk to pupils;
- Assist the Head of Key Stage in tracking the destinations of young people from SMS, and use this information to improve the effectiveness of SMS' careers programme;
- develop, run and report on SMS' careers programme;
- plan careers activities and manage other staff involved in the delivery of careers guidance;
- coordinate staff from across SMS and from external organisations;
- establish and develop links with employers, education and training providers and careers organisations.

2.3 Leaders and Staff

- All staff and leaders are expected to engage with, facilitate and support the SMS Careers Lead in delivering the careers programme in their teaching and pastoral work.

2.4 Pupils

All pupils at SMS are expected to:

- fully engage with careers lessons and activities;
- utilise the available careers resources, including the online platforms;
- record careers-related skills, participation and research and reflect upon what has been learned;
- identify and set goals for the future;
- actively participate in workshops, presentations and visits from external employers or providers;
- attend informative events such as Options Evenings and Pathways Day.

2.5 Parents/Carers

SMS ensures that all parents/carers have:

- access to the National Careers Service information and other independent websites and resources via the SMS website;
- the opportunity to contact the SMS Careers Lead;
- access to information and guidance, through parent/carers information contact, including choosing options, University and Colleges Admissions Services (UCAS), and work experience.

3. Curriculum

- All pupils are taught about careers in all Year Groups. SMS teaches this in Personal, Health, Social and Economic (PSHE) lessons and also through individual events and assemblies.
- Pupils have regular access to employers, apprenticeship providers, colleges of further education and universities.
- Pupils in Key Stage 4 and Key Stage 5 have opportunities to engage in work experience.
- Pupils can access the SMS Careers Adviser at any time, if they require support.
- Pupils are able to learn about the local careers market through regular sector-specific presentations.
- SMS provides older pupils with opportunities to practice their interview skills through mock interviews.

4. Gatsby Benchmarks

| Gatsby Benchmark | Strategy | Additional Information |
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| Learning from career and labour market information | SMS ensures that, by the age of 14, all pupils have accessed and used information about career paths and the labour market to inform their decisions on study options. | <p>https://nationalcareersservice.direct.gov.uk/ 0800 100 900</p> <p>http://www.lmiforall.org.uk/</p> <p>Jobcentre Plus Support for Schools programme Cedefop (europa.eu)</p> <p>Local Enterprise Partnership at https://www.lepnetwork.net/the-network-ofleps/</p> <p>https://www.lepnetwork.net/find-your-nearest-lep/</p> |
| Addressing the needs of each pupil | <p>SMS' programme is tailored to individual need. SMS takes positive steps to prevent all forms of stereotyping, to ensure that young people from all backgrounds, gender and diversity groups, including those with SEND, consider the widest possible range of careers. For example, SMS ensures opportunities for pupils to hear about, and from people in, non-stereotypical jobs.</p> <p>SMS works proactively to provide targeted support to pupils with particular vulnerabilities or additional needs.</p> | <p>Comprehensive and accurate records are kept to support the careers and enterprise development of pupils.</p> <p>SMS collects and analyses destination data, with a particular view to measuring success in countering stereotypes and raising aspirations.</p> |

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| <p>Linking curriculum learning to careers</p> | <p>Career development is supported through form time work, subject teaching and careers within the curriculum.</p> <p>Careers, employability and enterprise lessons will be delivered as part of PSHE.</p> | <p>Pupils, who do not achieve grade 4 or better in GCSE maths and English are required to continue working towards this as part of their 16-19 study programme.</p> |
| <p>Encounters with employers and employees</p> <p>See Appendix A</p> | <p>The SMS programme helps pupils gain the confidence to compete in the labour market by providing opportunities to gain the practical know-how and attributes that are relevant for employment. This includes the opportunity for pupils to develop entrepreneurial skills for self-employment.</p> <p>SMS engages with local employers, businesses and professional networks to ensure real-world connections.</p> <p>All pupils must be provided with the opportunity to encounter six sessions with approved providers, who offer apprenticeships and technical education. These encounters must be concluded by 28 February each year.</p> <p>Two encounters for pupils during Year 8 or 9. This is mandatory for pupils to attend, and takes place at any time during Year 8 or between 1 September and 28 February in Year 9.</p> <p>Two encounters for pupils during Year 10 or 11. This is mandatory for pupils to attend, and takes place at any time during Year 10 or between 1 September and 28 February during Year 11.</p> <p>Two encounters for pupils in Year 12 or 13. This is optional for pupils to attend, and takes place at any time during Year 12 or between 1 September and 28 February during Year 13.</p> <p>The new legislation is a key mechanism to further help learners understand and take-up, not just apprenticeships, but wider technical education options such as T-Levels and Higher Technical Qualifications.</p> | <p>Engagement with employers may include:</p> <ul style="list-style-type: none"> • alumni activity; • business games and enterprise competitions; • careers fairs; • employer encounters with parents/carers; • employer involvement in the curriculum; • employer mentoring; • employer talks; • mock interviews/assessment centres; • CV workshops. • Trip and visits opportunities. |

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| | Support for this is provided by Career and Enterprise Company and via the local Careers Hub. | |
| Experience of workplaces | SMS supports high quality work experience, which is appropriate for the individual. Opportunities for work experience are signposted by the Sixth Form team and SMS Careers Lead via email. Trips to working environments are organised by individual departments, relevant to the industry sector. | <p>Work experience may include:</p> <ul style="list-style-type: none"> • internships and holiday placements; • job shadowing; • part-time work; • Trips and visits. • work experience in school; • volunteering; • work experience (less than one week); • work experience (one to two-week block); • work experience (regular/weekly commitment); • workplace visits. |
| Encounters with Further and Higher Education See Appendix A | <p>SMS supports pupils to prepare for the requirement that they continue in education, training or employment until, at least, their 18th birthday.</p> <p>Pupils need not remain at SMS and SMS supports pupils to explore and decide upon opportunities. This includes:</p> <ul style="list-style-type: none"> • Providing Sixth Form course information; • Supporting access to the National Careers Service – information on education and training opportunities at college; • Inviting providers of technical education and apprenticeships to engage directly with pupils. • Giving and promoting access to Unifrog for all students in Year 11 and above, to help assess post-16 and post-18 options. • PSHE and form time activities designed around post-16 options. | <p>This requirement can be met through:</p> <ul style="list-style-type: none"> • full-time study in a school, college or training provider; • an apprenticeship, traineeship or supported internship; • full-time work or volunteering (20 hours or more) combined with part time accredited study. |
| Personal guidance | SMS provides personal guidance interviews with a qualified Careers Adviser whenever | |

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| | <p>significant study or careers choices are being made.</p> <ul style="list-style-type: none"> • By the age of 16, every pupil has, at least, one interview. • A further interview is offered by age 18. <p>Pupils with particular vulnerabilities or additional needs have a second, specialist adviser and their discussion is integrated into personal plans.</p> | |
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5. Careers Programme at each Key Stage

By the end of Key Stage 3, pupils can expect to:

- begin to develop an awareness of their individual skills, strengths and preferred learning styles in relation to Post-16 pathways and future career goals;
- be able to access careers resources provided by SMS;
- set targets and review progress;
- receive careers lessons within PSHE lessons;
- receive careers information and ongoing support from staff;
- have taken part in an enterprise activity;
- take part in an event where they can access information about different careers and the implications of studying specific subjects in Key Stage 4;

By the end of Key Stage 4, pupils can expect to:

- learn about the labour market, educational pathways and employability skills;
- be offered, at least, one individual appointment with a qualified, independent, impartial careers adviser;
- devise an action plan towards their career goals;
- have listened to talks on different careers;
- have been given the opportunity to speak to representatives from various sectors of the world of work;
- have developed financial capability skills;
- have produced and reviewed a curriculum vitae and have written a formal letter, e.g. covering letter;
- been given impartial advice and guidance on Post-16 education, employment and training and apprenticeship options, including hearing directly from providers;
- have developed presentation and interview skills;
- be able to access careers information and resources via Unifrog, or further relevant resources via the SMS Careers Lead and independent Careers Adviser.
- be offered the opportunity to take part in taster days/sessions;
- have a meaningful encounter with Further or Higher Education institutions, such as universities;
- be given the opportunity to take part in work experience.

By the end of Key Stage 5, pupils can expect to:

- be offered, at least, one individual appointment with a qualified, independent, impartial Careers Adviser;
- participate in an enrichment and tutorial programme focused on their personal development;
- be given the opportunity to set targets and review their progress with ongoing support from their tutor and subject teachers;
- develop independent research skills;
- meet university representatives and have the opportunity to visit universities;
- have the opportunity to meet apprenticeship and technical education providers;
- have the opportunity to volunteer or take part in work experience;
- receive information on Higher Education taster days, apprenticeship vacancies and job opportunities;
- understand the UCAS process and be able to research different universities and courses using online resources;
- receive information and support with financial planning for university, work and training;
- write a personal statement for a UCAS, apprenticeship or job application;
- have been mentored through the university application process or supported with job or training applications;
- have access to information on how to apply for internships, sponsorships or gap year placements;
- be given the opportunity to take part in enterprise and challenge activities.

Appendix A - Policy Statement on Provider Access

Management of Provider Access Requests

Procedure

A provider wishing to request access should contact: Alex Frappell, Careers Lead.

Telephone: 01277 238300; Email: afrappell@st-martins.essex.sch.uk

Opportunities for Access

A number of events, integrated into the SMS Careers Programme (outlined in Section 4 of this document), offer providers an opportunity to come into School to speak to pupils and/or their parents/carers. Alex Frappell, the SMS Careers Lead, will be able to identify the most suitable opportunity for you. Further detail is available on the School website - <https://www.st-martins.essex.sch.uk/curriculum/careers-guidance/>.

Premises and Facilities:

SMS can make the North and South Halls, classrooms or private meeting rooms available for discussions between the provider and pupils, as appropriate to the activity. SMS also makes available Audio Visual and other specialist equipment to support provider presentations. This is discussed and agreed in advance of the visit with the SMS Careers Lead.

Providers are welcome to leave a copy of their prospectus or other relevant course with the School, for display in the Learning Resources Centre, Careers Adviser Room and Sixth Form Library.

Equality and Diversity

The SMS Careers team supports the Discovery Educational Trust's (DET) Equality and Diversity Statement and Objectives and its Equality and Diversity in Employment Policy and implements it in the following ways:

- careful selection of career resources including posters and display materials;
- actively encouraging pupils to support themselves financially;
- encouraging all pupils to consider all education and training options available to them;
- avoid using stereotypical gender examples within the workplace;
- highlighting opportunities for all types of work experience placements;
- ensuring equal access to all the information for all pupils of all abilities.

SMS recognises that courses, apprenticeships and employment opportunities are available for all of its pupils of varying skills, abilities and personal qualities. SMS encourages all pupils to consider all of their options in order to make an informed decision about a future career. If a pupil has an unrealistic career aspiration, SMS ensures that they have a backup plan, which does match their skills abilities and personal qualities.

Monitoring

The quality of the taught careers curriculum is monitored and evaluated through DET's and SMS' broader quality assurance processes. The impact of this Policy is monitored by the SMS Careers Lead and reported to the Senior Leadership Team (SLT) and the LSC, as determined by the Headteacher (HT). SMS also evaluates how the programme meets all of the Gatsby Benchmarks as

part of this process. As part of this commitment to monitoring and evaluation, SMS is in the process of integrating 'Compass Plus,' an online tool that enables the School to measure and compare its progress on meeting the Gatsby Benchmarks. This is in line with other Schools in DET.