



The Wildings

Careers Policy

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○ **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 The Wildings are to:

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

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1. Legal framework

1.1. 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

1. Roles and responsibilities

1.2. The governing board is responsible for:

- Ensuring that all registered young people are provided with independent careers guidance from Year 8 to Year 13
- Ensuring that arrangements are in place to allow a range of education and training providers to access all young people and inform them about approved technical education qualifications and apprenticeships. A [policy statement](#) 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 principal on which they can base a strategy for careers education and guidance which meets the school's legal requirements.

1.3. A colleague will be responsible for:

- Managing the provision of careers information.
- Liaising with the principal and the careers adviser to implement and maintain effective careers guidance.
- Liaising with colleagues to plan careers education in the curriculum.

- Referring young people to careers advisers.
- Establishing, maintaining and developing links with FE colleges, universities, apprenticeship providers and employers.
- Providing young people with effective careers guidance and supporting social mobility by improving opportunities for all young people.
- Monitoring teaching and learning in careers education, and the access to and take up of career guidance.
- Encouraging the training of school colleagues to promote careers guidance to their young people.
- 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 young people to have access to providers of technical education, such as colleges, and apprenticeships to ensure every young person is well-informed about their future options at every stage.
- Using the [Compass tool](#) for self-evaluating the careers provision the school offers.
- Providing details of the school's careers programme and a policy statement on provider access on its website.
- Engaging with the designated teacher for LAC and previously LAC to ensure they know which young people 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 colleagues to identify the guidance needs of all our young people's needs and implement personalised support.
- Ensuring that young people understand their different career pathways, and enabling them to gain the skills, knowledge and experience they require to achieve their career goals.
- Monitoring young people's progress and the effectiveness of the school's career plan.
- Providing a thorough, personalised career education 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, and/or visual displays in school.
- Organising careers events and opportunities
- Supporting past young people for up to a year after their departure from compulsory education.

- Coordinating with the designated teacher to work with the relevant virtual school head (VSH) to ensure a joined-up approach to identifying and supporting career ambitions is achieved.

1.4. Colleagues are responsible for:

- Creating a learning environment that allows and encourages young people to tackle real life challenges, manage risks and develop skills that can be applied to the workplace.

2. A stable careers programme

1.5. The school will have its own careers programme in place which meets the requirements of the eight Gatsby Benchmarks. The programme will be reviewed yearly against the benchmarks to ensure it remains on target.

1.6. A colleague will ensure a high-quality careers programme.

1.7. Details of the school's careers plan will be published on the school website inviting young people, parents/carers, colleagues, governors and employers to provide feedback.

1.8. The principal will work with enterprise coordinators to build careers and employer engagement plans to broaden the range of guidance that young people have access to.

2. Labour market information

2.1. The school will ensure every young person and their parents/carers/carers, has access to good-quality information about future study options and labour market opportunities.

2.2. Young people and their parents/carers will be referred to the National Careers Service which offers information and professional advice via a website, helpline and web chat.

2.3. The school will ensure young people and their parents/carers understand the value of finding out about the labour market, and support them in accessing this information. Young people and their parents/carers 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.

2.4. The school will ensure that all young people have accessed and used information about career paths and the labour market to inform their decisions on study options.

2.5. The school will make use of local enterprise partnerships to provide young people 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.

- 2.6. To support social mobility, the school will work to raise young people's aspirations and tackle stereotypical assumptions. Interventions will be used to tackle gender stereotypes; arrangements will be made for young people to talk to employees who work in non-stereotypical jobs to raise awareness of a range of careers.

3. Addressing the needs of young people

- 3.1. The school's careers programme will aim to raise the aspirations of all young people whilst being tailored to individual needs. The programme will inform young people of the range of opportunities available to them, encouraging them to aim higher and make choices relevant to what they feel they can achieve.
- 3.2. All forms of stereotyping will be prohibited in the careers advice and guidance that is provided, to ensure young people from all backgrounds, gender and diversity groups can consider the widest possible range of careers.
- 3.3. Comprehensive and accurate records will be kept to support the career development of young people. These will be stored securely in the office. The school will allow access to this information, should a young person or their parent/carer request it.
- 3.4. Destinations data will be retained by the school for at least three years.
- 3.5. 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 colleagues on a termly basis who can then base further development of the school's career guidance plan on the results and areas of success or failure.

4. Targeted support

- 4.1. The school will work with the LA to support our young people. Agreements will be made over how these young people can be referred for support drawn from a range of education and training support services available locally.
- 4.2. The school will ensure that young people understand the programmes available to support them.
- 4.3. The school will ensure that young people are aware of the 16-19 Bursary Fund, which has been devised to support those individuals with a financial hardship. Young people will be advised of how to access this funding and who they should speak to in order to find out more information.
- 4.4. The school will ensure that careers guidance is differentiated, if appropriate, and based on high aspirations and a personalised approach.
- 4.5. Colleagues will work closely with the SENCO to support young people 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 young people to help them understand what career options are available.

- 4.6. Careers guidance will take account of the full range of relevant education, training and employment opportunities. It will inform young people about the ways employees with SEND are supported in the workplace, and how jobs can be adapted to fit a person's abilities.
- 4.7. The school will build partnerships with businesses and other employers, employment services, and disability and other voluntary organisations. Young people will be prepared for encounters with employers and provided with any special support that will allow them to benefit fully from the experience.
- 4.8. Careers guidance will focus on a young person's career aspirations and the post-16 options which are most likely to give the young person a pathway into employment or HE.
- 4.9. The SEND local offer will be utilised; annual reviews for a young person's EHC plan will be informed by good career guidance.
- 4.10. Young people 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.
- 4.11. When arranging work experience for young people, the school will work with the employer to determine any additional support that will be needed during the work placement.

3. Curriculum

- 4.12. The school will work to encompass careers education and guidance into subjects across the curriculum. All colleagues will be asked to support the career development of young people in their role and through their teaching.
- 4.13. The school will engage with local employers, businesses and professional networks.
- 4.14. From the age of 11, where appropriate, young people 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 may include:
 - Careers events such as careers talks, careers carousels and careers fairs.

Transitions skills workshops such as CV workshops and mock interviews.

- Mentoring and e-mentoring.
- Employer delivered employability workshops.
- Business games and enterprise competitions.

5. Work experience

- 5.1. The school will aim to ensure that all young people, where appropriate, have had at least one experience of a workplace by the age of 16, and one further such experience by the age of 18. These could include:

- Workplace visits
- Work experience
- Job shadowing
- Career-related volunteering and social action

6. Transition

6.1. At the Wildings we understand that young people will need the appropriate support to transition to a next stage of their education, training or employment. Young people are supported with transition in a variety of ways including but not limited to:

- Induction process into the school that is individualised for each young person.
- Support from Champions
- Colleague supported work experience
- Visits to colleges and universities
- Community projects
- Job shadowing
- Workshops
- Mental health and wellbeing support
- Careers guidance including meetings with CSW with colleague support where necessary
- Being involved with regular careers events throughout the school years

7. Further education (FE)

- 7.1. Young people are required to remain in education or training until their 18th birthday.
- 7.2. The school will provide young people 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.
- 7.3. Young people will be encouraged to use information tools, such as websites and apps, which display information about opportunities.
- 7.4. The school will ensure that there are opportunities for providers to visit the school and speak to young people in Years 8 to 13, by maintaining connections with providers of FE and apprenticeships, and arranging regular visits, presentations and workshops.
- 7.5. A range of opportunities for visits from providers offering other options, such as FE will also be provided.
- 7.6. All young people will be provided with opportunities for personal guidance interviews with a qualified careers adviser. Such interviews will take place by the time the young person reaches age 16, with the opportunity for a further interview by the age of 18.

- 7.7. Careers advisers will meet the professional standards outlined by the [Career Development Institute](#).
- 7.8. Careers advisers working with young people with SEND will use the outcome and aspirations in the EHC plan to focus discussions.
- 7.9. Careers advisers working with LAC or care leavers will use their personal education plan to focus discussions. These young people will have a named adviser who will build a relationship with them to better understand their individual needs.

4. Information sharing

- 7.10. The school will provide the relevant information about all young people to the LA support services including:
 - Basic information, such as the young person's name or address.
 - Other information that the LA requires to support the young person to participate in education or training to track their progress.
- 7.11. The school's privacy notice will offer young people and their parents/carers the opportunity to ask for personal information not to be shared.
- 7.12. LAs will be notified, as early as is possible, whenever a 16- or 17-year-old young person leaves an education or training programme before completion. The school will agree on local arrangements for ensuring these duties are met.

8. Monitoring and review

- 1.1. The governing board, in conjunction with the principal and a colleague, will review this policy on an annual basis, taking into account the success of supporting young people in accessing post-16 education and training.
- 1.2. The principal will make any necessary changes to this policy, and will communicate these to all colleagues.
- 1.3. The next review date for this policy is 11th January 2024.

Provider Access Policy Statement

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

Young people must be allowed to:

- Learn more about technical education qualifications and apprenticeship opportunities, as part of a careers programme which informs young people 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, [name](#), on 01392 692212 or via email on [email](#).

What opportunities are provided to allow access to young people?

Via our school careers programme, we offer providers numerous opportunities throughout the school year to speak to young people and/or their parents/carers. Our annual schedule of events is as follows:

	Autumn	Spring	Summer
Year 8			
Year 9			
Year 10			
Year 11			
Year 12			

Year 13			
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Who should providers contact to discuss events and options?

Providers can speak to our careers leader, Mike Rees-Lee 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 young people.

Review 01/10/2024

- **Careers Audit**

Employment related skill	Description	Was this included in my careers advice?
<p style="text-align: center;">Self-management</p>	<p>Ability to take the responsibility for setting and achieving personal goals:</p> <ul style="list-style-type: none"> • I can evaluate my performance in tasks. • I am able to accept and deal with authority. • I can accept feedback in a constructive manner. • I am able to set goals and manage my school work and social life. 	<p style="text-align: center;">Yes/No</p>
<p style="text-align: center;">Initiative and enterprise</p>	<p>Ability to seek/take advantage of opportunities:</p> <ul style="list-style-type: none"> • I can identify opportunities and act on them. • I am willing to take risks and learn from mistakes. 	<p style="text-align: center;">Yes/No</p>
<p style="text-align: center;">Learning</p>	<p>Ability to achieve new skills and/or knowledge:</p> <ul style="list-style-type: none"> • I am open to new tasks and use knowledge to further my technical skills. • I can use different methods to learn new things. • I am able to access information on courses to further my learning. 	<p style="text-align: center;">Yes/No</p>
<p style="text-align: center;">Communication</p>	<p>Ability to express and understand information:</p> <ul style="list-style-type: none"> • I can speak to a group confidently. • I have debated in front of large audience. • I can speak and write in another language. • I can follow verbal instructions. 	<p style="text-align: center;">Yes/No</p>

<p style="text-align: center;">Teamwork</p>	<p>Ability to work effectively with others to get things done:</p> <ul style="list-style-type: none"> ● I can work with other people to sort out a problem. ● I can work/collaborate with others on group tasks. <p>I am able to value the work of others and share resources.</p>	<p style="text-align: center;">Yes/No</p>
<p style="text-align: center;">Planning and organisation</p>	<p>Ability to coordinate and prioritise tasks and resources:</p> <ul style="list-style-type: none"> ● I am able to make decisions. ● I can manage my time and priorities. ● I can collect, analyse and organise information using appropriate methods. ● I am able to organise equipment and materials needed for a task. 	<p style="text-align: center;">Yes/No</p>