

Quality of Education

Careers Education and Guidance Policy

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1.0 Context

Greenfields Academy is dedicated to implementing a careers programme that puts pupils first and prepares them for their future by offering personalised advice and guidance. This programme will allow pupils to network with employers and develop interpersonal skills that are vital for success in further education and the workplace. We are committed to using the Gatsby Benchmarks to improve and further develop our career education.

Areas to develop have been identified within the current careers curriculum to make it become more robust and move toward achieving a quality in careers standard.

2.0 Intent

- Provide pupils with a diverse range of meaningful experiences through in-person placements and external speakers.
- Provide pupils with tailored advice and support throughout their school career.
- Develop pupils understanding of the working world and build on inter-personal skills that are transferrable to life beyond school.
- Pupils will gain an insight into the full range of options that are available to them beyond school.
- Work with parents/ carers in selecting an appropriate setting for each pupil beyond school.

3.0 Strategic Developments

	2023-2024	2024-2025
A stable careers programme	All staff to be aware of our careers programme. All staff to be confident in discussing careers within their subject.	Policy to be reviewed and ensure it reflects continuity and developments in our careers programme.
Learning from career and labour market information	Use external agencies to help provide all pupils with advice a guidance about future study pathways and labour information.	Lean on support from external agencies, the careers advisor to be able to provide pupils with up to date labour market information.
Addressing the needs of each pupil	Careers programme to start in KS2 within PSHE and lead throughout KS3 to KS4. Pupils provided with a range of options and individual discussions to take place with pupils and parents/carers.	Records to document individual pupils careers journey.
Linking curriculum learning to careers	Career posters to be available in each classroom demonstrating the job opportunities related to different subjects.	Career exploration lessons that focus specifically on careers that link to specific subjects e.g English, Maths, STEM.
Encounters with employers and employees	External support to be given to the school to help network with employers. Employers to be invited in for a careers fair.	External speakers to be welcomed in to engage pupils with the working world.
Experiences of work places	Pupils to have first-hand experience of a work placement	Pupils to have first-hand work experience and virtual opportunities to engage with employers.
Encounters with higher and further education	Pupils to understand the range of pathways available to them.	Pupils to understand and experience a range of pathways available to them.
Personal Guidance	Pupils to have the opportunity to receive advice and guidance from an external career's advisor.	Pupils to have the opportunity to receive advice and guidance from an internal career's advisor. With support available from external careers advisors.

4.0 Implementation

Strategy

We are working to gain formal accreditation of our careers programme through the Quality in Careers Standard - the single national quality award for careers education, information, advice and guidance. The Standard seeks additional evidence of outcomes for pupils from the school or college careers programme. As the Standard is externally assessed by one of the Licensed Awarding Bodies, appointed by the Consortium, pupil voice is a key part of assessor's evidence gathering on the impact the careers programme has had on pupils' career-related learning.

Curriculum:

Key Stage 2: Pupils to be exposed to careers discretely within subject lessons and targeted through PSHE.

Pupils to be exposed to a range of careers and supplemented by external visits.

Key stage 3: We see careers education as an important aspect of all pupil's school experience. From year 7 to 9 pupils experience careers throughout PSHE. This allows pupils to explore a wide range of careers and begin to think about how their schooling can benefit their future career pathways. This is emphasised in year 9 in the spring term when pupils are beginning to select their options.

Key stage 4: Pupils will have 1 hour of careers a week in both year 10 and 11. This time is used to look at skills, jobs, post-16 options and application. These sessions aim to allow pupils to access individual careers advice as well as providing pupils to explore a range of careers that interest them and post-16 options. By the end of year 11 pupils will have applied a post-16 placement following a route that is suited to them as an individual.

Work Experience

A key component of a careers program is to give pupils the opportunity to experience the wider working world. Across year 10 and 11 pupil's will have the opportunity to participate in work experience. Pupils will be supported in selecting an appropriate placement through a database of potential employers. The placement will be appropriate to the pupil's individual needs, placements will be risk assessed by staff and staff will be available to support pupils while on work experience.

Advice and Guidance

Pupils will receive individual and impartial support from a dedicated careers advisor. Pupils will report regularly to the career's subject champion, regarding pupil progress and the effectiveness of the school's career plan.

Parent/ Carer involvement

As part of our policy we actively encourage the support, guidance and advice from parents/ carers to allow pupils to have open conversations within and outside the home. Parents/ carers are important in providing pupils with and easing transitions from end of year 11 into post-16 education. Parents/carers will be invited to options evening and are welcomed to contact the careers subject champion to discuss individual pupils post-16 destinations.

Destination and Data Recording

Destination measures provide clear and comparable information on the success of our school in helping all our pupils in selecting and offering them the best opportunity to continue in education, training or employment.

Monitoring and Review

The careers programme is reviewed by the Assistant Headteacher. The overall effectiveness of the programme is assessed using the Gatsby Benchmarks and Compass Self-Assessment Toolkit; the results of which will be used to inform improvement priorities and plan developments year on year.

Baker Clause

Introduced as an amendment to the Technical and Further Education Act 2017, the Baker Clause stipulates that schools must allow colleges and training providers access to every pupil in years 8- 13 to discuss non-academic routes that are available to them (See Appendix A). It is expected that by doing so this will help address the UK's productivity challenges and address skills shortages experienced across several sectors of the economy. This regulation has been enforced since January 2nd 2018.

Refer to Appendix 2 for policy statement on provider access.

5.0 Impact

Quality of Education with taught Careers Education to be consistently Good or better, showing capacity for sustained improvement.

Pupils make expected or better progress across the *Careers Education* curriculum, consistent with their Tidal provision.

Careers will equip pupils with the knowledge and skills to be able to participate in wider society. Pupils will be enabled to understand and navigate a rapidly changing 21st Century world. They will possess the self-awareness and enhanced aspirations to succeed in later life and to be able to make a positive contribution to society through structured preparation for their Careers Pathway from age 14 to 25. Including a personal portfolio of work-place CPD awards. By the end of KS4 all pupils will have a destination and no pupils should be NEET.

Take part in careers education programmes across Key Stage 2, 3 and 4 that help them to:
Understand opportunities available to them when progressing to further education from 16-25. Be aware of the requirements and possibilities within further and higher education and gain knowledge of apprenticeships and vocational pathways. Access relevant information and learning from taster activities and experience of work. Have opportunities for a personalised careers guidance interview with a professionally accredited careers adviser. Engage with people, ideas, challenges and applications from the business world. Have opportunities to learn about STEM related careers.

6.0 Review

Date Written: October 2023

Review Date: October 2024

7.0 Appendix

1 - Gatsby Benchmarks

Useful Links: [Careers guidance and access for education and training providers \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)

1. A stable careers programme
2. Learning from career and labour market information
3. Addressing the needs of each pupil
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

2 - Baker Clause

Policy statement on provider access

Introduction This policy statement sets out the school's 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 the school's legal obligations under Section 42B of the Education Act 1997.

Pupil entitlement All pupils in years 8-13 are entitled:

- to find out about technical education qualifications and apprenticeships 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 – through options events, assemblies and group discussions and taster events;
- to understand how to make applications for the full range of academic and technical courses.

Management of provider access requests:

A provider wishing to request access should contact Tenille Dawson, Careers subject champion: Telephone: 01476 574112 Email: Tenille.dawson@greenfields-cit.co.uk

Opportunities for access:

A number of events, integrated into the school careers programme, will offer providers an opportunity to come into school to speak to pupils and/or their parents/carers:

Year 8 Event for University Technical Colleges Life Skills – assembly and tutor group opportunities Life Skills – assembly and tutor group opportunities

Year 9 Event for University Technical Colleges KS4 options event

Year 10 Life Skills – work experience preparation sessions Life skills – assembly and tutor group opportunities

Year 11 Life Skills – assembly on opportunities at 16 Event for University Technical Colleges Post-16 evening Post-16 taster sessions

Please speak to our Careers subject champion to identify the most suitable opportunity for you.

Premises and facilities:

The school will make the main hall, classrooms or private meeting rooms available for discussions between the provider and pupils, as appropriate to the activity. The school will also make available AV and other specialist equipment to support provider presentations. This will all be discussed and agreed in advance of the visit with the Careers subject champion or a member of their team.

Providers are welcome to leave a copy of their prospectus or other relevant course literature at the school administration office, which will then be managed by the careers subject champion.

The Resource Centre is available to all pupils at lunch and break times.

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