

## **Nether Stowe School – Career Education and guidance policy**

### **Vision & values:**

Nether Stowe School is dedicated to ensuring that all our students are prepared for the opportunities, responsibilities and experiences of life. We are committed to implementing a careers programme that offers students from Year 7-13 career guidance that provides them with the skills needed to make well-informed decisions about their future pathways and careers.

This policy underpinned by our long-term vision and core values, strives to ensure all our pupils 'Aspire to Excellence' not just in school but throughout their lives. We also aim to use a collaborative approach combining our pupils, the staff, parents/carers, external careers guidance and the wider employer community to ensure that our careers education puts our students in the strongest position for when they leave school and join the wider community.

The careers programme at Nether Stowe is designed to ensure progression through the years, and that students are equipped with a variety of employability skills to ensure they are ready for career progression. The aims of this policy are:

- To develop student knowledge and understanding about the world of work and careers
- To ensure students are fully aware and informed on the full range of opportunities in education, training and employment and encourage participation in continued learning
- To ensure students make good use of information and guidance
- To provide a clear framework for the provision of good careers education and guidance
- To work with a variety of external agencies to ensure individual needs of students are met

### **Statutory requirements and expectations**

The school is committed to fulfilling the statutory career guidance duty which requires schools to:

- Ensure all students are provided with independent careers guidance from Year 8 to Year 11, presented in an impartial manner
- Provide information on a range of education or training options, including apprenticeships and other vocational pathways
- Ensure those providing guidance will promote the best interests of the students

This is in relation to the Department for Education Careers guidance and access for education and training providers, Statutory guidance for governing bodies, school leaders and school staff October 2018. The legislation this guidance refers to is Sections 42A, 42B and 45A of the Education Act 1997, Section 72 of the Education and Skills Act 2008 and Schedule 4 (15) of the School Information (England) Regulations 2008.

Nether Stowe School is expected to build links with employers, widen access to advice on options available at both post-16 and post-18 including apprenticeships, further and higher education in all settings and environments, T-levels, training, employment, etc.

The school has a duty to work with the Local Authority to identify vulnerable young people, including those with special educational needs or disabilities, and those at risk of not participating Post-16 and the services that are available to help support them, this includes financial support.

We also work to prevent all forms of stereotyping in the advice and guidance we give to our students and that all students regardless of background, gender and diversity group consider the widest range of careers when making their informed choices.

## **Learner entitlement**

Every student is entitled to high quality career education and guidance, which is pupil centred, impartial and confidential. It will be integrated into students' experiences of the whole school curriculum and is a partnership between school, students and their parents/carers. The programme will promote equality of opportunity and will follow the eight Gatsby Benchmarks as outlined in the Careers Statutory Guidance of October 2018.

**Students in Year 7** are introduced to careers through their PSHE lessons, which looks at the careers and jobs available and how they are interlinked within society. They will also be introduced to pay and how it relates to job responsibilities.

**Students in Year 8** build on Year 7 becoming more focused at linking careers to subject areas. Pupils will have specific lessons across the curriculum linking subjects to careers and understanding how skills taught in school link to the real world.

**Students in Year 9** focus on personalising their career paths by looking at careers linked to areas of study to support them with their GCSE options choices. They will look at their own employability skills and use this and Post-16 options information to start to build their career pathway. They also have GCSE options assembly led by an external Careers' Advisor.

**Students in Year 10** examine in more detail the wide variety of options available at Post-16 through (amongst others) involvement with our own Sixth Form, local colleges, the National Apprenticeship service, Entrust careers advice. The aim is to help students make informed choices, which includes an invite (for students and parents) to our higher education evening. Some students will have guidance interviews with our independent Career's Advisor, and all students will have an interview with a senior member of staff to discuss future choices.

**Students in Year 11** have a PSHE session centred on finalising immediate Post-16 plans and laying pathways for beyond this. Students will undertake a variety of tasks within the PSHE programme to build on their employability skills and help prepare them for the world of work. All students will receive at least one initial guidance meeting (up to an hour) with our independent Career's Advisor, and many will receive a subsequent follow up meeting.

**Students in Years 12 and 13** have independent careers led PSHE lessons in school focusing on all available Post-18 options and then more tailored support for different routes including UCAS. Our students in Year 12 also attend the UCAS Higher Education Fair which provides the opportunity to meet people from a variety of backgrounds and discuss a range of career pathways.

All students will have elements of the careers programme brought to them through Tutor Group activities and assemblies.

## **Management and delivery**

We recognise the importance of putting in place an effective arrangement for the management and delivery of the programme. Responsibility for ensuring the delivery and entitlement of Careers Education and Guidance at Nether Stowe School is undertaken by the CEIAG lead.

A member of the Senior Leadership Team is responsible for the line management of Careers Education and Guidance.

A representative of the Governing Body is the lead governor for Careers Education and Guidance.

Our Careers programme, delivered through PSHEE, is led by our Careers team which teaches every year group, to ensure appropriate content and progression.

Heads of College and Pastoral Heads contribute to careers guidance by liaising with the CEIAG lead to support those students at risk of being NEET (Not in Education, Employment or Training).

Students with SEND are supported, through close liaison between the SENCo and CEIAG lead, to progress along their individual career pathway.

All staff contribute to Careers Education and guidance through their roles as Form Tutors and subject teachers, and will have, within their Department Improvement Plans, a statement explaining how they are going to embed career learning in their scheme of work.

### **Staff development**

All staff are expected to contribute to the career learning and development of students in their different roles. To meet the training needs that arise from this we will use appropriate resources, for example the Careers and Enterprise company, Entrust.

### **Funding and resourcing**

The CEIAG lead, in conjunction with SLT, is responsible for the effective deployment of resources and sources of external funding are actively sought. There is a direct budget for CEIAG to fund additional support and events where necessary, this is allocated in annual budget planning, in the context of the whole priorities and needs.

### **CEIAG provision**

The careers programme is delivered in several different ways including:

- PSHE sessions including; mock interviews, CV writing, UCAS applications, etc.
- Tutor Group activities and assemblies
- Individual careers guidance by an independent Careers Advisor through interviews
- Access to impartial and independent guidance
- Enterprise activities – Business pop up day
- External visits – careers fairs, workplaces, universities, etc
- Specific additional monitoring, guidance or support from school staff and external agencies for students identified as being at Risk of being Not in Education, Employment or Training (NEET)
- Development of an in- school careers database of parents and alumni, offering a wide range of experience and expertise.

Through the academic year, further careers provision and support is made available at Parents' Evenings, Open Evenings, Higher Education Evenings for KS4 and KS5. Students are also encouraged to attend external events such as university or college open days or evenings, Skills show, company open events and talks.

### **Monitoring, evaluation and review**

Monitoring takes places through several avenues including:

- Learning walks
- Student voice
- Student feedback on experiences

- Feedback from external partners
- Destination data post 16 and post 18
- Annual review meeting of the entire Careers programme against the Gatsby Benchmarks with SLT

The Careers Education and guidance programme is reviewed, monitored and amended on an annual basis, from which key priorities form part of the development plan for the next academic year.

We aim to use feedback from stakeholders and partners to help inform future planning and curriculum development.

### **Stakeholders and partner**

#### **Parents/carers**

We recognise the important role that parents have in their child's career development by helping them to make positive decisions and we are committed to parental involvement within the careers' programme. The CEIAG lead is available to discuss any concerns relating to careers issues and offer advice where requested. We are continually developing school resources to ensure that parents are able to act as co-partners in the development of their child and can support decision making with access to relevant and topic information.

#### **Careers support agencies**

The school has an annual agreement with Entrust who provide us with an independent Careers Advisor for 2 days per week, whose role within school includes the following:

- Careers guidance interviews
- Follow up interviews
- Group sessions
- Bespoke careers activity (for example, Year 10 Business Pop-up Day)
- Attendance at Parents' Evenings
- Examination results days
- External events (for example, Business Enterprise Challenge)

We also have from within the Careers and Enterprise company an Enterprise Co-ordinator and an Enterprise Advisor who assist and guide in the development of the Careers programme at Nether Stowe School.

#### **Employers, community partners and learning providers**

Nether Stowe School is committed to ensuring the enhancement of the Careers Education and Guidance programme through collaboration with employers, higher education, local learning providers, apprenticeship providers, LEP, etc.

For any companies wishing to work with the school the Provider Access policy (*located in the careers section of the website*) outlines the procedure for these requests and we welcome the involvement of local businesses and companies who wish to help enrich our careers programme.

**Date approved**

Adopted by the governing board and SLT: May 2022

Signed: Gary Crowe - Chair of Governors

Glyn Langston-Jones - Head teacher

**Date of next review**

Next annual review date will be Summer term 2023.

**Annexes**

This policy should be read in conjunction with the following which can be found on the school website:

- Provider Access Policy
- Detailed CEIAG Strategy 2022-23
- PSHE & RSE policy
- Looked After Children policy
- SEND policy
- Young Carers policy
- Equality, Diversity and Inclusion policy
- Safeguarding policy
- Curriculum policy