

Ref: CEG Policy
Approved by Governors: March 2023
Reviewer: Careers Adviser/March 2025

CAREERS EDUCATION AND GUIDANCE POLICY



Governing Body Approval

Policy approved by:

Ken Tyson

(NAME)

(SIGNATURE)

Chair

(GOVERNOR POSITION)

21/03/23

(DATE)

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Vision and purpose

Promoting a career development culture is an essential part of the mission and ethos of our school. We aim to support the aspirations of all our learners and to ensure that they gain the understanding, skills and experience they need to make progress and succeed in learning and work. We believe that effective careers education and guidance not only contributes to the well-being of individuals but also to the wellbeing of their families, the communities to which they belong, wider society, businesses and the economy.

National and local expectations

We are committed to meeting national and local expectations in relation to careers by:

- securing independent and impartial careers guidance for Y8-11 as required by the 2011 Education Act. In implementing this duty we will pay particular regard to the DfE's principles of good practice (Section 10 of the statutory guidance, March 2015) and Ofsted's inspection criteria for evaluating careers provision in schools (September 2015)
- fulfilling our duties under the Equality Act 2010 to promote equality of opportunity, foster good relations across all people, eliminate harassment and discriminatory practices and support children with protected characteristics
- ensuring that the 8 Gatsby benchmarks are embedded within the school careers plan, working alongside the careers and enterprise company.
- ensuring that providers have access to pupils via a range of events as described in the school policy access statement which includes the Baker Clause.

Current priorities

Our careers strategy is informed by these current priorities:

- supporting individual aspirations, improving attainment and ensuring positive destinations
- meeting the needs of specific groups including looked after children, young carers, children from economically-deprived backgrounds and children with special educational needs and disabilities
- developing learners' career management skills, mapped across to the CDI key learning areas, grow throughout life, explore possibilities, manage career, create opportunities, balance life and work, see the big picture
- improving young people's working lives by helping them to identify the values that are important to them such as contributing to the wellbeing of others through their paid and voluntary work and working in greener ways
- developing the use of digital technologies to meet young people's career development needs in conjunction with face-to-face support
- working with parents/carers, alumni and education, community and business partners to meet students' career development needs
- allowing pupils the opportunity to take part in valuable work experience

Strategy

To achieve the objectives of this policy, we will:

- ensure that the governing body is actively involved in shaping careers policy and strategy through its committee structure
- identify a senior member of staff to advise the senior leadership team and governors on curriculum, staffing and resource requirements; and to lead the development, implementation and evaluation of the school's careers provision with the support of other key post holders (e.g. SENCO, Year Leaders) and specialist careers staff
- develop and maintain a costed annual careers plan for achieving current priorities including delivering the planned programme, meeting staffing and CPD costs, and monitoring, reviewing and evaluating the strategy
- commission independent careers guidance services from individuals/organisations that meet the standards set by the Quality in Careers Standard
- set out clearly the contribution expected of all staff including subject teachers and tutors for students' career learning and planning
- communicate the benefits of effective provision to our partners, including link schools, and engage them in co-ordinating provision

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- actively involve learners themselves in the planning, delivery and evaluation of the careers programme.

Policy Access Statement

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.

Student entitlement

- Students in years 7-13 are entitled to find out about apprenticeship, employment and alternative technical training 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 and national providers about the opportunities they offer, including technical education and apprenticeships – through options evenings, assemblies and group discussions and taster events.
- To understand how to make applications for the full range of academic and technical courses.

Pupils as a minimum will receive

- Two encounters at any time during year 8 and between 1 September and 28 February during year 9.
- Two encounters at any time during year 10 and between 1 September and 28 February during year 11.

Management of Provider Access Requests

Procedure

A provider wishing to request access should contact Katie Hart, Careers Leader.
 Telephone: 01282 506200.
 Email: khart@btrcc.lancs.sch.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 parent/carers:

	Activities
Y7	STEAM Careers Event, NCW assemblies, NAS assemblies, Enrichment days, PSHE lessons, Curriculum activities
Y8	STEAM Careers Event, NCW assemblies, NAS assemblies, Enrichment days, PSHE lessons, Curriculum activities
Y9	STEAM Careers Event, NCW assemblies, NAS assemblies, Enrichment days, PSHE lessons, Year 9 options event, Careers Fair, Curriculum activities
Y10	STEAM Careers Event, NCW assemblies, NAS assemblies, Enrichment days, PSHE lessons, Careers Fair, Curriculum activities.
Y11	STEAM Careers Event, NCW assemblies, NAS assemblies, Enrichment days, Mock Interviews, PSHE lessons, Careers Fair, Curriculum activities.

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Premises and Facilities

The school will make the Theatre, classrooms or private meeting rooms available for discussions between the provider and students, as appropriate to the activity. The school will also make available other specialist equipment to support provider presentations. This will all be discussed and agreed in advance of the visit with the Careers Leader or a member of the careers team. Providers are welcome to leave a copy of their prospectus or other relevant course literature in the careers area or school library, which is managed by the Careers Leader. This is available to all students at break and lunch times.

Approval & Review: March 2023

Next Review: March 2025

Signatures:

A handwritten signature in black ink, appearing to read 'Katie Hart', is written over a light blue rectangular background.

Katie Hart
Careers Leader

Related documents

Careers Development Plan

Policy Access Statement

Destination Data Policy

Gatsby benchmark Document

Careers Section – School Website

PSHE Plan