



SECKFORD
EDUCATION TRUST

"Providing a foundation for life"

**POLICY
DOCUMENT**

Careers Policy

Document Owner:	Trust Board
Responsible Trust Committee:	Trust Leadership Group
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APPROVED Signature (Trust Board):	DATE ()
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1. Other relevant policies and documents

- Curriculum Policy
- Educational Trips and Visits Policy
- Equalities Policy (Students)
- Health and Safety Policy
- Learning and Teaching Policy
- Safeguarding Policy
- SMSC Policy
- Work Experience Policy
- Work Experience Procedures Manual

2. Explanation of terms

'Trust' = Seckford Education Trust

'School(s)' = Schools within the Trust

'LAB' = Local Advisory Body of each School

'CEIAG' = Careers Education Information Advice and Guidance

'PEP' = Personal Education Plan

3. Policy statement and Rationale

This document outlines the Careers Policy for the Schools within the SET. This policy covers the Trust and all its secondary schools and as such there is no need for each school to have its own policy.

Careers Guidance makes a major contribution in preparing young people for the opportunities, responsibilities and experiences of life, in order to help them make a successful transition to adulthood.

High quality Careers Guidance provision should include the following elements:

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. Experience of workplaces
7. Encounters with further and higher education
8. Personal careers guidance from a qualified adviser

Gatsby Benchmarks

The programme *should* also be regularly monitored, reviewed and evaluated using Compass self-audit tool, feedback from stakeholders and other external evaluation e.g. Quality in Careers Standard.

Good careers provision should support the wider agendas of attainment, achievement and participation in learning.

The Trust's focus on providing each and every student with a high quality foundation for life is pivotal in the work of all schools in terms of aspiration, PEPs and how CEIAG is delivered. This aspiration starts with the PEP and the PEP photograph which displays the students' choices of career to aim.

The Trust's 6Cs to success ethos is designed to ensure that students work positively within a broad and positive framework of behaviours which will benefit them in future careers as well as at school. Additionally, the Trust promotes 'employability' skills through a smart uniform and longer school day, amongst many other elements, in order to ensure our students are ready for the world of work. Developing social and conversation skills is a focus area for each and every student through the Trust's provision of lunch for all, with staff dining alongside students.

It is expected that schools provide opportunities for Careers Education through the PSHE programme, tutor time and through the application of subject knowledge to real life employment situations in lessons for all subjects. The Trust believes that careers guidance should be personalised, tailored and undertaken as part of a students' timetable, alongside opportunities to part take in workshops and experiences with a variety of employers, post-16 and higher education providers.

3b. Commitment

Careers guidance plays an important role in motivating our students, promoting equality of opportunity and maximising their academic and personal achievement whilst at school and beyond and has a high priority within the SET Schools.

- **Organisation, management and staffing**

Responsibility for the realisation of SET Schools' Careers programme is overseen by a Senior Leader TELT member. Staff are named within each school who work in liaison with the named Senior Leader.

- **Staff development and CPD**
- **Resources**

4. Aims and objectives of Careers Guidance

Aims: Our aim is to support learners, through careers and work-related activities and employer interventions, to be able to:

- Develop their understanding of themselves in relation to future learning and employment opportunities;
- Learn and experience careers and the world of work;
- Develop their career management and transferrable employability skills;

5. Curriculum

The curriculum includes planned learning, which is undertaken through:

- **A planned scheme of work for Careers, Employability and Enterprise programme for Years 7 -11;**
- **Further and Higher education and Employer engagement, Work-Related Learning for Years 7 -11.**
 - **Developing themselves through career and work-related learning education**
 - Self-awareness
 - Self-determination
 - Self -improvement as a learner
 - **Learning about careers and the world of work**
 - Exploring careers and career development
 - Investigating work and working life
 - Understanding business and industry
 - Investigating jobs and labour market information
 - Valuing equality of opportunity and diversity
 - Learning about safe working practices and environments
 - **Developing career management and transferrable employability skills**
 - Making the most of guidance and support
 - Preparing for employability
 - Showing initiative and enterprise
 - Developing personal financial capability
 - Identifying choices and opportunities
 - Planning and deciding
 - Handling applications and interviews
 - Managing changes and transitions

(Taken from the CDI Careers, Employability and Enterprise framework 2018)

6. Personalised Engagement

- **Aim to have access to a qualified specialist source of impartial careers guidance.** The guidance adviser should maintain their own CPD and ideally be a member of a professional body such as The Careers Development Institute (CDI).
- **Access to individual information and advice for Years 8 -11 at key transition points through** internal staff, external visitors, mentors, and through email, telephone, webchat and forums via websites such as www.thesource.me.uk, [National Careers Service](http://NationalCareersService.org.uk) ,[icanbea](http://icanbea.org.uk) and [Amazing Apprenticeships](http://AmazingApprenticeships.org.uk)

7. Employer Engagement

The SET Schools work with a range of employers so that young people can gain direct access to employers.

The SET schools have an Enterprise Adviser.

8. Outcomes: monitoring, review and evaluation

Careers provision is monitored, reviewed and evaluated with the outcomes assessed and recorded through methods such as: surveys, feedback, focus groups of young people/teachers/parents/ employers, analysing destination figures, lesson observation.

9. Engaging with Parents / Carers

The school involves parents/carers with Careers Guidance provision, e.g: Parents evenings at key transition points, discussions with Tutors, invitations to post-16 events. (promoting careers through school publications and website).

10. Communication

SET Schools will communicate information about their careers provision to students, parents, employers and other partners including any education providers wishing to inform students about all pathways available to them through the schools' websites, Parentmail and written communications.

11. Complaints

Any complaints about this policy from outside the Trust should be made in accordance with the Trust's Complaints Policy. Any other complaints should be brought to the attention of the Head of School for the relevant SET school in the first instance.

Complaints that are in the public interest and relate to suspected malpractice may be appropriate to raise under the Trust's Whistleblowing Policy.

12. Compliance and performance monitoring

The Trust Board will review this policy every three years and ensure that practice across all schools is in line with this policy.

The Trust has identified a range of Assurance Methodologies as tools by which compliance with policies can be tested. Those most relevant to this policy include:

- External Audit
- Internal Audit
- Random testing by line managers

There is debate and confusion about the terminology in this area.

Government Definition

"Careers guidance refers to services and activities, intended to assist individuals of any age and at any point throughout their lives, to make education, training and occupational choices and to manage their careers. The activities may take place on an individual or group basis and may be face-to-face or at a distance (including help lines and web based services). They include careers information provision, assessment and self-assessment tools, counselling interviews, careers education programmes, taster programmes, work search programmes and transition services."

(Department of Education. *Statutory Guidance: The duty to secure independent and impartial careers guidance for young people in schools*: March 2013)

For purposes of planning a service, it might still be helpful to think of provision in these areas.

Careers Education - planned progressive provision by learning providers for all young people that enables them to learn about careers, learning and work so that they can manage their development, make life choices and decisions that will benefit their own personal and economic well-being.

Work Related Learning – a series of opportunities and experiences for learners to develop knowledge and understanding of work and enterprise, to develop skills for enterprise and employability and to learn through direct experiences of work and enterprise.

Employer Engagement - a range of activities involving employers, both in and out of a school setting, that enable students to develop skills for employability and understand more about the world of work or a particular sector. This could include work experience, workplace visits, employer visits, mentoring, enterprise days.

Personal Career Guidance – delivered by a specialist and qualified careers guidance practitioner that assists young people make educational, training and occupational choices and manage their careers. This would usually be in a 1:1 interview but may take place in small groups.

Information, Advice and Guidance (IAG)

IAG can be delivered by a number of people in and out of the school/college environment – for example: careers co-ordinators, tutors, teachers, mentors, external visitors or agencies and employers. Some of these people may be trained in career guidance, whilst others may be giving information and advice that may or may not be up to date or impartial.

Independent is defined as external to the school. External sources of careers guidance and inspiration could include employer visits, mentoring, website, telephone and helpline

access. Taken together, these external sources could include information on the range of education and training options, including apprenticeships.

Impartial is defined as showing no bias or favouritism towards a particular education or work option or particular provider.

Your Careers, Employability and Enterprise programme will help you to:

- Understand yourself, your interests, likes and dislikes, what you are good at and how this affects the choices you make
- Find out about different courses, what qualifications you might need and what opportunities there might be
- Develop the skills you may need for working life
- Make realistic, but ambitious, choices about courses and jobs
- Develop a plan of action for the future
- Understand the different routes after Year 11 including training, further education and jobs
- Be able to make effective applications for jobs, training and further education
- Develop your interview skills
- Improve your confidence

You will receive:

- Careers lessons, activities or opportunities
- Guided tutor time
- Access to the career information resources via a range of media
- Guidance interviews – from a trained specialist if your needs can't be met by staff in school.
- A range of experiences of work and opportunities to meet employer inside and outside of the classroom
- Other subject lessons linked to Careers, Employability and Enterprise.

You can expect to be:

- Treated equally with others
- Given careers information and advice that is up to date and impartial
- Treated with respect by visitors to the school who are part of the Careers, Employability and Enterprise programme
- Given extra help if you have additional / special needs