

# Careers Policy including Provider access



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# **1. Introduction**

High Close provides a relevant and engaging careers curriculum which meets the differing needs and requirements of our young people. This is developed throughout a young person's time at the school and is always supportive of their abilities, strengths and skills. Through CEIAG work High Close utilises a nurturing approach to ensure every student gains the confidence, self-belief, skills, knowledge and experience to manage their own career progress.

# **2. Aims and purpose**

The purpose of the High Close CEIAG policy is to explain the way in which High Close prepares young people for transition into the world of work, FE and apprenticeships. High Close celebrates the positive differences of all students and recognises their worth within the work place. This leads to bespoke ways of working with each young person to ensure needs are met through the CEIAG programme. To equip students with the skills required to follow their chosen career pathway.

- Prepare young people for the transition to life after High Close
- Support young people in making informed decisions which are appropriate for them
- Provide young people with well-rounded experiences
- Develop personal characteristics such as social skills, communication, independence and resilience
- Inspire and motivate young people to develop themselves as individuals and live as independently as is possible
- Offer access to onsite specialist careers adviser for impartial 1 to 1 careers guidance to promote employability skills.
- Offer an understanding of education, training and employment routes
- Offer opportunities to go out on work experience, gain voluntary work, day trips to colleges, industry trips, employer talks within school, build a CV, practice interview techniques.

This policy summarises the statutory guidance and recommendations. It then outlines the provision of careers education, work experience and provider access. Information is based on Careers guidance and access for education

and training providers Statutory guidance for schools and guidance for further education colleges and sixth form colleges.

### 3. Statutory requirements

The careers provision at High Close is in line with the statutory guidance developed by the Department for Education, which refers to [Section 42A and 45A of the Education Act 1997](#). It is also following the guidance '[Careers guidance and access for education and training providers January 2023](#)', where High Close aims to deliver the careers programme across all eight Gatsby Benchmarks.

This states that all schools should provide independent careers guidance from Years 8 -13 and that this guidance should:

- be impartial
- include information on a range of pathways, including apprenticeships
- be adapted to the needs of the young person

In addition, the school is compliant with the careers guidance that the government set out for delivery from 5 [January 2023: 'Careers Guidance and access for education and training providers.'](#) This states that all schools must give education and training providers the opportunity to talk to young people about approved technical qualifications and apprenticeships. Further information relating to this is set out later in this document, under Provider Access.

### 4. Learner Outcomes and progression

**Outcomes** - Young people will be able to;

- Try out different work opportunities
- Gain an insight into the Labour Market
- Gain an understanding of skill sets and how skills are transferrable
- Understand soft skills, hard skills and how to sell themselves using CV's/application forms/interviews
- Develop the skills employers look for - resilience, team work, problem solving
- Have access to both paper based and online resources to assist in their career exploration
- Access impartial information on options Post 16 and beyond.

**Progression** - By the time learners are ready to leave they will be more able to make their own career plan;

- Start to independently make action plans for the future
- Feel better about managing their transitions, using coping strategies
- Know how to look for opportunities and who to ask for assistance if support is required
- Be able to complete application forms, college forms, and update CV's

Learner's will partake in the following activities/interactions

- Careers Lessons
- In school career talks by employers and assemblies by school staff

- Work experience
- Voluntary work
- Enterprise activities
- Industry/Career visit
- College visit
- Careers guidance interview

## 5. CEIAG Implementation

Young people are encouraged to attend employer talks within school to learn about different employment opportunities.

Learners from Year 10 have the opportunity to take part in trips to industries/colleges/careers and skills events on a 1 to 1 and small group basis.

Accessible careers guidance interviews by the onsite Careers Advisor.

Subject links and career talks. Careers adviser, the student and the subject teacher work closely together to support the young person with their career pathway.

Networking with colleges/employers to ensure students are supported with transition and systems are in place to support students in their new placements.

Partnership work with parents from Year 11, but earlier if required.

## 6. Student entitlement

All young people at High Close School can drop in to see the onsite careers adviser from Year 7 onwards, for a one-to-one guidance meeting.

Starting from September 2018 the onsite ASDAN teacher will deliver lessons to young people in Year 7-11 as part of the PSHE module 'Careers and Your Future'.

In Year 11, young people meet with the school careers adviser for one-to-one guidance. All students are invited to attend talks within school from a range of employers.

Year 11 young people have the opportunity to go out on work experience or take part in voluntary work. Students will be supported on visits to post 16 provision and skills events.

Parents/carers are introduced to the onsite careers adviser from Year 11 (before if this is appropriate). At this point parent/carers meet during annual review meetings with the onsite careers adviser and communication is maintained to support students with transitions and career decision making.

Upon leaving High Close School, student entitlement continues via the Careers Advisor. Contact can be made by the young person or parent for further information, advice and guidance, sign posting if required.

The overall organisation of work experience is undertaken by the school Careers Leader (Hayley Malloy) who liaises with the SLT to ensure the most relevant and engaging opportunities are taken.

Families are informed and communicated with throughout the process and a work experience agreement form and work experience information form are completed.

All young people on placement are covered by the employers' insurance and places of work are risk assessed by the Careers Leader in liaison with the CSW work experience database.

## 7. Destinations

The young person's destinations are held by the Careers Advisor. Progress is tracked and assistance is available to learners if they require information, advice and guidance after leaving school.

NEET - We follow up all leavers and check what they were doing after the first year of leaving High Close and record whether they have been NEET or not.

## 8. Provider Access

### 8.1 Aims

### 8.2 Statutory requirements/Baker Clause

This section of the 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 \(the Baker Clause\)](#).

### 8.3 Young person's entitlement

All young people in years 7-11 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.

### 8.4 Management of provider access requests

#### Procedure:

A provider wishing to request access should contact Hayley Malloy (Careers Advisor).

Telephone: 0118 9785767

Email: [hmalloy@highclose.org.uk](mailto:hmalloy@highclose.org.uk)

## 8.5 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 GROUP	AUTUMN	SPRING	SUMMER
7	In house talks with colleges	Careers based assemblies delivered by school staff	
8	In house talks with colleges	Careers based assemblies delivered by school staff	1:1 support following referrals by tutors/teachers
9	In house talks with colleges  Annual Review with transition focus (across the year)	KS4 Options evening In house talks with colleges  Careers based assemblies delivered by school staff	1:1 support following referrals by tutors/teachers  Annual Review with transition focus
10	Careers Fair In house talks with colleges	In house talks with colleges  Careers based assemblies delivered by school staff	1:1 support following referrals by tutors/teachers
11	Careers Fair Work experience College visits and in house talks College applications Annual Review with transition focus (across the year)	College applications Taster Days Careers based assemblies delivered by school staff	1:1 support following referrals by tutors/teachers Taster days Transition days

## 8.6 Safeguarding

Our safeguarding/child protection policy outlines the school's procedure for checking the identity and suitability of visitors. Education and training providers will be expected to adhere to this policy.

## 8.7 Premises and facilities

The school will make the main hall, classrooms or meeting spaces available for discussions between the provider and students, as appropriate to the activity. The school will also make available audio visual and other specialist equipment to support provider presentations. This will all be discussed and agreed in advance of the visit with the Careers Advisor.

Providers are welcome to leave a copy of their prospectus or other relevant course literature with Hayley Malloy, Careers Advisor. This will be made available to pupils and families as appropriate.

# 9. Gatsby Benchmarks

In line with the Government's 'Careers guidance and access for education and training providers October 2018, High Close aims to deliver the careers programme across all eight Gatsby Benchmarks.

- A stable careers programme
- Learning from career and labour market information
- Addressing the needs of every student
- Linking curriculum learning to careers
- Encounters with employers and employees
- Experiences of workplaces
- Encounters with higher education
- Personal guidance

## High Close School Careers Plan 2018-2021 Benchmarks Gatsby Statement Activity Year Groups

The non-statutory [guidance booklet](#) was referred to so that we can use the best practice.

### 1. A Stable Careers Programme.

Every school and college should have an embedded programme of career education and guidance that is known and understood by pupils, teachers, governors and employers. Students have access to careers guidance and information through tutor time, PSHE lessons, assembly, enrichment and employer encounters. Parents and pupils can access independent and impartial resources through the online platform START [www.startprofile.com](http://www.startprofile.com) or the National Careers Service <https://nationalcareersservice.direct.gov.uk/> and the Barclays Life skills programme. <https://barclayslifefskills.com>

The school has an in-house Careers Advisor who offers 1:1 guidance and group talk to all year groups. Provision is published on the school website and through letters/bulletins to parents.

### 2. Learning from Career & Labour Market Information

Every pupil and their parents, should have access to good quality information about future study options and labour market opportunities. They will need the support of an informed adviser to make best use of available information. Careers Adviser attends parents' evening and Options evening. There are guidance plans for pupils - links to all local colleges (Reading/Bracknell & Wokingham/BCA, Farnborough) so students have information on courses, qualifications, entry requirements - apprenticeship providers: colleges and specialist providers e.g. QA apprenticeships, Aim Apprenticeships, ASK outreach service.

Resources from The Careers and Enterprise Company to be distributed to all year groups and across curriculum areas:

Skills career pathways and progression routes discussed in:

- **Year 7** – Introduction to My Skills, Strengths and Weaknesses and how it relates to the World of Work. Assemblies delivered by staff about previous employment and at least 2 different external providers (Colleges) coming into to present about future courses.
- **Year 8** - Assemblies delivered by staff about previous employment and at least 2 different external providers (Colleges) coming into to present about future courses.
- **Year 9** - Pathways and choices post 16 attend local Careers Fair Participate in a business/enterprise/STEM activity. Assemblies delivered by staff about previous employment and at least 2 different external providers (Colleges) coming into to present about future courses.

- **Year 10** – Employability Day guidance interviews. Year 11 – Post 16 pathways, Work Experience placements and individual guidance. Assemblies delivered by staff about previous employment and at least 2 different external providers (Colleges) coming into to present about future courses.
- **Year 11** – College interviews and visits offered if not completed in Year 10. Assemblies delivered by staff about previous employment and at least 2 different external providers (Colleges) coming into to present about future courses.

### **3. Addressing the Needs of Each Pupil Pupils have different career guidance needs at different stages**

Opportunities for advice and support need to be tailored to the needs of each pupil. A school's careers programme should embed equality and diversity considerations throughout 1:1 guidance appointment offered at key transitions points and at option choices.

### **4. Pupils with additional needs or those at risk of becoming NEET will have multiple guidance appointments**

Careers Lead attends SEND reviews. Linking Curriculum Learning to Careers All teachers should link curriculum learning with careers. Taking part in any relevant competitions or events such as Year 8 - Stem Event and Year 9 - Careers Fair teachers should highlight the relevance of STEM subjects for a wide range of career paths as they become available.

### **5. Encounters with Employers & Employees**

Every pupil should have multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace. This can be through a range of enrichment activities including visiting speakers, mentoring and enterprise schemes. Areas being developed are:

- **Year 7** – Enterprise Adviser delivers a talk on what soft skills are required by employers. Staff led assemblies to talk about previous employment and at least two external providers to talk about courses and opportunities.
- **Year 8** – Organise speakers from Founders for Schools to present on Employability. Staff led assemblies to talk about previous employment and at least two external providers to talk about courses and opportunities.
- **Year 9** – Attend a Careers Fair. Take part in an Enterprise enrichment activity. Staff led assemblies to talk about previous employment and at least two external providers to talk about courses and opportunities.
- **Year 10** – Business Back to School Day: applications, CV and mock interview. Staff led assemblies to talk about previous employment and at least two external providers to talk about courses and opportunities.
- **Year 11** - Employability programme, mock interview preparation, Work Experience, interviews and Assessment Centres. Professional use of social media for job searches. Staff led assemblies to talk about previous employment and at least two external providers to talk about courses and opportunities.

### **6. Experiences of Workplaces**

Every pupil should have first-hand experience of the workplace through work visits, work shadowing and/or work experience to help their exploration of career opportunities and expand their networks. Aspirational visits for High Achievers. Students with additional needs and or potential NEET may be provided with workplace visits. Students can find out about work experience opportunities by visiting [www.studentladder.co.uk](http://www.studentladder.co.uk) or [www.workfinder.com](http://www.workfinder.com) Year 11 Work experience.

### **7. Encounters with Further and Higher Education.**

By the end of Year 11, all young people will have had a meaningful encounter with providers of the full range of learning opportunities, including sixth forms, colleges, universities and apprenticeship providers. This



should include the opportunity to meet both staff and pupils. [A 'meaningful encounter' is one in which the student has an opportunity to explore what it is like to learn in that environment.]

All pupils should understand the full range of learning opportunities at local colleges and outreach workers invited into themed assemblies. Apprenticeship talks given to students and Years 9-11 participate in activities delivered through the Study Higher programme available to them. This includes both academic and vocational routes and learning in schools, colleges and in the workplace. Open days and taster days advertised on the website [www.studyhigher.ac.uk](http://www.studyhigher.ac.uk)

## **8. Personal Guidance**

Every pupil should have opportunities for guidance interviews with a career adviser, who could be a member of school staff or external, provided that they are trained to an appropriate level. These should be available whenever significant study or career choices are being made. They should be expected for all pupils but should be timed to meet their individual needs Opportunities at key transition points for 1:1 guidance interviews. Careers Advisor can visit FE with students who need additional support. Careers Advisor attends GCSE results days.