



# Careers Policy

## Bamburgh School

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### 1. Content and Scope

This policy details Bamburgh Schools' aims; objectives and current practice for Careers Guidance. It was produced by the Careers Lead, in consultation with SMT.

There are a number of terms used to describe different careers interventions, and there is inevitably some overlap between them;

**Careers education** is the delivery of learning about careers as part of the curriculum. Careers education is often closely related to work experience and other forms of work related learning.

**Work-related learning** is the provision of opportunities to develop knowledge and understanding of work and to develop skills for employability through direct experiences of work.

**Careers information** is the provision of information and resources about courses, occupations and career paths.

**Careers advice** has a more in-depth explanation of information and how to access and use information.

**Careers guidance** or **careers counselling** is a deeper intervention in which an individual's skills, attributes and interests are explored in relation to their career options.

**CEIAG** is an acronym for Careers Education, Information, Advice and Guidance.

### 2. Aims and Objectives

Bamburgh School utilises a nurturing approach to raise aspirations and promote equality of opportunity, with the overall aim of ensuring that every student gains the skills, knowledge and experience - in addition to the confidence and self-belief - which are required to manage his or her own career progress. With this overall aim in mind, our objectives are:

- To ensure pupils, their parents and carers, are informed and prepared to achieve aspirational next steps into adulthood and the world of work.
- To provide careers education, information, advice and guidance ensuring students' leave with the right tools and values to help prepare them for adulthood.
- To support pupils, with their parents and carers, to consider their future options, realise their potential and decide how their skills and experiences fit with opportunities in the local job market.
- To support pupils to prepare for their preferred transitional pathway whether that is to continue with further education, employment, training or living independently.
- To introduce students to the world of work.

- To provide information about a range of education or training options, including apprenticeships and other vocational pathways
- To give impartial advice and guidance
- To work in the best interest of the student
- To meet the specific needs of the student

To enable us to meet these aims and objectives, we have a person-centred approach to student outcomes through our EHCP annual reviews process, where we work with all students and their families/carers to shape clear and ambitious targets for students to prepare for their next steps. We are fully committed to our statutory and moral obligation to provide a holistic careers service for students

### **3. Legislation and statutory guidance**

We understand that it is our statutory duty to secure independent careers guidance for all Year 8 to Year 11 students as outlined in 'The Education act 2011' and 'Careers Guidance and Access for Education and Training Providers - January 2018'. Bamburgh School is also committed to meeting the requirements of the Gatsby Charitable Foundation Benchmarks.

### **4. Teaching and Learning.**

Teaching staff are responsible for the delivery of careers education by embedding Careers into their subject area where suitable to do so and where this contributes to the effectiveness of the overall programme.

A range of teaching and learning styles are used in the delivery of careers, to match the needs of learners. There is an emphasis on active learning throughout school's careers programme, for example, by including students in discussions, investigations and hands on practical tasks.

We encourage the promotion of the World of Work and Careers across school by employing various methods such as posters, displays and assemblies.

We invite outside agencies into school to talk to students about opportunities Post 16, for example, representatives of local colleges and the ASK apprenticeship team.

Careers and World of Work are embedded into the PATH curriculum across Key Stages.

All Year 10 students undertake a week (5 days) of Work Experience. The work experience is credited towards their ASDAN qualification. Students are expected, in the first instance, to organise their own placement. For those unable to find a placement school staff will then work on their behalf to find a suitable placement. Health and Safety checks related to Work Experience are completed by Futureworks, based in Gateshead College.

KS4 students are given opportunities to visit and experience taster days at the local colleges (Tyne Met, Gateshead and Newcastle). Prospectuses are available for these colleges and other further colleges which offer specific training courses such as Houghall in Durham and Northumberland College. College staff are invited to attend KS4 parents evenings to meet with parents and carers directly and to provide information on college open evenings.

KS4 students are given the opportunity to attend careers events, such as Newcastle Careers held at the Arena.

### **5. Equality and Diversity**

We will promote the needs and interests of all students, irrespective of gender, sexual orientation/identity, culture and ability by allowing all students access to the Careers programme.

### **6. Roles and responsibilities**

All staff have the responsibility to contribute to the overall careers programme within the school through the delivery of tutor PATH sessions.

Key staff will attend careers meetings with local secondary schools, relevant preparing for adulthood meetings and NE LEP meetings, as and when necessary.

The Careers Leader and Connexions Advisor are responsible for informing parents and carers of all meetings which take place with the connexions advisor in school.

The Careers Leader will support colleagues in the delivery of Careers and World of Work by providing materials and direction through the PATH curriculum.

The Carers Leader is responsible for indicating areas for further development.

The Careers Leader will attend meetings which will aid the development of careers and world of work in school, when and where possible

The Careers Leader (in partnership with her Performance Management Reviewer) is responsible for identifying suitable and necessary CPD

The Careers Leader will meet with SMT when necessary to support the SIP

SMT has overall responsibility for overseeing the Careers Education Provision

#### Careers Team

Angela McDowell	Careers Leader
Kerry Young	Connexions Advisor
Ray Spencer	Careers Governor

## **7. Monitoring arrangements**

The Careers Leader will ensure that the school continues to meet the Gatsby Benchmarks using the appropriate framework.

The Head teacher and SMT are responsible for monitoring the standards of the input students receive with the careers guidance.

This policy will be reviewed biannually by a member of SMT. At every review, it will be approved by the full governing body.

## **8. Links with other policies**

This policy links to the following policies and procedures:

- Accessibility
- Educational Visits
- Equality, Diversity and Community Cohesion
- Health and Safety
- Special Educational Needs
- Supporting pupils with Medical Conditions
- Working Together to Safeguard Children

Written April 2020 by A McDowell