

## **Careers Education Information and Guidance Policy Boroughbridge High School**

Policy ratified by Governors	January 2023
Next Policy review due	January 2024
Due for review by Governors	January 2024
Staff Lead	Associate Assistant Headteacher - SENDCo & Student Development

### **Significant Revisions since last review:**

Incorporation of updated statutory guidance and link to Provider Access Statement (new)

## 1. Vision and Aims

This policy aims to set out our provision of impartial and informed careers guidance for all our pupils. Promoting aspirations and 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 our students, but also to the wellbeing of their families, the communities to which they belong, wider society, businesses and the economy.

All students have access to and support with using careers information that is easy to find and available at convenient times and in convenient locations, including on the internet which is unbiased and up to date. All students are able to obtain careers guidance that is:

- Impartial
- Confidential
- Provided by a qualified careers adviser
- Focussed on the individual student

our provision aims to:

- Help pupils prepare for the workplace, by building self-development and career management skills
- Provide experience and a clear understanding of the working world
- Develop pupils' awareness of the variety of education, training and careers opportunities available to them
- Help pupils to understand routes to careers that they're interested in, and to make informed choices about their next step in education or training
- Promote a culture of high aspirations and equality of opportunity

## 2. Entitlement Statement

- All students take part in a careers programme which is part of the PSHE curriculum in years 7-11 that helps them to: Understand their future education, training and employment routes including Higher Education, Further Education, Apprenticeships and employment.
- Develop the skills they need to plan and manage their own personal development and career progression
- Understand how and where to access the information required to make informed decisions
- Offer feedback and ideas on how to improve the careers programme.

In addition the school will encourage

- Participation in workshops/talks from external providers
- Visits to local colleges of further education, 6th forms, universities and employers
- Other relevant activities to support student decision making/choice

### 3. Statutory requirements and local expectations

This policy is based on the Department for Education's (DfE's) statutory [Careers guidance and access for education and training providers](#).

This guidance refers to:

- The Education Act 1997
- The Education and Skills Act 2008
- The School Information (\*England) Regulations 2008

This policy is also in line with the more recent Skills and Post-16 Act 2022, which came into force on **1 January 2023**. It explains that our school must provide a minimum of **6 encounters** with technical education or training providers to all pupils in years 8 to 13. For more detail on these encounters, see our provider access policy statement, which you can find on the school website.

This policy is also in line with the Education (Careers Guidance in Schools) Act 2022. This came into force on 1 September 2022, and amended the existing duty in The Education Act 1997, so that our school must now secure independent careers guidance from year 7 (instead of from year 8, previously)

The above guidance requires that schools publish information about their careers programme on their website. This policy includes this information and shows how our school complies with this requirement.

We also act in line with our statutory duty under the 'Baker Clause', to be impartial and not show bias towards any route, be that academic or technical. This policy should be read in conjunction with our provider access policy statement, which sets out how our school meets this duty, and can be found on the school website.

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

- 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
- Take an active and full part in the regional Careers & Enterprise Hub of which the school is a member.

### 4. Roles and responsibilities

#### Careers Leader

Our careers leader is P Town and they can be contacted by email via [schooladmin@boroughbridgehigh.com](mailto:schooladmin@boroughbridgehigh.com) Our careers leader is a member of the senior leadership team (SLT) and will:

- Take responsibility for developing, running and reporting on the school's career programme
- Plan and manage careers activities
- Manage the budget for the careers programme
- Support teachers to build careers education and guidance into subjects across the curriculum
- Establish and develop links with employers, education and training providers, and careers organisations
- Work closely with relevant staff, including our special educational needs co-ordinator (SENCO) and careers adviser, to identify the guidance needs of all of our pupils with

special educational needs and/or disabilities (SEND) and put in place personalised support and transition plans

- Work with our school's designated teacher for looked-after children (LAC) and previously LAC to:
  - Make sure they know which pupils are in care or are care leavers
  - Understand their additional support needs
  - Make sure that, for LAC, their personal education plan can help inform careers advice
- Review our school's provider access policy statement at least annually, in agreement with our governing board

### **Senior Leadership Team (SLT)**

Our SLT will:

- Support the careers programme
- Support the careers leader in developing their strategic careers plan
- Make sure our school's careers leader is allocated sufficient time, and has the appropriate training, to perform their duties to a high standard
- Allow training providers access to talk to pupils in years 8 to 11 about technical education qualifications and apprenticeships, and set out arrangements for this in our school's provider access policy statement
- Network with employers, education and training providers, and other careers organisations

### **The Governing Board**

The governing board will:

- Provide clear advice and guidance on which the school can base a strategic careers plan which meets legal and contractual requirements
- Appoint a member of the governing board who will take a strategic interest in careers education and encourage employer engagement
- Make sure independent careers guidance is provided to all pupils throughout their secondary education (11 to 18 year-olds) and that the information is presented impartially, includes a range of educational or training options and promotes the best interests of pupils
- Make sure that a range of education and training providers can access pupils in years 8 to 11 to inform them of approved technical education qualifications and apprenticeships
- Make sure that details of our school's careers programme and the name of the careers leader are published on the school's website
- Make sure that arrangements are in place for the school to meet the legal requirements of the 'Baker Clause', including that the school has published a provider access policy statement

## **5. Our careers programme**

Our school has an embedded careers programme that aims to inform and encourage pupils to consider their career options, and take steps to understand their choices and pathways. We provide statutory independent careers guidance to pupils from year 7 onwards.

Our programme has been developed to meet the expectations outlined in the **Gatsby Benchmarks**:

1. A stable careers programme with a careers leader
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 guidance

Our programme doesn't show bias towards any particular career path, and promotes a full range of technical and academic options for pupils.

It is structured in a way that builds upon previous years, and the overarching aim is divided between the Key Stages so that pupils are encouraged to think appropriately about their future. We provide aims, objectives and activities for each year group.

Our careers programme is delivered through a number of methods, including assemblies, timetabled PSHCE lessons, form times, drop down curriculum days, subject lessons, visiting speakers and targeted individual and group activities run by our careers team.

### **Access to our careers programme information**

A summary of our school's careers programme is published on our school website.

Pupils, parents, teachers and employers can request any additional information about the careers programme by contacting [schooladmin@boroughbridgehigh.com](mailto:schooladmin@boroughbridgehigh.com)

### **Pupils with special educational needs or disabilities (SEND)**

We expect that the majority of pupils with SEND will follow the same careers programme that meets the Gatsby Benchmarks as their classmates, with adjustments and additional support as needed.

Our careers leader will work with teachers and, where appropriate, professionals from relevant organisations, to identify the needs of our pupils with SEND and put in place personalised support and transition plans. This may include meetings with pupils and their families to discuss education, training and employment opportunities, supported internships and transition plans into higher education.

Our careers leader may, as appropriate, invite adults with disabilities to visit and share their experience and advice.

No information will be given to pupils without SEND that is not also offered to our pupils with SEND.

### **Assessing the impact on pupils**

Our career programme is designed so pupils can give feedback, and their progress measured as they move through the Key Stages. We measure and assess the impact of the programme's initiatives by:

Student and parent voice, evaluation feedback from careers interviews and activities, analysis of destinations data and completion of the termly Compass evaluation survey.

### **6. Links to other policies**

This policy links to the following policies:

- Provider Access Policy Statement
- Curriculum Policy
- Safe Guarding Policy

## **7. Monitoring and review**

The Careers/PSHE programme is evaluated on an annual basis to ensure appropriateness and currency of materials. The PSHE Lead and the Careers Leader regularly review its effectiveness.

This policy, the information included, and its implementation will be monitored by the and reviewed annually.

The next review date is: January 2024

### **Other Related documents**

Careers Education scheme of work (see PSHE programme of study), Compass Evaluation Tool, Compass Tracker, CIAG development plan and audit. CIAG evidence folder.