

CAREERS POLICY AND GUIDANCE ON WORK RELATED LEARNING

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Date Adopted by TGS Board	January 2023
Signed by Head Teacher	
Signed by Chair of Governors	
Review Date	January 2025

1 PURPOSE

- 1.1. To provide all our students with Careers Education, Information, Advice, Guidance (CEIAG) and Work-Related Learning (WRL) and to help prepare students for the opportunities, responsibilities and experience of life, in order to help them make a successful and positive transition to adulthood.
- 1.2. To deliver a planned, tailored and progressive programme of activities and interventions which supports students in choosing pathways that suit their interests and abilities and helps them to attain employability and achieve personal and economic well-being throughout their lives.

2 AIMS

Our aim is to help students, through careers and work-related learning activities and interventions, to be able to:

- 2.1 To understand and make informed decisions on all options
- 2.2 Develop their understanding of themselves in relation to future learning and employment opportunities
- 2.3 Learn and experience careers and the world of work
- 2.4 Empower students to plan and manage their own futures
- 2.5 Provide good quality independent careers advice to students which inspires, supports and motivates them to achieve their full potential

3 COMMITMENT

Our commitment is to:

- 3.1 Ensure that Thomas Gainsborough School is compliant with the Department of Education Statutory Guidance in Careers guidance and access for education and training providers (2023)
- 3.2 Ensure Thomas Gainsborough School meets the requirements of the Department of Education Statutory Guidance in Relationships and Sex Education and Health Education (2021)
- 3.3 Ensure every student makes choices that enables them to stay in learning or training until they are 18 years of age
- 3.4 Ensure every student and parent/guardian are aware of the Raising Participation Age and the conditions for the continuation of studying English and Maths at Level 2 during the post-16 phase
- 3.5 Ensure every child should leave school prepared for life in modern Britain, in terms of appropriate curriculum and developing the skills and attributes they need to be fully prepared
- 3.6 Provide a committed and trained careers team to ensure independent careers guidance for all students
- 3.7 Provide opportunities that enable every student from Years 7 to Year 13 to develop high aspirations and consider a broad and ambitious range of careers in order for them to be socially mobile in the future
- 3.8 Inspire every student, through real-life contacts with the world of work, to help them understand where different choices can take them in the future
- 3.9 Provide access to careers related learning for students throughout the academic year, either through Higher Education Institutions (HEI), Further Education Institutions (FEI), employer and alumni talks, workplace visits and work experience
- 3.10 Ensure that we continue to achieve CareersMark

- 3.11 Ensure all students fully understand their options at 16 and 18 including Apprenticeships, Traineeships and T-Levels.
- 3.12 Ensure that Careers education is clearly signposted throughout our curriculum, tutor programme, Enrichment days and also through the ethos and values of the school.

Our overarching commitment is to achieve the Gatsby Foundation Benchmarks as set out in the Statutory Guidance for Careers Guidance. The Gatsby Foundation Benchmarks are:

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. Experiences of workplaces
7. Encounters with further and higher education
8. Personal Guidance

4 STAFF DEVELOPMENT

All staff contribute to Careers Guidance through their roles as tutors and subject teachers

Staff are given information about IAG and Careers education through regular training sessions. The Careers Team is given access to a high level of Careers training and collaborative working opportunities throughout the year to remain fully informed in their role of co-ordinating IAG and careers education within the school. The Careers Manager is a Level 6 Practitioner.

5 RESOURCES

Careers has a yearly allocated budget which is managed by the Assistant Headteacher responsible for careers.

6 PERSONALISED OPPORTUNITIES

6.1 Access to individual information, advice and guidance and careers guidance for Years 7 – 13 through internal fully trained staff (Career pathway interview programme and academic tutoring), external visitors, mentors and through telephone, email, Careers Hub publications, access to online resources such as careers programmes icanbe.org.uk and Morrisby and via websites such as www.thesource.me.uk and National Careers Service.

6.2 Access to impartial independent careers guidance as directed by the Government Statutory Guidance.

7 MONITORING, REVIEW AND EVALUATION

7.1 Careers education and guidance, WRL and IAG are monitored, reviewed and evaluated on a regular basis; this is reflected in the Careermark portfolio;

- survey and feedback forms filled in by young people
- employers are evaluated and reviewed after every activity/event across the key stages
- parent surveys every Academic Review Day.
- class observations,
- teacher assessment
- destination figures

These are monitored by the Senior Leadership Team and then reported to governors annually.

7.2 The Careers Working party (Students and the Careers Manager) meet on a regular half termly basis to inform and review Careers provision.

8 PARTNERSHIPS

8.1 We share good practice with the other schools within the Unity Schools Partnership Trust and also with other schools in Suffolk.

8.2 We work with University Campus Suffolk, University of Essex, West Suffolk College, Suffolk New College, Colchester Institute and independent training providers such as THCH, Ipswich.

8.3 We have an extensive directory of local business links who support the school in a variety of ways.

8.4 We regularly meet with our Local Enterprise Partner and Local Enterprise Co-ordinator to engage with local services, providers and employers

9 ENGAGING WITH PARENTS/CARERS

The school involves parents/carers in Careers education and guidance and Work Related Learning (WRL) provision through Academic Review days where they contribute to the discussion with the academic tutor as part of the Individual Learning Plan (target setting). The tutor and / or the parent may make a referral to the Careers team at any time. The Careers team also attend information evenings at key transition points and Parents Forum Meetings.

Information is provided via Parent Mail, the half termly school newsletter (Portrait), a weekly Careers newsletter (Padlet) and the school website.

10 RESPONSIBILITIES

Compliance, monitoring and review

10.1 It is the responsibility of the author of this policy to ensure that it reflects current government policy and guidance and is reviewed in accordance with the indicated timeline.

10.2 The policy is subject to audit as prescribed by the relevant governing board or agreed sub-committee.

10.3 The review/update of this policy must be undertaken within the three months preceding the review date and be presented to the relevant Governing Board sub committee for review prior to being presented to the full governing body for ratification.

11 ADDITIONAL INFORMATION

Post 16 SEND Transition

Thomas Gainsborough School aims to provide all students with a secure and supported post-16 transition whether the destination is education or work-based. If required, students will have a personalised transition plan, which must be agreed by the Deputy Headteacher (Student Support) or SENCO.

Should an Education, Health and Care Plan (EHCP) be required, a representative of the students preferred destination should be invited, where possible, to coproduce the EHCP to allow a smooth transition between the school and college and to ensure the provisions made are relevant to the setting and the student's chosen destination. External professionals which may support transition should also be consulted; this may include the Local Education Authority, for any SEND, in-care or leavers of care students. The EHCP draft must then be submitted to the Local Education Authority within 2 weeks of the initial meeting and the student's chosen post-16 destination.

The final decision to award EHCP support rests with the Local Education Authority, following nationally determined timescales.

For any Annual Review of an EHCP falling within Year 11 the post-16 destination must be invited to coproduce the provisions for the following year.

Pupil Premium

Thomas Gainsborough School aims to provide all students with the opportunity to raise their aspirations and increase the possibility for all of our students to be upwardly socially mobile. All Pupil Premium students will have the opportunity to attend all CEIAG visits and talks provided, from the beginning of Year 7 for employer talks and Year 9 for post-16 and post-18 education talks. It is also the responsibility of the Careers Manager to ensure all Pupil Premium students attend a 1:1 IAG meeting during Year 9, 10 and 11.

The Careers Manager will work closely with the Heads of House and the Student Support team to ensure that barriers for Pupil premium students are removed wherever possible to avoid the danger of them becoming NEET (Not in Education, Employment or Training).

Those at risk of being NEET (post-16)

The Careers Manager will identify any students who may be at risk of NEET from our internal referral process. The Careers Manager will bring each student to the attention of Suffolk Youth Support Service when referred. Reasons for referral can include those who are disengaged with their learning; a lack of post-16 applications; lower than expected summer examination grades or the failure to reenrol in a sixth form. During this period, Suffolk Youth Support Service will mentor and signpost timely IAG to support in the transition of the student into appropriate post-16 education.

The school will also endeavour to engage parents in the process and if needed support with transporting students to open days and college interviews.

Destination Measures

Thomas Gainsborough will provide clear and comparable information on the success of the school in helping all our students pick qualifications that offer them the best opportunity to continue in education or training. Through the use of destination measures we aim to support and prepare our students (through effective IAG) to take up education or training which offers the best long-term prospects for each student.

Throughout Year 11 the Careers manager with the support of tutors, Heads of House and Student Support, will monitor all Year 11 students progress with applications through regular questionnaires and meetings. This information will be recorded on Sims and the Year 11 tracking document.

The school will contact all post-16 students in the September of them leaving / graduating Thomas Gainsborough to support any students who may be at risk of being NEET. A record of this will be kept by the Careers Manager, who will share with the Deputy Headteacher (Student Support). This information will then be shared with the Local Education Authority to support them in their 'September Offer' and their NEET statistic gathering in November and March.

APPENDIX 1: The Gatsby Benchmarks

The Gatsby Foundation commissioned Sir John Holman, a Professor of Chemistry at the University of York, senior education adviser and former headteacher, to investigate what good career guidance in England should be like. His report identified eight benchmarks that schools should work towards to improve and deliver high quality CEIAG provision. These benchmarks have been widely adopted as an indication of quality careers guidance.

Benchmark	Description
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, parents, teachers and employers.
2. Learning from 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.
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.
4. Linking curriculum learning to careers	All teachers should link curriculum learning with careers. For example, STEM subject teachers should highlight the relevance of STEM subjects for a wide range of future career paths.
5. Encounters with employers and 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.
6. Experiences of workplaces	Every pupil should have first-hand experiences* of the workplace through work visits, work shadowing and/or work experience to help their exploration of career opportunities, and expand their networks.
7. Encounters with further and higher education	All pupils should understand the full range of learning opportunities that are available to them. This includes both academic and vocational routes and learning in schools, colleges, universities and in the workplace.
8. Personal guidance	Every pupil should have opportunities for guidance interviews with a careers adviser, who could be internal (a member of school staff) or external, provided 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.

APPENDIX 2: The Baker Clause

The Baker Clause came into force for schools and colleges in England on the 2nd January 2018. The current 'Skills Bill is seeking to re-invigorate this clause, giving Ofsted greater responsibility to oversee compliance.

What is the Baker Clause?

Introduced as an amendment to the Technical and Further Education Act 2017, the Baker Clause stipulates that schools must allow colleges and training providers access to every student in Years 8 to 13 to inform them about approved technical education qualifications and apprenticeships.

Careers guidance and access for education and training providers The Department for Education (DfE) has updated the Statutory guidance for schools and sets out expectations for compliance, which include:

- Schools must act impartially and not show any bias towards any route, be that academic or technical.
- Schools should promote the full range of technical options.
- Schools must open their doors to other education and training providers, providing a range of opportunities for providers to talk to all year 8 - 13 pupils about their offer.
- Pupils should be aware of the benefits of apprenticeships, T Levels and other approved technical education qualifications.
- Schools should make every effort to improve their performance against the 8 Gatsby Benchmarks.
- Governing bodies and senior leaders should review their arrangements for provider access and prepare and publish a policy statement on the school website