

Careers and Employability Policy

Approved by RET Board

Approved on August 2020

RET contact Headteacher

Revision due Every 2 years



1. Introduction

- a. The School aims to have high quality careers advice and guidance, in order to support our high achieving and ambitious students. This is developed throughout a student's time at the school and is always supportive of their aspirations, strengths and skills. The focus of the support is aimed at ensuring all students have an opportunity to achieve their aspiration.
- b. Our strategy has been developed in line with the statutory Guidance for Careers January 2018 and the Gatsby Benchmark Toolkit.

2. Aims and purpose

- a. The aims and purpose of the policy are to:
 - prepare students for the transition to life beyond secondary school (higher education and the world of work);
 - support students in making informed decisions which are suitable and ambitious for them;
 - provide students with well-rounded experiences;
 - develop characteristics e.g. social skills, communication, innovation, resilience and leadership which support high achieving students in the curriculum and in their careers;
 - inspire and motivate students to develop their aspirations.
- b. The Impact of these aims will be that students:
 - understand their options and different paths to work, to plan the steps they need to take, and to get from where they are to where they want to go;
 - will be inspired about new opportunities they might not have known about (or that might not exist yet), or thought they could not achieve;
 - understand their own knowledge and skills and how they can be used in the workplace;
 - get, hold and progress in a job, whatever their age, ability or background;
 - increase the amount they earn across their working lives;
 - improve their well-being through doing a job they are good at and enjoy.
- c. The school will deliver careers education information, advice and guidance (CEIAG) in line with statutory guidance and recommendations contained in documents such as:
 - 1997 Education Act;
 - 2003 Education Regulations;
 - 2011 Education Act;
 - National Framework for CEG 11-19 in England (DfES, 2003);
 - the Young People's IAG Standards (DCSF, 2007);
 - the statement of careers education principles (DCSF, 2008);
 - Career, work-related learning and enterprise 11-19: A framework to support economic wellbeing, QCA (2008);
 - The Gatsby Benchmark Current Toolkit and Advice;
 - Other relevant guidance from DCSF, QCA and Ofsted.
- d. At the heart of this guidance is:
 - impartiality;
 - information on a range of pathways, including university options or apprenticeships;
 - adaptation to the needs of the students, including those with protected characteristics.
- e. In addition, the school is compliant with the careers guidance that the government set out for delivery from 5 January 2018: ['Careers Guidance and Inspiration for young people in schools.'](#) This states that all

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academies must give education and training providers the opportunity to talk to students about approved technical qualifications and apprenticeships. Further information relating to this is set out in our Provider Access Policy.

3. Careers Provision

From January 2019 all schools were required to use the Gatsby Benchmarks to meet department for Education targets by 2020. In 2020:

- a. All students have access to the following:
 - Extra-curricular clubs and trips, which support students in developing their understanding of a range of different subjects. A list of extra-curricular clubs and trips is available on the school website;
 - Encounters with employers in a range of careers that inspire and motivate the students. These are offered to all students in the school;
 - Access to online resources such as CareerPilot and Unifrog;
 - Careers and labour market policy;
 - Career lessons through PSHE and tutorial sessions.
- b. Students with Special Educational Needs or Disabilities (SEND):
 - Transition from one key stage to another, and on to further education and employment, is part of the action plan for a student with SEND, and a priority for the school throughout their time with us;
 - Personalised support from the SENCO, careers advisor and external bodies is used where appropriate.
- c. Students in receipt of Pupil Premium funding:
 - Personalised support will be given to these students and they will receive extra careers support, particularly in Key Stage 4.
- d. Careers Advice:
 - The Careers Leader is responsible for developing a clear careers programme that is shared with all stakeholders via the school website. This has been developed in line with the Gatsby Careers Guidance.
- e. Gatsby Careers Guidance Delivery:
 - The Gatsby Charitable Foundation has brought together the best national and international research to set out eight Benchmarks that define excellence in careers provision.
 - Provision of the Gatsby Benchmarks is compulsory from September 2020;
 - We audit our careers provision using an online Gatsby auditing tool and this results in a clear action plan for improving careers education. This audit/action planning is renewed on an annual basis.
 - We publish details of our careers programme for young people online;
 - We have a designated Careers Leader
 - The Benchmarks are as follows:

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
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	pupils, teachers, governors and employers.
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.
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. STEM subject teachers should highlight the relevance of STEM subjects for a wide range of career paths.
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.
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.
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.

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8. Personal Guidance	Every pupil should have opportunities for guidance interviews with a career adviser, who could be internal (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.
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4. Destinations

- a. The school will record all student destinations at the end of Years 11, 12 and 13 and additionally those students who depart mid-year. The Sixth Form Team will confirm students who have settled at university and all other leavers destinations including those who are NEET (not in education, employment or training). Destination data will influence careers provision accordingly.

5. Delivery

- a. The careers programme is delivered using the programme of study, which can be found on our website. This page of the website also covers the generic focus for each Key Stage. The delivery will be through all aspects of the school curriculum. The majority however is delivered through the tutor and PSHE programme. The various trips and events that take place will be administered through the wider teaching team and SLT.

6. Staff Development

- a. Appropriate staff will be trained annually in the use of Unifrog or other appropriate online program. This will enable tutors and non-tutors to navigate the site and point students in the correct direction;
- b. The Careers Lead (if not already qualified) will seek advanced training e.g. Level 4 Diploma in Career Information and Advice or higher;
- c. All school staff will receive updates about careers education/information throughout the year where relevant.

7. Monitoring and Evaluation

- a. The school will implement a Careers Plan which is in line with the Russell Education Trust Careers Development Plan;
- b. An evaluation of the retention and destinations data will enable measurement of success, which will be monitored by SLT and governors.

8. Policy Links

- a. This policy should be read in conjunction with the following policies:
 - Curriculum Policy;
 - Provider Access;
 - Teaching and Learning Policy;
 - Trips Policy.