



CAREERS GUIDANCE POLICY

Policy Issues and Updates

<i>Pages</i>	<i>Issue Number</i>	<i>Date</i>
Whole Document – New	1	September 2024

This Policy has been approved by the SLT and Governors.
The policy will be reviewed annually unless circumstances arise requiring an early review.
Approved: September 2024

Signature:



Planned Review Date: August 2026

Aims

This policy aims to set out our school's provision of impartial and informed careers guidance for our pupils. This includes the ways in which pupils, parents, teachers and employers can access information about our careers programme.

High-quality careers guidance is important for our pupils' futures, and 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

Statutory requirements

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.

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.

Roles and responsibilities

Careers leader

Our careers leader is Bethany Peak and they can be contacted by emailing Beth@chancesmentoring.com. Careers leader 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

The Director 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 team 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 13 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

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:

- Lessons
- Tutor led discussions
- Displays
- Events
- Guest speakers

Baker Clause Statement

This policy statement sets out the school's arrangements for managing the access of providers to students 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.

At Chances Mentoring, we understand and meet the requirements of this Section 42B of the Education Act 1997 (the 'Baker clause'), which came into force in January 2018 and we meet the requirements to:

- Provide opportunities for a range of education and training providers and speakers for pupils in years 8 to 11 (and with their post 16 choices) to inform them about technical education qualifications and apprenticeships
- Publish a policy statement setting out the arrangements the school has in place for pupils to access education and training providers
- Make sure the policy statement is followed so that all pupils in years 8 to 11 (and with their post 16 choices) receive information about the full range of education and training options.

As part of our CEAIG programme we will consider requests from approved training, apprenticeship and vocational education providers to speak to students. We also approach these providers when planning and organising key CEAIG events throughout the school year.

Throughout our curriculum we offer a range of experiences that meet the requirements of the Baker Clause:

- Participating in National Apprenticeship Week
- Inviting various external providers into school for events such as assemblies, Mock Interviews, Career Drop Down Sessions and Careers Fairs
- Allowing educational/apprenticeship/training providers to present their provision to key cohorts of pupils
- Enabling external providers to present to students and ensuring impartiality and various destinations are covered
- Providing impartial discussions around technical education qualifications and apprenticeships during careers interviews

Listed below are some hyperlinks of available technical and vocational provision in the North West:

- Bury College T Levels <https://burycollege.ac.uk/full-time/t-levels>
- Bury College apprenticeships <https://burycollege.ac.uk/full-time/apprenticeships>
- British Army Careers Technical and Vocational opportunities <https://www.army.mod.uk/careers/>
- The Talent Foundry <https://www.talentfoundry.org.uk/>
- Health Careers with the NHS – Apprenticeships <https://www.healthcareers.nhs.uk/careerplanning/study-and-training/nhs-apprenticeships>
- NLTG <https://www.nltg.co.uk/>
- The Growth Company <https://www.growthco.uk/>
- Alliance Learning <https://www.alliancelearning.com/page/apprenticeships>

Advice and guidance for schools, parents and carers:

- The Apprenticeship Support and Knowledge for schools and colleges programme (ASK) This government-funded programme is designed to give schools and other educational establishments across England free support to develop and transform how your students think about apprenticeships. <https://amazingapprenticeships.com/about-ask/>
- Amazing Apprenticeships Amazing Apprenticeships deliver national projects designed to inform and inspire England's students about apprenticeships on behalf of the National Apprenticeship Service. They arrange bespoke support packages for schools and colleges who want to increase awareness of apprenticeships. They create and deliver resources from posters and guides to films and live broadcasts with some of the country's most prestigious employers. Amazing Apprenticeships have a wealth of informative resources, helping to explain apprenticeships whether you are a parent, teacher or thinking of becoming an apprentice yourself. <https://amazingapprenticeships.com/>
- Apprenticeship Champions This network consists of over 1000 people working in education and training across England who promote the apprenticeship brand. You can locate your nearest Champion by visiting their website. <https://amazingapprenticeships.com/champions/what-is-a-champion/>
- UCAS Whilst most students associate UCAS with applying to university, UCAS also has a dedicated section to further education, including apprenticeships and traineeships. They provide a breakdown of types of apprenticeships, entry requirements and how to apply. They also include opportunities beyond intermediate apprenticeships for learners wishing to pursue a higher or degree level apprenticeship. <https://www.ucas.com/apprenticeships> •
- GOV.UK "Become an apprentice" This page provides information on how to apply for apprenticeships using GOV.UK's service, what to do in the event that you are unsuccessful for the apprenticeship and conditions of pay. <https://www.gov.uk/become-apprentice> •
- Not going to uni <https://www.notgoingtouni.co.uk/> is now one of the UK's leading websites dedicated to helping school and college leavers make informed decisions about their future by showing the opportunities that exist outside of traditional university, such as apprenticeships, sponsored degrees, diplomas, gap years, distance learning and jobs.
- GetMyFirstJob GetMyFirstJob provides information and apprenticeship vacancies across a variety of sectors providing opportunities to connect employers with potential apprentices. In addition, they also provide information about traineeships for those who may not yet be ready for an apprenticeship. <https://www.getmyfirstjob.co.uk>

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.

Links to other policies

This policy links to the following policies

- Child protection policy
- Curriculum policy

Monitoring and review

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