

Careers Education and Guidance Policy

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1. Introduction

Careers Education and Guidance (CEG) is a vital part of every student’s learning experience and a preparation for the opportunities, responsibilities and experience of adult and working life. This document sets out the planned provision for the school to enable young people to learn about careers, learning and work so that they can manage their own development and make life choices and decisions that will benefit their own wellbeing and contribute to the wellbeing of others.

The aims of the document represent the school’s commitment to the statutory guidance published by the Department of Education [Careers Guidance and Inspiration in Schools](#) (updated October 2018) which requires schools to provide independent careers guidance from year 7 to year 13. The Governing Board recognises its duty to ensure that the independent careers guidance provided:

- is presented in an impartial manner
- includes information on the range of education or training options, including apprenticeships and other vocational pathways
- promotes the best interests of the students to whom it is given.

This CEG policy document draws on the report [Good Career Guidance](#) (2014) produced by the Gatsby Charitable Foundation; the School follows the 8 benchmarks of good practice as outlined in the report, wherever possible. The policy is underpinned by the school’s policies for teaching and learning, assessment, equal opportunities and inclusion, and Health and Safety, and should be read with reference to them where appropriate.

2. Intent

a) **The school's commitment** is to provide a planned programme of careers education, information and guidance for all students in Year 7 - 13. That programme is:

- designed to meet the needs of all students
- differentiated to ensure progression through activities appropriate to students' stages of career learning, planning and development and individual skills and abilities
- integrated into the wider curriculum and based on a partnership between students and their parents.

b) **The aims of the programme are as follows:**

- To inspire students to think beyond their immediate experiences and consider a broader range of future education and career options.
- To provide students with the skills to become independent, responsible, and fulfilled members of the community and to ensure all students reach their full potential in a caring and ordered environment.
- To encourage students to develop knowledge and understanding of opportunities, options and progression routes in education, training and employment and to develop self-esteem, self-awareness, informed decision making and strategies to manage transitions.
- To provide students with the skills to build self-development through careers and work-related education.
- To provide students with access to information about careers and the world of work.
- To encourage students to develop skills for career wellbeing and employability.

3. Implementation

The implementation of the programme relies on secure **governance**, appropriate **leadership** at senior level, and expert **delivery** by CEG specialists and the wider staff.

a) **Governance**

The Governing Board ensures that statutory guidance is met by nominating a link governor for Careers.

b) **Leadership**

The designated Careers Leader is the Headteacher, with the Programme delivered under the direction of the Head of Careers.

c) **Staffing**

Members of teaching staff contribute to the careers education and guidance programme, with the help and support of the Careers Department.

- Careers Advisers employed by the school have professional qualifications e.g. the Qualification in Careers Guidance (QCG), and are members of the Career Development Institute.
- Careers education is planned, monitored and evaluated by the Careers Department. The Careers Advisers provide specialist careers guidance either in one-to-one meetings or in group work.
- Careers information is maintained by the Careers Advisers in co-operation with the Librarian.

d) **Delivery**

- The CEG programme includes careers education lessons, career guidance activities, information and research activities, and action planning. Careers lessons are part of the Kvutzah (PSHCE) programme.
- Students are provided a range of activities, including talks by employers, higher education careers fairs, outside speakers, college and university visits, coaches and mentors. JCoSS also works with parents to utilise their specialist work skills and knowledge.
- Wherever possible, links are forged with employers so that they can demonstrate opportunities available to students and how to access them.
- Work experience is arranged for year 12 students, organised by students with support from the local Education Business Partnership.
- All students from year 10 onwards have face-to face guidance interviews with a Careers Adviser at appropriate points in their schooling.
- All students are provided with information on their post-16 options, both within JCoSS and at other education and training providers.
- JCoSS works with local authorities to identify those students at risk of not participating in education or training post-16 ('Not In Education, Employment or Training' - 'NEET') and support them to obtain suitable education or training.
- JCoSS works with local authorities to provide targeted careers support to vulnerable and disadvantaged students, ensuring that students are aware of any wider support services and advice that is available to enable them to continue in education or training.
- JCoSS works with students with SEN or disabilities, and their parents where appropriate, to help them understand the education, training and employment opportunities available to them and seeking partnerships with relevant services, disability organisations and other groups.

4. **Impact**

The intended impact is that students will:

- acquire a general knowledge of and insight into the world of work together with specific knowledge and understanding of careers and opportunities appropriate to their own interest, abilities and aspirations, developing as they progress through the school
- develop self-awareness of their own skills and strengths and their current work and how this impacts on current and prospective career ideas
- recognise and value their own abilities and present them in the most positive way
- gain an understanding of how career choices impact on their future economic wellbeing and how this fits into the demands of society at large
- gain skills to understand the importance of decision making and action planning in the short and long term
- gain skills to research and recognise suitable progression pathways and qualifications
- prepare for smooth transition between different stages of their school and post school careers.

5. Provider Access Policy

This statement explains how the School makes arrangements to allow providers to access students for the purpose of giving them the 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

All students in Years 7-13 are entitled to careers education; the specific programme outlined above applies to Years 8 upwards. Any provider wishing to request access should contact the Careers Team on 0208 344 2220 or email admin@jco.ss.barnet.sch.uk marking the message for the attention of the Careers Team.

Requests will be evaluated in line with the aims of this policy, the aims and ethos of the school and the needs of students. Events will be integrated into the school's Careers Programme and will offer providers an opportunity to come into JCoSS to speak to students and or their parents.

The Careers Team are responsible for liaising with providers and ensuring that they have suitable opportunities for student/parent contact. The school will make suitable accommodation available for discussions between the provider and students, including appropriate equipment to support provider presentations. This will all be discussed and agreed with the Head of Careers or a member of their team.

Providers may leave promotional materials or prospectuses for display in a section of the Careers Room or the LRC. This area is available to students at break and lunchtime

6. Evaluation and Assessment

The School will evaluate its CEG offer in line with normal self-evaluations procedures. These will include Local Authority scrutiny and Ofsted inspections. In addition, events such as Careers Fair receive direct evaluation from students and exhibitors. Tracking the destinations of Year 11, 12 and 13 also provides an indication of where students go when they leave JCoSS and what they do next.

Eight Gatsby Benchmarks

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.

- Every school should have a stable, structured careers programme that has the explicit backing of the senior management team, and has an identified and appropriately trained person responsible for it.
- The careers programme should be published on the school's website in a way that enables pupils, parents, teachers and employers to access and understand it. The programme should be regularly evaluated with feedback from pupils, parents, teachers and employers as part of the evaluation process.

2. LEARNING FROM CAREER AND 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 the best use of available information.

- By the age of 14, all pupils should have accessed and used information about career paths and the labour market to inform their own decisions on study options.
- Parents should be encouraged to access and use information about labour markets and future study options to inform their support to their children.

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.

- A school's careers programme should actively seek to challenge stereotypical thinking and raise aspirations.
- Schools should keep systematic records of the individual advice given to each pupil, and subsequent agreed decisions. All pupils should have access to these records to support their career development.
- Schools should collect and maintain accurate data for each pupil on their education, training or employment destinations for at least three years after they leave the school.

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 career pathways.

- By the age of 14, every pupil should have had the opportunity to learn how the different STEM subjects help people to gain entry to, and be more effective workers within, a wide range of careers.

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 opportunities including visiting speakers, mentoring and enterprise schemes.

- Every year, from the age of 11, pupils should participate in at least one meaningful encounter* with an employer.

**A 'meaningful encounter' is one in which the student has an opportunity to learn about what work is like or what it takes to be successful in the workplace.*

6. EXPERIENCE 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.

- By the age of 16, every pupil should have had at least one experience of a workplace, additional to any part-time jobs they may have.
- By the age of 18, every pupil should have had one further such experience, additional to any part-time jobs they may have.

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.

- By the age of 16, every pupil should have had a meaningful encounter* with providers of the full range of learning opportunities, including sixth forms, colleges, universities and apprenticeship providers. This should include the opportunity to meet both staff and pupils.
- By the age of 18, all pupils who are considering applying for university should have had at least two visits to universities to meet staff and pupils.

** A 'meaningful encounter' is one in which the student has an opportunity to explore what it is like to learn in that environment.*

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.

- Every pupil should have at least one such interview by the age of 16, and the opportunity for a further interview by the age of 18.