



Governors Committee Responsible	Student Experience
Nominated Member of Staff	Assistant Headteacher
Status & Review Cycle	Annual
Next Review Date	September 2019
Document Version Control	1
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## 1. Introduction

- 1.1 This policy has been produced in response to Ash Manor School Development Plan Target 3: *'Improved resilience at Post-16 provision ensure students sustain their destination'*, and in light of new statutory guidance for governing bodies, school leaders and school staff published by the DfE in January 2018, *'Careers Guidance and Inspiration in Schools'*.
- 1.2 Ash Manor School is committed to our statutory duty to provide careers education, information and guidance to students in Years 8 to 11 and ensure that all students have access to impartial, inspirational and aspirational careers information, advice and guidance in accordance with the 1997 Act, 2003 Regulations, 2008 Act, April 2014 Statutory Guidance, and January 2018 Statutory Guidance.
- 1.3 This policy will outline our commitment to our students as well as how we aim to improve our provision and work towards meeting the Gatsby Benchmarks recommended by the Department for Education.

## 2. Aims

- 2.1 The school aims to prepare all students for their futures by providing independent information, advice and guidance, thus ensuring successful progression to Further and/or Higher Education, training and work (including apprenticeships). Our model for careers education, information and guidance is based on the Gatsby Benchmarks for good career guidance. These include enabling students by:
  1. Providing 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. Providing encounters with employers and employees
6. Providing experiences of workplaces
7. Providing encounters with further and higher education
8. Personal guidance

### 3. Two year plan

#### 3.1 Providing a stable careers programme

Key Aspects	Proposed actions
<p>a. Provide a careers programme that is stable, structured and age-appropriate.</p>	<p>Tutor time careers provision delivered in a structured and age-appropriate manner.</p> <p>Various careers events delivered through personal development days and challenge week programme.</p>
<p>b. The programme has the explicit backing of Senior Leadership and Governors, and has a person responsible for it.</p>	<p>The Careers Leader is supported by an allocated member of the Senior Leadership Team, who in turn reports to the Headteacher and an allocated Governor.</p> <p>All policies, including this one, are published on the website with the backing of both the Head and Governors.</p>
<p>c. Publish the careers programme on the website so that it can be accessed by students, parents, teachers and employers</p>	<p>This document, our provider access policy and key contact information is available on the school website.</p> <p>Careers calendar available on website outlining various CIAG events available.</p>
<p>d. Regularly evaluate the programme with feedback from students, parents, teachers and employers as part of the process.</p>	<p>Feedback on key events is continually being gathered via surveys and questionnaires and evaluated to improve future offerings.</p> <p>Designated link on the SSLT provides student's feedback.</p> <p>Development points added to plan annually to show how the school is responding to feedback.</p>

### 3.2 Learning from career and labour market information

Key Aspects	Proposed actions
<p>a. Every pupil, by the age of 14, should have accessed and used good quality information about future study options and labour market opportunities to inform study decisions.</p> <p>b. Parents should also have access to the same information in order to allow them to support their children.</p>	<p>Use of START programme (<a href="http://www.startprofile.com">www.startprofile.com</a>) to be built into KS3 computer science curriculum to ensure all students are familiar with the tool.</p> <p>Annual update and re-design of Year 8 and 9 Options booklet to ensure students are using up-to-date information at key transition points.</p> <p>Details of START login information and regularly updated links to external websites containing up-to-date information to be published on school website.</p>

### 3.3 Addressing the needs of each pupil

Key Aspects	Proposed actions
<p>a. Careers programme actively attempts to challenge stereotype and raise aspiration.</p> <p>b. Schools keeps systematic records of individual advice given to each student and subsequent agreed decisions.</p> <p>c. Students have access to these records to support their career development</p> <p>d. School should collect and maintain accurate data for each student on their education, training employment for three years after they leave school.</p>	<p>Tutor time careers provision delivered in a structured and age-appropriate manner. Activities are designed to challenge job-specific stereotypes.</p> <p>Various careers events delivered through personal development days and challenge week programme in order to raise aspirations.</p> <p>Students keep own record of activities in tutor time folders. This includes copies of any interviews, feedback on visits and previous tutor activities.</p> <p>Potential career aspirations are surveyed at the start of each academic year in order to allow targeting of students for trips and/or visits. This ensures students are provided with experiences that will be of most benefit and relevance to them.</p> <p>Students also encouraged to use various online programmes to study careers – results used to target for events and visits.</p> <p>Student folders are available to students and parents on request from the students’ tutor. Folders are passed to students at end of Year 11.</p> <p>Accurate destination data provided to local council each year. Most recent destination data is reviewed, summarised and published on website. This information is shared with parents, students and staff through various means, and linked to local labour market information to see how the two relate.</p>

### 3.4 Linking curriculum learning to careers

Key Aspects	Proposed actions
<p>a. Every student has meaningful career learning as part of the curriculum in core subjects.</p> <p>b. Science, technology, engineering and mathematics (STEM) subject teachers highlight the relevance of STEM subjects for a wide range of future career paths.</p> <p>c. Every student has the opportunity to learn how the different STEM subjects help people to gain entry to a wide range of careers.</p> <p>d. All subject teachers emphasise the importance of succeeding in English and maths.</p>	<p>Each department has a designated 'careers champion' who is responsible for ensuring each departments' policy is up to date and published on the website. Each policy details where each department is linking their curriculum to careers and providing other opportunities such as visits, case students, guest speakers and workshops.</p> <p>Science and Maths have individual policies in place, including specific careers-based learning written into schemes of learning.</p> <p>Designated STEM coordinator works alongside the Careers Leader to identify and implement opportunities for students, with aim of providing each student one meaningful experience per year in this sector.</p> <p>Whole school literacy policy is overseen and implemented by the literacy coordinator, while careers curriculum is continually reviewed and updated to highlight the importance of communication and numeracy skills, as well as highlighting opportunities to increase them.</p>

### 3.5 Providing encounters with employers and employees

Key Aspects	Proposed actions
<p>a. Students should participate in at least one meaningful encounter with an employer every year between years 7-13.</p>	<p>Various events including trips, workshops, interviews, assemblies and more are organised across the year as part of both the careers and individual department curricula. For more information, or to view the full calendar of opportunities, please see the Provider Access Policy.</p> <p>As part of the PD Day programme students are presented with the following encounters annually:</p> <p>Year 7: Enterprise Day with multiple employers.</p> <p>Year 9: Little Interview and Learn 2 Earn with multiple employers.</p> <p>Year 10: Financial Awareness day and Work Experience week with an employer.</p>

<p>b. Work with your regional LEP to make sure you are aligning to the strategic economic plan of the region</p>	<p>Year 11: Big Interview with multiple employers. Local Labour market and economic/employment information for the South East is shared to students via the careers curriculum and parents via the website and Twitter.</p>
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### 3.6 Providing experiences of workplaces

Key Aspects	Proposed actions
<p>a. By the age of 16, every student should have had at least one experience of a workplace, additional to any part-time jobs they may have.</p>	<p>In Year 10 all students are active participants in the process of choosing workplace experiences that will fulfil their needs and interests. The school monitors the quality of placements offered and students are prepared well for the experiences they are about to have through assemblies and tutor-time activities. After the experience, students undertake structured reflection to reinforce what they have learned. Employers provide valuable feedback to the school and student, details of which is then fed into the 'Big Interview' at the start of Year 11.</p>

### 3.7 Providing encounters with further and higher education

Key Aspects	Proposed actions
<p>a. By the age of 16, every pupil should have had a meaningful encounter with a provider of the full range of learning opportunities.</p>	<p>All Year 10 students participate in a College Visit as part of the PD Day programme designed to give them an insight into this mode of further education. They chose the subject sessions they attend ensuring the day is tailored to their needs and interests.  Apprenticeship providers are invited in to speak at regular intervals in order to highlight this as an option post-16.  Regular events in partnership with the University of Surrey, such as the 'Learning Together' programme are designed to raise aspiration and inform students of this as a potential pathway.</p>

### 3.8 Personal Guidance

Key Aspects	Proposed actions
<p>a. Every student should have opportunities for guidance interviews with a Careers Adviser, who could be</p>	<p>Each student receives a 50-minute interview with an independent careers advisor trained to the appropriate level. These interviews occur between Easter of Year 10 and Christmas of Year 11.</p>

<p>internal (a member of school staff) or external, provided they are trained to an appropriate level.</p> <p>b. Every student should have at least one such interview by the age of 16, and the opportunity for a further interview by the age of 18.</p>	<p>Outcomes of these meetings are shared with the student, tutor and Careers Leader to aid with careers assistance moving forward.</p> <p>Parents and students can request a further interview if required by contacting the Careers Leader via the website.</p> <p>Careers advisor is observed annually to ensure quality of guidance.</p>
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#### 4. Roles and responsibilities

- 4.1 Headteacher: It is the role of the Headteacher to ensure that this policy is implemented and that adequate provision is made within the school budget for the provision of careers.
- 4.2 SLT lead for careers: The school has appointed [INSERT] as the member of the senior leadership team that will lead careers. The SLT lead will advise on and oversee the management of careers, ensuring that correct procedures are followed and that all students, parents or professionals involved have fully understood the school's role and what strategies will be implemented.
- 4.3 Careers Leader: Mr. Smart is responsible for ensuring the school has an appropriate policy for careers and a statement of Provider Access, both of which are available on the school website. He has conducted an audit of careers provision and has put together a strategic plan, fully backed by SLT and the governors, that ensure the school is working towards achieving the Gatsby Benchmarks, in accordance with the DFE. His role oversees the day-to-day implementation of this plan, including co-ordination of all events and curriculum matters.
- 4.4 Careers Personal Advisor: The school provides access to an appropriately qualified Careers Personal Advisor through TFN. The Personal Advisor works with individual students as well as groups of students where relevant to ensure smooth transition throughout the key stages, to raise aspirations and to signpost further support services around information, advice and guidance where appropriate. Lynda O' Connor is available in school one day per week and attends school parents' evenings.
- 4.5 All teachers: Every tutor and teacher may deliver careers information and guidance, particularly given careers has been written into all curriculum areas. Many aspects are delivered through the tutor time and PD Day programme, meaning all teachers and tutors are responsible for signposting students to where they can get further information, advice and guidance.
- 4.6 Governor with responsibility for careers: The school has appointed [INSERT] for careers who is responsible for [INSERT].

#### 5. Status of Policy and Review

The content and operation of this policy is reviewed on a regular basis by the Governing Body. The policy is discretionary and does not confer any contractual rights.