

Title

Careers Guidance Policy

Associated Policies

- Single Equality Policy (TPO/EO/01)

REVIEWED: APRIL 2018

NEXT REVIEW: APRIL 2021

1. Policy Statement

- 1.1 The Brooke Weston Trust and its Academies are committed to students receiving high quality careers and advice and guidance. Careers education and guidance programmes play a major part in helping young children choose 14-19 pathways that suit their interests, abilities and individual needs.
- 1.2 Our programmes will help Brooke Weston Trust students to plan and manage their choices and career pathways effectively, ensuring progression which is ambitious and aspirational.
- 1.3 Brooke Weston Trust promotes equality of opportunity, celebrates diversity and challenges stereotypes.
- 1.4 The careers provision at Brooke Weston Trust academies are in line with the statutory guidance: Careers guidance and access for education and training provider (2018), developed by the Department for Education, which refers to Section 42A and 45A of the Education Act 1997 and the Careers strategy: making the most of everyone’s skills and talents (DFE, December 2017).

2. Who does this policy apply to?

- 2.1 This policy applies to all students who attend a Brooke Weston Trust school.

3. Who is responsible for carrying out this policy?

- 3.1 The implementation of this policy will be monitored by the Senior Leadership Team and governors of the Academy and remain under review by The Brooke Weston Trust (Executive Leadership Team).

4. Aims of the policy

- 4.1 To help students develop the skills and confidence to make realistic and informed decisions about their futures and to manage the transitions from one stage of their education, training and work to the next.
- 4.2 **Objectives:**
 - 4.2.1 To ensure each school’s careers programme is managed strategically and effectively by the Careers Leader and that it is targeted to meet the needs of students;
 - 4.2.2 To ensure that students develop the skills and attitudes necessary for success in adult and working life, through embedding careers delivery within the curriculum;
 - 4.2.3 To make students aware of the range of opportunities which are realistically available to them in continued education and training;
 - 4.2.4 To equip students with the necessary decision-making skills to manage those same transitions;
 - 4.2.5 To develop in students an awareness of the wide variety of education, training and careers opportunities both locally and nationally, in particular my using accessible Labour market information;
 - 4.2.6 To foster links between the schools, local businesses and further/higher education establishments, ensuring every student receives at least one ‘effective interaction’ with these groups per year;
 - 4.2.7 To enable students to experience the world of work and develop transferable skills
 - 4.2.8 To ensure that wherever possible, all young people leaving school will enter employment, further education or training opportunities.

4.2.9 To promote equality of opportunity, celebrate diversity, challenge stereotypes and ensure all students who require any extra assistance and guidance to reach their potential receive it.

4.3 Each Brooke Weston Trust academy will provide their own careers advice programme and service, developed in line with the Gatsby Benchmarks (see appendix 1). Further details can be found on their individual school websites (see paragraph 5.3).

5. Provider access

5.1 This statement sets out the school's arrangements for managing the access of providers to pupils at the school for the purposes 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.

5.2 Students in years 7-13 are entitled:

- To find out about technical education qualifications, work and apprenticeship opportunities, as part of a careers programme which provides information on the full range of education and training options available at each transition point.
- To hear from a range of local providers about the opportunities they offer, including technical education and apprenticeships – through options evenings, assemblies and group discussions and taster events.
- To understand how to make applications for the full range of opportunities available.

5.3 A provider wishing to request access should visit the individual Academy websites for details of the Careers Leader and the school careers programme:

- Brooke Weston Academy – <http://www.brookeweston.org/Info/Careers/>
- Corby Business Academy –

<http://www.corbybusinessacademy.org/page/?title=Careers+at+Corby+Business+Academy&pid=625>

- Kettering Science Academy – <http://www.ketteringscienceacademy.org/page/?title=Careers+Advice&pid=56>
- Thomas Clarkson Academy – <https://www.thomasclarksonacademy.org/page/?title=CEIAG&pid=175>
- Corby Technical School – <https://www.corbytechnicalschool.org/page/?title=Careers+Advice+%28CEIAG%29&pid=222>

5.4 A number of events, integrated into the school careers programme, will offer providers an opportunity to come into school to speak to pupils and/or their parents. These timetables will be posted on the provider access information areas as listed above.

5.5 The school will make space available for discussions between the provider and students, as appropriate to the activity. The school will also make available AV and other specialist equipment to support provider presentations. This will be discussed and agreed in advance of the visit with the Careers Leader or a member of their team.

5.6 Providers are welcome to leave a copy of their prospectus or other relevant course literature at the Careers Resource Centre (or equivalent).

6. Policy Review

6.1 This policy will be monitored as part of the Academy's annual internal review and will be reviewed on a three year cycle or as required by legislature changes.

Appendix 1 – Gatsby Benchmarks

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| 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. |
| 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 best use of available information. |
| 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. |
| 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. |
| 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. |
| 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. <i>* As far as is possible, schools and employers should ensure these are positive experiences.</i> |
| 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. |
| 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. |