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**Smallbrook School Careers Policy Statement**

**Introduction**

Smallbrook is committed to providing our students with a program of careers education, information, advice, and guidance (IAG) for all students in years 7–13 which is impartial and effective. We aim to support the aspirations of our students and ensure that they gain the understanding, skills, and experience to make progress and succeed in learning and work.

The school endeavours to follow the Careers guidance and access for education and training providers (DfE, 2018) and other relevant guidance from QCA and Ofsted as it appears.

The school has a member of staff dedicated to careers education and IAG. We provide students with the knowledge, information, and skills to make informed choices about suitable courses at school, college, and other providers. The service enables students to receive accurate information, advice, and guidance about the options open to them and the progression routes to which those options lead.

**Aims and purpose.**

The school Careers Education and Guidance policy has the following aims:

* To contribute to strategies for raising achievement, especially by increasing motivation and providing access to accreditation pathways
* To support inclusion, challenge stereotyping and promote equality of opportunity.
* To encourage participation in continued learning including higher education and further education
* To develop enterprise and employment skills
* To reduce drop out from and course switching in education and training.
* To contribute to the economic prosperity of individuals and communities
* To meet the needs of all our students through appropriate differentiation
* To focus students on their future aspirations
* To involve parents and carers

This policy summarises the statutory guidance and recommendations. It then outlines the provision of careers education, work experience and provider access.

**Student Entitlement**

Careers Education and guidance (CEG) is an important component of the 13-19 Curriculum, we fully support the statutory requirement for a program of careers education in Years 7–13. Students have access to a group careers program. This gives them the opportunity to explore the different careers, qualifications and learning routes. Students also have direct careers meetings and the attendance of or CEG lead at PEP’s, LACS and EHC reviews.

**Development**

The policy was developed and is reviewed every 2 years by the Careers Lead and his/her Line Manager based on current good practice guidelines by DfE/Ofsted, CEG Framework.

**Links with other policies**

The Careers Advice and Guidance Policy supports and is underpinned by key school policies including those for Teaching and Learning, Assessment, Equality Statement, Health and Safety, and Special Needs and curriculum policies for relevant key stages.

**Implementation of careers advice**

Careers Education is delivered via access to the group’s careers curriculum, completion of careers portfolios and Careers interviews.

**Equality and Diversity**

Careers education is provided to all students and provision is made to allow all students to access the curriculum. Students are encouraged to follow career paths that suit their interests, skills, and strengths with the absence of stereotypes. All students are provided with the same opportunities and diversity is celebrated. Due to us having our own on-site careers lead, we provide excellent knowledge of our students needs and can tailor our approach in line with EHC needs.

**Statutory requirements and recommendations**

The careers provision at Smallbrook is in line with the statutory guidance developed by the Department for Education, which refers to Section 42A and 45A of the Education Act 1997.

This states that all schools should provide independent careers guidance from Years 8 -13 and that this guidance should:

* be impartial
* include information on a range of pathways, including apprenticeships and internships.
* be adapted to the needs of the pupil

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 schools 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 later in this document, under Provider Access.

**Careers Provision at Smallbrook School**

All pupils have access to the following:

* Embedded careers in the Smallbrook curriculum and explicit employability sessions for all students.
* Visitors in to school and offsite visits support pupils in developing their understanding of a range of different post 16 pathways.
* All pupils from Year 7 have access to advice and guidance from our Employability teacher and Lead.
* All pupils in Year 10 plus have access to a meeting with the independent careers advisor and school careers leader. They also explore future pathways through the employability sessions.
* Pupils have access, through the programme, to relevant careers events hosted in house and at local collages and local/national events.

**Key Stage 3**

* Pupil pathways onto accredited and vocational courses are planned and prepared for in KS3.
* Pupils take part in Enterprise projects.
* Events and projects are a key part of the KS3 curriculum.
* Pupils in Year 9 will have the opportunity to take part in the Bronze Duke of Edinburgh Award.
* Pupils have one-to-one meetings with the schools’ careers leader and independent careers advisor to discuss future career aspirations.
* Pupils are invited to attend the school’s annual careers fair (January), where they have opportunity to speak with a variety of providers Army, Police, NHS, hospitality providers, apprenticeship and internship providers and local colleges, both in Shropshire, Cheshire, and Northeast Wales. (Provider Access)

**Year 7**

The focus is about introducing careers and thinking about the vast number of careers/jobs available. How a business runs, qualities and skills that employers look for as well as and rights and responsibilities in the world of work.

**Year 8**

The focus is linking our plans and dreams to reality. Identifying a support network when considering careers and recognising health and safety risks.

**Year 9**

The focus is self-assessment, considering own strengths, stereotyping, and discrimination as well as career paths and options post 14.

**Key Stage 4 (in addition to KS3 ongoing provision)**

* One-to-one meetings with the school Careers Leader and independent careers Advisor in Year 10 and Year 11 inform individual routes into Post 16 provision and appropriate and meaningful work experience opportunities.
* The majority of KS4 pupils take part in the Duke of Edinburgh Award.
* Pupils in Year 10 and 11 plus to undertake Work Experience and work-based placements and opportunities. These can be both short term and long-term placement, dependant on future aspirations.
* Take part in an Enterprise project.
* 1-2-1 Student transition visits to colleges or Apprenticeship providers.
* Students complete the City and Guild Employability qualification: Award, Certificate or Diploma dependant on ability.

**Year 10**

At the start of year ten our students will begin working towards gaining a recognised life skills qualification, this being City and Guild Employability. Students will be allocated one Employability lesson per week. Topics covered throughout the qualification will help prepare our students for life beyond school. The qualification supports students in successfully gaining a job, progressing in their chosen field, preparing them for further study and supports the development of techniques required for successful independent living.

Students will also start discussing and identifying what they would like to do in the future. They will identify jobs that they find interesting or a possible future occupation. From there the Careers lead will begin sourcing possible work experience placements in their chosen industries.

At Smallbrook we are passionate about our students being fully prepared for what the world of work can be like, therefore, making sure they have the chance to fully experience what each chosen job entails are fundamental. This enables our students to decide at the early stages whether the job is right for them.

Once a work experience placement is identified the careers lead will complete all checks, assessing suitability and health and safety. Due to the social and emotional needs of our students an initial visit to the identified placement with careers lead will be arranged. This will help reduce any anxiety students may have feeling towards attending a new venue and meeting new people. Some students will not attend an external work experience placement due to their vulnerability and increased risk. These students will be offered work experience within the school.

**Year 11+**

Throughout year eleven, students will continue to work towards completing the City and Guild Employability qualification. As well as focusing on their post 16 options and the application processes that are required for each option. Students who start at Smallbrook this year will complete work experience placements in at least one of their chosen career pathways. They will have the opportunity to visit other educational/training providers, places of work, career fairs and job centres and business enterprise specialists.

**Key Stage 5**

* One-to-one meetings with the school Careers Leader and independent careers Advisor in Year 12 and Year 13 inform individual routes into Post 16 provision and appropriate and meaningful work experience opportunities.
* The majority of KS5 pupils take part in the Duke of Edinburgh Award.
* Pupils in Year 12 and 13 plus to undertake Work Experience and work-based placements and opportunities, due to their age these are often extended periods fitted around their timetable in school.
* Take part in Enterprise project.
* External college placements offering specialised courses identified from previous careers consultation with students are arranged.

**Work Experience: The value of work experience**

**Social Skills**

Students will be able to experience working as part of a group and learning to work with new people and adults in a work situation.

**Personal Development:**

Work experience provides our students with the chance to develop a sense of self-belief and self-assurance in their own abilities within their chosen workplace.

Work experience will help our students understand the different roles within their chosen job role and respond to different the routines the job entails.

Students can practice decision-making skills, be responsible for their own actions and the effect these actions have on others.

Students will develop their confidence and communication skills in different contexts.

Work experience can play an important role in the development of a student’s self-image and maturity.

Work experience should enable students to experience the success and frustrations of seeing a project through to completion.

**Knowledge and Understanding:**

Students will develop their awareness of the disciplines of work and the differences that exist between school and work.

Students will see the effect of new technology and gain knowledge of Health and Safety.

**Aim of Work Experience:**

* To support and encourage an integrated work experience program.
* To enable the development and learning of students
* To provide students with records/documents to provide evidence of their experience.
* To ensure all placements are safe and secure.
* To provide students with direct experience of the world of work
* To give students the experience of relationships, routines and processes that are part of a working environment.
* To develop work related skills
* To contribute towards approved vocational and academic qualifications where necessary.
* To prepare students for adult and working life.
* To encourage students to widen their horizons by viewing work experience as an opportunity to sample non-traditional areas of work.
* To prepare students by discussing equal opportunities
* To make clear the roles and responsibilities of all involved in work experience.
* Work experience can provide an excellent opportunity for students to develop an understanding of what an employer will expect of them and so enhance their employability.
* Various patterns and length of work experience placements need to be flexible to ensure that the learning needs of our students are met.
* The work will be appropriate to the student’s capabilities.
* There will be an adequate level of supervision provided throughout the placement.
* Placements are assessed for risks and insurance checked. These checks will be carried out by Shropshire, Telford, and Wrekin Business Partnership prior to commencement of a placement.
* To understand how to make applications for the full range of academic and technical courses.

**Stages of Work Experience Program:**

Throughout Employability lessons students meet with Careers lead teacher to discuss and identify a student’s choice of placement.

Careers Teacher to source suitable establishments, complete required visit, insurances checks, DBS checks and risk assessments.

Careers teacher lease with parents / carers to discuss and confirm suitability.

Teachers and students complete an initial visit to the identified placement. Agree start date.

Students complete an agreed period of work experience at the identified placement. Duration can vary, depending on students’ aspirations or if linked to a future apprenticeship. Durations range from one day per week for a month period up to two days per week on rolling program.

Weekly Diary/logbook to be kept by the student, detailing what they have done each day.

Career Teacher to visit a student in placement: generally, throughout the second week on placement.

Student self-Evaluation: On completion of placement student will discuss with the Careers teacher how they felt the placement went, what they had done throughout the placement, identify any skills or attributes they feel have developed throughout their experience and explain how this will experience will inform their future.

Follow up employer: Letter of thank you to be sent to employers.

Provider Evaluation: Evaluate the success of the placement: Careers teacher to review success of placement.

**WORK EXPERIENCE**

**PLACEMENT**

###### **STUDENT**

##### **SCHOOL**

Complete required checks and paperwork

Ensure a safe working environment.

Lease with lead teacher as and when required.

Complete report on placement success.

Keep weekly diary entry.

Co-operate with employer.

Follow rules and regulations set by employer.

Evaluate and discuss progress.

Teacher to have regular correspondence with provider: Phone, email weekly.

Teacher to visit site throughout period of work experience.

Teacher to feedback to parents / carers on success of placement.

Teacher to reflect with student on completion of placement.

**Roles and responsibilities when supporting Young People on Work Experience**

**Curriculum Plan**

Careers education is embedded throughout the school curriculum and includes separate careers education lessons when in years ten and eleven. Career guidance activities, group work and individual interviews are completed throughout the school year. Information and research activities, work related learning and individual learning activities are also planned.

Other events and activities are planned and organised separately throughout the year.

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| --- | --- | --- | --- |
|  | Autumn term | Spring term | Summer term |
| Year 7\* | * Careers focused assemblies [To include outside speakers, planned sessions]
* Embedded work throughout the school’s curriculum
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| Year 8 | * Visits to potential employers.
* Careers focused assemblies [To include outside speakers, planned sessions]
* Embedded work throughout the school’s curriculum
 |
| Year 9 | * Visits to potential employers
* Careers focused assemblies [To include outside speakers, planned sessions]
* Embedded work throughout the school’s curriculum
* 2 x One-one career meeting with independent career advisor.
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| Year 10 | * Embedded work through Curriculum
* Assembly [To include outside speakers, planned sessions]
* City and Guilds Employability [weekly]
 | * Embedded work through Curriculum
* College taster sessions (where applicable)
* KS4 attend careers fair.
* City and Guilds Employability [weekly]
* Work experience PREP
* Work Experience
* Assemblies [To include outside speakers, planned sessions]
* Enterprise project
* Meeting with independent careers Adviser
 | * Embedded work through Curriculum
* City and Guilds Employability [weekly]
* Assemblies [To include outside speakers, planned sessions]
* Enterprise project
 |
| Year 11 PLUS | * Meetings with Independent Careers adviser
* Work Experience PREP
* Work Experience
* Careers advice [external]
* Skills show
* City and Guilds Employability [weekly]
* Assemblies [To include outside speakers, planned sessions]
 | * Attend careers fair.
* College taster programme (As and when needed)
* Assemblies [To include outside speakers, planned sessions]
* City and Guilds Employability [weekly]
* Work Experience
* Assemblies [To include outside speakers, planned sessions]
 | * College visits (Group or 1-21)
* Enterprise Project
* City and Guilds Employability [weekly]
* Assemblies [To include outside speakers, planned sessions]
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*\*Not a legal requirement at Year 7 but at Smalllbrook Year 7 pupils are part of our Careers Programme through the curriculum and tutorial programme.*

**Premises and facilities**

The school will make the main hall, classrooms or meeting spaces 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 all be discussed and agreed in advance of the visit with the Careers Leader or a member of their team.

Providers are welcome to leave a copy of their prospectus or other relevant course literature with the Careers Programme Lead. This will be made available to pupils and home teams as appropriate.

**Careers resources**

These are available from the career’s teacher.

Accessible on request and during sessions for careers guidance

**Impartial Careers Guidance**

Available to students from their placing LA’s-working in conjunction with on-site CEG

Used for individual interviews with all year eleven and other targeted students throughout the year.

**Extra support where appropriate**

Pupils in Year nine, Year ten and Year eleven are targeted for extra help by SENCO, Head of KS3 and KS4 and Head of Careers.

**Career events**

All Key stage three, four and five students are given the opportunity to attend careers events both in school and in the surrounding areas. These include college open days and events and annual National careers events. Visits will also be arranged to other training providers so students are aware of as many options as possible. Where a student pathway is to attend a provision in a different local authority links will be made at the earliest opportunity with the relevant people and organisations.

 **IT**

* Software products are available for pupils to use. This will be facilitated by the ICT teacher and careers teacher.

**Parents and Carers**

Parent / carer involvement is encouraged by the school at all stages. Online resources have been specifically chosen to help parents / carers become more involved. Parents / carers are kept up to date with career-related information through letters, emails and newsletters relating to local events, and the CEG of each student’s academic report. Parents / carers are welcome at careers interviews and where necessary are invited. Regular updates are also given at reviews (EHCP, PEP, and LAC)

**Management**

A named member of staff coordinates the Careers program and is responsible to her senior management line manager. Work Experience is also the responsibility of the career’s teacher.

**Staffing**

All staff contribute to CEG through their roles as tutors and subject teachers.

The Careers program is planned, monitored, and evaluated by the Careers Teacher / Careers lead.

The Careers lead teacher will liaise and consult with the Group Careers Advisor to ensure that specialist career guidance is available when required.

**Partnerships**

Other links with local 14-19 Providers are made when required. As are links with the local EBP, Aim-Higher, Post 16 and 18 destinations. Links with parents/carers are maintained using a variety of methods (parental leaflets, letters, options afternoon, and parent and carers days).

**Monitoring, reviewing and evaluation.**

Careers Education is monitored and evaluated annually via the Deputy and Headteacher. Careers Guidance is monitored and evaluated annually through discussion with key staff and pupils and appropriate observation of activities by the Line Manager.

The program is reviewed annually by the Careers Coordinator and his/her Leadership Team Line Manager. Changes and improvements to the program are entered into the Subject Improvement Plan (SIP), and where appropriate the School Development Plan along with timescales for completion.

**Appendix: Definitions and statements of entitlement**

**Definitions**

* Careers Education – helps young people develop the knowledge and skills they need to make successful choices, manage transition in learning and move into work.
* Careers Guidance – enables young people to use the knowledge and skills they develop to make the decisions about learning and work that are right for them.
* C&FE – Careers and Further Education

**Statement of entitlement**

As a pupil of Smallbrook School, you are entitled to receive a program of careers education, advice, information, and guidance.

Your CEG program will help you to:

* Understand yourself, your interests, likes and dislikes, what you are good at and how this affects the choices you make.
* Find out about different courses, what qualifications you might need and what opportunities there might be.
* Develop the skills you may need for working life.
* Make realistic, but ambitious, choices about courses and jobs.
* Develop a plan of action for the future.
* Understand the different routes after Year 11 including training, further and higher education and jobs.
* Be able to make effective applications for jobs, training and further and higher education.
* Develop your interview skills.
* Improve your confidence.

You will receive:

* Careers lessons
* Guided tutor time
* Access to the career’s interviews
* Interviews with the groups qualified advisors.
* Work experience where appropriate
* Other subject lessons linked to careers.

You can expect to be:

* Treated equally with others.
* Given careers information and advice that is up to date and impartial.
* Treated with respect by visitors to the school who are part of the careers program.

**Gatsby reference to policy [See action plan]**

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 students, parents, teachers, governors and employers.
2. Learning from career and labour market information. Every student, and their team, 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 student. Students have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each student. A school’s careers program 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 future career paths.
5. Encounters with employers and employees. Every student 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 student 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.
7. Encounters with further and higher education. All students 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.
8. Personal guidance. Every student should have opportunities for guidance interviews with a career 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.

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| **Policy Reviewed By: Lyndsay Guy** | **Signature** | **Date 05.10.2022** |
| **Next Review Date: 04.10.2023** |  |  |
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