



ALSTON MOOR FEDERATION

Careers Policy Statement **October 2024**

Introduction

This policy statement sets out Samuel King's School's arrangements for managing the access of providers to every student in Years 7–11 to discuss both academic and non-academic routes that are available to them as part of a holistic careers programme enabling all our students to make an informed choice about their post 16 provision. This complies with the school's legal obligations under section 42B of the Education Act 1997. This is also measured regularly against the careers standards of the Gatsby benchmarks using a Compass Assessment framework and evaluation with students, teachers and SLT as part of a progressive careers programme.

Samuel King's School proactively seeks to build relationships with 6th form schools, colleges, apprenticeship providers, universities and employers as we plan our careers programme and activities throughout the school year to ensure all our students have access to the most current and up to date careers information at key transition points.

Student entitlement

All students in Years 8-13 are entitled to:

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

For students of compulsory school age these encounters are mandatory and there will be a minimum of two encounters for students during the 'first key phase' (year 8 to 9) and two encounters for students during the 'second key phase' (year 10 to 11).

Management of provider access requests

Procedure

A provider wishing to request access should contact either:

Careers Co-ordinator: *Joanne Sutterby*- 01434 381236 - jsutterby@alston.cumbria.sch.uk

Faculty Lead- Individuals and Society: *Mark Fletcher* – 01434381236- mfletcher@alston.cumbria.sch.uk

Opportunities for access

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/carers. (Please see Appendix B or the full 'Provider Access Policy' for more detailed information relating to opportunities and procedures for access by external providers.)

Careers Programme

Samuel Kings School uses the Gatsby Benchmarks in planning a full Careers Programme. Please see further information on the Gatsby Benchmarks in the Appendix.

Samuel Kings School works with Inspira to provide external careers guidance, the Cumbria Careers Hub and Cumbria Local Enterprise Partnership to further enhance the offer in school, and our enterprise adviser to enrich this aspect of the curriculum.

Year Group	Opportunities
7	<ul style="list-style-type: none"> • Exploring personal identity – making an identity collage in Citizenship • Careers conversations within subject lessons – for example, the skills and qualities needed to be a Roman soldier and the different roles within the UK armed forces in present day • National Careers Week activities • National Apprenticeship Week activities • Exploration of National Careers Service website • Researching and completing job presentation in Citizenship • People who have made a positive difference to others- individual research task • Where could your favourite subjects take you? • Future Skills Questionnaire • Labour Market Information for Year 7 • What are my Post-16 and post-18 options? – Link with University or Cumbria and Northumbria University • Access to a range of College and University prospectuses in a dedicated section within the school library
8	<ul style="list-style-type: none"> • Careers conversations within subject lessons – for example, author visits in English • Employer talks – in lesson or as part of a workplace visit • National Careers Week activities • National Apprenticeship Week activities • Exploration of Careers websites • Labour Market Information for Year 8 • The law and part time jobs • Identity and Diversity- the importance of diversity in the workplace, Equalities Act 2010 and challenging stereotypes in Citizenship • My digital footprint- online presence • Access to a range of College and University prospectuses in a dedicated section within the school library
9	<ul style="list-style-type: none"> • National Careers Week activities • National Apprenticeship Week activities • Labour Market Information for Year 9 • Preparation for Work module within Citizenship: • Job families and job profiles

	<ul style="list-style-type: none"> • Research careers and personality types- online quizzes • Personal values, qualities, skills and interests audit • Developing a CV • Job adverts and letters of application • Careers conversations in subjects for example Maths - Budgeting, Business Studies - Marketing, in preparation for CSE option choices • Making informed GCSE option choices • Talks from Post 16 providers including apprenticeship and training providers • Employer talks – in lesson or as part of a workplace visit • Access to a range of College and University prospectuses in a dedicated section within the school library
10	<ul style="list-style-type: none"> • Labour Market Information for Year 10 • Employer talks – in lesson or as part of a workplace visit • National Careers Week activities • National Apprenticeship Week activities • Careers conversations within subject lessons for example - Science - How does science link to the world of work? Business Studies - Enterprise and Partnership. • Work experience week – explore personal interests and identify prospective work experience placement providers • Preparing for an interview – personal branding and interview technique workshops. • Mock interviews • Careers fair • Refresher: My digital footprint and online presence • University trip • Post 16 provider visits • Refresher of post-16 options including T-Levels, Apprenticeships, A Levels and BTECs • Access to a range of College and University prospectuses in a dedicated section within the school library
11	<ul style="list-style-type: none"> • Labour Market Information for Year 11 • Employer talks – in lesson or as part of a workplace visit • National Careers Week activities • National Apprenticeship Week activities • Careers conversations within subject lessons for example - Science - How does science link to the world of work? Business Studies - Enterprise and Partnership. • Refresher of post-16 options including T-Levels, Apprenticeships, A Levels and BTECs • Preparing for an interview – personal branding and interview technique workshops. • Update CV • Mock interviews • Careers fair • Post 16 and post 18 provider visits • Opportunity for a bespoke taster session at college/with a training or apprenticeship provider based on student interest • How to apply to colleges, training and apprenticeship providers (assistance given) • Access to a range of College and University prospectuses in a dedicated section within the school library

In addition to the above there will be:

- Lunchtime clubs run for students including STEM club
- Whole school assemblies on the theme of jobs and careers including during National Careers Week and Green Careers Week
- Careers and Next Steps sign-posting including open days, apprenticeship/job/work experience opportunities will be displayed on notice boards around the school and in classrooms.
- Ongoing evaluation of careers provision in the form of student/parent questionnaires, post-event evaluations and end of unit evaluations carried out in Citizenship (KS3)/Careers (KS4) lessons.
- Careers/FE related links and information will be added to the school website for students/parents.
- Use of parent mail system and school Facebook page to send out information about apprenticeships, job opportunities or post 16 provider information.

Premises and Facilities

The school will make the main hall, classrooms or private meeting rooms 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 Co-ordinator or a member of their team.

Meaningful online engagement is also an option and we are open to providers that are able to provide live online engagement with our pupils, as long as students have the opportunity to ask questions within the session.

Providers are welcome to leave a copy of their prospectus or other relevant course literature at the Careers Resource Centre, which is managed by the Careers Co-ordinator and Librarian. The Resource Centre is available to all students at lunch and break times.

Monitoring Arrangements

This policy will be reviewed annually by the Governing Board.

Version Control	
Created by:	Mark Fletcher and Joanne Sutterby
Approved by:	Full Governing Body
Date approved on:	October 2024
Next review due by:	September 2025

APPENDIX A

The 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 students, parents, teachers, governors 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 student, 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.

- 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 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 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.

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.

- 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 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.

- 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.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.

- 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 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.

- 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 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.

- 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.

APPENDIX B – Taken from ‘Provider Access Policy’

Opportunities for access

All formal requests should be emailed at least 4 weeks in advance of an expected date for the planned session. In the first instance, requests by providers should be sent to the school office at office@alston.cumbria.sch.uk and should include:

- the proposed format, timings and duration of the planned session.
- the number of staff from the provider’s organisation who propose to visit.
- any support requirements needed from the school.

Any provider wishing to access or provide IAG to our students as part of our careers programme will be supported by our teaching staff throughout their visit and never left unattended. Venues will be allocated appropriate to the activity, and we will make available appropriate resources to support provider presentations, which will be discussed and agreed in advance to ensure material meets our quality assurances and security measures.

All visitors must be familiar to and adhere to the School’s Safeguarding and Child Protection Policy.

All requests will be given due consideration from our Headteacher and Senior Leadership. Requests will be considered against:

- clashes with other planned activities or visits.
- interruption to preparation for public or internal examinations.
- availability of school staff, space and resources to host the session.

The Headteacher may refuse a request if it would be likely to be detrimental to the safety or wellbeing of pupils or staff, or if granting the request would be likely to bring the school into disrepute.

The school offers the six provider encounters **required by law** and a number of additional events, integrated into the school careers programme. We will offer providers an opportunity to come into school to speak to students or their parents or carers.

Please speak to the careers lead with responsibility for careers co-ordination, to identify the most suitable opportunity for you.