



ALSTON MOOR FEDERATION

Careers Policy Statement

Introduction

This policy statement sets out the school's arrangements for managing the access of providers to pupils at the school for the purpose of giving them information about Careers education or training offer. This complies with the school's legal obligations under Section 42B of the Education Act 1997.

Pupil entitlement

All pupils in Years 7-11 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;
- to 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;
- to understand how to make applications for the full range of academic and technical courses.

Management of provider access requests

Procedure

A provider wishing to request access should contact the Careers Lead:

Lindsey Chapman 01434 381236 lchapman@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.

Pupils, parents, teachers and employers can find out more about the Careers Programme detailed below by contacting the Careers Lead above or through the main office for further information.

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 careers hub to further enhance the offer in school and our enterprise adviser to enrich this aspect of the curriculum.

	Autumn Term	Spring Term	Summer Term
Year 7 and 8	KS3 STEM Day Enterprise project linked with leading change pilot with year 8.	Citizenship lessons cover Budgeting, Finance and Careers Career focus visit	PSHE/CIT/careers themed drop down day
Year 9	Exploring careers through lessons and external visits	Citizenship lessons cover Budgeting, Option picking Careers Speed Dating Event	PSHE/CIT/careers themed drop down day
Year 10	Careers lessons covering exploring careers and career pathways. Employer contact through virtual and physical visits to lesson. Exploring and applying for work experience placements. CV writing workshop. Applying for a job workshop. Interview techniques workshop. All workshops led by external organisations and with business ambassadors to support.	Careers lessons cover Personal Finance and Employment Rights. Careers Speed Dating event. Externally conducted mock interview linked to the workshops delivered in term 1.	Work Experience, including preparation in Careers Lessons
Year 11	Visits to colleges and sixth forms. Careers fairs virtual or physical attendance. Exploring and applying for post 16 choices. CV writing workshop. Applying for a job workshop.	Careers lessons cover Personal Finance and Employment Rights. Careers Speed Dating event. Externally conducted mock interview linked to the workshops delivered in term 1. Employer and post 16	

	Interview techniques workshop.	provider contact through visits to lessons and in school careers fair.	
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In addition to the above there will be:

- Termly guest speakers in Careers/PSHE lessons focusing on Careers.
- Career workshops led by professionals in their field of work.
- Year 10 and 11 will take part in a mock job application where they will have the opportunity to apply for a job, interview for it with outside guest (relevant governor/parent/employers).
- STEM club for KS3
- Regular conversations in lessons around career opportunities and skills linked to each subject area, delivered by the teacher, as well as posters in classrooms and around school.
- 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.

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 Leader or a member of their team.

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 school 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:	Assistant Headteacher (Secondary)
Approved by:	Full Governing Body
Date approved on:	
Next review due by:	September 2023

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.