Bishop Rawstorne Church of England Academy

Careers Policy

'But the wisdom that comes from heaven is first of all pure; then peace loving, considerate, submissive, full of mercy and good fruit, impartial and sincere'

James 3:17

FORTITER ET FIDELITER

Bravely and Faithfully

This document and the content contained therein remains the responsibility of the Headteacher, and Governing Body of the Academy. No amendments can be made without their express instruction and they remain the final arbiters in any matters relating to it.

Review date:	**March 2022**
Date of next review :	**March 2023**
Reviewed by:	**Mr Rawlinson**
Approved by FBM:	**March 2022**

Contents:

THE CHRISTIAN COMMUNITY

Bishop Rawstorne is a Christian community that delights in seeking wisdom and knowledge, building relationships and character based upon the Word of God, enabling us all to flourish bravely and faithfully.

CODE OF CONDUCT IN OUR CHRISTIAN COMMUNITY

Our aim is to ensure that you feel happy, safe and secure in your school.

We believe:
- that every individual in our community is a unique and valuable creation made in the image of God.
- we all have a right to be considered equal, worthy of respect and esteem.
- we all have a responsibility to treat others as we would like to be treated ourselves.

Statement of intent

This policy is underpinned by Sections 42A and 45A of the Education Act 1997, and has due regard to the DfE's statutory guidance, 'Careers guidance and access for education and training providers'.

The main aims of careers provision at Bishop Rawstorne Academy are to:

- Prepare students for life post-education.
- Develop an understanding of different career paths and challenge stereotypes.
- Develop an understanding of the differences between school and work.
- Inspire students to chase and achieve their dreams.
- Help students to access information on the full range of post-16 education and training opportunities.
- Support students after leaving school.
- Offer targeted support for vulnerable and disadvantaged young people.
- Instil a healthy attitude towards work.

1. Legal framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Education Act 1997
- Education and Skills Act 2008
- Apprenticeships, Skills, Children and Learning Act 2009
- Equality Act 2010
- Children and Families Act 2014
- Technical and Further Education Act 2017
- The School Information (England) (Amendment) Regulations 2018
- DfE (2021) 'Careers guidance and access for education and training providers'

This policy operates in conjunction with the following school policies:

- Complaints Procedures Policy
- Provider Access Policy Statement
- Child Protection and Safeguarding Policy

2. Roles and responsibilities

The Governing Body is responsible for:

- Ensuring that all registered students are provided with independent careers guidance from Year 8 to Year 11.
- Ensuring that arrangements are in place to allow a range of education and training providers to access all students and inform them about approved technical education qualifications and apprenticeships. A policy statement will set out these arrangements.
- Ensuring that the independent careers guidance is presented in an impartial manner, showing no bias or favouritism towards a particular institution, education or work option.
- Ensuring that the guidance includes information on the range of education or training options, including apprenticeships and technical education routes.
- Ensuring this policy does not discriminate on any grounds.
- Handling complaints regarding this policy as outlined in the school's Complaints Procedures Policy.
- Providing clear advice and guidance to the headteacher on which they can base a strategy for careers education and guidance which meets the school's legal requirements.

The careers leader is responsible for:

- Managing the provision of careers information.
- Taking responsibility for the development, management and reporting of the school's careers programme.
- Planning careers activities, managing the careers budget and, where necessary, and managing and coordinating other staff involved in the delivery of careers guidance.

- Establishing and developing links with employers, education and training providers, and careers organisations.
- Liaising with the headteacher and the careers adviser to implement and maintain effective careers guidance.
- Liaising with the PSHE leader and other subject leaders to plan careers education in the curriculum.
- Liaising with Heads of Year, tutorial managers, mentors and the SENCO to identify students needing guidance.
- Referring students to careers advisers.
- Establishing, maintaining and developing links with FE colleges, universities, apprenticeship providers and employers.
- Negotiating an annual service level agreement with the LA for support for vulnerable and disadvantaged students.
- Providing students with effective careers guidance and supporting social mobility by improving opportunities for all young people.
- Supporting teachers of careers education and tutors providing initial information and advice.
- Supporting subject teachers to build careers education and guidance into subjects across the curriculum.
- Monitoring teaching and learning in careers education, and the access to and take up of career guidance.
- Advising senior leadership on policy, strategy and resources for careers education, information, advice and guidance (CEIAG).
- Preparing and implementing a development plan for CEIAG.
- Reviewing and evaluating the programme of CEIAG.
- Encouraging the training of school staff to promote careers guidance to their students.
- Using the [Gatsby Benchmarks](#) to improve the school's careers provision and ensure compliance with legal duties, with an ultimate aim to meet all benchmarks.
- Allowing students to have access to providers of technical education, such as colleges, and apprenticeships to ensure every student is well-informed about their future options at every stage.
- Self-evaluating the careers provision the school offers.
- Publishing details of the school's careers programme and a policy statement on provider access on its website.
- Engaging with the designated teacher for LAC and previously LAC to ensure they know which students are in care/are care leavers, to understand their additional support needs and to ensure that any personal education plans can inform careers advice.
- Working closely with the SENCO and other staff to identify the guidance needs of all students with SEND and implement personalised support.
- Ensuring that students with SEND understand their different career pathways, and enabling them to gain the skills, knowledge and experience they require to achieve their career goals.

The careers adviser is responsible for:

- Reporting regularly to the careers leader, regarding student progress and the effectiveness of the school's career plan.

- Providing a thorough, personalised career service throughout the school.
- Staying up-to-date with relevant CPD and developments in the CEIAG sector.
- Producing careers information and guidance through online and hard copy literature, and visual displays in school.
- Organising workshops for students and actively promoting the careers service in-house at open evenings, presentation days, assemblies and parents' evenings.
- Developing incentives and initiatives which actively encourage students to sign up to the school's career service.
- Attending regular meetings with the careers leader to discuss the school's career plan.
- Providing an open-door service for students once a week to drop in and discuss their options.
- Arranging meetings and follow-up appointments with students who are interested in the careers service.
- Offering services to past students for up to a year after their departure from compulsory education.
- Coordinating with the designated teacher for LAC and previously LAC to work with the relevant virtual school head (VSH) to ensure a joined-up approach to identifying and supporting career ambitions is achieved.

Teaching staff are responsible for:

- Ensuring careers education is planned into their curriculum.
- Attending any relevant CPD or training to ensure they are up-to-date with the school's careers plan.
- Promoting careers guidance in the classroom through visual aids.
- Being good role models for their particular area of work or specialism.
- Creating a learning environment that allows and encourages students to tackle real life challenges, manage risks and develop skills that can be applied to the workplace.

3. Developing a stable careers programme

The school will have its own careers programme in place which meets the requirements of the eight Gatsby Benchmarks. The programme will be reviewed termly against the benchmarks to ensure it remains on target.

The school will demonstrate how it is working towards each Gatsby Benchmark, as part of its careers summary, including the aims, objectives and activities provided for each year group.

Regular feedback from students, parents, teachers, governors and employers will be invited. Feedback will be used to contribute to the development of the school's careers programme to ensure it meets the needs of all students.

A careers leader will be appointed to ensure the leadership and coordination of a high-quality careers programme. The careers leader is recruited alongside the suggested requirements to ensure the role is correctly fulfilled.

The following will be published on the school's website:

- The name and contact details of the careers leader.

- A summary of the careers programme, including how information about the programme may be accessed.
- Details of how the school measures and assesses the impact of the careers programme on students.
- The date and review schedule of the careers information published.

A careers adviser will be appointed to support the careers leader and to provide individual, tailored careers guidance to students. The careers adviser is Paul Almond.

The headteacher will work with enterprise coordinators to build careers and employer engagement plans to broaden the range of guidance that students have access to.

The school will work towards the [Quality in Careers Standard](#) to support the development of its careers programme, ensuring the programme is reviewed termly to ensure it is in line with the required standards.

4. Using labour market information

The school will ensure every student, and their parents, has access to high-quality information about future study options and labour market opportunities. Students and their parents will be referred to an informed advisor to help them make best use of the information available.

The school will ensure students and their parents understand the value of finding out about the labour market, and support them in accessing this information. Students and their parents will be provided with information on the benefits of understanding the labour market, including the salaries and promotion opportunities for different jobs, and the volume and location of vacancies across different sectors.

The school will ensure that all students, by the age of 14, have accessed and used information about career paths and the labour market to inform their own decisions on study options. Students will be provided with the necessary links and information that will enable them to access this. Access will be monitored to review whether students are making the most of the service, and if not, what can be done to ensure they do.

Parents will be encouraged to access and use information about labour markets and future study options to inform their support to their children.

The school will make use of local enterprise partnerships to provide students with presentations and workshops on the local labour market and employer expectations. The information provided through the partnership will be used to shape career guidance and workshops in schools.

To support social mobility, the school will work to raise students' aspirations and tackle stereotypical assumptions. Interventions will be used to tackle gender stereotypes; arrangements will be made for students to talk to employees who work in non-stereotypical jobs to raise awareness of the range of careers that STEM qualifications lead to.

The school will use labour market information, such as job roles, pay and vacancies, to inform students about the trends and opportunities in each industry. Information about a diverse range of progression pathways will be shared with students, including technical routes, to strengthen their capacity to make effective choices.

5. Addressing the needs of students

The school's careers programme will aim to raise the aspirations of all students whilst being tailored to individual needs. The programme will inform students of the range of opportunities available to them, encouraging them to aim higher and make choices relevant to what they feel they can achieve.

The school will embed equality and diversity considerations throughout its careers programme and actively seek to challenge stereotypical thinking.

All forms of stereotyping will be prohibited in the careers advice and guidance that is provided, to ensure students of all genders, backgrounds and abilities can consider the widest possible range of careers.

The school will tailor careers activities and educational goals to the needs of each students, taking into account their prior knowledge and skills, the choices they may face, and any additional support they may need to overcome barriers to progression.

Comprehensive and accurate records will be kept to support the career development of individual students at all relevant stages of education, beginning from the first point of contact. These records will be stored securely in the school office. Access to this information will be permitted, should a student or their parent request it.

Destinations data will be retained by the school for at least three years. This data, e.g. the percentage of students attending sixth form in the following term, will be published on the school's website alongside the school's careers programme.

Data retained will be collected, stored and managed in line with the Data Protection Policy and Records Management Policy.

The school will collect and analyse destinations data to assess how well the careers programme is countering stereotypes and raising aspirations. The data will be reviewed by the headteacher and careers leader on a termly basis who can then base further development of the school's career guidance plan on the results and areas of success or failure.

6. Providing targeted support

The school will work with the LA, children's social care and VSHs to identify students who are in need of targeted support or those who are at risk of not participating in post-16 pathways.

Agreements will be made on how these students can be referred for support drawn from a range of education and training support services available locally. The school will share the relevant data on these students with the LA and local education and training providers where support costs may be required, such as care leavers and students who are eligible for FSM.

The school will work in partnership with their commissioning schools and LAs as well as post-16 providers to provide support and advice on transitional pathways into FE or training.

The school will ensure that students understand the programmes available to support them and the financial costs associated with staying in post-16 FE. To support students who are likely to need support with post-16 participation costs, such as those with SEND, the school

will work with the LA and local post-16 education or training providers to share student data and ensure these students receive such support.

Students will be made aware of the 16-19 Bursary Fund, which has been devised to support those individuals with a financial hardship. They will be advised of how to access this funding and who they should speak to in order to find out more information.

7. Supporting students with SEND

The school will ensure that careers guidance is differentiated, if appropriate, and based on high aspirations and a personalised approach. The SEND local offer will be utilised; annual reviews for a student's EHIC plan will be informed by good careers guidance.

The careers leader will work closely with the SENCO and other staff to support students with understanding different career pathways and how to develop the necessary skills, knowledge, experience and qualifications to succeed and fulfil their potential. The school will work with families of students to help them understand what career options are available.

Surveys will be conducted to find out individual students' aspirations. The results of the surveys will create careers guidance and experience that will be tailored to students needs based on their own aspirations and abilities.

Careers guidance will take account of the full range of relevant education, training and employment opportunities. It will inform students about the ways employees with SEND are supported in the workplace, and how jobs can be adapted to fit a person's abilities. Guidance will focus on a student's career aspirations and the post-16 options which are most likely to give the student a pathway into employment or HE.

The school will build partnerships with businesses and other employers, employment services, and disability and other voluntary organisations. Students will be prepared for encounters with employers and provided with any special support that will allow them to benefit fully from the experience.

Students with SEND will have the opportunity to hear from adults with disabilities who have succeeded in their careers as part of the school's successful careers strategy.

When arranging work experience for students, the school will work with the employer to determine any additional support that will be needed during the work placement.

8. Linking curriculum learning to careers

The school will work to encompass careers education and guidance into subjects across the curriculum. All teachers will be asked to support the career development of young people in their role and through their subject teaching.

Students are expected to study the core academic subjects at GCSE, including English, maths, science, history or geography, and a language. Students will be informed that if they do not achieve a grade 4 or higher in GCSE maths and English by the end of KS4, they will be required to continue working towards this aim as part of their 16-19 study programme.

The school will ensure that, by the age of 14, every student has had the opportunity to learn how various STEM subjects aid their entry into a wide range of careers and enable them be more effective workers. The same will be applied for every student in their chosen subjects by the end of their course of study.

9. Enabling encounters with employers and alumni

The school will engage with local employers, businesses and professional networks, inviting visiting speakers, particularly alumni with whom students can relate to. Every student will be exposed to the world of work by the age of 14. An annual careers fair will be held in school.

Every year, from the age of 11, students will participate in at least one meaningful encounter with an employer; at least one of these encounters will be with a STEM employer or workplace. These encounters will include:

- Careers events such as careers talks, careers carousels and careers fairs.
- Alumni activities.
- Transitions skills workshops such as CV workshops and mock interviews.
- Mentoring and e-mentoring.
- Employer delivered employability workshops.
- Employer encounters with parents.
- Employer involvement in the curriculum.
- Business games and enterprise competitions.

The school will develop strong links with local, regional and national employers across all sectors to help students obtain information on, and participate in, the rollout of T-levels.

The careers programme will have a strong employer focus, allowing students to meet with sector representatives and businesses, to gain insights into a range of industries and sectors. Students will have the opportunity to meet with individuals from different levels within an organisation and those who have followed a variety of pathways into employment.

10. Enabling encounters with further education (FE) and higher education (HE)

The school will ensure all students understand the requirement to remain in education or training until their 18th birthday and what this requirement means for them. The school will ensure students are aware that this does not mean they need to stay in school, and that they may:

- Study full time in a school, college or with a training provider.
- Undertake an apprenticeship, traineeship, or supported internship.
- Work or volunteer 20 hours or more a week, combined with part-time accredited study.

The school will provide students with a range of information and opportunities to learn about the academic and technical pathways for education, training, and career paths throughout their school life, to prevent last minute decision-making.

By the age of 16, every student will be provided the opportunity to have a meaningful encounter with providers of educational opportunities, including sixth forms, colleges, universities and apprenticeship providers.

Students will be encouraged to use information tools, such as websites and apps, which display information about opportunities. Education and training providers will have access to all students in Years 8 to 11 for the purpose of informing them about approved technical education qualifications and apprenticeships.

The school will ensure that there are opportunities for providers to visit the school and speak to students in Years 8 to 11, by maintaining connections with providers of FE and apprenticeships, and arranging regular visits, presentations and workshops. A range of opportunities for visits from providers offering other options, such as FE will also be provided.

A policy statement will be published on the school website and will include:

- Any procedural requirements in relation to requests for access.
- Grounds for granting and refusing requests for access.
- Details of premises or facilities to be provided to a person who is given access.

11. Providing personal guidance

Careers advice provided by the school will be unbiased and maintain the best interests of individual students at all times. The school **will not** promote particular career or progression routes as better or more favourable than others; however, students will be advised, where evidence supports it, whether a chosen course has the potential to lead to poor career outcomes.

All students will be provided with opportunities for personal guidance interviews with a qualified careers adviser. Such interviews will take place by the time the student reaches age 16.

Careers advisers will meet the professional standards outlined by the [Career Development Institute](#). The school will integrate personal guidance interviews within the pastoral system so that they can be followed up by the form tutors or equivalent.

Careers advisers working with students with SEND will use the outcome and aspirations in the EHIC plan to focus discussions. Careers advisers working with LAC or care leavers will use their personal education plan to focus discussions. These students will have a named adviser who will build a relationship with them to better understand their individual needs.

12. Sharing information

The school will provide the relevant information about all students to the LA support services including:

- Basic information, such as the student's name or address.
- Other information that the LA requires to support the student to participate in education or training to track their progress.

The school's privacy notice will offer students and their parents the opportunity to ask for personal information not to be shared.

LAs will be notified, as early as is possible, whenever a 16- or 17-year-old student leaves an education or training programme before completion. The school will agree on local arrangements for ensuring these duties are met.

13. Monitoring and review

The Governing Body, in conjunction with the headteacher and careers leader, will review this policy on an annual basis, taking into account the success of supporting students in accessing post-16 education and training. The headteacher will make any necessary changes to this policy, and will communicate these to all members of staff.

Careers Survey – Plans for Your Future

This survey is intended to help you begin thinking about your career path when you leave school. Each year, this survey information will be updated to reflect your changing perspective on your aspirations as you get closer to leaving school. This information will also serve as a guide to your teachers in deciding which classes and educational experiences you should have to help you be successful in the kind of life you want to have after secondary school.

Name:		Date of birth:	
Year group:		Date:	

Careers

When will you complete your GCSEs?	20____

Please tick as many boxes as you wish below, and answer the relevant questions, to indicate what you would like to do following completion of your GCSEs.

☐ Job role
What kind of job role appeals to you?
What support and qualifications, if any, do you think you need to achieve this career path?

☐ Sixth form	
Which sixth form?	
What would you like to study?	
What support and qualifications, if any, do you think you need to begin your chosen programme of study?	

<table>
<tr><td colspan="2" style="background:#0d2240;color:#fff">☐ University</td></tr>
<tr><td>Which university?</td><td></td></tr>
<tr><td colspan="2">What would you like to study?</td></tr>
<tr><td colspan="2"></td></tr>
<tr><td colspan="2">What support and qualifications, if any, do you think you need to begin your chosen programme of study?</td></tr>
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<tr><td colspan="2" style="background:#0d2240;color:#fff">☐ College</td></tr>
<tr><td>Which college?</td><td></td></tr>
<tr><td colspan="2">What would you like to study?</td></tr>
<tr><td colspan="2"></td></tr>
<tr><td colspan="2">What support and qualifications, if any, do you think you need to begin your chosen programme of study?</td></tr>
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<tr><td colspan="2" style="background:#0d2240;color:#fff">☐ Apprenticeship</td></tr>
<tr><td>Which sector?</td><td></td></tr>
<tr><td colspan="2">What support and qualifications, if any, do you think you need to begin your chosen apprenticeship?</td></tr>
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☐ Military	
Which branch?	
What support and qualifications, if any, do you think you need to begin your chosen military course?	

Hobbies

What do you enjoy doing in your spare time?

Do you wish to pursue a career in relation to any of these hobbies? If yes, please indicate below.

How could the school help you to develop your hobbies?

Year 11 only

Have you arranged work experience for date to date? (Please circle)	**Yes/No**

If 'yes', where will you be working?	
If 'no', how can the school help you to arrange work experience?	

Destinations Survey – Plans for Your Future

This survey is intended to gain an insight into the career paths of students who have completed their time of study at **name of school**. This survey will also support our school in providing evidence for how our current careers programme has impacted on past students. Please fill in the questions below and return the survey back to the school.

Name		Date of birth	
Year group		Date	
Address			

1: Study	
Are you applying for a place at a university or college? (Please circle – If 'no', please go to section 2)	**Yes/No**
Have you been offered a place at a university or college? (Please circle)	**Yes/No**
How many offers have you received?	
Are the offers you have received conditional or unconditional?	1. 2. 3. 4. 5.
If the offer is conditional, are you confident that you will achieve the grades necessary for the course? (Please circle)	**Yes/No**
Will you accept an offer? (Please circle)	**Yes/No**
If you answered 'no' to question F, why will you not be accepting an offer?	
What university or college would you like to be studying at?	

What is the title of the course you will be studying?	
Is the course full time?	**Yes/No**
What career path do you wish to pursue with your chosen programme of study?	

2: Employment	
Are there any job roles you wish to pursue? (Please circle)	**Yes/No**
If you answered 'yes' to question A, please give details of your desired job role.	
Have you secured a job role? (Please circle – if 'no', please don't answer question D, E or F)	**Yes/No**
What is the job title?	
What is your role?	
Is this job role what you aspired to achieve during your time at our school? (Please circle)	**Yes/No**

Careers Audit

Employment related skill	Description	Was this included in my careers advice?
Self-management	**Ability to take the responsibility for setting and achieving personal goals:** • I can evaluate my performance in tasks. • I am able to accept and deal with authority. • I can accept feedback in a constructive manner. • I am able to set goals and manage my school work and social life.	**Yes/No**
Initiative and enterprise	**Ability to seek and take advantage of opportunities:** • I can identify opportunities and act on them. • I am willing to take risks and learn from mistakes.	**Yes/No**
Learning	**Ability to achieve new skills and/or knowledge:** • I am open to new tasks and use knowledge to further my technical skills. • I can use different methods to learn new things. • I am able to access information on courses to further my learning.	**Yes/No**
Communication	**Ability to express and understand information:** • I can speak to a group confidently. • I have debated in front of large audience. • I can speak and write in another language. • I can follow verbal instructions.	**Yes/No**
Teamwork	**Ability to work effectively with others to get things done:** • I can work with other people to sort out a problem. • I can work and collaborate with others on group tasks. • I am able to value the work of others and share resources.	**Yes/No**

Planning and organisation	**Ability to coordinate and prioritise tasks and resources:** • I am able to make decisions. • I can manage my time and priorities. • I can collect, analyse and organise information using appropriate methods. • I am able to organise equipment and materials needed for a task.	**Yes/No**