



Rye College Policy

Policy Title:	Careers Policy
Leadership Responsibility:	Head of School
Review Body:	Executive Headteacher
Date:	November 2021
Review:	November 2022

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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', which was last updated in October 2018.

At Rye College, the main aims of careers provision 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.



Legal framework

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

- DfE 'Careers guidance and access for education and training providers' 2018.
- 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 academy Information (England) (Amendment) Regulations 2018.

Roles and responsibilities

The **headteacher** is responsible for:

- Ensuring all registered students are provided with independent careers guidance from Year 8 to Year 11.
- Ensuring 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. The Provider Access Statement sets out these arrangements.
- Ensuring the independent careers guidance is presented in an impartial manner, showing no bias or favouritism towards a particular institution, education or work option.
- Ensuring the guidance includes information on the range of education or training options, including apprenticeships and technical education routes.
- Ensuring the Careers Policy does not discriminate on any grounds, including but not limited to: ethnicity/national origin, culture, religion, gender, disability or sexual orientation.
- Handling complaints regarding this policy as outlined in the academy's **Complaints Policy**.
- Providing clear advice and guidance to the headteacher on which they can base a strategy for careers education and guidance which meets the academy's legal requirements.

The **careers leader** is responsible for:

- Managing the provision of careers information.
- Liaising with the Head of College and external CEIAG providers to implement and maintain effective careers guidance.
- Liaising with subject leads to plan careers education in the curriculum.
- Liaising with Tutors and the SEN team to identify students needing guidance.
- Referring students to outside agencies for additional support e.g. YES (Youth Employability Service).
- Establishing, maintaining and developing links with FE colleges, universities, apprenticeship providers and employers.
- Negotiating an annual service level agreement with external CEIAG providers for students in year 8-11.



- Ensuring there is adequate support in place; both in school and from outside agencies 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 subject teachers and form tutors in providing initial information and advice.
- 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).
- Using the [CDI CEIAG 2021 Framework](#) to plan, deliver and evaluate the careers programme.
- Preparing and implementing a development plan for CEIAG.
- Reviewing and evaluating the programme of CEIAG.
- Encouraging the training of colleagues to promote careers guidance to their students.
- Using the [Gatsby Benchmarks](#) to improve the academy'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.
- Using the [Compass tool](#) for self-evaluating the careers provision the academy offers.
- Publishing details of the academy'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 colleagues 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.
- Liaising with the external CEIAG providers regarding students' post-16 plans and risk of becoming NEET.
- Working with the Careers Hub team to assess progress and the effectiveness of the academy's career plan.
- Providing a thorough, personalised career service throughout the academy.
- 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 the academy.
- Organising workshops for students and actively promoting the careers service in-house at open evenings, presentation days, assemblies and parents' evenings.
- Attending Careers Hub meetings and meeting with the Enterprise Co-ordinator with the care to discuss the academy's career plan.
- Providing an open-door service for students to drop in and discuss their options.
- Arranging 1:1 careers interviews for students in year 11.
- [Arranging group guidance interviews for students in year 9.](#)



Colleagues are responsible for:

- Ensuring careers education is planned into their lessons.
- Attending any relevant CPD or training to ensure they are up-to-date with the academy's careers plan.
- Promoting careers guidance in the classroom through visual aids.
- 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.

A careers leader will be appointed to ensure the leadership and coordination of a high-quality careers programme.

The name and contact details of the careers leader will be published on the academy website. The careers leader is **Mrs. Donna Starkey**.

Details of the academy's careers plan will be published on the academy website inviting students, parents, teachers, trustees, AAC members and employers to provide feedback.

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

The academy has achieved the [Quality in Careers Standard](#) in recognition of their excellent careers provision. The careers leader will use the assessment report from this to inform future development of the careers programme. The programme is reviewed 3 times a year to ensure it is in line with the required standards.

Labour market information

The academy will ensure every student, and their parents, has access to good-quality information about future study options and labour market opportunities.

Students and their parents are referred to the [relevant section on the College website](#), [Careers East Sussex](#) and [The National Careers Service](#) that offer information and professional advice via a website, helpline and web chat.

The academy 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 academy 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 decisions on study options.

The academy will provide students 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.

The academy will make use of local enterprise partnerships and the Careers Hub 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.

Subject teachers will be expected to regularly discuss changing labour market information with students in lessons.

To support social mobility, the academy 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.

Addressing the needs of students

The academy'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.

All forms of stereotyping will be prohibited in the careers advice and guidance that is provided, to ensure students from all backgrounds, gender and diversity groups, and those with SEND, can consider the widest possible range of careers.

Comprehensive and accurate records will be kept to support the career development of students. These will be available using the Compass Plus tool and other tracking information. The academy will allow access to this information, should a student or their parent request it.

Destinations data will be available through Aspire (a tool used by the Standards for Learning and Effectiveness and Skills team in East Sussex) and will be retained for at least three years.

Information about destinations, e.g. the percentage of students attending sixth form in the following term, will be published on the academy's website alongside the academy's careers programme.

The academy 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 Head of College and careers leader on a termly basis who can then base further development of the academy's career guidance plan on the results and areas of success or failure.

Targeted support

The academy will work with the LA and Youth Employability Service to identify students who need targeted support or those who are at risk of not participating in post-16 pathways. Agreements will be made over how these students can be referred for support drawn from a range of education and training support services available locally.

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



The academy will ensure that students are aware of the 16-19 Bursary Fund, which has been devised to support those individuals with a financial hardship. Students will be advised of how to access this funding and who they should speak to so they can find out more information.

Students with SEND

The academy will ensure that careers guidance is differentiated, if appropriate, and based on high aspirations and a personalised approach.

The careers leader will work closely with the SENCO Assistant SENDCO and other colleagues 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 academy will work with families of students to help them understand what career options are available.

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.

The academy 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.

Careers 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 SEND local offer will be utilised; annual reviews for a student's EHC plan will be informed by good careers guidance.

Curriculum

The academy 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, 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 academy will engage with local employers, businesses and professional networks, inviting visiting speakers, whom students can relate to.

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 may include:

- Careers events such as careers talks, careers carousels and careers fairs.
- Transitions skills workshops such as CV workshops and mock interviews.



- Mentoring and e-mentoring.
- Employer delivered employability workshops.
- Workplace visits.
- Business games and enterprise competitions.

Work experience

Students in Year 10 will undertake a weeklong work placement in the summer term. Rye College work with the Aspire Work Experience Team to organise this. Students are encouraged to find their own placements or they can use the Aspire system to select four choices – the work experience team then makes matches.

Students receive an introductory assembly as well as pre and post-work experience assemblies. Parents are invited to an information evening in the summer term.

The work experience is evaluated by students, parents and employers.

Further education (FE)

Students are required to remain in education or training until their 18th birthday.

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

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 academy will ensure that there are opportunities for providers to visit the academy 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 Provider Access Statement will be published on the academy 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.

Personal guidance

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 academy will integrate personal guidance interviews within the pastoral system so that they can be followed up by the form tutors or equivalent.



Information sharing

The academy 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 academy'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 academy will agree on local arrangements for ensuring these duties are met.

Monitoring and review

The Head of College, in conjunction with the careers leader, will review this policy on an annual basis, considering the success of supporting students in accessing post-16 education and training.

The Head of College will make any necessary changes to this policy, and will communicate these to all colleagues.

December 2020 BBL

November 2021 BBL SB

DATA PROTECTION

Rye College [The Academy] processes personal data in accordance with the data protection principles embodied in the General Data Protection Regulations (GDPR) and the Data Protection Act 2018. The Academy complies with the requirements of the data protection legislation as detailed in the Trust Data Protection Policy.

All colleagues are aware of the principles of data protection and will not process personal data unless necessary. The Academy safeguards the personal data it collects through the operation of the Trust's data protection policy and processes and the IT policy. In addition, the Academy has taken steps to ensure that all its contracts that process data have the GDPR compliant provisions.



Appendix: Provider Access Statement

This statement sets out the college’s arrangements for managing the access of providers to students at the college for the purpose of giving them information about the provider’s education or training offer. This complies with the academy’s legal obligations under Section 42B of the Education Act 1997.

Student Entitlement

All students in Years 8 to 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;
- 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.

Management of Provider Access Requests

A provider wishing to request access should contact Donna Starkey, Director of Life Education, at the college via office@ryecollege.co.uk.

Opportunities for Access

The events below, integrated into the college’s careers programme, offer providers an opportunity to come into college to speak to students and on occasion their parents and families.

	Autumn Term	Spring Term	Summer Term
Year 7	Assemblies Careers workshop Life Education lessons	Assemblies	Assemblies Life Education lessons Compact Plus University game
Year 8	Assemblies Life Education lessons	Assemblies Life Education lessons	Assemblies Life Education lessons Careers workshops
Year 9	Assemblies Life Education lessons	Assemblies Choices Evening Life Education lessons Decision-making workshop Compact Plus activities	Assemblies Compact Plus activities Life Education lessons
Year 10	Assemblies	Assemblies Compact Plus activities	Assemblies Compact Plus activities Progression morning (including careers workshops and fair)
Year 11	Assemblies Success at 16 evening 1:1 interviews Mock interviews	Assemblies 1:1 interviews 1:1 and group follow up interviews	



If you would like to come to the college, please speak to our Director of Life Education to identify the most appropriate opportunity for you. Those listed above are not exclusive and we can be flexible in our approach. The contribution that visiting professionals make expanding our students' knowledge of the opportunities available to them in the world of work is invaluable. We would like to do everything possible to raise the aspirations of our students.

Premises and Facilities

The college will make the main hall, classrooms or private meeting rooms available for discussions between the provider and students, as appropriate to the activity. The college will also make available audio-visual and other specialist equipment to support provider presentations. This will all be discussed and agreed in advance of the visit with the Director of Life Education or a member of their team.

Providers are welcome to leave a copy of their prospectus or other relevant course literature at the Careers Office which forms part of the college library. The Careers Office is available to all students at lunch and break times.