



New Perspectives School Careers Policy and Information, including provider access policy

Policy Type: Education

Issue number: V3

Policy Issue date: 1/3/2023

Review date: 1/1/2024

Review date: 01/10/2024

Next review date: 01/10/2025

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This policy is written in line with the DfE document, 'Careers guidance and access for education and training providers: Statutory guidance for governing bodies, school leaders and school staff,' Updated July 2021

The requirements of section 42B of the Education Act 1997 (the 'Baker clause')

- Good career Guidance - The Gatsby Foundation 2013
 - The Gatsby benchmarks Toolkit – Careers and Enterprise 2018
 - The SEND Gatsby Benchmarks Toolkit – Careers and Enterprise 2018
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All pupils at New Perspectives School will have the opportunity to access the Careers Education information and Guidance (CEIAG) programme which meets professional standards of practice and which is delivered by trained staff and is impartial and person centered. The programme will raise aspiration, challenge stereotypes and promote equality, and as such, is an essential part of the curriculum at this school.

Pupils will be guided to recognise their own strengths and capabilities and be given every opportunity to make well-informed decisions and plans about their future and post 16 options.

Name of careers advisor- Jainn-Ann Wearing

1. Rationale

Careers Education has an important contribution to make to the education of all our pupils, for them to make an effective transition from the school to adulthood and employment. To enable the pupils to make this effective transition the school provides pupils with a programme of careers guidance and advice. This incorporates all aspects of the 8 Gatsby Benchmarks. Pupils are provided with a curriculum for careers that includes discreet careers programmes, encounters with employers (where possible and appropriate), access to independent careers advice, work experience (where possible and appropriate), encounters with HE and FE providers, access and guidance to learn from labour market information and opportunities to link curriculum learning to careers in areas such as STEAM.

The Careers programme is further supported by the school's provision of Character education within the personal development offer. Personal positive traits and skills such as integrity, resilience, self-confidence, cooperative working, independence and perseverance are addressed not only through careers programmes but across the whole curriculum.

Careers advice, guidance and education is designed to meet the needs of pupils at New Perspectives School. Activities are differentiated and personalised to ensure progression in careers learning and development.

2. Aims and Objectives

- To prepare pupils for the opportunities, responsibilities, and experiences of adult life.
- To develop career awareness and enable pupils to manage their own personal career choices and what they need to do to reach the career they aspire to.
- To enable pupils to understand and apply careers research to assist them when making informed choices.
- To support pupil transitions when choosing, applying to and visiting HE and FE colleges and post 16 provision.
- To support readiness for the next phase of education, training or employment so that pupils are equipped to make the transition successfully.
- To ensure that all pupils have equal access to impartial careers advice, education and training in line with the Equality Act 2010.

3. Pupil entitlement

All pupils in years 7-13 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;
- 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.

4. Reporting and Recording

The school has a cycle of auditing and monitoring its progress against the Gatsby benchmarks to ensure that it is providing Statutory requirements and excellent practice for all pupils. Results of audits are recorded on Compass + and Tracker (Careers and Enterprise company). Progress updates are shared with school's SLT and the Kedleston Governing body through the governance progress.

5. A Stable Careers programme at school – Gatsby Benchmark 1

The school provides a stable careers programme to prepare pupils for the opportunities, responsibilities, and experiences of later life as a core statutory responsibility. The careers programme within our curriculum enables pupils to make well-informed decisions about education, training, apprenticeship and employment opportunities.

The careers programme at the school is regularly review by the careers lead as part of a rigorous cycle of self-evaluation and action planning.

CEG is delivered following and based on three main aims:

- Students' understanding of themselves and developing their capabilities
- Investigating careers and opportunities
- Implementing Career Action Plans

The main topics included with the programme are:

- Job Sectors and the Labour Market
- Developing Employability – skills and qualities needed for different jobs
- Interview Techniques
- CV Writing
- Making Decisions
- Post 16 Options
- Banking and Loans
- Jobs and Skills
- Why do we make decisions
- Employability skills – what employers are looking for

From Key Stage 3 onwards careers work is delivered in line with Government proposals for the education of 14 -19-year-olds. We continue to develop vocational courses that will allow students to follow a wider range of options suited to differing aptitudes and abilities. The courses provide access to employment as well as further and higher education and aim to motivate students and encourage achievement through the development of essential practical skills for life and work.

From Year 10 onwards students are given the choice of concentrating on subject options where they and staff feel it is appropriate for them to undertake GCSEs. Functional Skills accreditation in English, Maths and ICT are offered to students where GCSEs may not be accessible. In addition, a number of vocational courses are offered in consultation with students and their interests, skills and preferences. Students can also gain a level 1 Certificate in Employability Skills accredited through Gateway Qualifications.

We also hold a number of events linked to CIAG:

Term	KS2	KS3	KS4
Autumn	Visit to a college (virtual or in person)	Visit to a college (virtual or in person)	Visit to a college (virtual or in person) Interviews with Careers advisor

	Visits to local businesses		
Spring	Visit to a college (virtual or in person)		Interviews with Careers advisor
		External Visits – PCSO, Army etc	
		Visit to college of interest	
		Careers advisor visits / meetings	
	National Careers Week		
	Careers Fair		
Summer			Visit to college of interest
	Careers advisor visits / meetings		
	My Money Week		
		Visits to school by college representatives	

Learning from career Labour market information – Gatsby benchmark 2

Pupils are taught how to find and process information from Year 7 onwards. They use objective information about the local and national labour market to make decisions that improve their careers and transitions into work.

ICT skills are developed to enable pupils to research into careers information with progressive independence.

Pupils will be able to:

- Search and retrieve information on courses and training
- Gather and analyse self-data to create occupational choices
- Research jobs, training, and apprenticeships in their local area;
- Research educational institutions, courses, qualifications, entry requirements and costs.

ICT skills are used for planning, re-drafting and the presentation of written tasks, research and applications including CV's application letters, enquiry emails and action plans.

All stakeholders are signposted to Labour Market Index by the school. Parents and carers are encouraged to discuss this at parents and carer open days and evening. In addition, there will be opportunities to discuss this at EHCP /PEP reviews, where appropriate.

Addressing the needs of each pupil – Gatsby Benchmark 3

Pupils have different careers guidance needs at different stages. The school understands that opportunities for advice and support should be tailored to each of these stages, with diversity and equality embedded in the school's careers programme. It recognises the scope of improving social mobility by identifying the students' barriers to overcome and the support they need to maximise their life chances.

- The school does this through a number of pathways including
- Teachers and Careers Advisers maintain comprehensive records of individual advice and subsequent decisions, which are then integrated into their EHCP management systems, this helps schools to manage agreed actions and next steps, and to provide pupils and their parents with ongoing support.
- Staff know what pupils' careers education and guidance needs are and where they are in terms of their career planning through staff/team planning meetings.
- The school strengthens pupils' self-advocacy skills by encouraging them to access and take ownership of their career development records including work experience recording, employer encounters insights and learning points and planning and research notes.
- Monitors the uptake of STEM placements and courses for gender, SEND or socio-economic bias
- Monitors the participation in college, vocational and apprenticeship placements for gender, SEND, socio-economic bias
- The school has a named designated person: Hannah Bowen, Pastoral Lead

Independence Skills

Some of our pupils will require an independence-training programme and will need help to support to ensure they have the same career opportunities as other pupils. Depending on their individual level of need the school will work hand in hand with parents/carers/guardians to support independence programmes and ensure that this is recorded in the individual pupils EHCP.

Linking Curriculum Learning to Careers – Gatsby Benchmark 4

Careers Education

The three main ways careers are delivered within the curriculum are:

1. Career learning as a subject in its own right, this is done as part of the PHSE provision at the school and supported with ICAG and college and work experience ;
2. Incorporating career learning within other subjects; The school promotes the development of STEAM education and provides opportunities for pupils to explore future career paths within these areas. All subject teachers emphasise the importance of succeeding in both Maths and English as a core foundation for achieving the college course or career pupils aspire to.
3. Organised career learning through extra-curricular activities including enrichment activities, careers fairs and employer and industry encounters strongly connected to subjects within the curriculum.

Teaching Strategies

Teaching strategies will aim to meet the needs and reflect the learning style of each pupil. For this purpose a high level of individual support is available from teaching staff and teaching assistants. Pupils are encouraged to draw on their own experiences, beliefs and feelings whilst encouraging them to learn about and understand someone else's experience and develop respect for other views.

Activities are used that encourage the development of Key Skills, which are recognised as being highly regarded by employers, and institutions of Further and Higher Education.

Key skills include:

- Communication – speaking, listening and following instructions and advice
- Using ICT
- Using English and Mathematical skills
- Working with others as part of a team
- Problem solving
- Improving individual learning and performance
- Budgeting skill
- Transport training / application
- Personal talents and skills.

Teachers are responsible for:

- Ensuring that their schemes of work contribute to work-related aims

- Identifying careers related activity at relevant points in the schemes of work
- Identifying appropriate learning outcomes: skills, attitudes, concepts, knowledge, and the strategies to achieve them
- Clarifying how activities help progression within work related learning.

Encounters with Employers and employees – Gatsby benchmark 5

The school aims to provide opportunities for all pupils to participate in at least one meaningful encounter with an employer each year between Years 7-13.

The employer encounters provided by the school are progressive and build knowledge and understanding helping to develop pupil confidence over time.

The school ensure that encounters with employers and employees are progressive through the key stages, and they support delivery of career learning outcomes in the school's career programme.

The pathway the school provides allows the pupils to build on interests and the maturity needed for personal investment. The focus of the encounters is broadly in line with age groups, although there is flexibility to support individual SEND.

- In year 7 and 8 the focus of encounters is around pupil interests and motivations and understanding the world of world
- In year 9 the focus moves to exploring career opportunities and aspirations
- In year 10 the focus is on what employers want from a perspective employee and self-prestation and planning for post 16

In Y11, 12 & 13 the focus is on making plans and applications for post 16. Using encounters with employers to develop self- awareness and ways to articulate skills.

Experiences of Workplaces – Gatsby benchmark 6

Experiences of workplaces are part of a progressive programme of work-related encounters at each stage of a pupil's education, rather than a bolted-on arrangement. Every pupil has 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. The school ensures that these opportunities are tailored to the individual pupil's needs. A pupil's SEND is supported through careful planning to ensure that accessibility and equality of opportunity are always promoted.

These experiences are important because they enable pupils to:

- See a work environment first-hand, observe work processes and talk to staff about their roles
- Develop an understanding of what happens in a range of workplaces and roles within them
- Develop interpersonal skills in relation to the workplace culture
- Improve self-awareness, awareness of the world of work and to encounter and challenge stereotypes
- Develop and apply skills they are learning at school.
- Have access to FE establishments and other potential training providers, including technical colleges and apprenticeship providers.

Encounters with High and Further Education – Gatsby Benchmark 7

The school ensures encounters with further and higher education are part of an overall approach that encompasses personalised and small-group information, advice and guidance and carefully selected sources of information, including digital and print- based.

We provide opportunities for a range of education and training providers to speak to pupils in Years 8 to 13 to inform them about technical education qualifications and apprenticeships. Pupils are informed of all higher and further education pathways including vocational, A levels, BTECs and T levels.

The careers lead works closely with local institutions and agencies on a collaborative approach. All partners including colleges, universities, local authorities, careers guidance providers, parents/carers, employers have a common understanding of pupil needs and solutions.

Management of all vocational qualifications

A senior member of staff is responsible for:

- The management and co-ordination of all qualifications
- The range of activities in each key stage
- How the effectiveness and benefits of work-related activities are to be measured, monitored, and evaluated.
- The assessment procedures and strategies for pupil evaluation of activities and learning outcomes
- The systems to secure balance, progression, and continuity.

Personal Guidance – Gatsby Benchmark 8

Career conversations are an ongoing part of a pupil's school experience and personal guidance is an integrated part of the overall careers programme. The advice is impartial and always in the best interests of the pupil.

Our external careers advisor from Birmingham City Council works with year 8 pupils upwards during the academic year. They provide pupils with an action plan to help inform their career choices, they also offer high quality educational support including careers advice educational resources and engaging with parents and families. This provision meets the statutory requirement to support our learners to make successful transitions and achieve success.

Close links with Local Authorities who employ their own external careers providers also provides additional on-site support for all students in Year 8 onwards. Pupils have access to a named member of staff who is the school's named careers lead to support their careers provision and have regular meetings to ensure this provision is effective.

6. Implementation Management

Birmingham Traded Services for Schools Careers Advisor works with school staff to support and enhance the careers education programme. Their role is to help your child make informed decisions and overcome any barriers they may face. This is done through impartial careers guidance, information and one to one support. The service can also help young people find a place in education, training, or employment when they leave school.

For further information please contact:

Name of careers advisor: Jainn-Anne Wearing

Birmingham Careers Service can also help young people find a place in education, training or employment when they leave school.

From year 9 onwards, there will be a transition plan which will consider the future education, training and employment choices for each person, in line with the SEND

Code of Practice. Transition plans are raised at EHCP meetings, giving an opportunity for pupils, parents/carers, school staff and advisors to contribute towards the plan.

Resources

- Careers information will be available in the library
- Pupils will be involved in the planning and evaluation of careers activities. Access to ICAG provider
- Access to LMI
- Access to college and university visits (in person and virtual)

Training and development for staff will be determined via the SLT and will be linked to the School Improvement Plan.

From year 9 onwards, there will be a transition plan which will consider the future education, training, and employment choices for each person, in line with the SEND

New Perspectives School Provider Access Policy

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 the provider's education or training offer. This complies with the school's legal obligations under Section 42B of the Education Act 1997.

Management of provider access requests

Any provider wishing to request access to New Perspectives School should contact Louise Matthews,

SENCo.

Telephone: 0121 7252960

Email: l.matthews@carepesreptives.co.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 speak to our Careers Leader to identify the most suitable opportunity for you.

Premises and facilities

The school will make the 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 with the school.

Appendix: 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.
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.
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.
4. **LINKING CURRICULUM LEARNING TO CAREERS** All teachers should link curriculum learning with 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.
6. **EXPERIENCES OF WORKPLACES** Every student should have first-hand experience 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. They should be expected for all students but should be timed to meet their individual needs.

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9. **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.
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