

Careers Education and Guidance Policy

December 2022



THE JO RICHARDSON
— **SUCCESS FOR ALL** —
C O M M U N I T Y S C H O O L
— **ACHIEVE** —

Vision and Ethos

Our vision is to provide students with a wealth of careers knowledge and experience to prepare them for life after Jo Richardson Community School and to enable them to make the best possible choices for themselves. This includes thorough and up-to-date information on post-16 and post-18 opportunities. Careers education and guidance is embedded in all areas of school life including in the curriculum, assemblies, extra-curricular activities and ACHIEVE days. Our careers education and guidance support our ACHIEVE agenda and "Success For All" motto. All students should feel that they can achieve their goals and should be encouraged to have high aspirations.

Context and Rationale

Section 45A of the Education Act 1997 requires Governing Bodies to ensure that all registered students at the school are provided with independent careers guidance from Year 7 to Year 13 (11-18 year olds). The Careers Guidance and Access for Education and Training Providers 2018 outlines the use of the Gatsby Benchmarks as a basis of providing and improving careers provision showing how they come together into a coherent strategy that is embedded in school structures. In summary they are:

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. STEM subject teachers should highlight the relevance of STEM subjects for a wide range of future career paths.

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 experiences 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.

The Governing Body must ensure that the independent careers guidance provided:

- is presented in an impartial manner, showing no bias or favouritism towards a particular institution, education or work option;
- includes information on the range of education or training options, including apprenticeships and technical education routes;
- is guidance that the person giving it considers will promote the best interests of the students to whom it is given.

Teaching and Learning

Within Key Stages students should be encouraged to expand their knowledge and understanding of Careers issues beyond the classroom as well as through being taught directly. Students will have acquired the knowledge, understanding and skills to:

KS3

- undertake a realistic self-assessment of their achievements, qualities, aptitudes and abilities and present this in an appropriate format
- use the outcomes of self-assessment to identify areas for development, build self-confidence and develop a positive self-image
- engage in the improvement of the design of CEIAG via student voice
- recognise stereotyped and misrepresented images of people, careers and work and how their own views of these issues affect their decision making
- recognise and respond to the main influences on their attitudes and values in relation to learning, work and equality of opportunity
- evaluate various pathways into KS4 and where they lead as part of the Year 9 Options process
- make realistic and informed choices of options available post-14
- use information handling and research skills to locate, select, analyse and evaluate careers information relevant to their needs

KS4

- engage in the improvement of the design of CEIAG via student voice
- explain why it is important to develop personal values to combat stereotyping, tackle discrimination in learning and work and suggest ways of doing this
- use guided self-exploration to recognise and respond appropriately to the main influences on their attitudes, values and behaviour in relation to learning and work
- understand the progression routes open to them and compare critically these options and explain and justify the range of opportunities they are considering
- use knowledge and skills to evaluate all available pathways post 16
- understand and follow application procedures
- understand the purpose of interviews and make targeted applications
- understand what employers look for and know their rights and responsibilities in learning and work

Post -16

- undertake and use a range of assessments to confirm medium and longer term goals and update career and learning targets
- take action to develop further the knowledge and skills they need to progress, and identify and take advantage of opportunities for adding to their experiences and achievements
- obtain careers information relevant to personal needs and process it effectively
- describe and evaluate personal action to promote equal opportunities and respect for diversity
- evaluate the impact of external influences on personal views, attitudes, behaviour and career plans and respond appropriately

- engage in the improvement of the design of CEIAG via student voice
- take charge of their own career planning and management
- make critical use of available information
- consider the possible implications of changes in learning and work for their own career goals
- demonstrate enterprise, negotiation, networking and self-marketing skills to an appropriate level
- obtain and manage sources of financial support

Staffing and Resources

The careers programme is managed by the Assistant Headteacher with responsibility for careers. All staff contribute to CEAG in all capacities. This includes tutors and PSHE teachers as well as support staff. Heads of Department and other teaching staff will also plan, monitor and evaluate the elements of careers education that are delivered in their lessons and will ensure that CEAG is embedded within their curriculum where appropriate (see Appendix A).

Partnerships

The school works with a range of providers to deliver the CEAG programme. This includes the LBBD Careers Service, colleges and universities, Team London, business partners and volunteers who work with us to provide events and activities such as Work Experience and ACHIEVE Days. We involve parents, staff and Governors at all opportunities and welcome their support.

Career and Labour Market Information Resources

Staff, students and parents can access information on higher and further education through our website as well as accessing guidance via the Sixth Form library and the LBBD Careers service. Access to careers information and labour market is shared with the relevant year groups as it becomes available.

Monitoring, Review and Evaluation

In order to review and evaluate our CEAG provision we:

- communicate regularly with LBBD Careers Service and our Team London contact;
- use the Compass Tool to evaluate our performance against the Gatsby Benchmarks;
- conduct a questionnaire with students following careers meetings (both one to one and group sessions);
- conduct a survey/questionnaire with students, staff and our volunteers following Work Experience and the ACHIEVE Employment Day.

APPENDIX A

[Link to Careers Map - Curriculum](#)

APPENDIX B

Jo Richardson Community School Careers Provider Access Policy Statement

1. INTRODUCTION

This policy statement sets out Jo Richardson Community School's arrangements for managing the access of providers to students at our school. The aim of this is for providers to have the opportunity to give information to students about their education or training offer. This complies with our legal obligations under Section 42B of the Education Act 1997.

<https://www.legislation.gov.uk/ukpga/1997/44/section/42A>

2. STUDENT ENTITLEMENT

All students in Years 7 to 11 are entitled to:

- find out about technical education qualifications and apprenticeship opportunities as part of a careers programme which provides information about 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, group discussions and taster events;
- understand how to make applications for the full range of academic and technical courses

Please see programme of events in Appendix A and on the website.

3. MANAGEMENT OF PROVIDER ACCESS REQUESTS

Procedure

A provider wishing to request access should contact the Assistant Headteacher in charge of careers in the first instance via email to office@jorichardson.org.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 students and/or their parents/carers.

Please see programme of events in Appendix A and on the website.

4. PREMISES AND FACILITIES

The school will make the main hall, classrooms or private meeting rooms available as appropriate to each individual activity. The school will make any necessary equipment available, e.g., internet access and projectors, in order for the provider to be able to carry out their presentations. Individual requirements for events will be discussed with the provider in advance of each event with either the Careers Leader or other relevant member of staff.

Providers are welcome to leave a copy/copies of their prospectus or other relevant course literature with the relevant member of staff at school.