



Careers Guidance¹ Policy

Governing Body Sub-committee

Name:

Date approved:

Curriculum and Performance

8 March 2018

Full Governing Body

Date approved:

¹ Careers guidance is understood in this policy to be the full range of activity delivered under the eight Gatsby ¹Benchmarks. The Gatsby Benchmark Toolkit: September 2017

Careers Guidance and WRL at Belper School

Belper School has always recognised that high quality impartial *careers guidance* can make a major contribution to the whole school vision. The aim of our vision is to provide an educational environment that enables every person to achieve their full potential within a supportive, caring and aspirational setting so that they leave the school fully equipped to be a rounded citizen who can make a full contribution to a dynamic modern Britain and world community.

To guide the Leadership Group and other teaching staff on all aspects of *careers guidance*, the school employs a Level 6 qualified careers guidance practitioner (known as the Careers Leader), buys in additional services from of an independent Level 6 qualified Careers Adviser and works with a range of other external sources and providers including education providers, employers and local enterprise support networks. In July 2016 the Careers Leader was awarded the *Leadership in Careers and Enterprise*, QCF level 6 careers qualification, which was funded by the school and is a new qualification specifically for careers leaders.

New and updated requirements for *careers guidance* reflect the fast changing nature of the world of work and we are fully committed to meeting these requirements. Belper School continually reviews and enhances *careers guidance* processes to ensure that our students will leave school informed, competent and able to make a positive contribution and be successful in their working lives.

Careers guidance is understood in this policy to be the full range of activity delivered under the eight Gatsby² Benchmarks detailed further on in this policy

Key documents which inform this policy are

- [DFE Careers guidance and access for education and training providers: January 2018](#)
Statutory guidance for governing bodies, school leaders and school staff

Including:

Section 42A of the Education Act 1997 requiring that all registered pupils at the school are provided with independent careers guidance from year 8 (12 -13 year olds to year 13 (17 -18 year olds).

Section 42B into Education act 1997The Technical and Further Education Act 2017:

Requiring schools to ensure there is opportunity for a range of education and training providers to access all pupils in year 8 to year 13 for the purpose of informing them about approved technical qualifications or apprenticeships

- [Government Careers strategy Dec 2017](#)
- [The Gatsby Benchmark Toolkit: September 2017](#)
- [The CDI Framework for career, employability and enterprise education; November 2015](#)
- [Belper School Equality Plan APRIL 2015- APRIL 2018](#)

Belper School began working towards the Gatsby Charitable Foundation's Benchmarks in the 2016- 17 academic year. The Gatsby Foundation provides a clear rationale for careers guidance which is in line with our school vision and aims. We believe that the benchmarks provide demanding standards for *careers guidance* whilst being refreshingly well written and straightforward to interpret. We see the benchmarks as a way of developing the content and assessment, of our current *careers guidance* provision, and as a method of measuring our

progression. We therefore welcome the January 2018 DFE Statutory Guidance (for governing bodies, school leaders and school staff) and its recommendation for schools to use the Gatsby Benchmarks.

² *Gatsby Charitable Foundation*

Appendix 1 contains the full benchmark criteria for the eight Gatsby benchmarks which are:

1. A stable careers programme
2. Learning from career and labour market information
3. Addressing the needs of each pupil
4. Linking curriculum learning to careers
5. Encounters with employers and employees
6. Experiences of workplaces
7. Encounters with further and higher education
8. Personal guidance

Delivery Methods for Careers Guidance at Belper School

The table below outlines the delivery model.

Level 1, the top layer, is the overarching vision. This feeds into **Level 2**, which is the recognised standard against which the school measures itself. **Level 3**, represents the different strands of provision within school through which the standards and vision are realised.

Level 1. Careers Guidance – Vision and Policy					
Level 2. Recognised Standards Gatsby Benchmarks DfE Careers Guidance Jan 2018 CDI Framework Nov 2015					
Level 3.1 Personal Guidance	Level 3.2 PSE programme with embedded careers education	Level 3.3 Curriculum learning -linking to careers	Level 3.4 Off timetable employability events programme	Level 3.5 Extra-Curricular Provision	Level 3.6 Pastoral Support
The personal guidance strand covers impartial advice given by trained and Level 6 qualified internal and external staff through 1:1 interview appointments and other contacts including drop in, maintenance and staffing of careers resource room and staffing of parents evenings.	The PSE strand covers the programme of study that all students follow from Y7-13 for one period every week. A spiral careers curriculum is embedded within this process and the students return to it each year, as is relevant to their age and stage. Students are helped to see the links between careers specific content and the other elements of the programme. Assemblies and tutor time also form part of this strand.	The curriculum learning strand addresses links between curriculum learning and careers. It entails mapping provision from across all subject areas and showing students how cross-curricular learning links to and supports all the other careers strands.	The employability events strand covers World of Work (WOW) and other events for specific year groups. These will involve encounters with sector specific employers, employees and representatives from whom students will get the benefit of first hand sources of current labour market information and employability skills. Each event has a set aims and outcome that enables the students to develop their WRL skills or support them with CIAG.	The extra-curricular strand covers additional activities, clubs and trips that the school provides and which students are encouraged to take part in. These are particularly valuable for providing them with the experiences skills and attitudes which will enable them to leave the school informed, competent and able to make a positive contribution and be a success in their working lives.	The pastoral support strand is the additional support and resource mechanisms that enable a variety of individualised scenarios to be supported. This could include tutor and HOY input or more specialist areas such as, SEN and Learning Mentors. It also includes supporting mechanisms for tracking and recording intended destinations.



Leadership - Roles and Responsibilities

The careers programme has strong backing from the Head Teacher, Assistant Heads and governing body. The Careers Leader works across the whole programme co-ordinating activities and providing reports, views and development options to the Leadership Group, which are taken into account when decisions are made. Individual strands of the programme are led by the member of staff with responsibilities for leadership within that specialist area working in close collaboration with the Careers Leader.

Ref Appendix 2: *Staff Responsibilities for Careers Guidance*

Careers Programme

The school publishes its careers programme on the school website. This school website contains a careers guidance page which is accessible to students via Belper School student Hub and to parents, employers, education and training providers via the information tab on the Belper School website. This page contains a link to the school careers programme and information on the careers support available in school and how to access it. It also provide an access point to licensed careers guidance packages, a number of other recommended careers information websites, the government apprenticeship search website, college websites and details of local open events. The school values the support which parents and carers can offer and recommends that they look at this page.

Employer and Ambassador Contacts

The school keeps a database of information on sector specific employers, employees, ambassadors and other enterprise bodies who contribute to our current programme of events or would like to be involved in the future. The database already includes a number of local and national companies, past students, parents with students at the school and relatives of school staff. From such people students enjoy the benefit of first hand sources of current labour market information and employability skills. Information about volunteering to go on this list will be put on the careers guidance page of our website from the start of the 2018/19 academic year. Interested parties should contact the Careers Leader.

Equal Opportunities

We aim to provide all our students with the opportunity to succeed, and to reach the highest level of personal achievement. All careers strands include teaching and classroom-based approaches appropriate for the whole school population, which are inclusive and reflective of our students and provide material that gives positive images based on race, gender and disability, All staff promote positive and challenging aspirations relating to work, encouraging students to widen their horizons, and to consider opportunities and careers from non-traditional areas of work. Classroom and staffroom discussion of equality issues which reflect on social stereotypes, expectations and potential career aspirations is encouraged.

Systems are in place to ensure that all students have full and equal access to careers guidance that is relevant to their particular needs and recognises the need for extra, targeted work with vulnerable students.

The school only chooses to work with employers and other training providers who support equality of choice. If students or staff come across discriminatory practice by an employer or other training

provider working with them or in the workplace they should report this to school so that concerns can be immediately passed to the Work Experience Co-ordinator.

Through the different strands of our careers programme the school already works with the close support of a range of education and training providers. We acknowledge that the **Technical and Further Education Act 2017 inserting section 42B into education act 1997** requires the school to prepare and publish a policy statement setting out the circumstances in which education and training providers can access all pupils in year 8 to year 13 for the purpose of informing them about approved technical qualifications or apprenticeships. We will prepare and publish this policy statement for the start of the 2018/19 academic year. In the meantime, any provider wishing to access our students for these purposes should contact the Careers Leader who will explore the support the request.

Assessment and Recording

PSE teachers/tutors have clear lesson-based learning objectives against which to assess and record short-term activities and work covered. Other targeted events have set aims and outcomes to enable staff to evaluate student development and learning. Some aspects of the programme require longer term approaches that allow for student self-reflection and staff evaluation set against personal and individual growth targets and future career plans.

Levels of progression and maturity of thought for careers planning are developed, tracked and recorded by tutors and other staff through:

- regularly reviewing progress as part of tutorial and setting targets to build on achievements they have already made
- providing tutor time to read annual reports and encouraging students to discuss their learning in consultation with parents at Parents' Evenings and annual Tutor Review Day
- yearly reports for students containing a section from the tutor

Monitoring and Evaluation

Monitoring and evaluation of programme strands is undertaken using a range of methods and perspectives. Information is acquired through:

- collating and analysing student destinations to universities, apprenticeships, traineeships, FE colleges
- written and verbal student, staff and provider evaluation following on from programme activities
- google form surveys: students, staff, providers
- link meetings: Careers Leader and Head of Year, Pastoral, Heads of Year, Assistant Heads and Head of Year, Assistant Heads and Curriculum Leaders
- Student Council
- monitoring use of careers resource library and ICT packages
- HOY and Leadership Group formal observation of PSE delivery
- Careers Leader observation and review of all aspects of school delivery
- Careers Leader and external careers adviser formal termly review
- conversations with parents

An area improvement plan for Careers Guidance is then written and forms part of the *Belper School Improvement Plan*.

Training

School staff are trained to deliver the programme using a range of methods

- pastoral meetings, staff briefings and inset are used to cascade training and share resources
- HOY attend external PSE training
- Careers Leader attends external professional development events minimum 21 hours per year
- Careers Leader informs school on local and national best practice using knowledge from school careers and enterprise support networks
- the Work Experience Co-ordinator attends area work experience cluster meetings managed by DCC and takes part in other CPD activities

Resources

The school funds:

- school Careers Leader and Adviser - 22.5 hours (3 days) per week, 40 weeks annually
- school Work Experience & Enrichment Activity Co-ordinator - 1 to 2 days per week, 40 weeks annually
- licensed careers Guidance packages JED (Job Explorer Database) and Higher Ideas
- careers Guidance page on school website with associated computer technician support including useful careers links appropriate to all stages of students education
- dedicated careers guidance budget for external careers adviser and employability events – managed by Career Leader
- CDI – Career Development Institute - School affiliate membership
- external Careers Adviser - 37 days per year including attendance at school Option Evenings
- designated room for CWRE resources and activities
- Work Experience Health and Safety checks – managed by Work Experience Co-ordinator
- additional funding as required key stage 5 – managed by Director of 6th Form

Health and Safety for Work Experience Placements

Whenever a student does work experience as part of their school day both students and parents have a right to expect that all precautions will be taken to ensure that the students' health and safety will be paramount during all stages of the work experience placement. Appendix 3 *Health and Safety for Work Experience Placements* sets out the school policy for approving placements.

Sharing of Policy

This policy is communicated to:

- Governors - through Headteacher, Careers Leader and policy approval process
- Staff - through the policy folder on the school intranet and staff training
- Parents /Carers - through the school website
- Employers and FE/HE/Apprenticeship providers - through the school website

Appendix 1 The Gatsby Benchmarks

<p>1. A stable careers programme</p>	<p>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.</p>	<ul style="list-style-type: none"> • 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.
<p>2. Learning from career and labour market information</p>	<p>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.</p>	<ul style="list-style-type: none"> • 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.
<p>3. Addressing the needs of each student</p>	<p>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.</p>	<ul style="list-style-type: none"> • 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.
<p>4. Linking curriculum learning to careers</p>	<p>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.</p>	<ul style="list-style-type: none"> • 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.

<p>5. Encounters with employers and employees</p>	<p>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.</p>	<ul style="list-style-type: none"> • Every year, from the age of 11, pupils should participate in at least one meaningful encounter* with an employer. <p>*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.</p>
<p>6. Experiences of workplaces</p>	<p>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.</p>	<ul style="list-style-type: none"> • By the age of 16, every pupil should have had at least one experience of a workplace, additional to • By the age of 18, every pupil should have had one further such experience, additional to any part-time jobs they may have.
<p>7. Encounters with further and higher education</p>	<p>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.</p>	<ul style="list-style-type: none"> • 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. <p>*A 'meaningful encounter' is one in which the student has an opportunity to explore what it is like to learn in that environment.</p>
<p>8. Personal guidance</p>	<p>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.</p>	<ul style="list-style-type: none"> • 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.

Appendix 2 Staff Responsibilities for Careers Guidance

Staff Job Title	Responsibility for Careers Guidance
Headteacher	Ensure school staff follow statutory guidelines and school policy. Ensure adequate provision is made within the school budget. Familiarise the schools governing body with the statutory guidelines for schools and governors regarding careers guidance and work with them to ensure school they are met.
Assistant Head with responsibility for Careers Guidance	Line manage Careers Leader and Adviser via monthly line management meeting overseeing and advising on the management of careers work.
Director of Sixth Form	Ensure that the Sixth Form meets 16 -19 study programme requirements by developing a Post 16 Careers Curriculum (including work experience). Work with and use expertise of Careers Leader.
Director of Learning support Services	Oversee the management of Careers Guidance support for SEN students and RONI students including working arrangements with Derbyshire County Council Multi Agency Team (MAT). Work with and use expertise of Careers Leader.
School Accountant and HR Manger	Ensure the contacts for external provision are fit for purpose and compliant. Work with and use expertise of Careers Leader.
Careers Leader	Keep up to date with current legislation and guidelines for careers work to advise Leadership Group, Heads of Year and other teaching staff on Careers Policy, supporting delivery and advise on auditing and mapping of all strands of the school careers delivery model. Manage external careers contracts.
Heads Year 7-11	Design and oversee delivery of a spiral PSE programme with embedded careers education and inclusion of an off timetable employability events programme, informed by Gatsby Benchmarks. Work alongside students to ensure the effectiveness of mechanisms for use by students, tutors and parents to access timely and differentiated careers support for students. Work with and use expertise of Careers Leader.
Tutors Years 7 - 13	Delivery assessment and recording of content of a spiral PSE programme with embedded careers education including support to recognise links to curriculum learning. Encourage and support students to make the most of off timetable employability events, extra-curricular provision, personal careers guidance and additional pastoral support such as Learning Support teachers, ACCESS & Teaching Assistants and Learning Mentors. Work with and use expertise of Careers Leader.
Course Co-ordinators	Delivery and highlighting of curriculum specific careers links. Work with and use expertise of Careers Leader.

<p>Assistant Head with responsibility for Work Experience</p>	<p>Line manage Work Experience Co-ordinator. Oversee and advise on and the management of work experience placements ensuring the correct procedures are followed and that all pupils, staff, parents and external providers have fully understood the school's role. Work with and use expertise of Work Experience Co-ordinator.</p>
<p>Work Experience & Enrichment Activity Co-ordinator</p>	<p>Keep up to date with current legislation and DCC requirements regarding Risk Assessment and Health and Safety requirements for careers activities including work experience. Advise Leadership Group, Heads of Year and staff as appropriate to support all strands of careers delivery. Work in collaboration with Careers Leader and Adviser to pool knowledge bases and develop effective systems for building, recording maintaining good links with local employers and employers' representative bodies. Work in collaboration with Heads of Year and Careers Leader and Adviser to streamline workloads and provide administrative support for PSE and off timetable strands of careers delivery.</p>
<p>Learning Support Teachers, ACCESS & Teaching Assistants</p>	<p>Encourage and support students to make the most of off timetable employability events, extra-curricular provision, personal careers guidance and additional pastoral support such as learning support teachers, ACCESS & teaching Assistants and learning mentors. Work with and use expertise of Careers Leader.</p>

Appendix 3 Health and Safety for Work Experience Placements

Whenever a student does work experience as part of their school day both students and parents have a right to expect that all precautions will be taken to ensure that students' health and safety will be paramount during all stages of the work experience placement. When looking for work experience all students regardless of culture, gender social background or physical ability should have equal access to opportunities although health considerations and disability may make some placements unsuitable for some students.

Student and Parental Responsibilities

- Parents have responsibility to notify school/work placements of any health or special needs issues that may affect the student's ability to participate in the work experience placement/programme. They will also be encouraged to support the student wherever possible in finding and participating enthusiastically in the placement.
- Students have responsibility to listen to and follow any advice/instructions given to them by school or by the employer to ensure that they do not compromise their own or the safety of others.

A PLACEMENT MUST BE APPROVED BY DERBYSHIRE COUNTY COUNCIL (DCC)

- Health and safety inspections are carried out by trained officers employed by DCC. They compile and maintain a database of low, medium and high risk placements in the county of Derbyshire.
- Details of all new placements must be forwarded to DCC.
- **At least 8 weeks prior to the commencement of the placement** in order for them to do the Health and Safety check.
- Parents/students will receive a copy of the job description and risk assessment provided by DCC. Students will not be permitted to participate unless the Work Experience Co-ordinator is in receipt of signed parental and student consent forms.
- The Tutor will be asked to check that placements are suitable for a student and advise the Work Experience Co-ordinator of any potential problems as soon as possible.
- Students will not be permitted to participate if it is deemed unsafe for them to do so.

Insurance

- Derbyshire County Council will provide personal accident insurance for all students properly registered for placements (this does not cover travel to and from the placement or against accidents for which neither the LEA nor employer could be held responsible, i.e. where the student is negligent through ignoring instructions or behaving irresponsibly).
- Parents will be notified and informed that they should consider taking out their own insurance if required.
- All employers used will have Employers Liability Insurance and Public Liability Insurance.

Arrangements for Student Visiting and Monitoring

- The Work Experience Co-ordinator will make arrangements for a check on progress to be made during a placement. If possible, both the employer and student should be spoken to. Small difficulties should be raised/discussed with the student/employer at the time of the visit. More serious problems or concerns should be passed to the Work Experience Co-ordinator immediately.
- Following consultation between the School and any individual employer, the placement of a student may be terminated where the student's attitude, behaviour or attendance is unacceptable or the placement is considered unsafe or inappropriate for the needs of the student.