



Careers Guidance Policy¹

Governing Body Sub-committee

Name:

Date approved:

Curriculum and Performance Committee

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¹ Careers guidance is understood in this policy to be the full range of activity delivered under the eight Gatsby Benchmarks

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 Gatsby Benchmarks detailed further on in this policy

Key documents which inform this policy are

- **DfE Careers guidance and access for education and training providers: October 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

- **DfE 16 to 19 study programmes updated March 2018**
- **DfE destinations data Good practice for schools October 2018**
- **The CDI Framework for careers, employability and enterprise education; March 2018**
- **Belper School and Sixth Form Single Equality Policy and Equality Objectives APRIL 2018- APRIL 2021**

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 *October 2018 DfE Careers guidance and access for education and training providers (Statutory guidance for governing bodies, school leaders and school staff)* and its requirements and expectations of schools to meet the Gatsby Benchmarks by the end of 2020

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 under the Information tab and on the Student Hub.

Through the different strands of its Careers Programme, the school already works with the close support of a range of education and training providers. An Access Statement* for Education and Training Providers is published alongside the Careers Programme.

The website page contains information for students, parents and education and training providers and includes:

- Access for students to licensed career and university research and guidance packages
- Links to a number of recommended sources of careers information, including the apprenticeship search website and college websites
- Details of local open events
- Information on how to access further careers support in school

The school values the support which parents and carers can offer and recommends that they look at the information with students.

*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) as required by the ***Technical and Further Education Act 2017 inserting section 42B into education act 1997***)

Employer and Ambassador Contacts

The school keeps a database of information on sector specific employers, employees, ambassadors and other enterprise bodies who contribute to its current programme of events and/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. Interested parties who wish to be included on this volunteer list can contact the Careers Leader using the details on our website.

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 and 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, 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 Careers Leader.

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 relating to the Gatsby Benchmarks is gathered through:

- collating and analysing intended and actual 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

This information informs an area improvement plan for Careers Guidance, which 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

Resources

The school funds:

- school Careers Leader and Adviser - 22.5 hours (3 days) per week, 40 weeks annually
- licensed career and university research and guidance packages accessible to all students
- careers guidance pages 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 careers resources and activities
- work experience risk assessment processes managed by Head of Sixth Form and Careers Leader

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 any part-time jobs they may have. • 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.
Assistant Head with responsibility for Work Experience	To ensure the school follows statutory guidelines and school policy for the safe management of work experience placements and other workplace activities. Use the support and expertise of Careers Leader.
Head of Sixth Form	To use the expertise and support of the Careers Leader to develop a Post 16 Careers Curriculum
SENCO	To use the expertise and support of the Careers Leader to support SEN students and other students who are at risk of becoming NEET (Not in Education, Employment or Training)
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	To provide leadership and management for CEIAG and WRL and offer specialist support to staff, students and Leadership Group in respect of these.
Heads Year 7-11	To use the expertise and support of the Careers Leader to design and oversee a spiral PSE programme and ensure timely and differentiated careers support for students.
Tutors Years 7 - 13	Delivery assessment and recording of content of a spiral PSE programme 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.
Learning Support Teachers, ACCESS & Teaching Assistants	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.

Appendix 3 *Health and Safety for Work Experience Placements*

Sixth Form Work Experience

All Sixth Form students are encouraged to complete at least 1 week of work experience which should be purposeful, substantial, offer challenge and be relevant to their study programme and/or career aspirations.

In order to minimise the impact on students' learning it is strongly recommended that they arrange this work experience during one of the school holiday periods or during Enrichment Week.

Where this is not possible, students are allowed to miss one week of school in order to complete the work experience placement on the condition that they catch up with all missed work. There may be some times in the academic year when we are unable to approve absence to complete work experience – for example, when internal or external exams are taking place.

Health and Safety – Sixth Form

Students will not have a work experience placement approved until the sixth form team has received and assessed these documents:

- Consent Form completed by the parent/carer
- Medical Health Check Form completed by the parent/carer
- Post 16 Work Placement Form completed by the employer

The Sixth Form team are informed by HSE (Health and Safety Executive) guidelines for schools and other work experience organisers

<http://www.hse.gov.uk/youngpeople/workexperience/organiser.htm>

These guidelines state that:

Schools should remember that the placement provider (the employer) has primary responsibility for the health and safety of the student and should be managing any significant risks and should keep checks in proportion to the environment.

Schools are advised to consider the working environment in which the student will be operating and take the following action

Low-risk environments everyday risks that will mostly be familiar to the student	Speak to any new employer to confirm that the risks are low.
Medium-risk environments less familiar risks, such as in light assembly or parking facilities	Speak to the employer to confirm that they have arrangements for managing risks (covering induction, supervision, site familiarisation, and any protective equipment that might be needed).
Higher-risk environments For example, construction, agriculture, or manufacturing	Discuss with the employer what work the student will be doing or observing, the risks involved and how these are managed. Remember that although the placement might be in a higher-risk environment, the work the student is doing and the surroundings they are working in may not be, for example it could be in a separate office area Satisfy itself that the instruction, training and supervisory arrangements have been properly thought through.

Students will not be permitted to participate if it is deemed unsafe for them to do so. If placements are deemed high risk the school reserve the right to contact DERBYSHIRE COUNTY COUNCIL (DCC) and request a Health and Safety placement approval check.

In these instances at least 8 weeks notice prior to the commencement of the placement is required.

Health and Safety - Pre 16, Year 10 Enrichment week

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 Careers Leader 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 Careers Leader 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.

Safeguarding – Pre 16, Year 10 Enrichment

The most recent update of the DfE 'Keeping Children Safe in Education' document (September 2016) provides statutory guidance for schools and colleges. The guidelines state:

Schools and colleges organising work experience placements should ensure that policies and procedures are in place to protect children from harm.

Barred list checks by the DBS might be required on some people who supervise a child under the age of 16 on a work experience placement. The school or college should consider the specific circumstances of the work experience, in particular the nature of the supervision and the frequency of the activity being supervised, to determine what, if any, checks are necessary. These considerations would include whether the person providing the teaching/ training/ instruction/ supervision to the child will be

- unsupervised; and
- providing the teaching/ training/ instruction frequently (more than three days on a 30 day period, or overnight).

If the person working with the child is unsupervised and the same person is in frequent contact with the child, the work is likely to be a regulated activity. If so, the school or college could ask the employer providing the work experience to ensure that the person providing the instruction or training is not a barred person.'

While we have always ensured that policies and procedures are in place to protect pupils from harm, these recent updates have highlighted the barred list held by the DBS and the responsibility placed on schools to ensure that pupils on Work Experience do not work with adults who are barred from doing so.

As part of the pre 16 placement approval process placement providers are asked to check that the person working regularly with the pupil is not on the barred list held by the DBS. Employers are asked to consider the nature of the supervision provided by persons working with our pupils and if they know of any reason why a person within their employment should not work unsupervised alongside the pupil while on placement to notify the school via e-mail or a phone call. School would then make a decision on whether the placement could go ahead as planned.

Arrangements for Student Monitoring – All placements Sixth Form and Pre 16 Enrichment

- The Sixth Form team (Post 16) and Careers Leader (Pre 16, plus enrichment) will arrange for a check on progress to be made during a placement. Ideally, both the employer and student should be spoken to. Small difficulties should be raised/discussed with the student/employer at the time. More serious problems or concerns should be passed to the Sixth Form team (Post 16) or Careers Leader (Pre 16, plus enrichment) 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.