

Careers Policy

Policy Name	Careers Policy
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Statement of intent

“Marshalls Park students are aware of their own knowledge and skill set; they have been given numerous inspiring encounters with different careers sectors and are able to make ambitious informed choices regarding their future.”

The main aims of careers provision at Marshalls Park Academy are to:

- Prepare students for life after education; they are aware of their skill set and how they can apply this to the world of work.
- Develop an understanding of different career paths and challenge stereotypes. Students are aware of where to find information on their chosen career path and have an understanding of what they need to do to achieve this.
- Inspire students to chase and achieve their dreams. Students are encouraged to be aspirational and plan for a career journey, not just how to start one. Students are also encouraged to have a back-up plan so if they encounters obstacles they are aware of how to overcome these.
- Support students after leaving Marshalls Park: Students are tracked for three years after they leave Marshalls Park, when I email the students; they are asked if they need any further support.
- Offer targeted support for vulnerable and disadvantaged young people; where additional support or programme are available, every effort is made to ensure that vulnerable and disadvantaged students are included.
- Instil a healthy attitude towards work – this message is evident throughout the careers programme, it is explained to students that school is just one part of their career journey and that they need to make the most of this opportunity, developing them holistically. Students who are disengaged with education.

1. Legal Framework

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

- Education act 1997
- Education and Skills act 2008
- Apprenticeships, skills and children and learning act 2009
- Equality act 2010
- Children and families act 2014
- Technical and Further Education act 2017
- The School information (England) (Amendment) Regulation 2018
- Dfe (2022) Careers guidance and access for education and training providers

This policy operates in conjunction with the following school policies:

- Complaints procedures policy
- Provider Access Policy statement
- Data protection policy
- Records management policy
- Child protection and safeguarding policy

2. Roles and responsibilities

The Trust board is responsible for:

- Ensuring that all registered students are provided with independent careers guidance from Year 7 to 11.
- Ensuring that 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.
- Ensuring that the independent careers guidance is presented in an impartial manner; showing no bias or favouritism towards a particular institution, education or work option. Students will be made aware of the Havering guarantee offered by New City College Havering campuses, but it will be explained to students that this can be either their intended destination or their back-up option should they prefer to continue their education elsewhere.
- Ensuring that the guidance includes information on the range of education or training options including apprenticeship and technical education routes.
- Ensuring that this policy does not discriminate on any grounds.
- Handling complaints regarding this policy as outlined in the school's complaints procedures policy.
- Providing clear advice and guidance to the headteacher on which they can base a strategy for careers education and guidance, which meets the school's legal requirements.

The Work-Related Learning Co-ordinator is responsible for:

- Managing the provision of careers information
- Taking responsibility for the development, management and reporting of the school's careers programme.
- Planning careers activities, managing the careers budget and coordinating other staff involved in the delivery of careers guidance (Prospects Careers Advisor and NEET advisor).
- Establishing and developing links with employers, education and training providers, and careers organisations.
- Providing students with effective careers guidance and supporting social mobility by improving opportunities for all students.
- Supporting teachers and form tutors with initial information and advice.
- Monitoring teaching and learning in careers education, and the access to and take up of careers guidance.
- Advising senior leadership on policy, strategy and resources for careers education, information, advice and guidance (CEIAG).
- Preparing and implementing a development plan for CEIAG.
- Reviewing and evaluating the programme of CEIAG.
- Using the Gatsby Benchmarks to improve the school's careers provision and ensure compliance with legal duties, with the aim of achieving all eight benchmarks.
- Publishing details of the school's careers programme and a provider access policy on the school's website.
- Ensuring that students with SEND understand the different career pathways, and enabling them to gain the skills, knowledge and experience they require to achieve their career goals.
- Deciding which students are allocated appointments to see the Prospects Careers Adviser and TTK Adviser, this will be done by discussions with the Year Leader and Form Tutors.

The Careers Adviser is responsible for: (Provided by Prospects Careers Service)

- Students will see the careers adviser for a 30-minute appointment regarding their future, in Year 10 this will be about exploring the options and in Year 11 it will be about which institutions you will apply to and what will do after your post 16 options.
- The TTK adviser will see the students a number of times throughout Year 11.
- Staying up to date with relevant CPD and developments in the CEIAG sector.

Teaching staff/Form tutors/Year Leaders 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 school's careers plan.
- Promoting careers guidance in the classroom through visual aids and what websites to refer students to for more information.
- Being good role models for their particular area of work or specialism.
- Creating a learning environment that allows and encourages students to tackle real life challenges, manage risks and develop skills that be applied to the workplace.

3. Developing a stable careers programme

The school will have its own careers programme in place which meets the requirements of the eight Gatsby Benchmarks:

- A stable careers programme
- Learning from Career and Labour Market Information
- Addressing the needs of each student
- Linking curriculum learning to careers
- Encounters with employers and employees
- Experiences of workplaces
- Encounters with further and higher education
- Personal guidance

The programme will be reviewed termly by completing a compass report against the benchmarks to ensure that it remains on target to achieving all eight benchmarks.

- The school will demonstrate how its working towards each Gatsby Benchmarks, as part of its careers summary, including the aims, objectives and activities provided for each year group.
- Regular feedback from students, parents, teachers and employers will be invited following each careers activity and at the end of each key stage. Feedback will be used to contribute to the development of the school's careers programme to ensure it meets the needs of all students.

The careers leader will possess the following skills:

- Leadership – The careers leader will be a good leader who takes responsibility for developing, running and reporting on the school careers programme.
- Management – The careers leader will be able to plan careers activities, manage the careers budget, and manage other staff involved in the delivery of careers guidance where necessary.
- Co-ordination – They will be a careful co-ordinator of staff from across the school and other external institutions and organisations.

- Networking – They will be a good networker who can establish and develop links with employers, education and training providers and careers organisations.

The following will be published on the school's website:

- The name and contact details of the careers leader
- A summary of the careers programme.
- Details of how the school measures and assesses the impact of the careers programme on students.
- The date and review schedule of the careers information published.
- Key websites that should be used for finding out information about careers.

4. Careers and Labour Market Information

- The school will ensure every student and their parents/carers have access to high quality information about future study options and labour market information. Students and their parents/carers will be able to contact the Work-Related Learning Co-ordinator to help them make best use of the information that is available.
- The school will ensure students and their parents/carers understand the value of finding out about the LMI and how this information can be used to help refine their career plans.
- The school will ensure that all students by the age of 14, have accessed and used information about career paths to inform their own decisions on study options. Students will be provided with the necessary links and information that will enable them to access this.
- Parents/carers will be encouraged to access and use information about LMI and future study options to inform their support to their children.
- The support social mobility, the school will work to raise student's 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.

5. Addressing the needs of students

- The school'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.
- The school will embed equality and diversity considerations throughout its careers programme and actively seek to challenge stereotypical thinking.
- The school will tailor careers activities and educational goals to the needs of each student, considering their prior knowledge and skills, the choices they may face and any additional support they may need to overcome barriers to progression.
- Comprehensive and accurate records will be kept supporting the career development of individual students. Access to this information will be permitted should a student or parent/carer request it.
- Destinations data will be retained by the school for at least three years after they have left. This data (in the form of the activity survey) will be published on the school's website alongside the school's careers programme.

- Data retained will be collected, stored and managed in line with the Data Protection Policy and Records Management policy.

6. Providing targeted support

- The school will work with various other agencies to identify students who need targeted support or those who are at risk of being NEET. The TTK process will be the main intervention that we will use for these students.
- The school will share the relevant data on these students with the LA and local education and training providers where support costs may be required, such as care leavers and students who are eligible for FSM.
- The school will ensure that students understand the programmes available to support them.

7. Supporting students with SEND

- The school will ensure that careers guidance is differentiated based on high aspirations and a personalised approach. The SEND local offer will be utilised; annual reviews for a student's EHCP will be informed by good careers guidance.
- The careers leader will work closely with the SENCO and other staff to support students with understanding different career pathways and how to develop the necessary skills and, knowledge, experience and qualifications to succeed and fulfil their potential. The school will work families of students to help them understand what careers 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. 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 the employment or HE.

8. Linking curriculum learning to careers

- The school 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. Students will be informed that if they do not achieve a grade 4 or higher in GCSE English Language and Maths they will be required to continue working towards this aim as part of their 16-19 study programme. It is important that all subjects stress the importance of English Language and Maths as well as their own subject.
- The school will ensure that, by the age of 14, every student has had the opportunity to learn how various STEM subjects aid their entry into a wide range of careers and enable them to be employees that are more effective.

9. Enabling encounters with employers and alumni

- The school will engage with local employers, businesses and professional networks, inviting visiting speakers, particularly alumni with whom students can relate to. Every student will be exposed to the world of work by 14.
- 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.

- The careers programme will have a strong employer focus, allowing students to meet with sector representatives and businesses, to gain insights into a range of industries and sectors. Students will have the opportunity to meet with individuals from various levels within an organisation and those who have followed a variety of pathways and employment.

10. Experience of workplaces

- The school will ensure that all students have had at least one first-hand experience of a workplace by the age of 16, additional to any part-time jobs they may have.
- The school will encourage students to experience a wide variety of workplaces and support them to plan for, reflect on and learn from these experiences.

11. Enabling encounters with further education (FE) and higher education (HE)

- The school will ensure all students understand the requirement to remain in education, employment or training until they are 18. The school will ensure students are aware that this does not mean they need to stay in school and that they may;
 - Study full time in a school, college or with a training provider.
 - Undertake an apprenticeship, traineeship or supported internship.
- The school will provide students with a range of information and opportunities to gain experience about the academic and technical pathways for education, training and career paths throughout their school life, to prevent last minute decision making.
- By the age of 16, every student will be provided the opportunity to have a meaningful encounter with providers of educational opportunities, including sixth forms, colleges, universities and apprenticeship providers.
- 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 informing them about approved technical education qualifications and apprenticeships.
- The school will ensure that there are opportunities for providers to visit the school 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. **Please see our provider access policy for further details.**

12. Providing personal guidance

- Careers advice provided by the school will be unbiased and always maintain the best interests of individual students. The school will not promote particular career or progression routes as better or more favourable than others; however, students will be advised, where evidence supports it, whether a chosen course has the potential to lead to poor career outcomes. Students will also be advised if they are applying for a student programme, which is way beyond what they are capable of achieving, data, will be used to explain why they are being advised to choose an alternative study programme.
- All students will be provided with opportunities for personal guidance interviews with a level 6 qualified careers adviser. Such interviews will take place by spring half term in Year 11.

- Careers advisers will meet the professional standards outlined by the Careers Development Institute (CDI). The school will integrate personal guidance interviews within the pastoral system so that they can be followed up form tutors.
- Careers advisers collaborating with students with SEND will use the outcome and aspirations in the EHCP to focus discussions. Careers advisers working with LAC or care leavers will use their personal education plan to focus discussions. These students will have a named adviser (TTK adviser) who will build a relationship with them to better understand their individual needs.

13. Sharing information

The school will provide the relevant information about all students to the LA support services including:

- Basic information, such as the students name and address
- Other information that the LA requires to support the student to participate in education or training to track their progress.

The school's privacy notice will offer students and their parents the opportunity to ask for personal information not to be shared.

LA's will be notified, as early as possible, whenever a 16 year old student leaves an education or training programme before completion. The school will agree on local arrangements for ensuring these duties are met.

14. Compliance with legal duties and statutory guidance

Where someone has a complaint about the school's careers provision, such issues will be managed locally in accordance with the Trust's complaints procedure policy.

The school will be compliant with the Baker Clause by ensuring that there is an opportunity for a range of education and training providers to access all Year 7-11 students for informing them about approved technical education qualifications and apprenticeships.

The school will be clear on the following:

- Who is to be given access to students?
- Which students, access will be given to?
- How this will happen and when

The school will ensure that provider visits are available to all students in the relevant year group and will not do anything, which may limit the ability of students to attend. The school will not, under any circumstance, restrict invitations to selected groups of students or hold events outside of normal school hours.

The school will prepare a provider access policy statement which sets out the circumstances in which education and training providers will be given access to students. This policy statement will be published on the school website and will include:

- Any procedural requirements in relation to requests for access e.g. the main point of contact at the school to who requests should be directed.

- Grounds for granting and refusing requests for access, e.g. details of timetabled careers lessons, assemblies or careers events that providers may attend.
- Details of premises and facilities to be provided to a person who is given access, e.g. rooms and resources.

15. Monitoring and Review

The headteacher and careers leader will review this policy on an annual basis, taking into account the success of supporting students in accessing post-16 education and training. The headteacher will make any necessary changes to this policy, and will communicate these to all members of staff.

Careers Surveys

This survey is given to Year 7 students during the February Drop Down Day session, a spreadsheet is compiled of the results and this is shared with the Year Leader and form tutors.

Year 7 Careers Session on Drop Down Day

Name:

Form:

Complete the table below about the subject that you currently do

Enjoy the most	I am good at	Don't enjoy but see the benefit of

What clubs/activities do you do in school/outside of school?

In School	Outside of school

What are your hobbies?

Thinking about employability skills, can you score yourself out of 5 for these.

1 = I need a considerable amount of improvement in this area

5 = I am really good at this and I have the evidence to prove it

Skill	Communication	Teamwork	Leadership	Problem Solving	Organisation
Score					

When I am older I want to be a (What career do you want to do)?

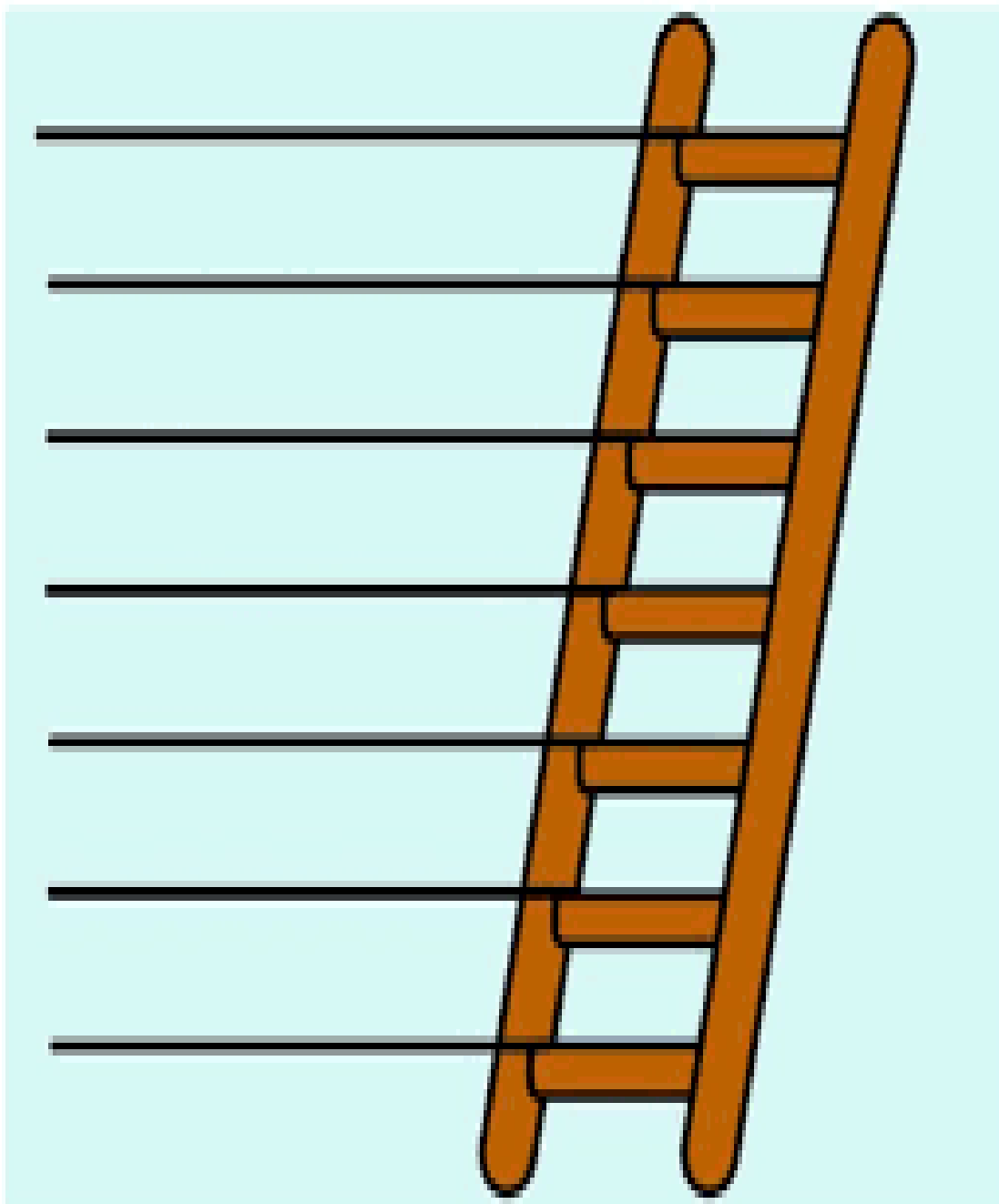
Do you know what you have to do to get a job in the career you mentioned above? Yes

No

Year 8 are introduced to the concept of the careers ladder they are asked in the drop down day session to start thinking about what steps they need to take in order to achieve their career goal. A spreadsheet is compiled of their responses and this is shared with the Year Leader and form tutors. Students will re-visit their careers ladder each year and amend where necessary.

Careers Ladder

Name:



Year 10, have a session on Drop Down Day where they prepare for the college taster day which is in the summer term. They research subjects that they would like to try on the taster day.

Havering Colleges taster day preparation

Year 10 Drop Down Day – Friday 11th February

Name:

Form:

At the end of June you will be visiting one of the Havering Colleges for a taster day, you will make your own way there, you will spend the day experiencing some taster lessons for subjects that you may wish to study after you leave Marshalls Park. During this session, you will need to look at the following website <https://www.ncclondon.ac.uk/> (You will be looking at either Havering Sixth Form Campus, Havering Ardleigh Green Campus and/or Havering Rainham Campus).

I would like you to look at the courses that they offer; click on 16-18 courses, look at courses that are of interest to you, read the course overview, entry requirements, topics and how you are assessed.

In preparation for the college taster day I would like you to pick 4 courses that you are interested in, you may not be able to complete all of this today, so after half term you will be given this sheet back to review your subject choices, so if you don't manage to look at all the courses today, can you finish looking at them over half term.

Campus:

1 st	
2 nd	
3 rd	
4 th	
Res 1	
Res 2	

I would like to collect some information about the subjects that you are studying now

What are your 3 favourite subjects?

1st	2nd	3 rd
-----	-----	-----------------

Do you know what career you would like to do after you leave school? (please specify)

This is the intended destinations form that the Year 11 complete in the Spring term

<Date>

<Name>

<Address>

Dear <name>,

Intended Destination and Alumni consent

As part of my role as Work-Related Learning Co-ordinator, the Department of Education requires me, on behalf of Marshalls Park Academy, to track your learning journey for the next three years once you leave this school in the summer.

The data we collect will be: course/job title; institution/employer name; level of study; start date; duration of course/apprenticeship/placement. I will also require an email address to enable me to contact you every October and April to see how you are progressing with your learning. Before you leave in June we will send you a test email to ensure that we have the correct email address.

The data collected by Marshalls Park Academy and the Local Authority will be stored by us so that we can evaluate the careers support you are given. To view our Privacy Notice, please go to www.marshallspark.org.uk. Your data will be kept in strictest confidence and it will only be published in an anonymised format so your personal details will remain private.

Can you please provide me with the below information – please only write one institution. If you have gained an apprenticeship, can you provide the company name and address.

College/Sixth Form: _____

Course: _____

Start date (if known): _____

Duration: _____

Apprenticeship (if relevant) _____

Your personal email address: _____

Your mobile number: _____

Please turn over

Your consent – please sign:

I consent to the data being shared between the school/college and Local Authority in order to review my progress and improve careers guidance and support, and to being contacted by the school/college for the reasons set out above.

Signature: _____ Date: _____

Please complete this as soon as possible and return to the main school office.

Many thanks in advance for providing me with this information.

Yours sincerely,

A handwritten signature in blue ink that reads "B Dowsey". The signature is written in a cursive style with a long, sweeping underline.

B Dowsey
Work Related Learning Co-ordinator

Students who have left Marshalls Park, every October I email them the following message

Hello

I hope you are well

Can you confirm what College/Sixth Form/Apprenticeship you are attending?

Can you confirm what course/courses you are doing?

Thank you, take care

Once they have replied I devise a follow up email, with questions about how they are doing.

For those students who have finished Year 13, I email them the following message

Hello

I hope you are well

I am emailing to find out what you have progressed on to after leaving college/sixth form? Have you gone to university (if so, which one? What course are you studying) or are you now working (Could I have the name of the company, location, what role are you doing? Are you an apprentice?)

Can I ask how did college/sixth form go; did you complete the course? What results did you get? Did you enjoy the course; do you feel you made the right decision about where to study?

Thank you

Careers Audit for students

Name

Employment related skill	Description	Rating
Self-Management	Ability to take the responsibility for setting and achieving personal goals: <ul style="list-style-type: none">• I can evaluate my performance in tasks• I am able to accept and deal with authority• I can accept feedback in a constructive manner• I am able to set goals and manage my school work and social commitments.	
Initiative and Enterprise	Ability to seek and take advantage of opportunities: <ul style="list-style-type: none">• I can identify opportunities and act on them• I am willing to take risks and learn from mistakes	
Learning	Ability to achieve new skills and/or knowledge <ul style="list-style-type: none">• I am open to new tasks and use knowledge to further my technical skills• I can use different methods to learn new things• I am able to access information on courses to further my learning	
Communication	Ability to express and understand information <ul style="list-style-type: none">• I can speak to a group confidently• I have discussed an opinion in front of large audiences• I can speak and write in another language• I can follow verbal instructions	
Teamwork	Ability to work effectively with others to get things done: <ul style="list-style-type: none">• I can work with other people to sort out a problem	

	<ul style="list-style-type: none"> • I can work and collaborate with others on group tasks • I am able to value the work of others and sharing resources 	
Planning and Organisation	<p>Ability to coordinate and prioritise tasks and resources:</p> <ul style="list-style-type: none"> • I am able to make decisions • I can manage my time and priorities • I can collect, analyse and organise information using appropriate methods • I am able to organise equipment and materials needed for a task 	

Rating: 5 = this is a strength of my skill set, 1 = this is an area that I am developing my skills in