



Warden Park

'The Best From All'

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Career Guidance Policy

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CAREERS GUIDANCE POLICY

1. INTRODUCTION

1.1. The Education Act 2011 places a statutory duty on maintained schools (many academies are subject to the duties relating to careers guidance through their funding arrangements) to secure access for pupils to *independent and impartial careers guidance* that promotes the best interests of the pupils to whom it is given and includes information on all options available to them, including apprenticeships and other work-based learning. The DfE re-issued statutory guidance in March 2015 on how this should be implemented to which schools must have regard in carrying out the new duty.

Key points in the Statutory Guidance:

- 1.1.1. Every child should leave school prepared for life in modern Britain. This means ensuring academic rigour supported by excellent teaching, and developing in every young person the values, skills and behaviours they need to get on in life. All children should receive a rich provision of classroom and extra-curricular activities that develop a range of character attributes, such as resilience and grit, which underpin success in education and employment. High quality, independent careers guidance is also crucial in helping pupils to emerge from school more fully rounded and ready for the world of work. Young people want and need to be well-informed when making subject and career decisions.
- 1.1.2. The duty on schools, to secure independent careers guidance for all year 8-13 pupils, is intended to expand advice and guidance for young people so they are inspired and motivated to fulfil their potential. Schools should help every pupil develop high aspirations and consider a broad and ambitious range of careers. Inspiring every pupil through real-life contacts with the world of work can help them understand where different choices can take them in the future.
- 1.1.3. Schools can retain in-house arrangements for providing advice and guidance to pupils, but these in themselves are insufficient to meet the duty. In-house support for pupils must be combined with advice and guidance from independent and external sources to meet the school's legal requirements.
- 1.1.4. Schools can measure the effectiveness of their careers and inspiration activity by considering both the attainment and the destinations of their pupils. Success will be reflected in higher numbers progressing to apprenticeships, universities – including selective universities, traineeships, and other positive destinations such as employment or a further education college. This will help to close the gap in destinations between young people from disadvantaged backgrounds and others.
- 1.1.5. Schools can use the Destination Measures data, published by the Department for Education, to assess how successfully their pupils make the transition into the next stage of education or training, or into employment.

1.2. The Academy is not directly covered by the new statutory duty but the government has signposted an intention to extend this statutory duty to academies through possible changes to Funding Agreements. (Many academies are subject to the duties relating to

careers guidance through their funding agreements, those without the requirement are encouraged to follow the guidance in any case as a statement of good practice).

2. DEFINITIONS

- 2.1. **Careers guidance** refers to a coherent programme of activities that inform, inspire and motivate young people, preparing them for work and helping them to understand where different education and training choices could take them in the future (DfE statutory guidance 2015)
- 2.2. **Independent** is defined as external to the school. External sources of careers guidance and inspiration could include employer visits, mentoring, website, telephone and helpline access. (DfE statutory guidance 2015).
- 2.3. **Impartial** is defined as showing no bias or favouritism towards a particular education or work option (DfE statutory guidance 2015).

3. THE ROLE OF THE ACADEMY

- 3.1. The Academy will secure and (when necessary) pay for independent and impartial careers guidance and advice. This may take many different forms, including, but not limited to, Post-16 Opportunities evenings, outside speakers in Learning about Life lessons, members of the local business community taking part in careers talks and mock interviews, mentoring programmes both in-house and with Alumni, transition meetings for vulnerable and SEN students and advice given on work experience programmes as well as face-to-face interviews with an independent adviser.
- 3.2. In order to provide for the real needs and circumstances of our students, face-to-face interviews with independent advisers will be provided to those students to whom the Academy deems it to be the most suitable form of support, including (where relevant) those with SEN or disabilities and those for whom the Pupil Premium is paid. This will be in addition to interviews offered by the Academy's own careers staff, where information will also be given in an impartial way.
- 3.3. The Academy will provide information and verbal briefings on students to help independent advisers and mentors to understand their potential outcomes and current performance and will expect this information to be given due consideration and to be used in confidence.
- 3.4. The Academy will quality assure careers guidance, including that offered independently, to ensure that students are receiving advice that is impartial and is relevant to their needs, and will raise any concerns that might emerge in good time with advisers.
- 3.5. The Academy will provide a range of careers activities, including work-related learning. Year 10 students will have the opportunity to spend a week doing work experience (placements to be organised independently by the students and their families). See separate Work Experience policy.

- 3.6. The Academy works with a range of other schools, further education and higher education providers, and work-based training and apprenticeship providers in order to ensure that students have access to a range of options at each stage of their education.
 - 3.7. Students will have access from the Academy to on-line advice, including the National Careers Service website. Students will also be advised of the NCS telephone helpline number.
 - 3.8. The Academy will evaluate its success in supporting students to take up education and training which offers good long term prospects through analysis of internal destination measures and DfE destination measures data. This data will be shared with the local authority.
4. This Policy will be reviewed regularly in accordance with Academy guidelines and its implementation will be supported and monitored by the Senior Leadership Team.