

CAREERS GUIDANCE POLICY

2024-2025

Responsible Staff Member	JDA
Committee to Review	Board of Governors Meeting
Ratification date by Committee	Autumn 2024
Review Due	Autumn 2025

Rationale for Careers Guidance at Taverham High School

Careers guidance has never been as important for young people as it is today. The ever-changing landscape of education, training and employment opportunities that students need to navigate is more complex and more challenging than that faced by previous generations.

Through our Careers Guidance programme, we strive to make a major contribution in preparing young people for the opportunities, responsibilities and experiences of life, in order to help them make a successful transition to adulthood, ensuring progression which is ambitious and aspirational. It promotes equality of opportunity, celebrates diversity and challenges stereotypes. Our careers provision is designed to meet the following 8 elements of 'High-Quality Careers Guidance' in line with the Gatsby benchmarks (see Appendix).

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. Experience of workplaces
7. Encounters with further and higher education
8. Personal careers guidance from a qualified adviser

Good careers provision should support the wider agendas of attainment, achievement and participation in learning.

Aims: Our aim is to help learners, through careers and work-related activities and employer interventions, to be able to:

- Develop their understanding of themselves in relation to future learning and employment opportunities
- Learn and experience careers and the world of work
- Develop their career management and employability skills

Statutory duties

- We will fulfil our statutory duties by:
- Ensuring students have sufficient access to independent and impartial career guidance. This will include support from a trained specialist in career guidance (qualified to at least Level 6 in a Career Guidance qualification). Our students will also have the opportunity to hear from a range of FE, HE and other training providers, employers and employer engagement providers.
- Publish the arrangements for training providers to access students on our website.
- Publish details of the careers programme that will be updated annually.
- Appointing a Careers Leader with strategic responsibility and publishing contact details on the school website.
- Taverham High School: Provider Access Policy Statement (To include The Department of Education, July 2021: "Baker Clause" and the Provider Access Legislation, January 2023)

Role of the Governors

In line with Section 42A of the Education Act 1997, our full Trustees must: -

- Ensure all registered pupils of the school are provided with independent careers guidance from year 8 onwards.
- Ensure careers guidance is presented in an impartial manner.
- Ensure careers guidance includes information on the range of education or training options.
- Ensure careers guidance promotes the best interest of the pupils to whom it is given.
- Provide clear advice and guidance to the head teacher on which they can base a strategy.
- Ensure arrangements are in place to allow a range of education and training providers to access all pupils from year 7 onwards, to ensure students are aware of the routes available to them at transition.

All boards have a crucial role to play in connecting their school with the wider community of business and other professional people in order to enhance the education and career aspirations of pupils. Boards are *encouraged* to have a nominated individual who takes a strategic interest in careers education and guidance and encourages employer engagement, which may in turn potentially lead to employers providing new, skilled individuals to serve on the board. Boards *should* engage with their Careers & Enterprise Company Enterprise Adviser (where appointed), who can help the school to develop its careers programme and to broker relationships between employers and the school.

Links with other policies

The Careers Guidance Policy is linked to the following policies:

- SEN/ Learning support policy
- Data Protection Policy
- CPD policy
- School Improvement plan
- Curriculum policy
- Organisation, management and staffing
- Child Protection and Safeguarding Policy
- Equality information and objectives
- Data protection Policy
- Provider Access Policy

Commitment

Careers guidance plays an important role in motivating our students, promoting equality of opportunity and maximising their academic and personal achievement whilst at school and beyond and has a high priority at Taverham High School.

At Taverham High School we believe that good careers guidance connects learning to the future. It motivates young people by giving them a clearer idea of the routes to jobs and careers that they will find engaging and rewarding. Good careers guidance widens students' horizons, challenges stereotypes and raises aspirations. It provides students with the knowledge and skills necessary to make successful transitions to the next stage of their life. This supports social mobility by improving opportunities for all young people, especially those from disadvantaged backgrounds and those with special educational needs and disabilities.

The school will continuously monitor its careers guidance offer and seek further improvement. This will be done by the personnel involved in the design and delivery of the programme as well as by external stakeholders who assess the work of the school (e.g. School Improvement Partner, Quality in Career Standard - Career Mark or Ofsted)

Roles and Responsibilities

All staff contribute to the implementation of this policy through their role as tutors and as subject specialists. Subject specialists embed careers into their subject area. A range of connections between Higher education providers and employers are forged and developed to support the curriculum through KS3 to 5.

Careers Team

Name	Title	Main responsibilities
J Day	SLT link for Careers Guidance & Personal Development	Oversee the careers lead and provide a direct link to SLT for all thing's careers related.
A Warwick	Careers Lead	Developing strategy, careers programme and monitor the provision of careers in school.
A Warwick	Level 6 Qualification in Careers Guidance and Development Level 6 Careers Leader certificate	Impartial guidance, 1:1 interviews, tracking destinations
L Robertson	Head of Sixth Form / Alumni Coordinator	Develop and grow Taverham High Schools' alumni community.
H Reding	Sixth Form Enrichment Coordinator	Co-ordinate and provide enrichment opportunities for Sixth Form and support UCAS applications.
R Dixon	SENCO	Co-ordinating EHCP
Alison Ward	Enterprise Co-ordinator New Anglia LEP	Supporting employer engagement
Colin Gant	Enterprise Adviser (Aviva)	To provide strategic support that puts opportunities with local employers at the heart of a young person's education.
M Papageorgiou	Link Governor	To ensure the school is meeting statutory requirements. Monitoring the impacts of careers guidance within the school.

Staff development and CPD

- CPD delivery for all staff regarding careers/curriculum link

Resources

The school will provide resources for the successful implementation of this policy through securing:

- An annual budget to cover internal needs, CPD opportunities and commissioning of external sources.
- Adequate staffing.
- Student and staff access to information (electronic and hardcopy).
- Designated space for individual, group and research sessions.
- Annual subscription to Unifrog.

Curriculum Opportunities

The curriculum includes planned learning, which is undertaken through:

- **A planned scheme of work for Careers, Employability and Enterprise programme for Years 7 -13.**
- **Employer Engagement and Work-Related Learning for Years 7 -13**

The Careers, Employability and Enterprise learning curriculum (see Appendix 4) should meet the following learning outcomes:

- **Developing themselves through career and work-related learning education**
 - Self-awareness
 - Self-determination
 - Self-improvement as a learner
- **Learning about careers and the world of work**
 - Exploring careers and career development
 - Investigating work and working life
 - Understanding business and industry
 - Investigating jobs and labour market information
 - Valuing equality of opportunity and diversity
 - Learning about safe working practices and environments
- **Developing career management and employability skills**
 - Making the most of guidance and support
 - Preparing for employability
 - Showing initiative and enterprise
 - Developing personal financial capability
 - Identifying choices and opportunities
 - Planning and deciding
 - Handling applications and interviews
 - Managing changes and transitions

(Taken from the CDI Careers, Employability and Enterprise framework 2018)

Personalised Opportunities

- **Access to a qualified specialist source of impartial careers guidance.** The guidance adviser should maintain their own CPD (25 hours) and ideally be a member of a professional body such as The Careers Development Institute (CDI).
- **Access to individual information and advice for Years 7 -13 at key transition points through** internal staff, external visitors, mentors, and through email, telephone, webchat and forums via websites such as Unifrog, [National Careers Service](#), [icanbea](#) and [Amazing Apprenticeships](#)

Employer Engagement

At Taverham High School we actively encourage employers and employees from a wide range of different fields of work into school to speak with students through a series of careers talks. The employers and employees speak about their areas of expertise, the various pathways into their chosen profession, academic requirements and also the employability skills required to be successful

in the world of work. The school is committed to working with the Enterprise Advisor Network and other local businesses.

Outcomes: monitoring, review and evaluation

- The programme will also be regularly monitored, reviewed and evaluated using Compass self-audit tool, feedback from stakeholders and other external evaluation.
- Compass assessment to involve independent input from the school's enterprise coordinator – currently Alison Ward termly through the school year.
- Analysis of year 11/13 destination data.
- Analysis of student destination data for up to 3 years as per statutory requirements.
- Take student feedback from careers talks and events throughout the school year.
- Records/dates/action plans of all students receiving careers guidance kept.

Partnerships & Stakeholders

Taverham High continually strives to build relationships and work with outside organisations and business and employers to help support the deliver careers guidance at Taverham High.

- In 2018/19 Taverham High started to draw on the knowledge and experience of our former students to help support the school's careers provision through talks/career profiles
- Taverham High aims to build on relationships already formed whilst continually working to engage with more with employers, organisations and alumni to help with the delivery of the career's guidance programme within the school.

Engaging with Parents / Carers

- Ensure that there is a careers presence Open Events throughout the school year.
- Parental careers enquiries to be directed to Arlene Warwick by email at A_warwick@taverhamhigh.org

Communication

Taverham High School will publish its career programme on the website, along with the contact details for the Careers Leader. The information on the website will be reviewed annually. The Careers Team will ensure effective communication is maintained with students, staff, parents and carers using e-mail, staff meetings, briefings, assemblies, newsletters and social media.

APPENDIX 1 | Definitions of terms used in this policy

There is debate and confusion about the terminology in this area.

Government Definition

“Careers guidance refers to services and activities, intended to assist individuals of any age and at any point throughout their lives, to make education, training and occupational choices and to manage their careers. The activities may take place on an individual or group basis and may be face-to-face or at a distance (including help lines and web-based services). They include careers information provision, assessment and self-assessment tools, counselling interviews, careers education programmes, taster programmes, work search programmes and transition services.”
(Department of Education. *Statutory Guidance: The duty to secure independent and impartial careers guidance for young people in schools:* March 2013)

For purposes of planning a service, it might still be helpful to think of provision in these areas.

Careers Education - planned progressive provision by learning providers for all young people that enables them to learn about careers, learning and work so that they can manage their development, make life choices and decisions that will benefit their own personal and economic wellbeing.

Work Related Learning – a series of opportunities and experiences for learners to develop knowledge and understanding of work and enterprise, to develop skills for enterprise and employability and to learn through direct experiences of work and enterprise.

Employer Engagement - a range of activities involving employers, both in and out of a school setting, that enable students to develop skills for employability and understand more about the world of work or a particular sector. This could include work experience, workplace visits, employer visits, mentoring, enterprise days

Personal Career Guidance – delivered by a specialist and qualified careers guidance practitioner that assists young people make educational, training and occupational choices and manage their careers. This would usually be in a 1:1 interview but may take place in small groups.

Information, Advice and Guidance (IAG)

IAG can be delivered by a number of people in and out of the school/college environment – for example: - careers advisors, tutors, teachers, mentors, external visitors or agencies and employers. Some of these people may be trained in career guidance, whilst others may be giving information and advice that may or may not be up to date or impartial.

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. Taken together, these external sources could include information on the range of education and training options, including apprenticeships.

Impartial is defined as showing no bias or favouritism towards a particular education or work option or particular provider.

APPENDIX 2 | Learners' Entitlement

What students at Taverham High can expect from the career's guidance programme

Your Careers, Employability and Enterprise programme will help you to:

- Understand yourself, your interests, likes and dislikes, what you are good at and how this affects the choices you make
- Find out about different courses, what qualifications you might need and what opportunities there might be
- Develop the skills you may need for working life – Employability Skills
- Make realistic, but ambitious, choices about courses and jobs
- Develop a plan of action for the future
- Understand the different routes after Year 11/18 including training, further and higher education and jobs
- Have the opportunity to experience both academic and vocational options for post 16/18
- Be able to make effective applications for jobs, training and further and higher education
- Improve your confidence
- Help you to develop and build networks

You will receive:

- Careers lessons, activities or opportunities
- Guided tutor time
- Access to the career information resources via a range of media
- Guidance interviews – from a trained specialist if your needs can't be met by staff in school.
- A range of experiences of work and opportunities to meet employer inside and outside of the classroom
- Other subject lessons linked to Careers, Employability and Enterprise.

You can expect to be:

- Treated equally with others
- Given careers information and advice that is up to date and impartial
- Treated with respect by visitors to the school who are part of the Careers, Employability and Enterprise programme
- Given extra help if you have additional / special needs

APPENDIX 3 | The Gatsby Benchmarks

The Gatsby Foundation commissioned Sir John Holman, a Professor of Chemistry at the University of York, senior education adviser and former headteacher, to investigate what good career guidance in England should be like. His report identified eight benchmarks that schools should work towards to improve and deliver high quality CEIAG provision. These benchmarks have been widely adopted as an indication of quality careers guidance.

1	A STABLE CAREERS PROGRAMME	Every school and college should have an embedded programme of career education and guidance that is known and understood by students, parents, teachers, governors and employers.
2	LEARNING FROM CAREER AND LABOUR MARKET INFORMATION	Every student, and their parents, should have access to good quality information about future study options and labour market opportunities. They will need the support of an informed adviser to make best use of available information.
3	ADDRESSING THE NEEDS OF EACH STUDENT	Students have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each student. A school's careers programme should embed equality and diversity considerations throughout.
4	LINKING CURRICULUM LEARNING TO CAREERS	All teachers should link curriculum learning with careers. STEM subject teachers should highlight the relevance of STEM subjects for a wide range of future career paths.
5	ENCOUNTERS WITH EMPLOYERS AND EMPLOYEES	Every student should have multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace. This can be through a range of enrichment activities including visiting speakers, mentoring and enterprise schemes.
6	EXPERIENCES OF WORKPLACES	Every student should have first-hand experiences of the workplace through work visits, work shadowing and/or work experience to help their exploration of career opportunities, and expand their networks.
7	ENCOUNTERS WITH FURTHER AND HIGHER EDUCATION	All students should understand the full range of learning opportunities that are available to them. This includes both academic and vocational routes and learning in schools, colleges, universities and in the workplace.
8	PERSONAL GUIDANCE	Every student should have opportunities for guidance interviews with a career adviser, who could be internal (a member of school staff) or external, provided they are trained to an appropriate level. These should be available whenever significant study or career choices are being made. They should be expected for all students but should be timed to meet their individual needs.