



Allenbourn  
MIDDLE SCHOOL

## Careers Policy

As a Rights Respecting School, children's rights are at the heart of our policies. We recognise, teach, practise and promote the rights of every child as outlined in the United Convention on the Rights of the Child.

**Article 12:** Children have the right to say what they think should happen, when adults are making decisions that affect them, and to have their opinions taken into account.

**Article 13:** Children have the right to get and to share information, as long as the information is not damaging to them or to others.

**Article 17:** Children have the right to reliable information from the mass media. Television, radio, and newspapers should provide information that children can understand, and should not promote materials that could harm children.

**Article 29:** Education should develop each child's personality and talents to the full. It should encourage children to respect their parents, and their own and other cultures.

### Allenbourn Middle School - Careers Policy

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### 1. Statement of intent

This policy is underpinned by Sections 42A and 45A of the Education Act 1997, and has due regard to the DfE's statutory guidance, 'Careers guidance and access for education and training providers', which was last updated in January 2018.

The main aims of careers provision at Allenbourn Middle School are to:

- Prepare pupils for life post-education.
- Develop an understanding of different career paths.
- Develop an understanding of the differences between school and work.
- Ensure that support is prioritised to support disadvantaged and vulnerable children.
- Inspire pupils to chase and achieve their dreams.
- Instil a healthy attitude towards work.

### 2. Legal framework

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

- DfE 'Careers guidance and access for education and training providers' 2018
- Education Act 1997
- Education and Skills Act 2008
- Apprenticeships, Skills, Children and Learning Act 2009
- Equality Act 2010
- Children and Families Act 2014
- Technical and Further Education Act 2017

### 3. Roles and responsibilities

3.1 Allenbourn Middle School is responsible for:

- a. Ensuring that all registered pupils at the school are provided with independent careers guidance from Year 7 to Year 8.
- b. Ensuring that arrangements in place to allow a range of education and training providers to access all pupils in this range and inform them about approved technical education qualifications and apprenticeships. This policy statement will set out these arrangements.
- c. 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.
- d. Ensuring that the guidance includes information on the range of education or training options, including apprenticeships and technical education routes.
- e. Ensuring the Careers Policy does not discriminate on any grounds, including but not limited to: ethnicity/national origin, culture, religion, gender, disability or sexual orientation.
- f. Handling complaints regarding this policy as outlined in the school's Complaints Procedure Policy.

- 3.2 The school's careers leader is responsible for:
- a. Managing the provision of careers information.
  - b. Liaising with the Heads of Year and SLT to implement and maintain effective careers guidance.
  - c. Liaising with tutors, the SENCO, Pupil Premium Advocate, and Parent Support Advisor to identify pupils needing guidance.
  - d. Establishing, maintaining and developing links with further education colleges, universities, apprenticeship providers and employers.
  - e. Providing pupils with effective careers guidance and supporting social mobility by improving opportunities for all young people.
  - f. Supporting teachers of careers education and tutors providing initial information and advice.
  - g. Monitoring teaching and learning in careers education, and the access to and take up of career guidance.
  - h. Advising the Senior Leadership Team on policy, strategy and resources for careers education, information, advice and guidance (CEIAG).
  - i. Preparing and implementing a development plan for CEIAG.
  - j. Reviewing and evaluating the programme of CEIAG.
  - k. Encouraging the training of school staff to promote careers guidance to their pupils.
  - l. Using the Gatsby Benchmarks to improve the school's careers provision and ensure compliance with legal duties, with an ultimate aim to meet all benchmarks.
  - m. Allowing pupils to have access to providers of technical education, such as colleges, and apprenticeships to ensure every pupil is well-informed about their future options at every stage.
  - n. Using the Compass tool for self-evaluating the careers provision the school offers.
  - o. Publishing details of the school's careers programme and a policy statement on provider access on its website.
  - p. Reporting regularly to the Senior Leadership Team, regarding pupil progress and the effectiveness of the school's career plan.
  - q. Providing a thorough, personalised career service throughout Key Stage Three.
  - r. Staying up-to-date with relevant CPD and developments in the CEIAG sector.
  - s. Producing careers information and guidance through online and hard copy literature, and visual displays in school.
  - t. Organising workshops for pupils and assemblies.
  - u. Attending regular meetings with other Trust careers leaders to discuss the school's career plan.
- 3.3 Teaching staff are responsible for:
- a. Ensuring careers education is delivered into their timetabled careers sessions.
  - b. Attending any relevant CPD or training to ensure they are up-to-date with the school's careers plan.
  - c. Creating a learning environment that allows and encourages pupils to tackle real life challenges, manage risks and develop skills that can be applied to the workplace.

#### 4. A stable careers programme

- 4.1 Allenbourn Middle School will have its own careers programme in place which meets the requirements of the eight Gatsby Benchmarks. The programme will be reviewed termly against the benchmarks to ensure it remains on target.
- 4.2 The careers leader will be appointed to ensure the leadership and coordination of a high quality careers programme. The careers leader is recruited alongside the suggested requirements to ensure the role is correctly fulfilled. The name and contact details of the careers leader will be published on the school website.
- 4.3 Details of the school's careers plan will be published on the school website inviting pupils, parents, teachers, governors and employers to provide feedback.
- 4.4 The Headteacher and Careers Lead will work with enterprise coordinators to build careers and employer engagement plans to broaden the range of guidance that pupils have access to.

#### 5. Labour market information

*The following section will consider the age, stage of education and careers needs of Middle School pupils.*

- 5.1 The school will ensure every pupil, and their parents, has access to good-quality information about future study options and labour market opportunities.
- 5.2 The school will ensure pupils and their parents understand the value of finding out about the labour market, and support them in accessing this information. Pupils and their parents will be provided with information on the benefits of understanding the labour market, including the salaries and promotion opportunities for different jobs, and the volume and location of vacancies across different sectors.
- 5.3 The school will make use of local enterprise partnerships to provide pupils with presentations and workshops on the local labour market and employer expectations. The information provided through the partnership will be used to shape career guidance and workshops in schools.
- 5.4 To support social mobility, the school will work to raise pupils' aspirations and tackle stereotypical assumptions. Interventions will be used to tackle gender stereotypes; arrangements will be made for pupils to talk to employees who work in non-stereotypical jobs to raise awareness of the range of careers that science, technology, engineering and maths (STEM) qualifications lead to.

#### 6. Addressing the needs of pupils

- 6.1 The school's careers programme will aim to raise the aspirations of all pupils whilst being tailored to individual needs. The programme will inform pupils of the range of opportunities available to them, encouraging them to aim higher and make choices relevant to what they feel they can achieve.

- 6.2 All forms of stereotyping will be prohibited in the careers advice and guidance that is provided, to ensure pupils from all backgrounds, gender and diversity groups, and those with SEND, can consider the widest possible range of careers.

### 7. Targeted support

- 7.1 The school will work with Wimborne Academy Trust schools and Upper Schools to identify pupils who are in need of targeted support or those who are at risk of not participating in post-16 pathways. Agreements will be made over how these pupils can be referred for support drawn from a range of education and training support services available locally.
- 7.2 The school will ensure that pupils understand the programmes available to support them and the financial costs associated with staying in post-16 further education.
- 7.3 To support pupils who are likely to need support with post-16 participation, such as those with SEND and ensure these pupils receive such support.
- 7.4 The careers leader will engage with the designated teacher for LAC and previously LAC to ensure they know which pupils are in care/are care leavers, to understand their additional support needs and to ensure that any personal education plans can inform careers advice.

### 8. Pupils with SEND

- 8.1 The school will ensure that careers guidance is differentiated, if appropriate, and based on high aspirations and a personalised approach.
- 8.2 All staff working with pupils will support them to develop the necessary skills and experience to succeed and fulfil their potential.
- 8.3 Careers guidance and experience will be tailored to pupils based on their own aspirations, abilities and needs.
- 8.4 The school will build partnerships with businesses and other employers, employment services, and disability and other voluntary organisations. Pupils will be prepared for encounters with employers and provided with any special support that will allow them to benefit fully from the experience.

### 9. Curriculum

- 9.1 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.

- 9.2 Pupils will be informed that if they do not achieve the necessary achievements at GCSE maths and English by the end of KS4, they will be required to continue working towards this aim as part of their 16-19 study programme.
- 9.3 The school will engage with local employers, businesses and professional networks, inviting visiting speakers, particularly alumni with whom pupils can relate to.
- 9.4 Pupils 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.

These encounters will include:

- a. Careers events such as careers talks, careers carousels and careers fairs.
- b. Transitions skills workshops such as CV workshops and mock interviews.
- c. Mentoring and e-mentoring.
- d. Employer delivered employability workshops.
- e. Business games and enterprise competitions.

### 10. Further education (FE)

- 10.1 The school will provide pupils with a range of information and opportunities to learn about education, training and career paths throughout their school life, to prevent last minute decision making.
- 10.2 Pupils will be encouraged to use information tools, such as websites and apps, which display information about opportunities.
- 10.3 The school will ensure that there are opportunities for providers to visit the school and speak to pupils by maintaining connections with providers of further education and apprenticeships, and arranging regular visits, presentations and workshops.
- 10.4 A range of opportunities for visits from providers offering other options, such as FE will also be provided.

### 11. Monitoring and review

- 11.1 Wimborne Academy Trust in conjunction with the Headteacher, Academy Committee and Careers Lead will review this policy on an annual basis.
- 11.2 The Headteacher and Careers Lead will make any necessary changes to this policy, and will communicate these to all members of staff.

DOCUMENT DETAIL	
<b>Delegated Committee</b>	Academy Committee

<b>Document Title:</b>	<b>Careers Policy</b>
<b>Next Review Date:</b>	September 2021
<b>Approving Body</b>	Academy Committee
<b>Date Approved</b>	23 <sup>rd</sup> September 2019
<b>Chairman's Signature</b>	
<b>Target Audience</b>	All Employees

DOCUMENT HISTORY					
<b>Date of Issue</b>	<b>Version No.</b>	<b>Next Review Date</b>	<b>Date Approved</b>	<b>Person Responsible for Change</b>	<b>Nature of Change</b>
September 2019	1	September 2021	September 2019	Head Teacher	First Issue