

Careers Policy

UNCRC Articles 28 & 29

Reviewed by:	Governors' Wellbeing Committee	Pupil and	Development, Safeguarding
Signed (Governing Board):			
Date:	January 2024		
Next Review due:	January 2026		

Produced by Turton School



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Statement of Intent

This policy is underpinned by Sections 42A and 45A of the Education Act 1997 (the “Baker Clause”), and has due regard to the DfE’s statutory guidance, ‘Careers guidance and access for education and training providers’, which was last updated in July 2021.

The main aims of careers provision at Turton 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.
- Inspire pupils to chase and achieve their dreams.
- Help pupils to access information on the full range of post-16 and 18 education and training opportunities.
- Support pupils after leaving school at Key Stage 4 and 5.
- Offer targeted support for vulnerable and disadvantaged young people.
- Instil a healthy attitude towards work.

Signed by:

Head Teacher

Date:

Chair of Governors

Date:

1. **Legal framework**

1.1. 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 (the "Baker Clause")
- 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

2. **Roles and responsibilities**

2.1. The governing board is responsible for:

- Ensuring that all registered pupils at the school are provided with independent careers guidance from Year 8 to Year 13.
- 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. A policy statement will set out these arrangements.
- 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.
- Ensuring that the guidance includes information on the range of education or training options, including apprenticeships and technical education routes.
- 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.
- Handling complaints regarding this policy as outlined in the school's Complaints Procedure Policy.
- Providing clear advice and guidance to the Head Teacher on which they can base a strategy for careers education and guidance which meets the school's legal requirements.

2.2. The careers coordinator and leadership line manager are responsible for:

- Managing the provision of careers information.
- Liaising with the Head Teacher and the connexions adviser to implement and maintain effective careers guidance.
- Liaising with subject leaders to plan careers education in the curriculum.
- Liaising with tutorial managers, mentors, the SENCO and head of sixth form to identify pupils needing guidance.
- Referring pupils to connexions advisers.
- Establishing, maintaining and developing links with further education colleges, universities, apprenticeship providers and employers.
- Negotiating an annual service level agreement with the LA for support for vulnerable and disadvantaged pupils.

- Providing pupils with effective careers guidance and supporting social mobility by improving opportunities for all young people.
- Supporting teachers and tutors to provide initial information and advice.
- Monitoring teaching and learning in careers education, and the access to and take up of career 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.
- Encouraging the training of school staff to promote careers guidance to their pupils.
- Using the Gatsby Benchmarks (see appendix) to improve the school's careers provision and ensure compliance with legal duties, with an ultimate aim to meet all benchmarks.
- 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.
- Using the Compass tool for self-evaluating the careers provision the school offers.
- Publishing details of the school's careers programme and a policy statement on provider access on its website.
- The school will collect and analyse destination data to assess how well the careers programme is countering stereotypes and raising aspirations.

2.3. The connexions adviser is responsible for:

- Reporting regularly to the careers leader, regarding pupil progress and the effectiveness of the school's career plan.
- Providing a thorough, personalised career service throughout the school.
- Staying up-to-date with relevant CPD and developments in the CEIAG sector.
- Producing careers information and guidance through online and hard copy literature, and visual displays in school.
- Actively promoting the careers service in-house at open evenings, presentation days, assemblies and parents' evenings.
- Attending regular meetings with the careers leader to discuss the school's career plan.
- Providing an open-door service for pupils once a week to drop in and discuss their options.
- Arranging meetings and follow-up appointments with pupils who are interested in the careers service.
- Offer services to past pupils for up to a year after their departure from compulsory education.

2.4. Teaching staff 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.
- 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.

3. A stable careers programme

- 3.1. Turton School will have its own careers programme in place which meets the requirements of the eight Gatsby Benchmarks. The programme will be reviewed annually against the benchmarks to ensure it remains on target.
- 3.2. A careers coordinator will be appointed to ensure the leadership and coordination of a high-quality careers programme. The careers coordinator is recruited alongside the suggested requirements to ensure the role is correctly fulfilled. The name and contact details of the careers coordinator will be published on the school website. The Careers coordinator is Beth Roache.
- 3.3. A connexions adviser will be appointed to support the Careers Leader and to provide individual, tailored careers guidance to pupils. The Connexions Adviser is Caroline Seddon and the "Connexions" team in Bolton.
- 3.4. 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. Labour market information

- 4.1. The school will ensure every pupil, and their parents, has access to good-quality information about future study options and labour market opportunities.
- 4.2. Pupils and their parents will be referred to the National Careers Service which offers information and professional advice via a website, helpline and web chat.
- 4.3. 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.
- 4.4. The school will ensure that all pupils, by the age of 14, have accessed and used information about career paths and the labour market to inform their decisions on study options.
- 4.5. The school will provide pupils with the necessary links and information that will enable them to access this. Access will be monitored to review whether pupils are making the most of the service, and if not, what can be done to ensure they do.
- 4.6. 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.
- 4.7. 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.

5. Targeted support

- 5.1. The school will work with the LA 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.
- 5.2. To support pupils who are likely to need support with post-16 participation costs, such as those with SEND, the school will work with the LA and local post-16 education or training providers to share pupil data and ensure these pupils receive such support.
- 5.3. The school will ensure that pupils are aware of the 16-19 Bursary Fund, which has been devised to support those individuals with a financial hardship. Pupils will be advised of how to access this funding and who they should speak to in order to find out more information.
- 5.4. 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.

6. Pupils with SEND

- 6.1. The school will ensure that careers guidance is differentiated, if appropriate, and based on high aspirations and a personalised approach.
- 6.2. All staff working with pupils will support them to develop the necessary skills and experience to succeed and fulfil their potential.
- 6.3. The school will work with families of pupils to help them understand what career options are available.
- 6.4. Careers guidance and experience will be tailored to pupils based on their own aspirations, abilities and needs. Surveys will be conducted to find out individual pupils' aspirations; the results will be used to personally tailor careers guidance.
- 6.5. Careers guidance will take account of the full range of relevant education, training and employment opportunities. It will inform pupils about the ways employees with SEND are supported in the workplace, and how jobs can be adapted to fit a person's abilities.
- 6.6. 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.
- 6.7. Careers guidance will focus on a pupil's career aspirations and the post-16 options which are most likely to give the pupil a pathway into employment or higher education.

- 6.8. The SEND local offer will be utilised; annual reviews for a pupil's education, health and care plan (EHCP) will be informed by good careers guidance.
- 6.9. When arranging work experience for pupils, the school will work with the employer to determine any additional support that will be needed during the work placement.

7. Curriculum

- 7.1. 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.
- 7.2. The school will ensure that every pupil is exposed to the world of work by the age of 14.
- 7.3. Pupils will be informed that if they do not achieve a grade 4 or higher in 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.
- 7.4. The school will engage with local employers, businesses and professional networks, inviting visiting speakers, particularly alumni with whom pupils can relate to.

8. Further education (FE)

- 8.1. Pupils are required to remain in some form of education or training until their 18th birthday.
- 8.2. 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.
- 8.3. Pupils will be encouraged to use information tools, such as websites and apps, which display information about opportunities in Education, and training providers will have access to all pupils in Years 8 to Year 13 for the purpose of informing them about approved technical education qualifications and apprenticeships.
- 8.4. The school will ensure that there are opportunities for providers to visit the school and speak to pupils in Years 8 to Year 13, by maintaining connections with providers of further education and apprenticeships, and arranging regular visits, presentations and workshops.
- 8.5. A range of opportunities for visits from providers offering other options, such as FE will also be provided.
- 8.6. A policy statement will be published on the school website and will include:

Any procedural requirements in relation to requests for access.

Grounds for granting and refusing requests for access.

Details of premises or facilities to be provided to a person who is given access.

9. Personal guidance

- 9.1. All pupils will be provided with opportunities for personal guidance interviews with a qualified careers adviser. Such interviews will take place by the time the pupil reaches age 16, with the opportunity for a further interview by the age of 18.
- 9.2. Careers advisers will meet the professional standards outlined by the Career Development Institute. The school will integrate personal guidance interviews within the pastoral system so that they can be followed up by the form tutors or equivalent.
- 9.3. Careers advisers working with pupils with SEND will use the outcome and aspirations in the EHCP to focus discussions.
- 9.4. Careers advisers working with LAC or care leavers will use their personal education plan to focus discussions.

10. Information sharing

- 10.1. The school will provide the relevant information about all pupils to the LA support services including:
Basic information, such as the pupil's name or address.
Other information that the LA requires to support the pupil to participate in education or training to track their progress.
- 10.2. The school's privacy notice will offer pupils and their parents the opportunity to ask for personal information not to be shared.
- 10.3. LAs will be notified, as early as is possible, whenever a 16 or 17-year-old pupil leaves an education or training programme before completion. The school will agree on local arrangements for ensuring these duties are met.

11. Monitoring and review

- 11.1. The next review date for this policy is **January 2026.**

Appendix 1: The Gatsby Benchmarks

1. A stable careers programme	<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"> <input type="checkbox"/> 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. <input type="checkbox"/> 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. <input type="checkbox"/> The programme should be regularly evaluated with feedback from pupils, parents, teachers and employers as part of the evaluation process.
2. Learning from career and labour market information	<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"> <input type="checkbox"/> 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. <input type="checkbox"/> Parents should be encouraged to access and use information about labour markets and future study options to inform their support to their children.
3. Addressing the needs of each student	<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"> <input type="checkbox"/> A school's careers programme should actively seek to challenge stereotypical thinking and raise aspirations. <input type="checkbox"/> Schools should keep systematic records of the individual advice given to each pupil, and subsequent agreed decisions. <input type="checkbox"/> All pupils should have access to these records to support their career development. <input type="checkbox"/> Schools should collect and maintain accurate data for each pupil on their education, training or employment destinations.
4. Linking curriculum learning to careers	<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"> <input type="checkbox"/> 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.
5. Encounters with employers and employees	<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"> <input type="checkbox"/> 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>
6. Experiences of workplaces	<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"> <input type="checkbox"/> 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. <input type="checkbox"/> By the age of 18, every pupil should have had one further such experience, additional to any part-time jobs they may have.

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.

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.

*A 'meaningful encounter' is one in which the student has an opportunity to explore what it is like to learn in that environment.

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.

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.

Turton School Provider Access Policy Statement (Addendum to Careers Policy)

Under Section 42B of the Education Act 1997, as of 2 January 2018, we have a duty to provide pupils in years 8-13 with access to providers of post-14, post-16 and post-18 education and training. This policy statement sets out how we manage access requests from these providers.

What are pupils entitled to?

Pupils must be allowed to:

- Learn more about technical education qualifications and apprenticeship opportunities, as part of a careers programme which informs pupils of the full range of education and training options available to them at each transition point.
- Hear from a range of local providers about the opportunities on offer, for example, technical education and apprenticeships – this can be achieved through options evenings, assemblies, group discussions, and taster events.
- Understand how to apply to the full range of academic and technical courses available to them.

Who handles our access requests?

Any provider wishing to request access should contact our careers leader, Jason Bach, on 01204333233 or via email on: bachj@turton.uk.com

What opportunities are provided to allow access to pupils?

Via our school careers programme, we offer providers numerous opportunities throughout the school year to speak to pupils and/or their parents. Our annual schedule of events is as follows:

	Autumn	Spring	Summer
Year 8	Weekly assemblies	Weekly assemblies Careers week	Weekly assemblies
Year 9	Weekly assemblies	Weekly assemblies Y9 Pathways Evening/Careers Week	Weekly assemblies
Year 10	Weekly assemblies	Weekly assemblies National apprenticeship week	Weekly assemblies Student Taster Day for 6th Form or College Y10 'Thinking about Careers Week'
Year 11	Weekly assemblies Y11 Bolton Futures Event 6th Form Open Evening Y11 'Thinking about careers week' – Visits from Bolton College and other Providers	Weekly assemblies National apprenticeship week	Weekly assemblies
Year 12	Weekly tutorials Y12/13 Parents/Students Apprenticeship Evening	Weekly tutorials	Weekly tutorials Y12 Higher Education Evening Y12 Work experience
Year 13	Weekly tutorials Y12/13 Parents/Students Apprenticeship Evening Online and other practices	Weekly tutorials	Weekly tutorials

- Online events will be put on during the year.
- Pupils will also be given “Career” information throughout the year in all of their lessons. At least once a month the curriculum leads and teachers will explain a potential career that their subjects leads to. (To be developed in the summer term 2022.)

Who should providers contact to discuss events and options?

Providers can speak to our careers leader, Jason Bach, to discuss possible attendance at relevant events.

All Visitors will be expected to be professional at all times and must abide by the school’s Child Protection and Safeguarding Policy, and promote equal opportunities.

What are the rules for granting and refusing access requests?

We will grant access requests that meet the following criteria:

- Help Turton to meet the Gatsby Benchmarks
- Promote equal opportunities
- Help to combat negative stereotyping
- Are aspirational for at least part of the cohort
- Do not heavily impact on the core curriculum time
- Are unbiased with no hidden agendas either politically, economically or socially

We will refuse any access request that:

- Reinforces negative employment stereotypes
- Does not promote equal opportunities
- Appears to have an underlying political or antisocial message
- Is likely to impact on the time available for the core curriculum
- Is not in accordance with the Gatsby Benchmarks
 - Is simply advertising of a product with little gain to the careers programme

What can providers expect once a request has been accepted?

Once we have approved a provider, we will work with them to identify the best method for providing access to our pupils.

We will make the school hall, classrooms and private meeting rooms available to host discussions between providers and pupils. We will also make presentation equipment, such as projectors and televisions, available to providers.

Arrangements will be discussed in advance between our careers leader and a nominated member of the provider’s team.

Can providers leave prospectuses for pupils to read?

Providers are welcome to leave a copy of their prospectus and other relevant course literature with the Careers Leader or at the school’s reception.

Approval and review

This policy statement was approved by the Governing Board’s Curriculum Committee on _____.

The next review will take place in **January 2026**.

Signed: _____(Chair of Governors)

Signed: _____(Head Teacher)

