



Careers Education and Guidance Policy

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Careers Education and Guidance policy

Introduction

The Rise Partnership Trust provide Careers Education as part of our statutory duty to secure independent careers guidance to secondary aged pupils from year 7 – 14 as outlined in (The Education Act 2011 / Career guidance and access for education and training providers July 2021). Our aim is that all students acquire the skills, knowledge and attitudes to manage their learning and career progression. We will support students in making informed decisions by providing access to differentiated, impartial and independent information and guidance about the range of post 16 pathway's available to them.

Our careers education builds on Preparation for Adulthood (PfA) planned experiences offered to our pupils throughout all phases of their education including EYFS.

We are committed to providing outstanding Careers Education and Guidance at every level to our pupils. We will support pupils in making informed decisions by providing access to differentiated, impartial and independent information and guidance about the range of post 16 pathways available to them.

The Rise Partnership Trust seeks to maximise the life chances of all our young people and to prepare them for life beyond school and college.

We develop skills for communication and independence within our Primary phase offer Preparation for Adulthood (PfA) planning and these prerequisite skills underpin our KS3 pupil offer.

We maintain close contact with home, making parents and carers welcome in our school, enabling them to play a full part in the education of their children.

The Rise Partnership Trust schools aim to empower and equip pupils with essential life skills, personal independence and transferrable skills relating to employability.

All Rise Partnership Trust primary and secondary schools use a personalised approach to meet individual needs and EHCP outcomes.

The Rise Partnership Trust recognises that it has a statutory duty to secure independent careers guidance for all our young people (The Education Act 2011 / Career guidance and access for education and training providers January 2018).

Careers Education and Guidance at The Rise Partnership Trust is an integral part of preparing all pupils for the opportunities, responsibilities and experiences of life in modern society. All information and guidance is impartial and unbiased.

This policy covers Careers Education, Information, Advice and Guidance given to pupils in Key Stages Three and Four

The policy is reviewed in line with published DfE guidance 'Careers guidance and access for education and training providers – Statutory guidance for governing bodies, school leaders and school staff. (DfE, January 2018) and new legislation in the form of the Skills and Post-16 Education Act 2022 (the 'Act') enacted on 28 April 2022.

This policy accepts the 8 Gatsby benchmarks as set out in the DfE guidance.(Appendix 1)

This policy takes into consideration and builds on Preparation for Adulthood guidelines life skills (Appendix 2)

This policy takes into consideration CDI's Career Development Framework six career development skills needed for positive careers (Appendix 3)

This policy covers the legal duty (Section 42B and new legislation 2022) of schools to ensure that a range of education and training providers can access pupils in Year 7 to Year 14 for the purpose of informing them about approved technical education qualifications or apprenticeships.

All members of staff working in our secondary settings are expected to be aware of this policy and the importance of Careers Education and Guidance in the education of pupils. It is not the sole responsibility of the Careers Advisor to monitor and oversee compliance; senior leaders take responsibility for this.

It is important that pupils leave our schools aware of themselves as individuals, of the opportunities available to them and where appropriate able to make some safe informed decisions about their life. They should be as prepared as realistically possible for the transition from full time education to the world beyond.

Our Careers Education Objectives:

- To ensure that all pupils in KS 3 and 4 receive a relevant established careers programme
- To provide our pupils with the information needed for them to learn and make choices about careers and labour market.
- To deliver a programme that is individual and address the needs of each pupil
- To link the curriculum learning and experiences offered to careers learning
- To provide pupils with a series of encounters with employers and employees
- To provide pupils with experiences of workplace(s) (internal and external)
- To ensure that pupils have a series of encounters with further and higher education
- To provide each pupil with the opportunity to receive personal guidance supported by relevant communication device or a familiar adult if needed.
- To invite and assess suitability of external providers to deliver programmes and opportunities to meet our objectives.
- To ensure that our schools websites provide information linked to the specific needs, requirements and challenges faced by SEND pupils in regard to accessing the world of work.

Trust Responsibilities

The Trust has a series of statutory duties:

- All registered pupils must meet with a range of education and training providers and receive careers, apprenticeship and educational advice in Years 7 to Year 14
- Guidance must be in the best interests of the pupil and their questions answered.
- Education and training providers information and guidance must include technical education qualifications or apprenticeships on offer and describe what that learning or training would look entail for them as pupils.
- The school must have a clear policy setting out the manner in which providers will be given access to pupils.
- This policy and these arrangements must be published on the Trust website

Effective career, education, information and advice connects bespoke learning and future pathways for pupils. It motivates young people by giving them a clearer idea of the routes to education, jobs and careers that they may find engaging and rewarding. It widens horizons, challenges stereotypes and raises aspirations of pupils' parents/carers and providers. It provides pupils with the knowledge and skills necessary to make successful transitions to the next phase of their learning and/or stage of their life. This supports social mobility by improving opportunities for all young people, especially those from disadvantaged backgrounds and those with a SEND diagnosis.

Individual schools within the Trust will continuously monitor, review its offer and seek further improvement to meet the needs of pupils and their particular interests. This will be done by those 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 or Ofsted.

Trustee and Local Academy Board (LAB) Responsibilities:

Trustees and Local Advisory Board members will ensure that their school has a clear policy for Careers Education, Information and Guidance and that this is communicated to all stakeholders.

They should ensure that this policy is:

- Based on the eight Gatsby Benchmarks
- Meeting the school's legal requirements
- In line with CDI's Career Development Framework which describes the six career development skills that people need to have positive careers

Trustees and Local Advisory Board members will monitor that arrangements are in place to allow a range of educational and training providers to access pupils in Years 7 – 14.

There will be a member of the Local Advisory Board who takes a strategic interest in and encourages employer engagement

Provider Access

Individual schools will be responsible for managing arrangements with providers so pupils have access information about the provider's education or training offer. This complies with the school's legal obligations under Section 42B of the Education Act 1997.

All pupils in years 7-14 are entitled:

- To find out about technical education qualifications and apprenticeships opportunities, as part of a careers programme which provides information on the full range of education and training options available at each transition point;
- To hear from a range of local providers about the opportunities they offer, including technical education and apprenticeships – through options events, assemblies and group discussions and taster events;
- To gain an understanding of how to make applications for the full range of academic and technical courses.

Individual Trust schools will work with providers in order to identify the most effective opportunity for them to share information about education and training opportunities. (*Appendix 6 Application for Provider Access*)

Monitoring, Evaluation and Review

TRPT schools will ensure

- That SLT support and monitor the work of their careers advisor
- A member of the Senior Leadership Team has an overview of work and reports regularly back to the team and to the LAB

Monitoring, evaluation and review by SLT and the careers lead will take place through

- Lesson Observations and Learning Walks.

- Pupil voice.
- Pupils complete evaluation of Work Experience placements (With or without support)
- Staff will complete evaluation of Work Experience placements.
- Analysis of destination data.
- Feedback from stakeholders through pupil and parent/carer survey;
- Feedback from external visitors to the school such as the School Improvement Partner (SIP) or Ofsted;
- Review policy every 3 years or sooner to comply with statutory requirements

Equal Opportunities

The Rise Partnership Trust support Equal Opportunities for all and implement in the following ways by:

- Following the Equalities Act 2010 duty and the Rise Partnership's Equal Opportunities Policy
- Equal Opportunities promoted within lessons.
- Careful selection of posters and display material.
- Encouraging all pupils to prepare to support themselves financially if appropriate
- Encouraging pupils to consider all options including non-traditional careers/roles.
- Avoiding the use of one gender and gender specific job titles, e.g. using she/he; son/daughter; waiter/waitress.
- Offering as many individual choice options as possible for experience of work
- **Not** arranging separate sex groups for group work.
- Providing equal access to information for all pupils of all abilities.

Principles relating to the school curriculum

Pupils will have equal access to:

- a differentiated curriculum reviewed regularly
- a range of teaching styles appropriately matched to pupils learning and communication needs
- a curriculum that enables pupils to develop increasing confidence and independence
- a curriculum that enables pupils to develop communication
- a fully diverse and non-stereotypical range of curriculum resources

Assessment, progress, expectations and individual needs.

We will:

- identify the needs of individual pupils through EHCP, parent/carer consultation, pupil voice and Annual Reviews
- ensure access as appropriate to the range of specialist provision available within schools (speech and language, social communication skills, EAL) and through external agencies;
- ensure that all pupils make progress in their learning through setting appropriate learning targets followed by rigorous assessment;
- monitor Personalised Intervention Plan targets to ensure high expectations of all pupils;
- encourage pupils to take an increasing amount of responsibility for their own learning and the evaluation of their own work.

We identify courses and employment opportunities available and suitable for individuals with varying skills, abilities and personal qualities. We encourage pupils to consider these aspects when choosing work placements, FE courses and employment. If secure assessment shows that a pupil's choice is not a realistic/ achievable route to the career/course she/he has in mind, we support them to identify this and plan accordingly.

We aim to manage expectations and emphasise what they can do and the skills they do have, involving parents in decision making choices.

Entitlement

Our aim for Careers curriculum KS3-KS5 is that all pupils:

- Learn about themselves and the influences on them
- Develop decision-making skills
- Develop skills to help them manage transition
- Develop skills to use and research careers information
- Have access to up-to-date information about opportunities in learning and work
- Have impartial, confidential and up-to-date guidance
- Learn about the world of work
- Experience the world of work
- Develop lifelong learning skills.

(Appendix 4 & 5 provision maps)

Parental/Carer Engagement

We encourage parents/carers to support their young person's choices and career decisions. They have a substantial impact, as well as a clear interest in the right outcomes for their young person. The Trust is keen to foster parental involvement in the careers programme, wherever possible. Parents/carers are invited into individual schools during events evenings and Exhibition days throughout the school year.

In readiness for these events, pupils' career aspirations are discussed with all parties concerned. Parents/carers are kept up to date with career-related events, trips or activities affecting their son/daughter via letters and texts home, the school website/portal and social media. Pupils agree any information relating to careers meetings to be sent home attached to EHCP/Annual reviews.

Parents/carers are welcome to attend careers meetings, by prior arrangement and, in some cases, will be asked to attend.

Parents/carers are entitled:

- To have the opportunity to speak to the Careers Lead and Head of Key Stage by to discuss career and transition pathways
- To have information about Work Experience/ experience of work and the opportunity to discuss Work Experience issues
- To access careers information at all reviews and parent discussion meetings.

Links with the Community, Outside Agencies and Businesses

The Rise Partnership Trust will make links with suitable external providers and businesses in the local area for opportunities to meet our objectives. Speakers will be invited to the school to hold careers talks during the school year where appropriate.

Our website will provide external providers and employers with guidelines to meet specific challenges faced by SEND pupils.



Appendix 1: The Gatsby Benchmarks

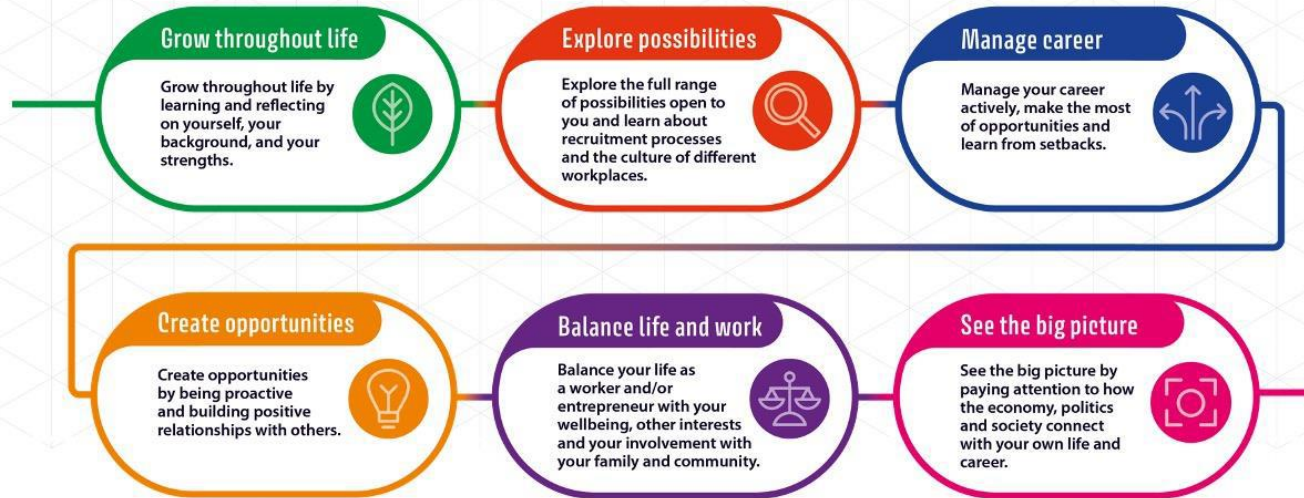
<p>1. A stable careers programme</p>	<p>Every school and college should have an embedded programme of career education and guidance that is known and understood by pupils, parents, teachers, governors and employers.</p>	<p>Every school should have a stable, structured careers programme that has the explicit backing of the senior management team and has an identified and appropriately trained person responsible for it. 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. The programme should be regularly evaluated with feedback from pupils, parents, teachers and employers as part of the evaluation process.</p>
<p>2. Learning from career and labour market information</p>	<p>Every pupil, 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>	<p>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. Parents should be encouraged to access and use information about labour markets and future study options to inform their support to their children.</p>
<p>3. Addressing the needs of each pupil</p>	<p>Pupils have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each pupil. A school's careers programme should embed equality and diversity considerations throughout.</p>	<p>A school's careers programme should actively seek to challenge stereotypical thinking and raise aspirations. Schools should keep systematic records of the individual advice given to each pupil, and subsequent agreed decisions. All pupils should have access to these records to support their career development. Schools should collect and maintain accurate data for each pupil on their education, training or employment destinations.</p>
<p>4. Linking curriculum learning to careers</p>	<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>	<p>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.</p>

5.Encounters with employers and employees	<p>Every pupil 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>	<p>Every year, from the age of 11, pupils should participate in at least one meaningful encounter* with an employer.</p> <p>*A 'meaningful encounter' is one in which the pupil 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 pupil 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>	<p>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.</p> <p>By the age of 18, every pupil should have had one further such experience, additional to any part-time jobs they may have.</p>
7.Encounters with further and higher education	<p>All pupils 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.</p>	<p>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.</p> <p>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.</p> <p>*A 'meaningful encounter' is one in which the pupil has an opportunity to explore what it is like to learn in that environment.</p>
8.Personal guidance	<p>Every pupil 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.</p>	<p>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.</p>

PfA	
<p>Independent living home-based skills</p> <ul style="list-style-type: none"> • Household chores • Shopping and meal preparation • Using household appliances • Making a bed • Changing bedclothes • Hanging up clothing • Folding clothing 	<p>Personal care and appearance</p> <ul style="list-style-type: none"> • Personal care skills eg brushing teeth, blowing nose, clipping nails, using deodorant, sanitary wear • Personal needs eg hearing aids, sensory equipment, communication device • Laundry eg Changing underwear, knowing when clothing is too big/small/need replacing • Dressing and selection of clothes Eg appropriate for season, using fasteners, laces,
<p>Financial literacy</p> <ul style="list-style-type: none"> • Awareness of an ATM • Using a debit or credit card in play, role play situations • Budget planning • Shopping (SmILE) 	<p>Community access</p> <ul style="list-style-type: none"> • Using public transport eg find a seat, remain seated for journey, get off vehicle safely • Using leisure and social recreation centres eg experiencing sports, art, dance, music, gardening, leisure activities • Keeping safe in the community • Using road crossings appropriately

*supported by small step Functional skills

The six learning areas



Appendix 4: Key Stage 3 Provision map

Careers Provision Map Key stage 3		
Year 7	Year 8	Year 9
<ul style="list-style-type: none"> • Curriculum Links – PSED/Lifeskills, Careers at Every Level • Will have access to (where appropriate) a formalised weekly careers curriculum • Organising and planning an activity related to project (PFA Themes) • Comprehensive and impartial careers advice and work related activities • Posters and Displays • Access to careers resources – • At least one meaningful encounter with an employer or employee per year • Careers Assembly • Enterprise Activities • Parents evening – career 	<ul style="list-style-type: none"> • Curriculum Links – PSED/Lifeskills, Careers at Every Level • Will have access to (where appropriate) a formalised weekly careers curriculum • Organising and planning an activity related to project (PFA Themes) • Comprehensive and impartial careers advice and work related activities • Posters and Displays • Access to careers resources – • At least one meaningful encounter with an employer or employee per year • Careers Assembly • Enterprise Activities • Drop down careers day • Sector specific guest speakers and careers presentations • Parents Evening – career choices • Visit to a workplace • Contribute to ‘ASDAN’ Life and Living skills units in Vocational education. 	<ul style="list-style-type: none"> • Will have access to (where appropriate): • A formalised weekly careers curriculum • Comprehensive and impartial careers advice and work related activities • Posters and Displays • Curriculum Links – PSHE/Lifeskills, Careers at Every Level • Access to careers resources • At least one meaningful encounter with an employer per year • Careers Assembly • Enterprise Activities Drop down careers day • Sector specific guest speakers • Parents Evening – career choices • Visit to a workplace • Foundation Learning – taster sessions • Option choices – a range of planned support for subject choices • Attendance at Careers Fairs/employer events • Contribute to OCR Life and Living skills accreditations in Vocational education. • PCR meeting • Increased social mobility, cultural capital and resilience • Access to careers advisor • Apprenticeship talks

Appendix 5 Key stage 4&5 provision map

Careers Provision Map Key stage 4 & 5				
Year 10	Year 11	Year 12	Year 13	Year 14
<ul style="list-style-type: none"> • Will have access to (where appropriate): • A formalised weekly careers curriculum • Comprehensive and impartial one to one guidance interview • Posters and Displays • Curriculum Links – PSED/Life skills, as well as links to individualised PFA outcomes as outlined in the EHCP. • Careers at Every Level, Employability lessons • Access to careers resources • Drop down careers day • Work experience ll be actively encouraged to provide pupils with a greater understanding workplace requirements • Sector specific guest speakers • Parents Evening – career choices • Visit to a workplace • Attendance at Careers Fairs/employer events 	<ul style="list-style-type: none"> • Will have access to (where appropriate): • A formalised weekly careers curriculum • Comprehensive and impartial one to one guidance interview • At least one meaningful encounter with an employer per year • Careers Assembly • Enterprise Activities • Drop down careers day • Sector specific guest speakers • Parents Evening – career choices • Visit to a workplace • Attendance at Careers Fairs/employer events • Curriculum links as well as links to individualised PFA outcomes as outlined in the EHCP. • Transition visits • College open days & taster days 	<ul style="list-style-type: none"> • Will have access to (where appropriate): • A formalised weekly careers curriculum • Comprehensive and impartial one to one guidance interview • Posters and Displays • Curriculum Links – PSHE/Life skills • Employability lessons • Access to careers resources – • At least one meaningful encounter with an employer per year • Careers Assembly • Enterprise Activities • Parents and carers will have access to LMI resources through website • Take part in a mock interview • Work Experience opportunities Internal/supported and External • Access to bespoke Careers advice through annual 	<ul style="list-style-type: none"> • Will have access to (where appropriate): • A formalised weekly careers curriculum • Comprehensive and impartial one to one guidance interview • Posters and Displays • Curriculum Links – PSHE/Life skills, • Employability lessons • Access to careers resources – • At least one meaningful encounter with an employer per year • Careers Assembly • Enterprise Activities • Parents and carers will have access to LMI resources through website • Take part in a mock interview • Work Experience opportunities Internal/supported and External • Access to bespoke Careers advice through annual 	<ul style="list-style-type: none"> • Will have access to (where appropriate): • A formalised weekly careers curriculum • Comprehensive and impartial one to one guidance interview • Posters and Displays • Curriculum Links – PSHE/Life skills, • Employability lessons • Access to careers resources – • At least one meaningful encounter with an employer per year • Careers Assembly • Enterprise Activities • Parents and carers will have access to LMI resources through website • Take part in a mock interview

		reviews	reviews	<ul style="list-style-type: none">• Work Experience opportunities – Internal/supported and External• Access to bespoke Careers advice through annual reviews
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Appendix 6: Application for Provider Access

Introduction

This policy sets out the TRPT's arrangements for managing the access of providers to pupils for the purpose of giving them information about the provider's education or training offer. This complies with the legal obligations under Section 42B of the Education Act 1997.

TRPT will ensure that all information/access requests are shared with the appropriate setting if they have not been contacted directly.

Pupil entitlement

All pupils in years 7-14 are entitled:

- To find out about technical education qualifications and apprenticeships opportunities, as part of a careers programme which provides information on the full range of education and training options available at each transition point;
- To hear from a growing range of local providers about the opportunities they offer, including technical education and apprenticeships – through options events, assemblies, visits, group discussions and taster events
- To understand how to make applications for the full range of academic and technical courses.
- To understand provider education and training offer and how that relates to them personally

Management of provider access requests

Procedure

A provider wishing to request access should contact.

Telephone: 020 89683160

Email: margaret.oconnor@manor.brent.sch.uk

Opportunities for access

Individual schools offer a Careers Education and Guidance policy programme.

Please speak to their Careers Advisor to identify the most suitable opportunity for you.

Individual schools will make a suitable space available for discussions between the provider and pupils, as appropriate to the activity.

Individual schools will also make available IT and other specialist equipment to support provider presentations. This will all be discussed and agreed in advance of the visit with the Careers Advisor or a member of their team.

Providers are welcome to leave a copy of their prospectus or other relevant course literature with the Careers Advisor so that they can be displayed and are easily accessible to pupils.

