



Careers Guidance Policy **2023.2024**



The Department for Education published updated guidance relating to careers advice in January 2023, "Careers guidance and access for education and training providers." The update states that independent careers guidance **must provide a minimum of 6 encounters with technical education or training providers to all pupils in years 8 to 13:**

- 2 encounters for pupils during the 'first key phase' (year 8 or 9)
 - All pupils must attend
 - Encounters can take place any time during year 8, and between 1 September and 28 February during year 9
- 2 encounters for pupils during the 'second key phase' (year 10 or 11)
 - All pupils must attend
 - Encounters can take place any time during year 10, and between 1 September and 28 February during year 11
- 2 encounters for pupils during the 'third key phase' (year 12 or 13)
 - Pupils can choose to attend
 - Encounters can take place any time during year 12, and between 1 September and 28 February during year 13

The Fitzroy Academy adopts and supports these intentions.

The Fitzroy Academy careers intentions are:

- To provide relevant and accessible information to all students on the full range of opportunities open to them and to foster an understanding of where such choices may lead.
- To provide a programme of study and experiences to enable students to develop the skills expected in a working environment e.g. Personal Learning and Thinking Skills.
- To encourage an attitude of self-worth and the development of personal autonomy so that students may achieve.
- To promote Social Inclusion through the careers programme.
- To enable all students to make reasoned, informed and appropriate career choices.
- To support students to make choices about academic and/or vocational training in Year 10 and Year 11.
- To facilitate the transition of students to courses of study, employment and training post 16.
- To develop the basic skills required to present oneself at interview.
- To use work experience appropriately to support student knowledge and skills.

Through individual careers interviews, LAC reviews, PEP meetings and EHCP annual reviews The Fitzroy Academy will seek to ensure that each student has access to the appropriate advice whether this is provided through a home county-based careers advisor or the school's attached advisor, as well as accessing our in-house careers programme. It should be noted that for our students working at pre-National Curriculum levels, careers advice is sometimes better delivered by individuals who know that young person best. When our young people present to careers advisors who are strangers, conversations can be uncomfortable and unrealistic in their outcomes. Students should be supported to access independent advice by a known individual, in order to get the best and most relevant outcomes for that student.

In addition to our careers programme delivered as discrete lessons, the school's mini-enterprise projects and enrichment days/weeks will also provide opportunities for experiencing activities which may fall inside certain career areas, where this is the case these links will be made explicit.

The school will hold an annual careers day where access will be promoted and encouraged, as well as a range of opportunities offered. The sessions for key stage three students also provide an opportunity for developing the skills for working life as well as encouraging students to use all of their subject knowledge in a problem-solving forum.

The Head Teacher will also take on the responsibility for producing any references required by training providers or employers in order to consider students. Career Planning information will be recorded at the appropriate reviews and the careers teacher will hold records of students aims and thoughts relating to their futures.

The arrangements for students to continue studying core subjects post 16 has been noted and is shared as appropriate with students.

The Policy covers all students regardless of their abilities (please refer to the schools Special Needs Policy and Disability, Equality and Accessibility Policy for further information).

It is noted that schools have been asked to work with local authorities to identify young people who are in need of targeted support or who are at risk of not participating post -16. Every attempt will be made to ensure appropriate plans for Year 11 leavers, with the inclusion of care services playing their part in this planning. These young people may require additional pathway planning.

The Gatsby Benchmarks are set out in the appendix below and will be used by The Fitzroy Academy to self-assess its careers guidance programme/offer on a regular basis.

The Fitzroy Academy Provider Access Policy Statement.

This statement sets out the school's arrangements for the access of providers to students at The Fitzroy Academy for the purpose of giving students information about the provider's education or training offer.

Student entitlement:

All students in year's 8 to 13 are entitled to:

- To find out about the full range of technical education qualifications and apprenticeships as part of their careers programme (The Baker Clause).
- To hear from a range of providers about the opportunities they offer
- To understand how to make applications for the full range of technical and academic courses.
- A minimum of 6 encounters with technical education or training providers (2 per year)

Any provider wishing to request access for these purposes should contact the Head Teacher via the Enquires email on the school website (enquiries@newreflexions.co.uk). Providers are welcome to send/leave information and prospectus with the school for distribution as appropriate.

The school will use its Visiting Speaker Policy to inform and prepare all visitors for access to students.

In meeting these obligations, The Fitzroy Academy will invite providers to its annual careers day and seek opportunities for students to attend appropriate careers events locally and in their home county.

<i>Last Reviewed</i>	<i>August 2023</i>
<i>Next Review Due</i>	<i>August 2024</i>
<i>Reviewed by</i>	<i>Head Teacher</i>

The Gatsby Benchmarks

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 pupils, parents, teachers, governors and employers.
2 LEARNING FROM CAREER AND LABOUR MARKET INFORMATION	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.
3 ADDRESSING THE NEEDS OF EACH PUPIL	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.
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.

<p>5 ENCOUNTERS WITH EMPLOYERS AND EMPLOYEES</p>	<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>6 EXPERIENCES OF WORKPLACES</p>	<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>7 ENCOUNTERS WITH FURTHER AND HIGHER EDUCATION</p>	<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>8 PERSONAL GUIDANCE</p>	<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. They should be expected for all pupils but should be timed to meet their individual needs.</p>