



# Careers Guidance Policy



## **1 - Rationale**

Careers education and guidance programmes make a major contribution to preparing young people for the opportunities, responsibilities and experiences of life.

A planned progressive programme of activities supports them in choosing 14 – 19 pathways that suit their interests and abilities and help them to follow a path and sustain happiness and success throughout their lives.

Careers learning is highly linked to independence and life skills such as travel, making choices and everyday activities supporting career ambitions.

Longridge School is committed to providing a planned programme of Careers Education, Information and Guidance for all pupils in Years 7-14 which will promote equality of opportunity, celebrate diversity and challenge stereotypes.

We believe that it is especially important for our pupils, all of whom have an Education Health and Care Plan, that careers education information and guidance is talked about across the whole school and is of the highest possible quality. We understand that this will need to be differentiated and tailored to each pupil, ensuring it is appropriate to each student and their needs.

## **2 - Context**

From September 2013 the Education Act of 2001 placed schools under a duty to ensure that all registered pupils in Years 8-13 have access to independent, accurate and impartial information, advice and guidance. It was then updated by The Department for Education in August 2022 for education and training providers.

Careers guidance under these duties must:

- be presented in an impartial manner (independent careers guidance)
- include information on the range of education or training options, including apprenticeships and other vocational pathways for years 8 to 13
- promote the best interests of the pupils to whom it is given

The government also expects Governing Boards to ensure that the schools careers programme is published and the careers strategy is developed in line with the Gatsby Benchmarks and informed by the requirements set out.

The careers strategy can be read online at :

[www.gov.uk/government/publications/careers-strategy-making-the-most-of-everyones-skills-and-talents](http://www.gov.uk/government/publications/careers-strategy-making-the-most-of-everyones-skills-and-talents)

The statutory guidance for school is available at:

[www.gov.uk/government/publications/careers-guidance-provision-for-young-people-in-schools](http://www.gov.uk/government/publications/careers-guidance-provision-for-young-people-in-schools)

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 (refer to the schools Special Needs and Equal Opportunities Policy).

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 but care services must play their part in this planning. These young people may require additional planning. Learners may access the Staffordshire Independence programme where appropriate, in addition to completing ASDAN My Independence programmes.

We will 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 and support students to make informed career choices including choices about academic or vocational training from year 9 onwards.

From Year 10 students have opportunities to access appropriate work experience to support their knowledge skills and social development in the world of work.

#### **Link to work experience:**

We endeavour to work on Work experience opportunities and the schools termly enterprise/project days 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.

Guidance requires schools to ensure that education or training providers can access students at least once a year from Years 8 to 13 to provide information about a range of post 16 pathways, including technical education qualifications or apprenticeships.

Longridge School will endeavour to meet this requirement. The school will hold an annual careers day where access will be promoted and encouraged, as well as a range of opportunities offered to our students to visit colleges, universities, apprenticeship and other training providers and careers fairs.

Regular project sessions for secondary age 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 careers lead/head teacher will also take on the responsibility for producing any references required by training providers or employers in order to consider students who can access in person work experience.

#### **Professional and personalised guidance:**

We aim to raise aspirations and equip our students with knowledge and understanding, skills and attitudes as a foundation for managing their lifelong career and learning. Our goal is to develop student confidence, independence and functional communication to enable them to

access their world, concentrating on their next steps, providing quality guidance and supporting their transitions.

We are aware our teachers are highly influential and students are more likely to be motivated to learn if their teacher knows their hopes and dreams. Good relationships between the student and staff supports understanding of opportunities and how their interests linked to their ambitions. Career related learning improves our young people's motivation and engagement in learning, especially as they get older and closer to transitioning away from school. Students will also receive information and advice on their futures, through LAC reviews, PEP meetings and SEN/EHCP annual reviews.

For guidance, Longridge School will seek to ensure that each student has access to the appropriate service, whether this is provided through a home county-based careers adviser or the school's attached RCDP, as well as accessing our in-house careers programme.

Additionally at Longridge, we ensure that every student from Year 7 will have the opportunity for a yearly guidance session with our CDI registered career development practitioner (RCDP), who works in an impartial manner and will provide information and guidance in the best interest of the student and will provide a written plan, which can be used by them, the family and school to support transition.

Longridge School have contracted an external Information Advice and Guidance provider- Calm Careers to deliver this work and our Registered Careers Development Practitioner (RCDP) is Nicki Hamilton.

Nicki is not only a Level 6 qualified RCDP, but she is also an Executive Functioning Coach, an emotional wellbeing practitioner and has worked in SEND specialist provisions for over fifteen years, as well as having lived experience with neurodivergence in her family.

For many of our learners, it is incredibly important for them to have chance to build a strong relationship between them and the careers professional, otherwise conversations can be uncomfortable, impossible or unrealistic in their outcomes. Students will be supported to access our practitioner, through monthly visits and conversations, in order to get the best and most relevant outcomes for that student. The practitioner will have also been informed by staff regarding needs, appropriate methods of communication and often other professionals involved, to support with transition planning.

Access to a careers guidance session can be by self-referral, parental referral or staff referral, otherwise it will be conducted during the school year at key points appropriate for the student.

Career Planning information will be recorded at the appropriate reviews and the careers lead will hold records of students aims and thoughts relating to their futures.

### **3 – Monitoring Evaluation and Review**

The effectiveness of this policy will be measured in a variety of ways: The policy is developed and reviewed annually through discussions with Careers Leader, all staff, the RCDP, pupils,

parents, governors and other external partners and will take into account evaluation of school destinations and feedback.

It is based on current good practice from OFSTED, the Careers Development Institute and is guided by the 'Gatsby' benchmarks, to ensure best practice and to conform to statutory requirements.

The school will continue to use the Careers Compass to help plan, monitor and evaluate actions towards these benchmarks. Regular updates of the compass will be fed back to senior leaders and the Governing Board. The school is also committed to ensuring that parents are regularly updated with the careers activities their child has took part in over the academic year. Compass + will support us to do this.

The Gatsby Benchmarks are set out in Section 8 below and will be used by Longridge School to self-assess its careers guidance programme/offer on a regular basis. Longridge also utilises the Talentino #Sameandifferent model ([Same and Different | CEC Resource Directory](#)), the national early career development model for Career SEND groups; which helps us identify and successfully deliver focused career activities that will help our students to access future education and employment opportunities and develop skills for independent living.

#### **4 – Provider Access Statement**

Schools and academies must give education and training providers the opportunity to talk to pupils in Years 8 to 13 about approved technical qualifications and apprenticeships from 2 January 2018. The DfE has issued 2 guidance documents: Technical Education and Apprenticeships: Raising Awareness in Schools and Example Policy Statement on Provider Access which sets out what schools need to have in place to meet the requirements of the amendment to the Technical and Further Education Act.

Any provider wishing to request access for these purposes should contact the Head Teacher, Carol Harvey on [carol.harvey@longridgeschool.org.uk](mailto:carol.harvey@longridgeschool.org.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, Longridge School will invite providers to its annual careers day and seek opportunities for students to attend appropriate careers events locally and in their home county.

#### **5 - Roles and Responsibilities**

##### **Role of the Senior Leadership Team:**

The Head Teacher sets out a strategy for careers education and guidance which meets the school's legal requirements, it should be developed in line with the Gatsby Benchmarks and informed by the requirements set out in Careers Guidance and access for education providers Statutory guidance for governing boards, school leaders and school staff.

## **Role of the Proprietal Board:**

The Proprietal Board have a key role in ensuring the school not only meets its legal requirement, but also that the school is equipping their pupils with the tools and knowledge to make informed choices about their futures. They can do this by offering strategic support to school leaders and by holding the head teacher to account for the quality of provision of careers education, information advice and guidance.

The Proprietal Board should provide clear advice and guidance to the head teacher on which he/she can base a strategy for careers education and guidance which meets the school's legal requirements, is developed in line with the Gatsby Benchmarks and informed by the statutory guidance.

The Proprietal Board has an appointed a Link Director for Careers who has completed appropriate training and has secure knowledge and understanding of the Careers programme. They report back regularly to the Proprietal Board.

The Proprietal Board ensures that the school complies with its statutory responsibilities:

1. The appointment of a Careers Leader.
2. Compliance with the Baker Clause (Provider Access Statement).
3. The publishing of policy statements on the school's website.
4. Commitment to the delivery of independent and impartial guidance.

## **Role of Teaching and Support Staff:**

All staff should ensure they are aware and comply with the CEIAG Education programme and its objectives and have an understanding of the Gatsby Benchmarks/CDI framework and how they are implemented and can be implemented in their relevant classes and subjects.

They will support the development of students' knowledge and application of skills , develop links to external support within their curriculum areas and signpost specific students' needs for further careers advice.

## **6 - Staff CPD for staff delivering CEIAG**

Further training can be requested or highlighted during regular staff CPD meetings. Staff can also request training as part of their appraisal.

Staff can access their own learning about careers through guest speakers, work place and provider visits and utilising <https://www.careersandenterprise.co.uk/education/training-careers-leaders>

## **7 - Role of External Agencies**

Further support is provided by a variety of outside agencies to ensure the students have multiple opportunities to learn from employers and other organisations nationally and locally.

## Careers and Enterprise Company

The school continues to work closely with the Careers and Enterprise company and as a result receive support and guidance from a dedicated SEN Enterprise Advisor. As part of this support the school are required to meet government deadlines where the Compass Tracker is completed. This is completed throughout the year and feeds into an action plan that is regularly updated.

The school has a Provider Access policy which is available on the school website.

Other agencies working with Longridge and have good working relationship with school include:

- FE Colleges
- Department for Work and Pensions
- Employers
- Careers and Enterprise company
- Talentino

## 8 - Equality and Diversity

CEIAG is provided to all students in school irrespective of their pathway. Students are encouraged to follow paths that suit their interests, skills and strengths, it is designed to suit all needs and covers employment, independent living and supported living.

The programme will raise aspirations, promote equality of opportunity, celebrate diversity and challenge stereotypes.

## 9 - The 'Gatsby' Benchmarks

Longridge has adopted the Gatsby Benchmarks to track CEIAG programme because they are judged to be an outstanding system for career guidance.

<https://www.gov.uk/government/news/careers-guidance-for-moderncountryunveiled>

<https://www.gatsby.org.uk/uploads/education/reports/pdf/gatsby-sir-john-holman-good-career-guidance>

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. Experiences of workplaces
7. Encounters with further and higher education
8. Personal guidance

## 10- Responsibilities:

All staff are responsible for providing good careers education, information and advice to students, this includes form tutors, teachers and support staff. Other staff have more responsibility for the guidance.

Careers Lead: Claire Blakemore

Registered Careers Development Professional (Level 6 qualified): Nicki Hamilton, Calm Careers

<i>Last Reviewed</i>	<i>October 2024</i>
<i>Next Review Due</i>	<i>October 2025</i>
<i>Reviewed by</i>	<i>Head Teacher and Careers lead</i>