



Barndale House School

What I learn today, prepares me for tomorrow

Careers Education and Guidance Policy 2022 - 2023

Policy Location:	Written:	Review Due:	Person Responsible:
Staff Share -> Policy Library	January 2022	January 2023	Mark Phillips Helen Hemsley

Introduction

This policy will map out the breadth and depth of ways in which we will support all of our learners in being able to access the Careers Education and Guidance Curriculum and how in turn this will adequately prepare them for adulthood in line with our school vision - *'What I do today prepares me for tomorrow'*.

Within our school context a 'career' is defined as a pathway through life. The term 'career guidance' refers to the full range of approaches to promoting career learning and development, including informing, teaching, assessing and advising.

Rationale

We recognise that the world of work and employment is changing rapidly and that when preparing to leave school young people are faced with many choices about their future and may encounter a range of challenges in making the transition from education to adulthood. It is vital therefore that our students have access to accurate, impartial and objective advice and guidance to help to inform choices and decisions about their future and to prepare them for the opportunities, responsibilities and experiences of life.

We aim to provide comprehensive, accurate and practical Information, Advice and Guidance (IAG) through a carefully planned careers program and clear structured curriculum offer which will:

- Encourage students to consider a wide range of options.
- Empower students to plan and manage their future pathways.
- Respond to the needs of the learner.
- Raise aspirations.
- Actively promote equality of education.
- Challenge stereotypes.
- Provide effective Labour Market Information (LMI) to aid decisions.

The school will support all students, irrespective of ability, to make informed decisions at all stages of their experience and development .and to inspire each and every one of them to work towards achievable goals.

Aims

Effective IAG will provide opportunities for pupils to:

- Understand their interests and strengths in relation to work and lifelong learning.
- Explore careers and option choices.
- Participate in a range of relevant activities and experiences.
- Prepare for the next stage of their post-school life be it in training, education, apprenticeships or employment.
- Make informed, realistic decisions based on effective labour market information and independent and impartial advice and guidance.
- Be ambitious for their future aspirations and challenge expectations.
- Experience the working world and personalised opportunities.
- Make imaginative, creative and innovative use of new technologies to raise the quality of learning within the subject and the wider school curriculum.

Objectives

Barndale House School will:

- Provide a range of rich and varied activities to encourage the best possible progress and highest attainment of all students.
- Enable students to make connections across different areas of learning
- Develop pupils capacity to learn and work both independently and collaboratively
- Assist students and parents/carers to understand opportunities available after leaving the school
- Make students and parents/carers aware of changes in the world of work
- Assist students and parents/ carers to develop skills in looking for opportunities
- Prepare students to ensure that they have the skills , knowledge, attitudes and relevant experiences(where possible) to transition onto their chosen pathway
- Encourage continuous learning to further assist their future opportunities

- Utilise specialist Careers support
- Provide opportunities for students to talk to colleges, employers and other providers to further support decision-making.

Links with other Policies

This policy links with the school's policies and procedures for:

- Teaching and Learning
- Assessment and Recording
- Support and Regulation (Behaviour)
- Recording and Reporting
- PSHE
- Equality
- Health and Safety
- School Visits

Statutory Requirements and Expectations

The careers provision at Barndale House School is in line with the statutory guidance developed by the Department of Education, which refers to Section 42A and 45A of the Education Act 1997. This states that all school should provide independent careers guidance from Years 8 to 13 and that guidance should:

- Be impartial.
- Include information on a range of pathways, including apprenticeships.
- Be adapted to the needs and interests of the pupil.

In addition, the school is compliant with the careers guidance that the Government set out for delivery from 2018: 'Careers Guidance and Inspiration for Young People in Schools'. This states that all schools must give education and training providers the opportunity to talk to students about approved technical qualifications and apprenticeships. Further

information relating to this can be found in the Provider Access Policy Statement on our school website.

Equality and Diversity

Careers education and guidance is available to all students in the school.

Students are encouraged to follow career paths that suit their interests, skills and strengths.

Curriculum Offer

Our Curriculum is based on the three core elements of Careers, Employability and Enterprise:

1. Self -Development through careers, employability and enterprise education

- Self-awareness
- Self-determination
- Self-improvement as a learner

2. Learning about careers and the world of work

- Exploring careers
- Investigating jobs, the world of work and working life
- Work experience
- Understanding business and industry
- Valuing equality, diversity and inclusion
- Learning about safe working practices and environments

3. Developing career management and employability skills

- Using and responding to careers advice and guidance

- Preparing for employment
- Showing initiative and enterprise
- Developing personal financial capability
- Identifying choices and opportunities
- Planning and deciding
- Experience applications and interview processes
- Manage change and transition.

Roles and Responsibilities / Management and Delivery

We recognise the importance of putting in place effective arrangements for the management and delivery of the Careers Education and Guidance Curriculum at Barndale House School.

Governing Body

The governing body will ensure that:

- The School has a clear policy on Careers Education and Guidance and that this is clearly communicated to all stakeholders.
- The progress of pupils is monitored and evaluated.
- The breadth, balance and financing of the curriculum is regularly monitored.
- Test and assessment data is monitored.
- Parents and carers receive regular reports regarding the progress of their child for the subject.
- A person is named as governor link for careers and IAG to monitor effectiveness of provision.

Head Teacher

The Head teacher will ensure that:

- All statutory elements of the curriculum are met.

- The amount of time for teaching the curriculum is adequate and reviewed annually.
- The governing body is informed on the breadth and balance of the curriculum
- This policy is implemented and monitored and the governing body is reported back to.
- A positive learning culture in which all children believe that they can succeed is promoted in school.
- There are high standards of teaching and learning.
- The school is compliant with legislation and to enable an annual evaluation of Careers within the school.

Careers Leader

The Careers Leader will be responsible for overseeing the delivery of the school's Careers Education and Guidance curriculum programme. This will include:

- Liaison with an external careers advice service, FE Colleges, Social Care providers, employers and any other associated services.
- Guidance is followed in line with an annual appropriate careers audit using the Gatsby career benchmarks and updated when necessary throughout the year
- Providing opportunities for students to have access to personalised, impartial careers advice and interviews to assist them with decision making.
- Implementing accredited courses where applicable to align with student's aspirations.
- Organising an annual whole school Careers Week -including access to employers and FE providers to further students understanding of their careers options, the world of work, courses and qualifications open to them.
- Attending local authority training and network meetings and disseminating information to colleagues.
- Subject resources are kept up to date and available for all staff.
- Teaching of careers is relevant across all stages in school

The Careers leader in school is Helen Hemsley who can be contacted on 01665 602541 or email admin@barndalehouse.nortumberland.sch.uk

Staff Team

All staff are responsible for supporting the Careers Lead in delivering the careers programme to their class groups. This will be through:

- Linking curriculum learning to the careers programme.
- Highlighting to all students the importance of achievement in English and Maths and also other qualifications including ASDAN and NCFE.
- Providing first point of contact to students when offering careers education and guidance.
- Developing the students' transferrable skills.
- Supporting students to access sources of career/post school information and decision making guidance.
- Assessing student's work and tracking progress.
- Providing opportunities for students to experience the world of work.

Staff Development

The Senior Leadership team and Careers Leader are responsible for the dissemination of key information to support the on-going development of the Careers Education and Guidance Curriculum programme.

All staff are expected to contribute to the career learning and development of students in their different roles. Staff development priorities are reviewed and planned annually and in conjunction with Performance Review process. External training will be sourced where necessary to support the careers strategy.

Funding and Resourcing

Funding for careers education will be allocated in the annual budget in the context of whole school development priorities. Additional funding may be sought through sponsorship, donations and links with outside agencies.

Monitoring, Reviewing, Evaluating and Reporting

Evaluation is essential to ensure that Barndale House School meets the needs of all students and also that the Careers Education and Guidance programme is meeting all statutory requirements. The SLT will carry out a regular audit against the Gatsby Benchmarks using a variety of measures including Compass+ and the Careers and Enterprise Company guidance toolkit. Input will also be sought from external bodies such as FE Colleges and Careers Advisors as well as students, parents and carers.

Changes and improvements to the programme will be entered into the School Improvement Plan along with timescales for completion. Updates will be provided to the Governing Body by the Careers Lead/ Head teacher.

The success of the policy will be demonstrated through the retention and progression tracking.

The quality of careers education and guidance teaching and learning within the school will be reviewed through annual review, observations and teaching and learning walks.

Individual pupil progress will be measured using B Squared Steps 4 Life – Employability framework.

Links and Partnerships

Barndale House School has established partnerships in place to further enhance our careers programme for all of our students. Present partners are listed below;

- Alexandra Weatherstone, NELEP
- Steph Stafford / Pottergate Centre – Local Enterprise Link
- NCC Learning and Skills Team
- Local colleges ,Social Care and Training providers
- Local CIAG network and SEND CIAG network
- Northumberland County Council
- NCC PCP Team
- Voluntary and Community Partners
- Clarty Commandos

- Lionheart Radio
- Smile Through Sport

Parents and Carers

Parents/Carers play an integral part in pupils' understanding of their post-school options and are encouraged to attend a range of events including parents' evenings, transition reviews, careers fairs and open days. Barndale House School is committed to supporting parents / carers to develop their confidence and capability when contributing to their child's EHCP and long-term planning and decision making.

Support Agencies

The school has an annual agreement with NCC Careers Guidance Team to provide independent and impartial careers information, advice and guidance to pupils in Yrs 8-14.

Independent careers information and guidance for the school is provided by Anne Clark who can be contacted on 01670622799 or email anne.clark@northumberland.gov.uk

Appendix 1

The Gatsby Benchmarks set out a framework for schools to deliver 'good career guidance'.

1. A stable careers programme	Every school should have an embedded programme of career education and guidance that is known and understood by students, parents, teachers, governors and employers.
2. Learning from career and labour market information	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.
3. Addressing the needs of each student	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.
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.
5. Encounters with employers and employees	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.
6. Experiences of workplaces	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 to expand their networks.
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.
8. Personal guidance	Every student should have opportunities for guidance interviews with a Careers 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.

The Gatsby Benchmarks have a key role in:

- raising young people's aspirations and promoting access to all career pathways
- enabling all young people to develop the skills and outlook they need to achieve career wellbeing, including adaptability and resilience
- underpinning the Department for Education guidance to schools on meeting their statutory responsibility for careers guidance.

