



## CAREERS POLICY

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<b>Reviewed By:</b>	Careers Leader (Colin Sutherland )
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## **Contents:**

### Statement of intent

1. Legal framework
2. Roles and responsibilities
3. A stable careers programme
4. Learning from career and labour market information
5. Addressing the needs of students
6. Targeted support
7. Students with SEND
8. Linking curriculum learning to careers
9. Encounters with employers and employees
10. Experience of workplaces
11. Encounters with further and higher education
12. Personal guidance
13. Information sharing
14. Monitoring and review

### **Appendices**

Provider Access Policy Statement

## **Statement of intent**

This policy is underpinned by Sections 42A and 45A of the Education Act 1997, and has due regard to the DfE's statutory guidance, 'Careers guidance and access for education and training providers', which was last updated in January 2024.

The aims of careers provision at EBN Academy are to:

- Prepare students for life post-education.
- Develop an understanding of different career paths.
- Develop an understanding of the differences between the Academy and work.
- Inspire students to be ambitious.
- To ensure that students have access to high quality information on careers, job roles and labour market information.
- Help students to access information on the full range of post-16 education and training opportunities.
- Support students after leaving the Academy.
- Offer targeted support for vulnerable and disadvantaged young people.
- Instill a healthy attitude towards work.

## **1. Legal framework**

1.1. This policy has due regard to legislation and statutory guidance, including, but not limited to, the following:

- Education Act 1997
- 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
- Careers guidance and access for education and training providers 2018

## **2. Roles and responsibilities**

2.1. The Academy Trust and Executive Head Teacher are responsible for:

- Ensuring that all registered students at the Academy are provided with careers guidance from Year 9 to Year 11
- Ensuring that arrangements are in place to allow a range of education and training providers to access all students in this range and inform them about approved technical education qualifications and apprenticeships. An access policy statement sets out these arrangements.
- Ensuring that the 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 Academy's Complaints and Procedures Policy.

2.2. The Careers Leader (Colin Sutherland) is responsible for:

- Revising this policy on an annual basis
- Preparing and implementing a development plan for CEIAG.
- Reviewing and evaluating the programme of CEIAG.

- Supporting subject teachers with careers education and pastoral tutors providing initial information and advice.
  - Monitoring teaching and learning in careers education, and the access to and take up of career guidance.
  - Publishing details of the Academy's careers programme and a policy statement on provider access on its website.
  - Attending regular meetings in-regard of careers to plan and evaluate implementation of the Academy's career plan.
  - Liaising with the Principle to implement and maintain effective careers guidance.
- **Careers Education, Information, Advice and Guidance**
  - Working with students and staff to raise aspirations about future education/ career pathways through provision of accurate and up to date information, advice and guidance.
  - Interviewing, advising and monitoring students so that every student has clear plans for progression at key transition points.
  - Ensuring that every student has access to impartial information, advice and guidance.
  - Following up with Academy leavers to identify student pathways, identifying and supporting NEET students and providing monitoring data.
  - Working with the Principle and other colleagues to plan and deliver a coherent programme of careers education
  - Helping to organise a range of careers events both within and outside the normal Academy day.
  - Liaising with the form tutors and teaching staff to prepare, resource and deliver assemblies and preparatory sessions for students in relation to careers education.

### **Work Experience**

- Organising work experience placements for year 10 and students and monitoring the effectiveness of all work experience placements for students.

- Checking work experience placements for quality activity and health and safety compliance.
- Liaising with form tutors and teaching staff to prepare, resource and deliver assemblies and preparatory sessions for students in relation to work experience.
- Organising staff visits to students on work experience, including provision of guidance and materials for staff.
- **Work Related Learning**
- Planning organising and evaluating work-related and enterprise events e.g. practice interview days, industry days, learning provider visits.
- Supporting teachers to develop schemes of work to incorporate work-related learning and enterprise opportunities where appropriate.
- Developing effective links with external agencies including National Careers Service, National Apprenticeship Service, Full Participation Team, local businesses, training providers and colleges in order to further develop the range of work related experiences offered to students.
- Promoting and leading work-related learning with students, parents, staff and governors through assemblies and effective use of notice boards, newsletters and reports.

### **3. A stable careers programme**

- 3.1. EBN Academy has a Careers Education programme in place which meets the requirements of the Gatsby Benchmarks. The programme is reviewed annually against the benchmarks to ensure it remains on target.
- 3.2. The Careers Leader (Colin Sutherland) ensures the coordination of a high-quality careers programme. The name and contact details of the Careers Leader are published on the Academy website.
- 3.3. The Careers Leader works with enterprise coordinators to build careers and employer engagement plans to broaden the range of guidance that students have access to.

### **4. Learning from career and labour market information**

The Careers Leader:

- 4.1. Ensures that students and families have support and guidance in accessing and using information.

- 4.2. Ensures that every student and their families have access to good quality information about future study options post 16 and labour market opportunities including careers, job roles, example salary expectations and job opportunities. Online resources are accessible via the website
- 4.3. Signposts access for students and their families to key institutions such as the National Careers Service, National Apprenticeship Service, Department for Work and Pensions which provide independent impartial advice and guidance.
- 4.4. Ensures that all students, by the age of 14, have accessed and used information about career paths and the labour market to inform their decisions on study options.

## **5. Addressing the needs of students**

- 5.1. The Academy's careers programme aims to raise the aspirations of all students whilst being tailored to individual needs. The programme informs students of the range of opportunities available to them and makes clear equality of opportunity.
- 5.2. All forms of stereotyping are prohibited in the careers advice and guidance that is provided, to ensure students from all backgrounds, gender and diversity groups, and those with SEND, can consider the widest possible range of careers. Arrangements are made for students to talk to employees who work in non-stereotypical jobs to raise awareness of the range of careers and equality of opportunity.
- 5.3. The Careers Leader maintains records of advice given to each student and consequent decisions so that students can be systematically supported in their career development.
- 5.4. The Academy collects and analyses destination data to assess how well the careers programme is raising aspirations. The data is reviewed by the Principle and Academy Trust on an annual basis.

## **6. Targeted support**

- 6.1. The Careers Leader works with the LA to identify students who are in need of targeted support or those who are at risk of not participating in post-16 pathways. Agreements are made over how these students can be referred for support drawn from a range of education and training support services available locally.

- 6.2. The Careers Leader engages with the SEND Co-Ordinator (Amanda Knowles) and the Designated Safeguarding Leader to ensure they know which students are in care/are care leavers, to understand their additional support needs and to ensure that any personal education plans can inform careers advice.

## **7. Students with SEND**

- 7.1. The Academy ensures that careers guidance is differentiated and based on high aspirations and a personalised approach.
- 7.2. The Academy works with families of students to help them understand what career options are available.
- 7.3. Careers guidance focuses on a student's career aspirations and the post-16 options which are most likely to give the student a pathway into employment or higher education.
- 7.4. When arranging work experience for students, the Careers Leader works with the Designated Safeguarding Leader and the employer to determine any additional support that will be needed during the work placement.

## **8. Linking curriculum learning to careers**

- 8.1. The Academy delivers a Careers Education Programme as part of the Citizenship programme.
- 8.2. The Academy works to integrate careers education and guidance into subjects across the curriculum. Teachers support the career development of young people by indicating opportunities relevant to their subjects to help students understand context and progression.
- 8.3. Students study a curriculum to the end of Key Stage 4 which supports progression and engages them in lifelong learning.

## **9. Encounters with employers and employees**

- 9.1. The Careers Leader engages with local employers, businesses and professional networks, inviting visiting speakers with whom students can relate.
- 9.2. Every year, students participate in at least one meaningful encounter with an employer; at least one of these encounters is be with a STEM employer or workplace. These encounters include:



- Careers events such as careers talks, careers carousels and careers fairs.
- Transitions skills workshops such as CV workshops and mock interviews.
- Employer delivered employability workshops that include Deloitte, Pathways to Law, Police, Work Pays, Barclays Life Skills, NHS.

## **10. Experience of workplaces**

- 10.1. The Careers Leader ensures that all students have had at least one experience of a work place by the age of 16.
- 10.2. Work experience is a learning opportunity which is coordinated by the Careers Leader and planned, delivered, monitored and reviewed by Academy staff, students, families and employers.
- 10.3. Work experience is tailored to the needs of the students and the opportunities available with employers. These can include:
  - Workplace visits
  - Work experience
  - Job shadowing
  - Career-related volunteering

## **11. Encounters with further and higher education**

- 11.1. The Careers Leader provides students with a range of information and opportunities to learn about education, training and career paths throughout their Academy life.
- 11.2. Interviews, guidance and monitoring in Year 11 ensure that students have appropriate progression plans in place.
- 11.3. Students are encouraged to use information tools, such as websites and apps, which display information about opportunities.
- 11.4. Education and training providers deliver information to all students in Years 9 to 11 about approved technical education qualifications and apprenticeships.
- 11.5. Opportunities are provided for students to engage with higher education including Higher Education events including a UCAS event on site targeted at students in years 10 to 11, visit to regional UCAS Fair, visiting speakers and mentoring from universities.
- 11.6. A [policy statement](#) on Post 16 Provider Access is published on the Academy website and includes:
  - 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.

## **12. Personal guidance**

- 12.1. All students are provided with opportunities for personal guidance interviews. All students are interviewed in years 11.
- 12.2. The Careers Leader meets the professional standards outlined by the Career Development Institute. The Careers Leader is qualified to level 6 in Careers Guidance.
- 12.3. When working with students with SEND the Careers Leader communicates with SEND staff and uses the outcome and aspirations in the EHCP to focus discussions.
- 12.4. When working with LAC students or care leavers the Careers Leader uses their previsionn plan to focus discussions.

## **13. Information sharing**

- 13.1. The Academy provides relevant information about students to the LA support services including:
  - Basic information, such as the student's name or address.
  - Other information that the LA requires to support the student to participate in education or training to track their progress.
- 13.2. The LA will be notified, as early as is possible, whenever a 16 student leaves an education or training programme before completion.

## **Provider Access Policy Statement**

Under Section 42B of the Education Act 1997, as of 2 January 2018, the Academy “*must ensure that there is an opportunity for a range of education and training providers to access registered pupils during the relevant phase of their education for the purpose of informing them about approved technical education qualifications or apprenticeships*”. This policy statement sets out how we manage requests from these providers.

### **What are students entitled to?**

Students must be enabled to:

- Learn more about technical education qualifications and apprenticeship opportunities, as part of a careers programme which informs students 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, e.g., 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?**

Access by external providers to students at the Academy must be agreed by the Principle. Any provider wishing to request access should contact the Careers Leader, Colin Sutherland, on 0121 6059370 [csutherland@ebnfs.org](mailto:csutherland@ebnfs.org) .

The Academy’s Safeguarding Policy sets out the Academy’s approach to allowing providers into Academy to speak to our students.

### **What are the rules for granting and refusing access requests?**

We will grant access requests that meet the following criteria:

- There is a clear and demonstrable opportunity for students to learn new information about technical education qualifications and apprenticeship opportunities
- Provider visits fit with the Academy’s careers programme
- Visitors represent organisations or providers which are recognised providers of high quality technical or apprenticeship education and training
- Visitors will provide evidence of identity

We will refuse any access request that:

- Visits will duplicate information already provided to students
- Disrupt learning of students
- Visitors are unable to provide adequate credentials

Once we have approved a provider, we will work with them to identify the best method for working with our students.

We will make the Academy hall, classrooms or meeting rooms available to host discussions between providers and students as appropriate. We will also make presentation equipment such as projectors available to providers subject to sufficient notice of request.

Arrangements will be discussed in advance between the Academy's Careers Leader and a nominated member of the provider's team.

### **Can providers leave prospectuses for students to read?**

Providers are welcome to leave a copy of their prospectus and other relevant course literature with the Careers Leader.

**Signed (Executive Head Teacher):**

**Print Name:** \_\_\_\_\_

**Date:**