



THE NELSON THOMLINSON SCHOOL

CAREERS POLICY

Signed by Headmaster:

Signed by Co-Chair of Governors:

Reviewed by Curriculum Teaching & Learning Committee:

23 June 2022

Next Review:

June 2023

Statement of Intent

This policy is underpinned by Sections 42A1, 42B and 45A of the Education Act 1997 and Section 72 of the Education and Skills Act 2008, and has due regard to the DfE's statutory guidance, 'Careers guidance and access for education and training providers', which was last updated in July 2021 and the Careers strategy: making the most of everyone's skills and talents December 2017. At the forefront of the policy is the implementation of the eight Gatsby benchmarks of Good Career Guidance by 2020:

1. A stable careers programme
2. Learning from career and labour market information
3. Addressing the need of each pupil
4. Linking curriculum learning to careers
5. Encounters with employers and employees
6. Experience of workplaces
7. Encounters with further and higher education
8. Personal guidance

Context

The Nelson Thomlinson School's core purpose is 'to inspire confident learners who will thrive in a changing world'. Every department works collectively across the school in relation to CEAIG to raise the aspirations, promote equality of opportunity, celebrate diversity, challenge stereotypes and prepare learners for their future careers involving local and national employer engagement.

It is recognised that effective careers guidance contributes to raising aspirations, improving motivation and overcoming barriers to success. School has a critical role to play in preparing all young people for the next stage of their education or training and beyond. Expectations are high, including for our most vulnerable and those with special educational needs and disabilities. Students are challenged appropriately and acquire the knowledge, skills and attitudes for lifelong learning so that they become more adaptable and resilient, make decisions and transitions, be more enterprising and be able to present themselves well with applications and interviews. This will help every young person to realise their potential and enhance their employability.

Aims:

- To equip students with the knowledge, skills and attributes that they need to make informed decisions about their learning and work through a cohesive programme of careers education.
- To support students through personalised information, advice and guidance to enable them to build up the confidence to take charge of their career development and effectively manage their own progression through learning and work.
- To inspire students to consider a broad and ambitious range of options and to move on to achieve their full potential

Objectives: At the end of each key stage in preparation for their progression and smooth transition learners should be able to: -

- Understand themselves and the influences on them
- self-knowledge - Investigate opportunities in learning and work: career exploration
- Make and adjust plans to manage change and transition
- Career management

Entitlement: All students are entitled to careers education that is impartial and confidential. It will be integrated into their experience of the whole curriculum, based upon a partnership with students and their parents/carers. The programme will promote equality of opportunity, inclusion and anti-racism.

Commitment: The school is committed to providing a planned programme of career education, information, advice and guidance for all students in years 7-13 and ultimately in partnership with the Cumbria Careers Hub in connection within the Cumbria Local Enterprise Plan (LEP).

Development: This policy was developed and is reviewed bi-annually through discussions with teaching staff, students, parents, governing body and other external partners such as Service level agreement with Inspira and ultimately The Careers & Enterprise Company (CEC).

It is underpinned by the school's policies:

Curriculum Policy

School Development Plan

Equality Policy

Health and Safety Policy

Spiritual, Moral, Social and Cultural Education

Safeguarding and child protection Policy

Special needs and disability Policy

Legal Framework: In The Nelson Thomlinson School's career's policy, our definition of careers guidance is aligned to those provided by DfE. Careers guidance and inspiration in schools, DfE 'Statutory guidance for governing bodies, school leaders and staff', March 2015 defines Careers Advice and Guidance as: 'Careers Advice and Guidance refers to a coherent programme of activities that inform, inspire and motivate young people, preparing them for work and helping them to understand where different education and training choices could take them in the future'. This policy has due regard to legislation and statutory guidance, including, but not limited to the following:

DfE Careers strategy: making the most of everyone's skills and talents December 2017.

DfE 'Careers guidance and access for education and training providers' 2018

Section 42A and 45A of Education Act 1997

Education and Skills Act 2008

Apprenticeships, Skills, Children and Learning Act 2009

Equality Act 2010

Education Act 2011

Children and Families Act 2014

Technical and Further Education Act 2017

Roles and Responsibilities:

The governing board is responsible for:

- Ensuring that all registered students at the school are provided with independent careers guidance from Year 7 to Year 13.
- Ensuring that arrangements 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.
- Ensuring that the independent 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, technical and vocational education routes.

The Careers Leader is responsible for:

- Managing the provision of careers information within the school.
- Liaising and leading with the Head of Curriculum to implement and maintain effective careers guidance
- Supporting Tutors providing initial information and advice.

- Advising senior leadership on policy, strategy and resources for careers education, information, advice and guidance (CEIAG)
- Reviewing and evaluating the programme of CEIAG.
- Using the Gatsby Benchmarks to improve the school's careers provision and ensure compliance with legal duties, with an ultimate aim to meet all benchmarks.
- Allowing students to have access to providers of technical education. Such as colleges, and apprenticeships to ensure every pupil is well-informed about their future options at every stage.
- Using the Compass Tool for self-evaluating the careers provision the school offers.
- Reporting regularly to the Head of Curriculum regarding student progress and effectiveness of the school's career plan.
- Liaising with form tutors, Heads of Year, SLT, the SENDCO and Head of Sixth Form to identify students needing guidance.
- Establishing, maintaining and developing links with further education colleges, universities, apprenticeship providers and employers.
- Establishing a database reflecting Employer Engagement.
- Providing students with effective careers guidance, and supporting social mobility by improving opportunities for all young people.
- Providing a thorough, personalised career service throughout the school.
- Staying up-to-date with relevant CPD and developments in the CEIAG sector.
- Producing careers information and guidance through online and hard copy literature, and visual displays in school. Organising workshops for students and actively promoting the careers service in-house at open evenings, presentation days, assemblies and parents' evenings.
- Publishing details of the school's careers programme and a policy statement on provider access on its website.
- The Careers Leader will meet the professional standards outlined by the Career Development Institute.

External Staffing: External Partnerships A Partnership Agreement is negotiated annually between the school and Inspira identifying a coherent plan of support. Staffing are also assured to be qualified to Level 6 by the provider.

A stable careers programme: The school has its own careers programme in place which meets the requirements of the eight Gatsby Benchmarks. The programme is reviewed termly against the benchmarks to ensure it remains on target. The Careers Leader appointed to ensure the leadership and co-ordination of a high-quality careers programme is Julia Mullarkey. Details of the careers leader is available on the school website. The Careers Leader will also provide individual, tailored careers guidance to students. The Careers Plan for each group will be available on the school Website. The school will engage with local employers, businesses and professional networks, inviting visiting speakers, particularly alumni with whom the students can relate to. Every year, from the age of 11, students will participate in at least one meaningful encounter with an employer; at least one of these encounters will be with a STEM employer or workplace.

These encounters will include:

- Careers events such as career talks, career carousels and career fairs.
- Transition skills workshops such as CV workshops and mock interviews.
- Employer delivered employability workshops.
- Business games and enterprise competitions.

Labour Market Information: The school will ensure every student, and their parents/carers, has access to good-quality information about future study options and labour market opportunities. Students and their parents/carers will be referred to START Web page which is open to every Pupil and Student at The Nelson Thomlinson School. Parents/carers can also access the National Careers Service which offers information and professional advice via a website, helpline and web chat. The school will ensure students and their parents/carers understand the value of finding out

about the labour market, and support them in accessing this information. Students and their parents/carers will be provided with information on the benefits of understanding the labour market, including the salaries and promotion opportunities for different jobs, and the volume and location of vacancies across different sectors.

The school will ensure 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. The school will provide students with the necessary links and information that will enable them to access this. Access will be monitored to review whether students are making the most of the service, and if not, what can be done to ensure they do. To support social mobility, the school will work to raise students' aspirations and tackle stereotypical assumptions. Interventions will be used to tackle gender stereotypes; arrangements will be made for students to talk to employees who work in non-stereotypical jobs to raise awareness of the range of careers that science, technology, engineering and maths (STEM) qualifications lead to.

Addressing the needs of all students, including those with SEND: The school's careers programme will aim to raise aspirations of all students whilst being tailored to individual needs. The programme will inform students of the range of opportunities available to them, encouraging them to aim higher and make choices relevant to what they feel they can achieve. All forms of stereotyping will be 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. Comprehensive and accurate records will be kept to support the career development of students. These will be stored securely in the careers office. The school will allow access to this information, should a student or their parent/carer request it. The school will collect and analyse destination data to assess how well the careers programme is countering stereotypes and raising aspirations. The data will be reviewed by the Head of Curriculum and the Careers Leader on a yearly basis who can then base further development of the school's career guidance plan on the results and areas of success or failure.

Targeted support: The school will work with local partners (Inspira) to identify students who are in need of targeted support or those who are at high risk of not participating in post-16 pathways. Agreements will be made over how these students can be referred for support drawn from a range of education and training support services available locally. The school will ensure that students understand the programmes available to support them and financial costs associated with staying in post-16 further education. To support students who are likely to need support with post-16 participation costs, such as those with SEND, the school will work with the local partners and local post-16 education or training providers to share pupil data and ensure these students receive such support. The school will ensure that students are aware of the 16-19 Bursary Fund, which has been devised to support those individuals with a financial hardship.

Entrepreneurial skills: Students have the opportunity to work together in order to meet a specific brief or challenge and will be encouraged to work creatively to solve problems, overcome barriers, communicate effectively, develop ideas and present confidently through the planned Careers education programme:

EQ – Emotional intelligence Programme
Young Enterprise “Company of the Year”
6th Form Enrichment Programme
Charity Activities
Duke of Edinburgh Award
Dream Placement

Work Experience – currently supported by the Careers Leader to facilitate traditional work experience for students in Year 10 in holiday periods. Links to virtual Work Experience providers are encouraged through assemblies and all links can be found in Pupils and Student virtual lockers in START

Further education: Training providers will have access to all students in Years 7 to 13 for the purpose of informing them about approved technical education qualifications and apprenticeships.

Personal guidance: All students receive advice and guidance at key decision making points from Years 9-13) during their education, to inform progression, and are made aware of all the learning pathways open to them. All students in Year 10-13 will be provided with opportunities for personal guidance interviews with a level 6 qualified careers adviser. During the careers interview, all students are helped and encouraged to develop a careers action plan. The school will integrate personal guidance interviews within the pastoral system so that they can be followed up by the form tutors or equivalent. The Careers Leader working with students with SEND will use the outcome and aspirations in the EHCP to focus discussions. The Careers Leader working with LAC or care leavers will use their personal education plan to focus discussions.

Information sharing: The school will provide the relevant information about all students to Inspira including:

- Basic information, such as the student's name and address.
- Other information that Inspira requires to support the student to participate in education or training to track their progress.
- All year 11 pupils are given the opportunity for their consent for School to track destination data

The school's privacy notice will offer students and their parents/carers the opportunity to ask for personal information to not be shared. Inspira will be notified, as early as possible, whenever a 16 or 17 year old student leaves an education or training programme before completion. The school will agree on local arrangements for ensuring these duties are met.

Provider Access Policy Statement:

Available on School Website

A provider wishing to request access should contact:
Julia Mullarkey, Careers Leader

Email: jmullarkey@nts.cumbria.sch.uk

Telephone: 016973 42160, ext. 250