



Careers Policy

2020-2021

This policy is updated and approved by the Governing Body every year

This version was approved March 2021

The next update will be Sept 2021

Approved: Mr P. Brown – Chair of Governors

Approved: Mr N. Pledger – Headteacher

Signed copies held on school file

Introduction

Careers Education and Guidance describes the planned provision by schools, colleges and their partners to enable young people to learn about careers, learning and work so that they can manage their own development and make life choices and decisions that will benefit their own wellbeing and contribute to the wellbeing of others.

What we provide

Sir Thomas Fremantle School (STFS) plans and delivers careers advice and guidance, to enable young people to learn about careers, learning and work so that they can manage their own development and make life choices and decisions. We are committed to providing a planned programme of Careers Education and Guidance for all our students in Years 7-13, as well as Information, Advice and Guidance (IAG) for those students who need it. Careers Education and Guidance will continue to be delivered through our PSHE Programme, tutor time, assemblies and, where possible, educational visits and activities.

Aims and Purpose

- Prepare students for the transition to life beyond secondary school (higher education and the world of work)
- Support students in making informed decisions which are suitable and ambitious for them
- Provide students with well-rounded experiences
- Develop characteristics e.g. social skills, communication, innovation, resilience and leadership which support high achieving students in the curriculum and in their careers
- Inspire and motivate students to develop their aspirations

Statutory Requirements and Recommendations

1. The careers provision at STFS is in line with the statutory guidance developed by the Department for Education, which refers to the Education Act (2011).
2. This states that all schools should provide independent careers guidance from Years 8 -13 and that this guidance should:
 - be impartial
 - include information on a range of pathways, including university options or apprenticeships
 - be adapted to the needs to the student
3. In addition, the school is compliant with the careers guidance that the government set out for delivery from 5 January 2018: 'Careers Guidance and Inspiration for young people in schools.' This states that all academies must give education and training providers the opportunity to talk to students about approved technical qualifications and apprenticeshi

4. Students with Special Educational Needs or Disabilities (SEND):
 - Transition from one key stage to another and onto careers is part of the action plan for a student with SEND.
 - Personalised support from the SENCO, careers advisors and external bodies is used where appropriate.
5. Students in receipt of Pupil Premium funding:
 - Personalised support will be given to these students and they will receive an extra careers appointment in Key stage 4.
6. Careers Advisor
 - At STFS School, works with ADVIZA to deliver its careers provision. The Careers Advisors will work with the school to develop a careers programme for the school. This is in line with the Gatsby Benchmarks for Good Careers Guidance. Students have access to the careers advisors at key times in their education: year 9 parents and option evening, year 11 option evening and results day. Year 11 and sixth form students also have careers interviews.
 - We also work with Careers and Enterprise Company to strengthen our links with the business community and as a valuable source of support.

The Eight Gatsby benchmarks of Good Career Guidance

The school aims to meet all the Gatsby Benchmarks in line with statutory requirements by 2020.

1. A stable careers programme

Every school should have its own careers programme meeting the requirements of the other 7 benchmarks showing a coherent strategy and embedded in school structures.

2. Learning from career and labour market information

Every student and parent/carer should have access to good LMI about all education option, employment and training

3. Addressing the needs of each student

Schools should consciously work to prevent all forms of stereotyping and support all students including those with SEND to consider the widest possible range of careers.

4. Linking curriculum learning to careers

Subject teachers should be encouraged to help students recognise how the skills and knowledge they develop through their subjects will support students to make successful transitions.

5. Encounters with employers and employees

Schools should support students to develop employability skills including entrepreneurial skills.

6. Experiences of workplaces

By the age of 16 students should have had at least one experience of a workplace

By the age of 18 students ought to have had at least one further experience of a workplace.

7. Encounters with further and higher education

Students must be clear about Raising the Participation Age (RPA) regulations 16-18.

8. Personal guidance

Every student ought have opportunities for guidance with a qualified careers adviser whenever significant study or career choices are being made.

Staffing

All staff contribute to careers education and guidance through their roles as tutors and subject teachers. Careers lessons are taught by assigned teachers during PSHE lessons. The careers programme is planned, monitored and evaluated by the DOS responsible for Careers

Information is available in the school library, Malala. Resources are also available in the Sixth Form study room.

Careers at Key Stage 3 and 4

The PSHE programme includes a range of careers education sessions, career guidance activities, information and research activities and work-related learning opportunities. The majority of these sessions are delivered by the PSHE teachers supported by Adviza.

In KS3 and KS4 students are exposed to range of Further education deliverers and business people through events and trips organised by subject departments. (see appendix 1)

In KS3 / KS4 extra support is given during transition to next key stage.

Careers at Key Stage 5

The head of Sixth form coordinates Careers in the sixth form.

This includes:

- Unifrog is in use across Sixth Form to inform choices about apprenticeships and university choices
- University of Reading Visit to inspire university aspirations
- Employability programme, run by Anderson Gothard Associates – 6 session course on CV development
- Work Experience programme, in association with Bucks Learning Trust – all students do a 10-day work experience placement
- Lecture Programme – extensive program of lectures by Universities & employers for all Sixth Form across a wide range of potential subject and careers paths
- Careers show – Olympia London.

Communication

Our careers policy is available on the school website. Parents are kept regularly informed of careers events and information via individual letters and the School's Facebook pages.

Monitoring and Evaluation

The Director of Studies (DOS) careers will work alongside the Members of staff writing the careers programme and Independent Careers advisors to develop the careers programme at STFS.

An evaluation of the data of retention, destinations, educational visits and attendance at various events will enable measurement of success.

Sir Thomas Fremantle School

Appro

Appendix 1 overview of Careers Programme

Year	Lesson input PSHE	Careers Guidance (adviza)	Careers / higher education encounters
7	How to choose a career. Why education is important. Hidden roles in business Get involved Challenging assumptions Future focus		
8	Promoting STEM Developing a can do attitude Exploring Green careers Social media skills Dragons den – concepts & interviews		Big Bang Conference Birmingham STEM Big Bang Conference Local Aylesbury STEM Visit to University of Cambridge, GnT STEM Network rail in school / competition winners visit Head office. Visit French Bakery, Normandy France
9	Who and what influences your career choices Social media and future careers. Earn while you learn – Apprentices Matching the skills and qualities to the job Personal profile Which way now. Year 9 options	Adviza – Consultant at options evening. PSHE Lesson. Considering different options	Visit to Chocolate factory -Cologne
10	Who chooses your career What might University be like Is there another way?		Open University Physics student awards Allianz arena, Munich

	Managing your online identity Create a tailored CV Promoting yourself.		Visit – areas of business linked to MFL and PR.
11		Adviza at Parents evening Adviza at Results day in August Individual careers individuals	Law courts visit Open University Evening lectures - STEM
12		Voluntary careers interview (adviza) Unifrog inform choices about apprenticeships and university Anderson Gothard associates – 6 sessions on CV writing	Work experience 10 days (BLT) University of Reading visit to inspire Careers show Olympia Lecture programme Universities and employers delivering Buckingham University – Medical School Undergraduate MFL student visiting students BOC industrial gases visit –STEM students University of Bath, chemistry department – aspirations / STEM
13		unifrog	



TECHNICAL EDUCATION AND APPRENTICESHIP STATEMENT

1. INTRODUCTION

- 1.1 This statement sets out the school's arrangements for managing the access of providers to students at the school for the purposes of giving them information about the provider's education or training offer. This complies with the school's legal obligations under Section 42B of the Education Act 1997.

2. STUDENT ENTITLEMENT

2.1 Students in year 7-13 are entitled:

- ☐ to find out about technical education qualifications and apprenticeship opportunities, as part of a careers programme which provides information on the full range of education and training options available at each transition point.
- ☐ To hear from a range of local providers about the opportunities they offer, including technical education and apprenticeships – through options evenings, assemblies and group discussions and taster events.
- ☐ To understand how to make applications for the full range of academic and technical courses.

3. MANAGEMENT OF PROVIDER ACCESS REQUESTS

3.1 Procedure

A provider wishing to request access should contact the Director of Studies responsible for Careers on:

Telephone: 01296 711 673 Email: nick.oconnell@sirthomasfremantle.org

3.2 Opportunities for access

A number of events, integrated into the school careers programme, will offer providers an opportunity to come into school to speak to students and/or their parents. If any providers feel they can support an STFS event or offer any additional support, please get in contact. Our full careers plan is available on the school website.

Please speak to our named Director of Studies responsible for Careers to identify the most suitable opportunity for you. The school policy on safeguarding sets out the school's approach to allowing providers into school as visitors to talk to our students, which can be accessed from the statutory information page on the school website.

4. PREMISES AND FACILITIES

- 4.1 The school can make the main hall, classrooms, conference room or private meeting rooms available for discussions between the provider and students, as appropriate to the activity. The school will also make available AV and other specialist equipment to support provider presentations. This will all be discussed and agreed in advance of the visit with the Director Studies responsible for Careers.

Providers are welcome to leave a copy of their prospectus or other relevant course literature at the Library for our careers resource section and/or the Sixth form study Centre. The library is available to all students at lunch and break times and the Sixth Form Study room is available to sixth formers throughout the school day.

Monitoring and reviewing

This policy will be reviewed after one year and then on an annual basis.

Signed by: Chair of Governors Date

Signed by: Mr Neale Pledger; Headmaster Date

If you require further information, require a copy of the policy or have any comments it, please contact the school.