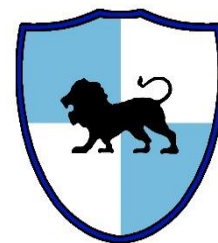


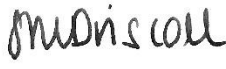
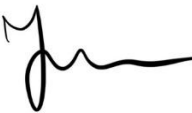
SIR THOMAS FREMANTLE SCHOOL



# Careers Policy

<b>NAMED PERSON</b>	Kayleigh Shaw
<b>ATTACHED COMMITTEE</b>	Teaching & Learning

<b>LAST REVIEW DATE</b>	Feb 2023
<b>REVIEW CYCLE</b>	1 Year
<b>NEXT REVIEW DATE</b>	Feb 2024

<b>Mrs S Driscoll – Chair of Governors</b>	<b>Mr F Murphy – Head Teacher</b>
Signed: 	Signed: 
<b>Date: 21.02.2023</b>	<b>Date: 21.02.2023</b>

## Careers Education, Information Advice and Guidance

### Rationale

Here at Sir Thomas Fremantle, our careers curriculum provides our pupils with the opportunity to plan and manage their careers effectively, ensuring progression which is ambitious and aspirational. It promotes equality of opportunity, celebrates diversity and challenges stereotypes. It is designed to meet the Gatsby benchmarks and conforms to statutory requirements.

Sir Thomas Fremantle is committed to providing all pupils in Years 7-13 with a careers programme which is embedded into the curriculum and includes a variety of enrichment activities. The programme has been developed in line with the eight Gatsby benchmarks for ensuring best practice and to meet the requirements of the [Department for Education's statutory guidance](#) last updated August 2022.

### Statutory Requirements and Recommendations

This states that all schools should provide independent careers guidance from Years 7 -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

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 apprenticeships

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.

### 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 and at results day. Year 11 and sixth form students also have careers interviews with an independent advisor
- We also work with Careers and Enterprise Company to strengthen our links with the business community and as a valuable source of support.

The school aims to meet all the Gatsby Benchmarks, in line with statutory requirements

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 and 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 to have opportunities for guidance with a qualified careers adviser whenever significant study or career choices are being made.*

Our provision aims to ensure that pupils:

- develop the skills and attitudes necessary for success in adult and working life
- are aware of the range of opportunities which are realistically available to them in continued education
- are equipped with the necessary decision-making skills to manage those same transitions
- develop an awareness of the wide variety of education, training and careers opportunities both locally and nationally
- use effectively the paper-based, virtual and staff resources available so they can make informed and appropriate choices throughout their school journey
- benefit from links fostered between the school, local businesses and further education establishments
- experience the world of work and develop transferable skills
- receive extra assistance and guidance to reach their potential, where this is necessary

The careers provision is mapped against the Gatsby benchmarks. The current careers programme is delivered through a combination of methods, including explicit lessons provided within our extended tutor programme across all key stages. Within KS3 this is predominantly tutor led, and for KS4 & 5 they are able to access further information in digital format via Unifrog, a platform which provides access to information on apprenticeships, universities, the labour market, career pathways and UCAS applications.

## Responsibilities

All members of staff at Sir Thomas Fremantle are expected to be aware of this policy and the importance of Careers Education, Information, Advice and Guidance (CEIAG) in the education of students; CEIAG is not the sole responsibility of the Careers Leader.

All staff contribute to careers education and guidance through their roles as tutors and subject teachers. Careers lessons are delivered within the PSHE programme and an additional dedicated set

of sessions within the tutor programme. The careers programme is planned, monitored and evaluated by the Careers Leader.

## Careers, SEND provision and Pupil Premium

Every pupil with SEND follows the same programme of careers as their peers, with adaption and support from the SEND team where appropriate.

Pupils with SEND will have additional support before the options process in Year 9 to enable early identification of any necessary adaptations or interventions according to need to support their career aspirations. Pupils can self-refer and form tutors are also able to raise concerns. If current provision cannot fully address a pupil's additional need, advice will be sought from the National Careers Service.

The SENDCO meets with parents/carers to discuss option suitability where individual need is likely to have an impact on choices made during the option process. The SENDCO supports future work experience placements, ensuring that providers are aware of individual needs, in order to promote a positive experience.

Students in receipt of Pupil Premium funding will receive further personalised support in addition to a careers appointment with an independent advisor in Key stage 4.

## Careers Entitlement

**Pupils** attending the School are in their careers programme entitled to:

- Receive a stable careers programme from Year 7 that continues until they leave school (or attend University, if taking a gap year).
- Receive relevant careers guidance and have access to independent careers information and guidance, including labour market data where relevant.
- Receive personal advice that helps pupils to achieve their individual careers goal – whether this is Higher Education, Further Education, an apprenticeship or employment.
- Be equipped with the necessary skills to prosper in HE, FE and employment.
- Have the relevant knowledge to make realistic and achievable goals based on their own interests and skills, whilst taking into account local job market information and relevant entry requirements.
- Receive up-to-date information about careers and skill-development opportunities.
- Understand how different subjects help keep different options open.
- Have access to additional help, whether this need is generated from a change of decision, personal circumstances or additional needs.
- Have meaningful and helpful encounters with employers and other education providers.

**Pupils** are expected to:

- Fully engage with careers lessons and activities.
- Utilise the available careers resources, including the on-line Unifrog platform.
- Record careers-related skills, participation and research, reflect upon what has been learnt.
- Identify and set goals for the future.
- Actively participate in workshops, presentations and visits from external employers or providers.

- Attend informative events such as Options Evening and the Careers fair.
- Use study and research platform Unifrog
- Take advantage of opportunities offered outside school, such as school trips and projects.

**Parents** are entitled to have:

- Access to links to the National Careers Service information and other independent websites and resources via the school website.
- The opportunity to contact the independent careers advisor, careers lead and careers coordinator.
- Access to information and guidance through parent information evenings including choosing options, UCAS, work experience and pupil finance.

## Monitoring and Evaluation

The Careers Leader meets with the Careers Link Governor and the enterprise coordinator three times per year to review and monitor the quality of provision and evaluate through the Compass+ tool

To provide evidence feedback is gained from employers, careers advisors, students, parents and teaching staff to monitor the quality of the provision

For Year 11 and 13 students, data is collected about students' intended destinations in June prior to leaving school, and after leaving school in September and December. This is used to identify trends and to feed into reviews of our careers provision.

## Equal Opportunities

The school consciously works to prevent all forms of stereotyping in the advice and guidance it provides, to ensure that students from all backgrounds and diversity groups consider the widest possible range of careers, including those that are often portrayed as primarily for one or other of the sexes. School staff actively promote equality and diversity and work towards the removal of barriers to personal achievement resulting from prejudice, stereotyping and discrimination. For further details, please see the Equality Statement which can be accessed on the school's website.