



# Davenant Foundation School

## Careers Policy

**Last Reviewed:** June 2020

**Next Review:** June 2022

This policy has been reviewed and to the best of our knowledge we do not feel that it impacts on any group or individuals' equality rights within our school community

### *POLICY DETAILS*

<b>Policy Name</b>	Careers Policy	<b>Committee Responsible</b>	Curriculum
<b>Status</b>	Mandatory	<b>Committee Person i/c</b>	AT
<b>Produced by</b>	Kate Fisher	<b>First Agreed</b>	
<b>Date Produced</b>	June 2020	<b>Last Review Date</b>	June 2020
<b>References</b>		<b>Next Review Date</b>	June 2022

#### **A. Vision and Aims**

##### **Vision: Seizing Life's Opportunities**

Davenant Foundation School is committed to preparing our students to **seize life's opportunities** through a comprehensive Careers Education, Information, Advice and Guidance (CEIAG) programme.

Careers education and guidance programmes make a major contribution to preparing young people for the opportunities, responsibilities and experiences of life. A planned programme of activities supports them in choosing pathways that suit their potential, interests, skills and abilities. We hope to raise aspirations and encourage students to consider a range of career pathways to enable them to plan, manage and sustain employability throughout their lives.

##### **Aims**

The CEIAG programme runs throughout the school and has the following aims which are based on the CDI (Career Development Institute) framework:

1. **Self-development:** to enable students to understand themselves and to develop their capabilities
2. **Careers exploration:** to allow students to investigate careers and opportunities
3. **Career management:** to enable students to implement their career plans

#### **B. School Commitments**

##### **Student Entitlement Statement**

All students at Davenant Foundation School will take part in a careers programme that is detailed on the school website. It will be available to all students, progressive throughout Years 7-13, student centered, impartial and destination focused.

## **Commitments**

The school is committed to:

1. Preparing our students to manage their future education and career path throughout adult life through a good programme of careers education and work related learning. Pupils should leave school aware of themselves and the opportunities and pathways available to them and be prepared to transition from full time education to the world beyond.
2. Fostering links between the school, local businesses and further/higher education establishments in order to raise aspirations, challenge stereotyping and allow a range of education and training providers to access all pupils and inform them about approved technical education qualifications and apprenticeships.
3. Providing our statutory duties; of securing independent, impartial careers guidance for pupils and working in accordance with statutory careers guidance
4. Ensuring that all students have equity of access to impartial careers advice and accurate and up to date information
5. Ensuring that individuals are treated without prejudice and have an entitlement to careers education, advice and guidance, regardless of race, gender, religion, ability, social background or sexual orientation. Students requiring learning support or those from disadvantaged backgrounds will be given help and support to raise their aspirations, confidence and skills, through access to role models.
6. Helping raise aspirations and encourage students to consider a wide range of careers. Through the careers programme it is hoped that students will be inspired to make the most of their talents and to go on to employment or further education which suit their needs and abilities.
7. Supporting parents and carers to participate in the careers programme and support their children in 14+, 16+ and 18+ transitions and pathways.
8. Incorporating CEIAG in the school development plan

### **C. Adherence to Statutory Guidance**

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

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

This policy and the careers programme are guided by the Gatsby benchmarks and conform to statutory guidance.

## **D. Learning Outcomes**

The careers programme is built on the CDI Framework for careers, employability and enterprise education. As such, all pupils will have the following learning outcomes:

- Self-awareness
- Self-determination
- Self-improvement as a learner
- Exploring careers and career development
- Investigating work and working life
- Understanding business and industry
- Investigating jobs and labour market information (LMI)
- Valuing equality, diversity and inclusion
- Learning about safe working practices and environments
- Making the most of careers information, advice and guidance (CEIAG)
- Preparing for employability
- Showing initiative and enterprise
- Developing personal financial capability
- Identifying choices and opportunities
- Planning and deciding
- Handling applications and interviews
- Managing changes and transitions

## **E. Roles and Responsibilities**

### **Roles**

The careers team includes, but not limited to, the following roles. Details of the full Careers team, and who is performing each role can be found on the school website:

1. Careers link governor
2. SLG Line manager for Careers
3. Careers leader
4. A Level 6 trained careers adviser

### **Responsibilities**

**The governing body** is responsible for:

- Ensuring that all registered students at the school are provided with independent careers guidance from Year 8 to Year 13
- Ensuring that arrangements in place to allow a range of education and training providers to access all pupils 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 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 school's complaints procedure policy.

- Providing clear advice and guidance to the Head on which they can base a strategy for careers education and guidance which meets the school's legal requirements.

**The SLG Line Manager for Careers** is responsible for:

- Line managing the careers leader
- Overseeing the careers programme and allocating resources
- Updating the policy

**The Careers Leader** is responsible for:

- Managing the provision of careers information.
- Liaising with the Head and the careers advisor to implement and maintain effective careers guidance.
- Liaising with the PSHE leader and other subject leaders to plan careers education in the curriculum.
- Liaising with heads of years, tutors and the SENCO to identify pupils needing guidance.
- Establishing, maintaining and developing links with further education colleges, universities, apprenticeship providers and employers.
- Providing pupils with effective careers guidance and supporting social mobility by improving opportunities for all young people.
- Supporting teachers of careers education and tutors providing initial information and advice.
- Monitoring teaching and learning in careers education, and the access to and take up of career guidance.
- Advising senior leadership on policy, strategy and resources for CEIAG
- Preparing and implementing a development plan for CEIAG.
- Reviewing and evaluating the programme of CEIAG.
- Encouraging the training of school staff to promote careers guidance to their pupils.
- 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 pupils 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.
- Self-evaluating the careers provision the school offers.
- Publishing details of the school's careers programme and a policy statement on provider access on its website.
- Providing 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 pupils and actively promoting the careers service in-house at open evenings, presentation days, assemblies and parents' evenings.
- Developing incentives and initiatives which actively encourage pupils to sign up to the school's career service.
- Providing an open-door service for pupils drop in and discuss their options.
- Arranging meetings and follow-up appointments with pupils who are interested in the careers service.
- Offer support to past pupils for up to a year after their departure from compulsory education

**Level 6 trained Careers Adviser** provides impartial careers guidance within the school.

**Teaching staff** are responsible for:

- Ensuring careers education is planned into their lessons.
- Attending any relevant CPD or training to ensure they are up-to-date with the school's careers plan.
- Promoting careers guidance in the classroom through visual aids.
- Creating a learning environment that allows and encourages pupils to tackle real life challenges, manage risks and develop skills that can be applied to the workplace.

#### **F. Implementing the CEIAG Programme**

- Davenant Foundation School has its own careers programme in place which meets the requirements of the eight Gatsby Benchmarks and is built around the CDI framework for careers, employability and enterprise education. The programme is reviewed termly against the benchmarks to ensure it remains on target.
- Details of the school's career programme is published on the school website inviting pupils, parents, teachers, governors and employers to provide feedback.
- Feedback is regularly collected after careers activities and the careers programme is reviewed annually against the benchmarks to ensure it remains on target.
- The careers programme is delivered in a variety of ways. Including, but not limited to, these below:
  - a. School staff within the curriculum
  - b. External employers. This could be through a variety of ways such as assemblies, careers evenings, careers talks, careers enrichment sessions and career fairs
  - c. External partners of further or higher education. This could be through a variety of ways such as careers talks, trips, career fair, careers lessons and careers evenings
  - d. A Level 6 trained careers adviser
  - e. Students engaging in experiences of workplaces
  - f. Using technology to support decision making
- The careers programme is delivered through a mixture of:
  - a. Themes within the pshe and academic curriculum
  - b. Tutor sessions
  - c. Assemblies
  - d. Employer talks
  - e. Careers fair
  - f. Careers Trips
  - g. Careers evening events
  - h. Careers lessons
  - i. Experience of workplaces
- The programme ensures that pupils understand the wide variety of opportunities available in the job market, including the fact that many careers require a good knowledge of the science, technology, engineering and maths (STEM) subjects.
- A level 6 trained careers advisor supports the Careers Department in providing individual, tailored careers guidance to students.
- Comprehensive and accurate records of who has accessed careers activities will be kept to support the career development of pupils.
- The information provided will be based on current, up-to-date labour market information

## **G. Targeted support**

- The school will work with outside agencies to identify students who are in need of targeted support or those who are at risk of not participating in post-16 pathways. Agreements will be made over how these pupils can be referred for support drawn from a range of education and training support services available locally.
- The Careers Leader will engage with the designated teacher for LAC and previously LAC to ensure they know which pupils are in care/are care leavers, to understand their additional support needs and to ensure that any personal education plans can inform careers advice.
- The school will ensure that careers guidance is differentiated, if appropriate, and based on high aspirations and a personalised approach.
- The school will work with families of pupils to help them understand what career options are available.
- Careers guidance and experience will be tailored to pupils based on their own aspirations, abilities and needs.
- Careers guidance will take account of the full range of relevant education, training and employment opportunities. It will inform pupils about the ways employees with SEND are supported in the workplace, and how jobs can be adapted to fit a person's abilities.
- Pupils will be prepared for encounters with employers.
- Careers guidance will focus on a pupil's career aspirations and the post-16 and post-18 options which are most likely to give the pupil a pathway into employment or higher education.
- The school will ensure that pupils are aware of the 16-19 Bursary Fund, which has been devised to support those individuals with a financial hardship. Pupils will be advised of how to access this funding and who they should speak to in order to find out more information.
- For pupils with EHC plans, the school will ensure that these plans, from Year 9 at the latest, include a focus on preparing for adulthood, including employment, independent living and participation in society.

## **H. Resources and training**

### **Resources**

The careers programme is supported via a budget which enables the programme to purchase careers resources, technology, careers suppliers and administrative supplies to support the programme. The Careers Leader is responsible for the budget which is annually planned and reviewed.

### **Training**

The Careers Leader, and other staff working within the careers department, have regular training and CPD to keep them up-to-date and supported with relevant qualifications.

Staff receive annual training on careers to keep them up-to-date and abreast of any changes

The independent careers adviser must be level 6 qualified and ensure CPD is undertaken to retain the qualification

## **I. Information sharing**

- The school will provide the relevant information about all pupils to the LA support services and GDPR guidelines will be followed.
- LAs will be notified, as early as is possible, whenever a 16 or 17-year-old pupil leaves an education or training programme before completion. The school will agree on local arrangements for ensuring these duties are met.

#### **J. Monitoring and review**

- The governing body, in conjunction with the SLG Line Manager and Careers Leader, will review this policy on a bi-annual basis.
- The SLG Line Manager will make any necessary changes to this policy, and will communicate these to all members of staff.
- The next review date for this policy is **June 2022**.

## Provider Access Policy Statement

Under Section 42B of the Education Act 1997, as of 2 January 2018, we have a duty to provide pupils with access to providers of post-14, post-16 and post-18 education and training. This policy statement sets out how we manage access requests from these providers.

### What are pupils entitled to?

Pupils must be allowed to:

- Learn more about technical education qualifications and apprenticeship opportunities, as part of a careers programme which informs pupils 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?

Any provider wishing to request access should contact our careers leader on 0208 508 0404 or via email on: [reception@davenant.org](mailto:reception@davenant.org).

### What opportunities are provided to allow access to pupils?

Via our school careers programme, we offer providers numerous opportunities throughout the school year to speak to pupils and/or their parents. Our annual schedule of events is as follows:

	Autumn	Spring	Summer
Year 7	Careers in the Tutorial Programme Employer Careers Talks		
		Careers Week Assembly Careers Fair	
Year 8	Careers in the Tutorial Programme Employer Careers Talks		
	Careers lessons	Careers Week Assembly Careers Fair	
Year 9	Careers in the Tutorial Programme Employer Careers Talks		
	Take Your Child to Work Day	Careers Week Assembly Careers Fair	Motivational Conference
Year 10	Careers in the Tutorial Programme Employer Careers Talks		
	World of Work Conference	Careers Week Assembly Careers Fair	Post-16 Options evening
Year 11	Careers in the Tutorial Programme Employer Careers Talks		
		Careers Week Assembly Careers Fair	
Year 12	Careers in the Tutorial Programme Employer Careers Talks		
		Careers Week Assembly Careers Fair Post-18 Options Evening	Careers lessons Careers trip
Year 13	Careers in the Tutorial Programme Employer Careers Talks		

### **Who should providers contact to discuss events and options?**

Providers can speak to our careers leader, to discuss possible attendance at relevant events. Our Child Protection and Safeguarding Policy and Guest Speaker Policy set out the school's approach to allowing providers into school to speak to our pupils.

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

We welcome organisations talking to our students and will consider all requests. We will grant access requests from providers who meet the policy as outlined above. Failure to provide requested evidence of meeting the policy requirements will result in the request being denied

### **What can providers expect once a request has been accepted?**

Once we have approved a provider, we will work with them to identify the best method for providing access to our pupils. We will make the school hall, classrooms and private meeting rooms available to host discussions between providers and pupils. We will also make presentation equipment, such as projectors and televisions, available to providers. Arrangements will be discussed in advance between our careers leader and a nominated member of the provider's team.

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

Providers are welcome to leave a copy of their prospectus and other relevant course literature with the school librarian at the school library.

### **Approval and review**

This policy statement was approved by the governing board's curriculum and standards committee on **XXX**

The next review will take place on **June 2022**

Signed: \_\_\_\_\_ **Chair of governors**

Signed: \_\_\_\_\_ **Headteacher**