Redbridge Alternative Provision

Careers Guidance Policy

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Next review

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1. Introduction

Redbridge Alternative Provision (RAP) has high-quality careers advice and guidance, to support all of our students, whatever stage of their education they may be at. This is developed throughout a student's time at the school and is always supportive of their aspirations, strengths and skills. The focus of the support is aimed at destinations which will maximize the aspirations of our students.

This policy statement sets out the school's arrangements for managing the CEIAG offer to pupils at the school for the purpose of giving information about the providers education or training offer. This complies with the school's legal obligations under Section 42B of the Education Act 1997.

2. Aims & Purpose

Careers Education, Information and Guidance (CEIAG) is an essential part of the support we offer to pupils at RAP. Effective career support can help to prepare young people for:

- Opportunities, responsibilities and experiences of life.
- It can help them make decisions and manage transitions as learners and workers.
- As options for young people become more varied and complex, it is vital that we support them to develop the knowledge and skills they need to make informed choices for their future.
- As a result, the careers programme has a whole school remit designed to complement the rest of the school curriculum with a specific focus of meeting the needs of young people within a special school setting.

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3. Statutory Requirements and Recommendations

The careers provision at RAP is in line with the statutory guidance developed by the Department for Education, which refers to Section 42A and 45A of the Education Act 1997.

This states that all schools should provide independent careers guidance from Years 8 -11 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 schools must give education and training providers the opportunity to talk to students about approved technical qualifications and apprenticeships. Further information relating to this is set out later in this document, under Provider Access and in further detail in the Provider Access Policy.

The school is required to publish details of our careers programme on our website

- This information should be made available for young people and their parents

Allow training providers to access your pupils in an appropriate way

- Give providers of technical education and apprenticeships the opportunity to talk to all pupils in years 7 to 11
- Publish a policy statement on your website setting out your arrangements for provider access and making sure this is followed

Identify/Appoint a Careers Leader

The careers leader is responsible for the delivery of your school's careers programme. This role is distinct from a 'careers adviser' providing careers guidance to pupils.

The careers leader should ensure:

- RAP has a good careers programme that meets the expectations set out in the Gatsby benchmarks (Appendix 1)
- RAP has published details on the school website of the school's careers programme and arrangements for providers of technical education or apprenticeships to talk to pupils
- The destinations of young people from RAP are tracked via analysing the school's post- 16 destination data and that this information is used to improve the effectiveness of the school's career programme.

Further guidance on the role of a careers leader from the Careers and Enterprise Company Can be found via the DfE website.

Gatsby Benchmarks

From the end of 2020, RAP, as with all schools, is expected to meet all of Gatsby benchmarks in full to improve careers provision. Further explanation on each of these benchmarks is given in Appendix 1.

4. Careers Provision at RAP

All students have access to the following:

- Curriculum based trips support students in developing their understanding of a range of different subjects
- A series of interviews for students in year11 with a representative from RAP
- All students have careers education, delivered in specific lessons and as part of the wider curriculum
- All students have access to the careers service, which the school runs, including work opportunities are also advertised to students
- Pupils are entitled to appropriate guidance to meet their individual needs. All pupils at school can request an appointment with the Careers Leader, although year 10 & 11 will have half termly appointments. Pupils are identified for careers meetings

based on need and through self-referral.

Needs-based referral:

- For those pupils identified as being at risk of NEET, further interventions are arranged as appropriate for each pupil. This support could include visits to colleges and training providers, contact with parents, support from other agencies and ongoing contact as the pupils leaves school.

Self-referral:

- Given the nature of our school community all pupils will receive personalised careers meetings that being said a pupil can self-refer at any point via the Pupil Pathways Coordinator.

4.1 Students with Special Educational Needs and/or Disabilities

RAP is keen to promote equal opportunities, challenge stereotypes and address limiting beliefs. All pupils can access advice and guidance tailored to their needs with support to explore options that suit their preferences, skills and strengths. The teamwork on early-identification of pupils requiring additional support, with no limit placed on how many times a pupils might see the Pupil Pathways Coordinator. The Careers Leader works with the SENCo to support Education, Health and Care planning to support pupils who may be facing other challenges.

Role models including alumni, current apprentices and university pupils are brought in to raise aspirations and demonstrate what is possible after RAP, while non-traditional routes are supported and encouraged. The destinations of school-leavers are monitored and trends identified.

4.2 Students in receipt of pupil premium funding

Personalised support will be given to these students and the provision they receive is individually tailored in years 10 and 11.

4.3 Key Stage 3

The PSHE curriculum in KS3 (Year 7-9) includes economic wellbeing, active citizenship, goal setting, career pathways and develops enterprise and entrepreneurship.

4.4 Key Stage 4

- One-to-one careers discussions with the RAP Careers Lead in Year 11 inform individual Careers Plans that each student, and their Form Tutor will use
- Curriculum based trips support students in developing their understanding of a range of subjects
- Students in KS4 undertake Work Experience. This involves work experience preparation and reflection sessions
- Students in Year 11 take part in CV writing workshops, and are supported to search and apply for further careers opportunities
- The PSHE curriculum in Year 10-11 includes careers guidance, employability skills, economic wellbeing, active citizenship and charity fundraising

- Visits are arranged to open days/evenings and the National Apprenticeship Show

4.5 Staff Development

All staff are introduced to the concepts, aims and programme for CEIAG at RAP during INSET days this development is further enhanced through CPD and directed time meetings.

The Pupil Pathways Coordinator will attend conferences and network meetings to keep up to date with best practice and legislation.

4.6 Parental Involvement:

At RAP, we do not want young people to make career decisions in isolation. Parents/carers will have a significant role, as well as a clear interest in the right outcomes for their young person.

Parents/carers are invited into school to discuss their child's progress during Parents Evenings. They are also invited to meet with the Pupil Pathways Coordinator if their child would like them to.

In readiness for these events, pupils' career aspirations are collected by and the Pupil Pathways Coordinator to allow discussions around progress relating to next steps, career idea career planning.

Parents/carers are kept up to date with career-related events and activities affecting their young person. With the pupil's agreement, a copy of the action plan from one-to-one careers meetings will be sent home. Parents are also welcome to make contact with the Pupil Pathways Coordinator at school, should they have any questions or concerns.

5 Work Experience provision at RAP

The aim of work experience is to provide an opportunity for all students to learn in the workplace; an experience that cannot be replicated in school.

All students are offered the opportunity of work experience at KS4. This is not a compulsory part of the curriculum, but is undertaken by the majority of students. The Careers Leader undertakes the overall organisation of work experience.

Parents/carers are informed and communicated with throughout the process and a work experience agreement form and work experience information form are completed.

RAP contracts some functions to a third party, who checks that the placement meets with the school's requirements, the students will be treated fairly and they will undertake meaningful work.

All students on placement are covered by the employers' insurance and places of work are risk assessed by the commissioned third party responsible for approving this.

Work experience can also be incorporated into students' timetables where this is beneficial to their transition plan.

6 Baker Clause Policy Statement

The Baker Clause Policy for RAP should be read in conjunction with this policy.

Schools are required to ensure that there is an opportunity for a range of education and training providers to access students in years 7 to 11 for the purposes of informing them about approved technical education, qualifications or apprenticeships.

Schools must also have a policy statement that outlines the circumstances in which education and training providers will be given access to these students.

This is outlined in section 42B of the Education Act 1997.The Provider Access Policy shows how our school complies with these requirements.

All students in years 7 to 11 at RAP are entitled to:

- Find out about technical education qualifications and apprenticeship opportunities, as part of our careers programme, which provides information on the full range of education and training options available at each transition point
- Hear from a range of local providers about the opportunities they offer, including technical education and apprenticeships
- Understand how to make applications for the full range of academic and technical courses

7 Links to other policies

This policy should be read in parallel with our other policies, where more information may be provided.

These particularly include, but are not limited to:

- Child Protection & Safeguarding policy
- Provider Access Policy
- Curriculum policy
- SEND Policy

8 Monitoring arrangements

When monitoring the success of the careers programme, the school considers formal and informal measures, qualitative and quantitative data for pupils.

The careers programme is evaluated in a number of ways, including:

- Pupils feedback on their experience of the careers programme and what they gained from it.

- Staff feedback on careers lessons, world of work events, careers fair, mock interviews etc.
- Gathering informal feedback from external partners and from parents
- Quality assurance, through lesson visits and teacher planning, that meaningful CEIAG permeates throughout the wider curriculum
- Pupil's destination figures post-16
- Personalised tracking of individual pupil involvement in the wider CEIAG programme

The schools' arrangements for managing the access of education and training providers to students is monitored by the Headteacher of RAP.

The Headteacher, will also review this policy on an annual basis. At every review, the governing body will approve the policy.

References

- Statutory Guidance for Schools on Careers Guidance and Access for Education and Training Providers https://www.gov.uk/government/publications/careers-guidance-provision-for-young-people-in- schools
- The Gatsby Benchmarks www.gatsby.org.uk/education/focus-areas/good-career-

Appendix 1: Meeting the Gatsby benchmarks

From the end of 2020, RAP, as with all schools, is expected to meet all of Gatsby benchmarks in full to improve careers provision.

Further explanation on each of these benchmarks is given in section 6.6.

The Gatsby benchmarks set out what high-quality careers guidance looks like and were developed for the Gatsby Charitable Foundation. They are intended to be used as a framework for schools to improve their careers provision.

Benchmark 1: A stable careers programme with a career's leader. Meeting this benchmark means you:

- Have a stable, structured careers programme that has the backing of the senior leadership team
- Appoint someone to be responsible for your careers programme, and make sure they're appropriately trained
- Publish your careers programme on your website in a way that pupils, parents, teachers, governors and employers can access and understand it
- Evaluate the programme regularly, with feedback from pupils, parents' teachers and employers forming part of this process

Benchmark 2: Learning from career and labour market information. Meeting this benchmark means that:

- By the age of 14, all pupils have accessed and used information about career paths and the labour market to inform their decisions on study options
- You encourage parents to access and use information about labour markets and future study options to inform their support to their children

Benchmark 3: Addressing the needs of each student. Meeting this benchmark means:

- You tailor opportunities for advice and support to the needs of each student
- Your careers programme actively seeks to challenge stereotypical thinking and raise aspirations
- You keep systematic records of the individual advice given to each pupil, and agreed next steps
- All pupils have access to these records to support their career development
- You collect and maintain accurate data for each pupil on their education, training or employment destinations

Benchmark 4: linking curriculum learning to careers. Meeting this benchmark means:

- All teachers link curriculum learning with careers
- You give every pupil the opportunity to learn how the different STEM subjects help people to gain entry to, and be more effective workers within, a wide range of careers. You should do this by the time they're 14

Benchmark 5: encounters with employers and employees. This means:

- Every pupil should have multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace
- Every year, from the age of 11, pupils should participate in at least 1 'meaningful encounter' with an employer

A 'meaningful encounter' is where a pupil has an opportunity to learn about what work is like or what it takes to be successful in the workplace.

Benchmark 6: experiences of workplaces. This means:

- Every pupil must have had at least one first-hand experience of a workplace by the time they're 16
- Every pupil will have had one further experience of a workplace by the time they're 18
  This is in addition to any part-time jobs they already have.

Benchmark 7: encounters with further and higher education. Meeting this benchmark means:

- All pupils should understand the full range of learning opportunities available to them, including both academic and vocational routes
- By the age of 16, every pupil should have a 'meaningful encounter' with providers of the full range of learning opportunities, including sixth forms, colleges, universities and apprenticeship providers. This should include the opportunity to meet both staff and pupils
- By the age of 18, all pupils who are considering applying for university should have at least 2 visits to universities to meet staff and pupils

Benchmark 8: personal guidance. This means:

- Every pupil should have opportunities for guidance interviews with a career's adviser. This person can be a member of school staff, or external, provided they're appropriately trained
- By the age of 16, every pupil should have had at least 1 interview, and the opportunity for a further interview by the age of 18
- You make guidance interviews available whenever significant study or career choices are being made