



The Frances Bardsley Academy for Girls

Careers Education & Guidance Policy

This document was accepted and ratified on: June 2018

Review date: June 2020

Person responsible: Careers Officer

Vision and purpose

Promoting a career development culture is an essential part of the mission and ethos of the school, and ties in with the whole school vision for learning. We aim to support the aspirations of all our learners and to ensure that they gain the understanding, skills and experience they need to make progress and succeed in learning and work. We believe that effective careers education and guidance not only contributes to the wellbeing of individuals but also to the wellbeing of their families, the communities to which they belong, wider society, businesses and the economy. The CEIAG programme is designed to raise aspirations, promote equality of opportunity and celebrate diversity.

Aims and Objectives

This policy was formed by the careers team with contributions from representative members of staff, students SLT and the Governing Body.

The Frances Bardsley Academy careers programme aims to:

- Encourage students to be ambitious and aspirational
- Ensure students are prepared for the next steps in their education or career
- Help students understand the changing world of work and importance of developing transferable skills
- Support positive transitions post 16 and post 18
- Support inclusion, challenge stereotypes and promote equality of opportunity

Student Entitlement Statement

Every student will be entitled to:

- Participation in the Frances Bardsley Academy Careers Programme
- Learning through real work experience
- Access to a range of different careers activities including:
 - Guest speakers
 - Careers Cluster Pilot programme
 - Extra-curricular activities
- Guidance; students are entitled to appropriate guidance to meet their individual needs. All students can request an appointment, but, in practice, students in Years 10 – 13 are most likely to access the service
- Learning in a safe environment that challenges stereotypes
- A series of different encounters with employers
- Access to a range of careers related resources
- To find out about technical education qualifications and apprenticeship opportunities, as part of the Careers Programme which provides information on the full range of education and training opportunities available at each transition point
- To hear from a range of local providers about the opportunities they offer, including technical education and apprenticeships, through a range of events
- To understand how to make applications for the full range of academic and technical courses, and apprenticeships
- The opportunity to relate what they learn in lesson time to their life and career beyond school

Career information

Career information is available:

- Through the careers section in the main library
- Through relevant displays and noticeboards
- Through Year assemblies and tutors.
- Through online resources including Kudos and a range of other reliable websites collated by the Careers Manager

There is also a comprehensive Higher Education and Apprenticeship resource area in the Sixth Form Centre.

A range of external providers are invited into the school to support the careers programme. These might include local colleges, Universities, school alumni or local businesses. The external providers will be vetted for suitability by the Careers Manager at the school.

Current priorities

Our careers strategy is informed by these current priorities:

- To ensure that the requirements of the DfE's Careers Strategy of December 2017 are fully met
- To achieve the Prospects Quality in Careers Award
- Supporting individual aspirations, improving attainment and ensuring positive destinations
- Meeting the needs of specific groups including looked after children, young carers, children from economically-deprived backgrounds and children with special educational needs and disabilities
- Developing learners' career management skills, especially those associated with career adaptability, resilience, enterprise and employability
- Improving young people's working lives by helping them to identify the values that are important to them such as contributing to the wellbeing of others through their paid and voluntary work and working in greener ways
- Developing the use of digital technologies to meet young people's career development needs in conjunction with face-to-face support
- Working with parents/carers, alumni and education, community and business partners to meet students' career development needs

Strategy

To achieve the objectives of this policy, we will:

- Engage the governing body to contribute to the design of the careers policy and strategy
- Develop and maintain a costed annual careers plan for achieving current priorities including delivering the planned programme, meeting staffing and CPD costs, and monitoring, reviewing and evaluating the strategy
- Commission independent careers guidance services from Prospects who meet the standards set by the Quality in Careers Standard
- Set out clearly the contribution expected of all staff including subject teachers and tutors for students' career learning and planning
- Communicate the benefits of effective provision to our partners, including link schools, and engage them in co-ordinating provision
- Actively involve learners themselves in the planning, delivery and evaluation of the careers programme.

- Embed our learner characteristics CARERS in our students so that they develop skills in key area required for success in adult life (Creative, Articulate, Resilient, Empathetic, Reflective, Self-aware)
- Develop meaningful links with local employers
- Further develop links with our alumni through the Future First programme to provide more opportunities for current students to learn about the world of work.

Monitoring and evaluation

The careers programme is monitored and evaluated in a variety of ways. The school values formal and informal measures, qualitative and quantitative data and outcomes for students:

- Student feedback on activities and programme
- Staff feedback on activities and programme
- Gathering feedback from external partners and parents/carers
- Student destination figures post 16 and post 18

Review

This policy will be reviewed by the governing body every three years.

References

The Gatsby Benchmarks

<http://www.gatsby.org.uk/education/focus-areas/good-career-guidance>

Related documents

1. **Careers section of the website**
2. **Careers development plan**
3. **PSHCE curriculum**
4. **Equality and Diversity policy**
5. **Attendance and Punctuality policy**
6. **Behaviour Policy**
7. **Safeguarding Policy**
8. **Health & Wellbeing Policy**

Aligned to

1. **Careers Strategy 2017**
2. **London Ambitions**
3. **Ofsted handbook**
4. **Gatsby Benchmarks**
5. **School development plan- 'preparation for adult life'**