

The SIGMA Trust

Careers Education, Advice and Guidance Policy

2024

The Thomas Lord Audley School

Dep Head, Careers SLT: Kev Rowland

Careers Leader & Adviser: Sue Green

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Statement of intent

This policy is underpinned by Sections 42A1, 42B and 45A of the Education Act 1997 , Section 72 of the Education and Skills Act , and has regard to the DfE's Careers Strategy (December 2017) and the DfE:

‘Careers guidance and access for education and training providers’

Statutory guidance for governing bodies, school leaders and school staff October 2018

The main aims of the careers provision at The Stanway and The Thomas Lord Audley are to:

- To prepare students for life post 16.
- To help students to access information on the full range of post-16 education, employment and training opportunities.
- To provide independent, impartial careers guidance for all Year 7-11 students.
- To develop an understanding of different career paths through a variety of opportunities.
- Develop an understanding of the differences between school and work.
- To develop high aspirations and consider a broad and ambitious range of careers.
- To inspire students to chase and achieve their dreams.
- To provide students with real-life contacts with the world of work, so this can help them to understand where different choices can take them in the future.
- To instil a healthy attitude towards work.
- To promote equality of opportunity, challenge stereotyping and support inclusion.
- To support students after leaving school.
- To offer targeted support for vulnerable and disadvantaged young people.

AGREED by Governing Body –

REVIEW :

Governing Body Responsibility:

Governance Handbook March 2019

6.4.9 Careers guidance

46. All maintained schools must secure access to independent careers guidance for pupils in Years 8-13. Many academies are subject to the same duty through their funding agreements.

47. A new duty, which came into force in January 2018, requires all maintained schools and academies to ensure there is an opportunity for a range of education and training providers to access all pupils in Years 8-13 for the purpose of informing them about approved technical education qualifications and apprenticeships. Organisations must publish a policy statement setting out the circumstances in which providers will be given access to pupils.

48. Boards subject to these duties must have regard to the careers statutory guidance to ensure that high-quality careers guidance is provided to pupils. Boards should provide clear advice to the head teacher on which he/she can base a strategy for careers education and guidance, is led and co-ordinated by the school's careers leader, meets the school's legal requirements and is informed by the requirements set out in the document.

49. The board should ensure that their school is using the Gatsby Charitable Foundation's Benchmarks to develop and improve their career provision. The benchmarks define all of the elements of an excellent careers programme based on the best national and international research. Government's expectation is that schools begin to work towards the benchmarks now and meet them by the end of 2020.

50. All boards have a crucial role to play in connecting their school with the wider community of business and other professional people in order to enhance the education and career aspirations of pupils. Boards are encouraged to have a nominated individual who takes a strategic interest in careers education and guidance and encourages employer engagement, which may in turn potentially lead to employers providing new, skilled individuals to serve on the board. Boards should engage with their Careers & Enterprise Company Enterprise Adviser (where appointed), who can help the school to develop its careers programme and to broker relationships between employers and the school.

1. Key roles and responsibilities

1.1. The governing body has overall responsibility for the implementation of the Careers Policy at the school.

- 1.2. The governing body has overall responsibility for ensuring that the Careers Policy, as written, does not discriminate on any grounds, including but not limited to: ethnicity/national origin, culture, religion, gender, disability or sexual orientation.
- 1.3. The governing body has responsibility for handling complaints regarding this policy as outlined in the school's Complaints Policy.
- 1.4. The careers curriculum is managed by the Careers Leader.
- 1.5. The Careers Leader is responsible for the day-to-day implementation and management of the Careers Policy at the schools and is backed by the Senior Leadership Team, to deliver the careers programme across all eight Gatsby Benchmarks in accordance with the statutory guidelines as released in October 2018.
- 1.6. The Careers Leader is:
Sue Green (Level 6 Qualified September 2019)
01206 547911 (ext 226)
susan.green@tla.school
- 1.7. The Careers Adviser (Level 6 qualified and registered with the CDI and on the Careers Professional Register) is:
Sue Green
01206 547911 (ext 226);
Email: susan.green@tla.school
- 1.8. Careers advice provided is impartial and as members of CDI Careers Professionals' they follow the Code of Ethics for Careers Information Advice and Guidance.

Statutory duties

- 1.9 Section 42A of the Education Act 1997 requires the governing body to ensure that all registered pupils at the school are provided with independent careers guidance from Year 8.

The governing body will ensure that the independent careers guidance provided:

- Is presented in an impartial manner, showing no bias or favouritism towards a particular institution, education or work option;
- Includes information on the range of education or training options, including apprenticeships and technical education routes;
- Is guidance that the person giving it considers will promote the best interests of the pupils to whom it is given;
- A summary of the careers programme, the policy and details of how parents, teachers and employers may access information about the careers programme will be included on the school website;

- Detail of how the school measures and assesses the impact of the careers programme on pupils will be made available and will be published, on an annual basis. This will include details of destinations data for the school.
- 1.20 The schools will ensure that the careers advice provided:
- Is presented impartially;
 - Is given in the best interest of the individual pupil receiving the guidance, taking into account their personal aspirations and needs;
 - Consists of a wide range of information on the availability of further education and training options, including apprenticeships and vocational pathways.
- 1.21 The school will ensure that all registered pupils are provided with independent careers advice and guidance opportunities from Year 7 to Year 11.
- 1.22 The schools' careers strategy is shaped by the needs of individual pupils, and, therefore, developing a strong dialogue with pupils is at the heart of the policy.
- 1.23 The School will use the **Gatsby Benchmarks** to develop and continually improve on our careers provision:

The COMPASS tool will be used to identify and report on areas of success and to inform areas for development of the careers programme in each school.

| Bench mark | Aim | Objectives |
|---|--|--|
| <p>1. A stable careers programme</p> | <p>TLA have an embedded programme of careers education and guidance that is known and understood by students, parents, teachers, governors and employers.</p> | <p>The school has a stable, structured careers programme that has the explicit backing of the senior management team, and has an identified and appropriately trained person responsible for it.</p> <p>The careers programme is published on the school website in a way that enables pupils, parents, teachers and employers to access and understand it.</p> <p>The programme is evaluated every 3 years with feedback from pupils, parents, teachers and employers as part of the evaluation process. The school is able to demonstrate how the school is responding to the Gatsby Benchmarks and have included the policy statement on provider access that schools are required to access.</p> |
| <p>2. Learning from career and labour market information</p> | <p>Every student, and their parents, should have access to good quality information about future study options and labour market opportunities. They will need the support of an informed adviser to make best use of available information.</p> | <p>By the age of 14, all pupils should have accessed and used information about career paths and the labour market to inform their own decisions on study options.</p> <p>Parents are encouraged to access and use information about labour markets and future study options to inform their support to their children.</p> |

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| <p>3.Addressing the needs of each student</p> | <p>Students have different career guidance needs at different stages. Opportunities for advice and support are tailored to the needs of each student. The school's careers programme has embed equality and diversity considerations throughout.</p> | <p>The school's careers programme actively seeks to challenge stereotypical thinking and raise aspirations.</p> <p>The school is required to keep systematic records of the individual advice given to each pupil, and subsequent agreed decisions.</p> <p>All pupils have access to these records to support their career development.</p> <p>The School collects and maintains accurate data for each pupil on their education, training or employment destinations.</p> <p>The School ensures that careers guidance for pupils with Special Educational Needs and Disabilities (SEND) is differentiated, where appropriate and based on high aspirations and a personalised approach. The School when appropriate to the needs of the student provide the opportunity for experience in a work place.</p> |
| <p>4.Linking curriculum learning to careers</p> | <p>All teachers should link curriculum learning with careers. STEM subject teachers should highlight the relevance of STEM subjects for a wide range of future career paths.</p> | <p>By the age of 14, every pupil should have had 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.</p> |
| <p>5.Encounters with employers and employees</p> | <p>Every student should have multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace. This can be through a range of enrichment activities including visiting speakers, mentoring and enterprise opportunities.</p> | <p>Every year, from the age of 11, pupils should participate in at least one meaningful encounter* with an employer.</p> <p>*A 'meaningful encounter' is one in which the student has an opportunity to learn about what work is like or what it takes to be successful in the workplace.</p> |
| <p>6.Experiences of workplaces</p> | <p>Every student should have first-hand experiences of the workplace through work visits, work shadowing and/or work experience to help their exploration of career opportunities, and expand their networks.</p> | <p>By the age of 16, every pupil should have had at least one experience of a workplace, additional to any part-time jobs they may have.</p> |
| <p>7.Encounters with further and higher education</p> | <p>All students should understand the full range of learning opportunities that are available to them. This includes both academic and vocational / technical routes and learning in schools, colleges, universities and in the workplace.</p> | <p>By the age of 16, every pupil should have had 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.</p> <p>*A 'meaningful encounter' is one in which the student has an opportunity to explore what it is like to learn in that environment.</p> |

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| 8. Personal guidance | <p>Every student should have opportunities for guidance interviews with the career adviser.</p> <p>These should be available whenever significant study or career choices are being made.</p> | <p>Every pupil should have at least one such interview by the age of 16.</p> |
|-----------------------------|---|--|

- 1.24 The school will make it clear to pupils that they will be required to continue studying GCSE English Language and Maths post-16 if they do not achieve a grade 4 or better at GCSE in these subjects.
- 1.25 The school will make it clear to pupils that although they must remain in education or training beyond the age of 16, they are not required to stay in school. As such the school will provide opportunities for pupils to learn about their options so that they may make informed choices with regard to their post 16 destinations.
- 1.26 The school will also ensure 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.

STEM Lead for The Thomas Lord Audley School = Alex Appleton

- 1.27 The school will ensure that the opportunities created by studying STEM subjects are particularly emphasised for female pupils, who are statistically much more likely to limit their careers by dropping STEM subjects at an early age.
- 1.28 The school will ensure that opportunities for pupils to develop an entrepreneurial spirit are accessible, e.g. through the Careers and Enterprise Company.
- 1.29 The school will ensure that both high attaining pupils and those with Special Educational Needs and Disabilities (SEND) are supported to make an informed choice about whether to aim for university or an equally high calibre apprenticeship.
- 1.30 The school will work with NCOP (National Collaborative Outreach Programme) Make Happen. The programme is dedicated to inspire young people, raise their aspirations and promote interest in higher education (HE) as a route to achieving their ambitions.

NCOP exists to widen participation to HE by supporting the Government's goals to:

- double the proportion of young people from disadvantaged backgrounds in higher education HE by 2020
- increase by 20 percent the number of students in HE from ethnic minority groups
- address the under-representation of young men from disadvantaged backgrounds in HE.

- 1.31 Pupils will be made aware of extra-curricular opportunities, such as the National Citizenship Service, that will help them achieve their careers aspirations.

Provider Access Policy

- 2 The Technical and Further Education Act 2017 inserts section 42B into the Education Act 1997 and came into force on 2 January 2018. Therefore TLA will ensure that there are opportunities for a range of education and training providers to access all pupils in Years 8 to 11 for the purpose of informing them about approved technical education qualifications or apprenticeships, as follows:

Pupil entitlement

All pupils in Years 8-11 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 events, assemblies and group discussions and taster events;
- to understand how to make applications for the full range of academic and technical courses.

As a minimum, TLA must offer:

- Two encounters for pupils during the ‘first key phase’ (Year 8 or 9) that are mandatory for all pupils to attend, to take place any time during Year 8 or between 1 September and 28 February during Year 9.
- Two encounters for pupils during the ‘second key phase’ (Year 10 or 11) that are mandatory for all pupils to attend, to take place any time during Year 10 or between 1 September and 28 February during Year 11.

Management of provider access requests procedure

A provider wishing to request access should contact:

Mrs Sue Green, Careers Leader

Telephone: 01206 547911;

Email: susan.green@tla.school

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 pupils and/or their parents/carers.

3 ADDITIONAL PROVISION

- 3.10 Pupils will be surveyed annually about their career ambitions to help identify their strengths and to ensure that their aspirations are built on a solid foundation of understanding.
- 3.11 In addition to the school’s statutory duties, the schools provide a range of additional careers activities: for example
- **Financial Education from Barclays, Natwest**
 - **Careers / WRL days**
 - **Enrichment Activities**
 - **STEM activities**

- **NCOP opportunities**
- **High Achievers University Visits**
- **NHS Careers Day**
- **Dell Powering Transformation**
- **Energy Quest Challenge**
- **BAE Systems, Royal Navy and RAF STEM workshop**
- **M&G Enterprise Challenge**
- **Royal Navy Catering Team Ready, Steady, Cook challenge**

3.12 The schools have strong links to local employers who provide support to the careers program: for example

- **Greater Anglia**
- **BT**
- **NHS**
- **Mersea Homes**

3.13 The schools arranges for students to annually use a virtual careers fairs

3.14 We have links to local colleges and universities, including but not limited to:

- **Colchester VI Form College**
- **Colchester Institute and University Campus**
- **Chelmsford College**
- **SIGMA Sixth Form & Sports Academy**
- **Thurstable VI Form and Sports College**
- **Thomas Gainsborough VI Form**
- **Colchester Royal Grammar School**
- **Colchester County High School for Girls**
- **WS Training**
- **NOVA Training**
- **University of Essex**
- **Anglia Ruskin University**
- **Writtle College & University**
- **Suffolk Rural College & University**
- **University of Cambridge**

4 Methods

4.1 TLA will use the following methods to deliver a strong, well-rounded careers provision:

- Providing a range of opportunities that enhance the curriculum.
- Promoting awareness of the world of work.
- Promoting a range of opportunities and provisions which assist in raising aspirations and achievement, including those that are often portrayed as primarily for one or other of the sexes, e.g. encouraging girls to pursue STEM-related careers.
- Promoting awareness and understanding of work, industry, the economy and community.

- Relating skills, attitudes and knowledge learned in school to the wider world.
- Developing pupils' personal and social skills to relate to the world of work.
- Providing informed and impartial guidance.
- Enabling pupils to make considered decisions with regard to future choices.
- Maintaining and developing effective links with key partners, such as Jobcentre Plus (including disability employment advisors), the National Careers Service and the Careers and Enterprise Company.
- Preparing pupils for the transition to further education (FE) or employment with training.
- Helping pupils with basic career management such as CV writing, CV building, job searches and job interviews.
- Visiting open days at further and higher education institutes.
- Providing access to online creative resources and labour market intelligence.

4.2 The school will deliver a careers curriculum at each key stage.

4.3 The school will provide cross-curricular links to careers in other subjects.

4.4 Schemes of work will recognise the importance of careers.

5. Curriculum

5.1 Each year group should undertake at least 8 hours of dedicated careers related education each year.

5.2 Each subject curriculum will link to FE and/or careers in that area.

5.3 Schemes of work will recognise the importance of careers.

6 Targeted support

The school will work closely with the LA to identify pupils who are in need of targeted support, or who are at risk of not participating in post-16 education/training.

In collaboration with the LA, the school will establish ways of referring identified pupils for intensive support from a range of education and training support services available locally.

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.

The school will work closely with the LA and local post-16 education and training providers to support with post-16 participation costs, such as care leavers or those entitled to free school meals (FSM).

The school supports the vision that all pupils with SEND are capable of paid employment, with the right preparation and support.

The school will ensure that they support pupils with SEND in developing the skills, qualifications and experience needed to pursue their careers.

Independent and impartial advice provided to pupils with SEND will include all the education, training and employment opportunities available to them.

The school will provide advice on study programmes that will support a pupil with SEND in their transition into paid employment – this includes support internships for pupils with education, health and care (EHC) plans, traineeships and apprenticeships.

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.

7. Parental/ Carer Engagement

7.1 Parents / Careers play an integral part in pupils' understanding of career choices and are encouraged to attend a range of career events including parents' evenings, transition planning, work experience and EHC Plan reviews.

7.2 Parents / Carers have an important role in their child's career development. Support is therefore provided through invitation to attend careers awareness events focussed at key transition points in their progress through school.

It is important that parents/ carers are recognised as co-partners and it is our aim to support them in developing the confidence and capability to support the students planning and decision making for the future. Online resources have been specifically chosen to help parents become more involved. All online resources are easily accessed through the links on the school website.

8. Auditing

8.1 The Careers Leader will liaise with Heads of Departments on a tri-annual basis, in order to evaluate and audit the school's careers provision, having special consideration for the three aspects of quality assurance:

- The quality of the school careers programme.
- The quality of independent careers provision.

8.2 The school will take account of feedback from pupils, parents/carers and link employers engaged in our careers activities, as well as data from the DfE's destination measures, as part of this evaluation.

8.3 The school will use the outcomes of our audit to identify areas for improvement, with the ultimate aim of creating a careers programme sufficient to meet the standards of the 8 GATSBY BENCHMARKS.

Quality in Careers Standard Award

The Thomas Lord Audley School - Awarded - 17 July 2020, valid for 3 years.

9. Information sharing

9.1 The school will provide the LA support services with relevant careers-related information about all our pupils, including:

- Pupils' names, addresses and dates of birth.
- Other information that the LA requires in order to support the young person to participate in education or training and to track their progress, including information to help identify those at risk of not being in education, employment or training post-16.

The school will notify the LA whenever a student leaves the school before they have completed their education or training programme, as per local arrangements.

10. Premises and Facilities:

When facilitating Careers opportunities:

The school will make the main hall, classrooms 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 Careers Leader or a member of their team. Providers are welcome to leave a copy of their prospectus or other relevant course literature.

11. Employer Engagement Policy

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| Rationale | Partnership work with employers gives young people a direct insight into the world of work and can lift their motivation, aspirations, attainment and skills. It also supports the raising of the participation age (RPA). We use the term "employer engagement" to cover all activities that: <ul style="list-style-type: none">● Involve collaboration between the school, employers and their employees.● Will help to improve the productivity and competitiveness of the workforce● Will help to reduce the skills gap in the workforce. |
| Commitment | The school believes that all students should benefit from employer engagement. It is committed to maximising the benefit through a whole school approach and to ensuring that links with employers are effective, efficient, real, relevant and mutually supportive. |
| Entitlement | All students at the school have opportunities to benefit from employer engagement. Activities are designed to benefit all parties and have clear learning outcomes. These are communicated to all involved, enabling the school to assess the effectiveness of the activities for students, employers and their employees. Employer engagement activities are subject to regular monitoring, evaluation and review and are included in the school improvement plan. |
| Links | This Employer Engagement Policy links with other school policies including being part of this Careers policy and the PSHE Ed policy. |

Purpose

The purpose of developing links with employers includes:

- Raising students' aspirations by promoting a better understanding of work and careers;
- Improving students' enterprise capabilities, which include innovation, creativity, risk management, having a "can do" attitude and the drive to turn ideas into action;
- Improving students' employability skills;
- Challenging stereotyped and traditional thinking through contact with people from business who are appropriate role models;
- Enhancing curriculum provision ;
- Motivating students by raising awareness of the direct relevance of what they learn in school to the workplace, including understanding employment and business customer needs;
- Helping students to develop their personal and social skills by providing them with opportunities to work with adults other than teachers;
- Supporting employers and their employees to meet their objectives.

Delivery

Throughout their time at school, students have opportunities to engage with employers through their subject studies, the personal development curriculum and additional activities such as enterprise days, mock interviews, careers convention and mentoring. Staff development is supported through regular briefings and opportunities to attend events with students.

Management

This area is supported by our link governor. A senior leader has strategic responsibility for employer engagement that includes developing and maintaining employer links. The role includes directing the various members of staff who organise individual activities and events involving employers.

12. Monitoring and review

The governing body, in conjunction with the Headteachers, will review this policy on a biannual basis, taking into account the success of supporting pupils in accessing post-16 education and training.

The Headteachers will make any necessary changes to this policy, and will communicate these to all members of staff.

The schools Link Governor for Careers is: John Sanders

Approval and review

For Approval with Governors *January 2023*

Next review: *January 2025*