



Careers Policy

Statement of intent

This policy is underpinned by Sections 42A and 45A of the Education Act 1997, and has due regard to the DfE's (Department for Education) statutory guidance, 'Careers guidance and access for education and training providers', which was last updated in October 2018.

The main aims of careers provision at Norton College Worcester are to:

- Prepare students for life post-education.
- Develop an understanding of different career paths and challenge stereotypes.
- Develop an understanding of the differences between Norton College, Mainstream College, Training providers, Apprenticeships and work.
- Inspire Students to chase and achieve their dreams.
- Help Students to access information on the full range of post-16 education and training opportunities.
- Offer targeted support for all students.
- Instil a healthy attitude towards work.

Date policy last reviewed:	04/09/24
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1. Legal framework

1.1 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
- The School Information (England) (Amendment) Regulations 2018

2. Roles and responsibilities

2.1 The directors are responsible for:

- Ensuring that all registered Students are provided with the opportunity to access impartial careers guidance from Year 9 to Year 14.
- Ensuring that arrangements are in place to allow a range of education and training providers to access all students and inform them about approved technical education qualifications and apprenticeships.
- Ensuring that the careers guidance is presented in an impartial manner, showing no bias or favouritism towards a particular institution, education 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 college's Complaints Procedure Policy.
- Providing clear advice and guidance to the Head of School on which they can base a strategy for careers education and guidance which meets the college's legal requirements.

2.2 The careers leader is responsible for:

- Managing the provision of careers information.
- Liaising with the Head of School and the careers adviser to implement and maintain effective careers guidance.
- Liaising with the PSHE (Personal, Social and Health Education) leader and other subject leaders to plan careers education in the curriculum.
- Referring students for careers advice.
- Establishing, maintaining and developing links with FE (Further Education) colleges, universities, training providers, apprenticeship providers and employers.
- Providing students 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 (Careers Education, Information, Advice and Guidance).
- Preparing and implementing a development plan for CEIAG.
- Reviewing and evaluating the programme of CEIAG.
- Encouraging the training of college staff to promote careers guidance to their students.
- Using the Gatsby Benchmarks to improve the college's careers provision and ensure compliance with legal duties, with an ultimate aim to meet all benchmarks.
- Allowing students to have access to providers of technical education, such as colleges, training providers and apprenticeships, to ensure every student is well informed about their future options at every stage.
- Engaging with the designated teacher for LAC (Looked After Children) and previously LAC to ensure they know which students are in care/are care leavers, to understand their additional support needs and to ensure that any personal education plans can inform careers advice.
- Ensuring that students understand their different career pathways, and enabling them to gain the skills, knowledge and experience they require to achieve their career goals.

2.3 The careers adviser is responsible for:

- Reporting regularly to the careers leader, regarding student progress and the effectiveness of the college's career plan.
- Providing a thorough, personalised career service throughout the college.
- Staying up-to-date with relevant CPD (Continued Personal Development) and developments in the CEIAG sector.
- Producing careers information and guidance through online and hard copy literature, and visual displays in college.
- Attending regular meetings with the careers leader to discuss the college's career plan.
- Providing an open-door service for students to drop in and discuss their options.
- Offer meetings and follow-up appointments with students who are interested in the careers service.
- Coordinating with the designated teacher to work with the relevant virtual school head (VSH) to ensure a joined-up approach to identifying and supporting career ambitions is achieved.

2.4 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 college's careers plan.
- Promoting careers guidance in the classroom through visual aids.
- Creating a learning environment that allows and encourages students to tackle real life challenges, manage risks and develop skills that can be applied to the workplace.

3. A stable careers programme

3.1 The college will have its own careers programme in place which meets the requirements of the eight Gatsby Benchmarks.

1. A stable careers programme
2. Learning from career and labour market information
3. Addressing the needs of each student
4. Linking curriculum learning to careers
5. Encounters with employers and employees
6. Experiences of workplaces
7. Encounters with further and higher education
8. Personal guidance

3.2 A careers leader is appointed to ensure the leadership and coordination of a high-quality careers programme.

3.3 The Careers leader will work with enterprise coordinators to build careers and employer engagement plans to broaden the range of guidance that students have access to.

4. Labour market information

4.1 The college will ensure every student, and their parents, has access to good-quality information about future study options and labour market opportunities.

4.2 Students and their parents will be referred to the National Careers Service which offers information and professional advice via a website, helpline and web chat.

4.3 The college will ensure students and their parents understand the value of finding out about the labour market, and support them in accessing this information. Students and their parents will have access to information on the benefits of understanding the labour market, including the salaries and promotion opportunities for different jobs, and the volume and location of vacancies across different sectors.

4.4 The college will ensure that all students, from year 9, have access to information about career paths and the labour market to inform their decisions on study options.

4.5 The college will provide students with the necessary links and information that will enable them to access this.

4.6 The college will make use of local enterprise partnerships (if available) to provide students with presentations and workshops on the local labour market and employer expectations. The information provided through the partnership will be used to shape career guidance and workshops in college.

4.7 To support social mobility, the college will work to raise students' aspirations and tackle stereotypical assumptions. Interventions will be used to tackle gender stereotypes;

arrangements could be made for students to talk to employees who work in non-stereotypical jobs to raise awareness of the range of careers that STEM qualifications lead to.

5. Addressing the needs of students

5.1 The college's careers programme will aim to raise the aspirations of all students whilst being tailored to individual needs. The programme will inform students of the range of opportunities available to them, encouraging them to aim higher and make choices relevant to what they feel they can achieve.

5.2 All forms of stereotyping will be prohibited in the careers advice and guidance that is provided, to ensure students from all backgrounds, gender and diversity groups, and those with SEND (Special Educational Needs and Disabilities), can consider the widest possible range of careers.

5.3 Comprehensive and accurate records will be kept to support the career development of students. These will be stored securely. The college will allow access to this information, should a student or their parent request it.

5.4 Destinations data will be retained by the college for at least three years.

5.5 Information about destinations, e.g. the percentage of students attending sixth form in the following term, will be published on the college's website alongside the college's careers policy.

5.6 The college will collect and analyse destinations data to assess how well the careers programme is countering stereotypes and raising aspirations. The data will be reviewed by the Head of School and Careers leader.

6. Targeted support

6.1 The college will work with the LA 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 students can be referred for support drawn from a range of education and training support services available locally.

6.2 The college will work in partnership with their commissioning colleges and LA's (Local Authorities) as well as post-16 providers to provide support and advice on transitional pathways into FE or training.

6.3 The college will ensure that students understand the programmes available to support them and the financial costs associated with staying in post-16 FE.

6.4 To support students who are likely to need support with post-16 participation costs, such as those with SEND, the college will work with the LA and local post-16 education or training providers to share student data and ensure these students receive such support.

6.5 The college will ensure that students are aware of the 16-19 Bursary Fund, which has been devised to support those individuals with a financial hardship. Students will be advised of how to access this funding and who they should speak to in order to find out more information.

7. Students with SEND

7.1 The college will ensure that careers guidance is differentiated, if appropriate, and based on high aspirations and a personalised approach.

7.2 The careers leader will work closely with SMT (Senior Management Team) and other staff to support students with understanding different career pathways and how to develop the necessary skills, knowledge, experience and qualifications to succeed and fulfil their potential. The college will work with families of students to help them understand what career options are available.

7.3 Careers guidance will take account of the full range of relevant education, training and employment opportunities. It will inform students about the ways employees with SEND are supported in the workplace, and how jobs can be adapted to fit a person's abilities.

7.4 The college will build partnerships with businesses and other employers, employment services, and disability and other voluntary organisations. Students will be prepared for encounters with employers and provided with any special support that will allow them to benefit fully from the experience.

7.5 Careers guidance will focus on a student's career aspirations and the post-16 options which are most likely to give the student a pathway into employment or HE.

7.6 The SEND local offer will be utilised; annual reviews for a student's EHC (Education, Health and Care) plan will be informed by good careers guidance.

7.7 Students with SEND will have the opportunity to hear from adults with disabilities who have succeeded in their careers as part of the college's successful careers strategy.

7.8 When arranging work experience for students, the college will work with the employer to determine any additional support that will be needed during the work placement.

8. Curriculum

8.1 The college will work to encompass careers education and guidance into subjects across the curriculum. All teachers will be asked to support the career development of young people in their role and through their subject teaching.

8.2 Students will be informed that if they do not achieve a grade 4 or higher in GCSE maths and English by the end of KS4 (Key Stage), they will be required to continue working towards this aim as part of their 16-19 study programme.

8.3 The college will engage with local employers, businesses and professional networks, inviting visiting speakers, particularly alumni with whom students can relate to.

8.4 Students will work towards recognised qualifications linked to their PSHE syllabus.

9. Work experience

9.1 The college will support all students to access at least one experience of a work experience placement.

10. Further education (FE)

10.1 Students are required to remain in education or training until their 18th birthday.

10.2 The college will provide students with a range of information and opportunities to learn about education, training and career paths throughout their college life, to prevent last minute decision-making.

10.3 Students will be encouraged to use information tools, such as websites and apps, which display information about opportunities. Education and training providers will have access to all students in Years 9 to 14 for the purpose of informing them about approved technical education qualifications and apprenticeships.

11. Personal guidance

11.1 All students will be provided with opportunities for personal guidance interviews with a qualified careers adviser. Such interviews will take place by the time the student reaches age 16, with the opportunity for a further interview by the age of 19.

11.2 Careers advisers working with students with SEND will use the outcome and aspirations in the EHC plan to focus discussions.

11.3 Careers advisers working with LAC or care leavers will use their personal education plan to focus discussions. These students will have a named adviser who will build a relationship with them to better understand their individual needs.

12. Information sharing

12.1 The college will provide the relevant information about all students to the LA support services including:

- Basic information, such as the student's name or address.
- Other information that the LA requires to support the student to participate in education or training to track their progress.

12.2 The college's privacy notice will offer students and their parents the opportunity to ask for personal information not to be shared.

12.3 LAs will be notified, as early as is possible, whenever a 16- or 17-year-old student leaves an education or training programme before completion. The college will agree on local arrangements for ensuring these duties are met.

13. Monitoring and review

13.1 The Directors, in conjunction with the Head of School and Careers leader, will review this policy on an annual basis, taking into account the success of supporting students in accessing post-16 education and training.

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

Provider Access Policy Statement

Under Section 42B of the Education Act 1997, as of 2 January 2018, we have a duty to provide pupils in Years 8-13 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 group discussions, individual discussions and careers 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, Kate Cherry, on 01684 423163 or via email on tewkesburyoffice@nortoncollege.org.uk.

Our Child Protection and Safeguarding Policy and Guest Speaker Policy set out the college's approach to allowing providers into college to speak to our pupils.

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 college 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 College.

Approval and review

This policy statement was approved by the Board of Directors annually.