



Careers Policy

Policy title:	Careers Policy
Function:	For information and guidance on the provision of student careers, information and guidance at the Blue Coat School
Status:	Approved
Statutory guidance:	Education Act (2011) The Technical and Further Education Act (2017) Skills for Jobs: Lifelong Learning for Opportunity and Growth (Jan 2021) Careers guidance and access for education and training providers (Sept 2022)
Audience:	Students, Parents, Staff, Leaders, Trustees, Local authority, General public
Ownership:	Trustee Board, Headteacher, Deputy Headteacher (Personal Development, Behaviour & Attitudes)
Last reviewed:	October 2022
Reviewed by:	Full Trustee Board
Next review:	Every two years – October 2024

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The Blue Coat Aims and objectives

At the Blue Coat School our vision is simple. All that we do is focused on developing exceptionally well-rounded individuals with the skills to thrive and positively contribute in a rapidly changing society.

This is underpinned by our unrelenting focus on:

Inspiring excellence

Excellence is not something that is simply achieved. It is something that we always strive for so that we can continually create opportunity and enhance the life chances of talented young people from broad and diverse backgrounds. The best is not, however, always the easiest. Our staff and learners will be resilient, and able to overcome barriers and challenges to ensure that potential is unlocked.

Shaping character

Our learners leave us not just knowing how to do things, but how to do things in the right way for the right reasons. That is why humility and integrity are the key pillars of our community, and the basis for how we treat one another. They ensure we have a culture where individuals are treated with care and compassionate respectfulness.

Forging futures

Every member of our community will leave us embracing their strengths and with ambition and aspiration as to how they can contribute positively to the modern world they are entering. Our students will become the leaders of tomorrow.

By extension, our values, approach and ethos are embodied in, and implemented through, our policies and procedures. They are the framework to support all that we do and achieve.

Aims and objectives

- 1 In line with the Education Act (1997) and Education and Skills Act (2008), this policy sets out The Blue Coat School's arrangements to provide a comprehensive careers programme for its students.
- 2 This policy is intended to ensure that all students are provided with bespoke impartial careers information, advice and guidance (CIAG) and supported in their individual choices and options.
- 3 This policy supports the schools aims to ensure its careers programme is fully understood by, and shared with students and parents.

Roles and responsibilities

- 4 The Trustee Board will ensure that the independent careers guidance provided by the school:
 - complies with legislation and statutory requirements and that they are appropriately described in this policy
 - includes strategies, procedures and practices outlined in this policy are adhered to.
- 5 The Headteacher will ensure that the careers guidance provided by the school:
 - is impartial
 - includes information on a range of education and training ✦ will promote the best interests of the student in receipt of it.
- 6 The Careers Leader will:
 - work with others to develop strategies and ensure the procedures and practices outlined in this policy are adhered to
 - Update website and inform parents/carers via regular communication
 - lead the implementation of the Careers Strategy (Annex A).
- 7 Senior Leaders will support the Careers Leader in ensuring that the strategies, procedures and practices outlined in this policy are adhered to.
- 8 Middle Leaders will ensure aspects of the careers programme are delivered in their areas.
- 9 Subject teachers and form tutors will ensure that they contribute to the careers provision in their areas as outlined in this policy.

Procedures and practices

General Principles

- 10 The Blue Coat school is committed to providing independent careers guidance from Year 7 to Year 13 in line with the DFE Education Act (1997).

- 11 The Blue Coat school is committed to providing a programme of advice and guidance that is stable, structured and delivered by individuals with the right skills and experience.
- 12 This advice and guidance will be presented in an impartial manner and information given will be related to a **broad** range of educational institutions or work options.
- 13 The school will ensure the advice and guidance provided does not include any stereotyping so that students from all backgrounds, gender and diversity groups, including those with additional needs, are able to consider a wide range of careers.
- 14 The school will provide opportunity for a range of education and training providers to access to all students in year 8 to year 13 to inform them of approved technical educational qualifications or apprenticeships. **The procedures for this can be found in the Provider Access Policy on the school's website.**
- 15 The school's **Careers' Strategy** outlines the wide ranging CIAG opportunities provided by the school for students from year 7 to year 13 and is delivered by appropriately skilled staff **and external support, where appropriate**
- 16 In accordance with DFE statutory guidance (2018), the school's careers programme is based upon the principles outlined in the Gatsby Charitable Foundation Benchmarks.

Curriculum provision

- 17 The school curriculum supports the English Baccalaureate (EBacc) and students will be made aware that studying these subjects provides them with a sound basis for a variety of careers beyond the age of 16.
- 18 Students in **Years 7 to 13** will be provided with age appropriate CIAG within the Personal Development curriculum. This will include:
 - information about a range of career paths
 - labour market information
 - information about specific careers in the STEM subjects.
- 19 Students in Year 12 and 13 will **engage with fortnightly student development afternoons that supplement Personal Development Lessons**, and address the specific considerations of post 18 options. Some examples include:
 - exploring career paths
 - decisions and choices
 - student finance • UCAS applications.
- 20 All subject areas will contribute to the school's approach to weave careers guidance into each area of the curriculum by:
 - acting as role models to attract students toward their subject and the careers that flow from it

- providing students with information and insight into the career options linked to their subject area.

Wider provision

- 21 The Careers Leader will provide Year 8, 11 and 13 form tutors with appropriate information so that they can provide bespoke guidance to their students in preparation for specific periods of option choices.
- 22 The school will provide students with the opportunity to hear a variety of careers talks throughout the year. In line with DF guidance, this schedule will include speakers with whom students can readily identify. Some examples include:
- alumni
 - apprentices
 - employers
 - professionals from a range of occupations
 - representatives from other educational institutions.
- 23 All Year 11 and 12 students will be provided with the opportunity to engage with a mock interview process with a local employer or education provider. This process will give the students experience of:
- an application process
 - an interview process
 - feedback for development opportunities.
- 24 The school will collect and analyse destination data to ensure that the school is providing appropriate support to students to take up education or training which offers good long term prospects.
- 25 The school will utilise a range of opportunities to promote careers awareness and relevant information. This may include:
- assemblies
 - weekly bulletins
 - newsletters

Supporting student choices

- 26 Students and parents in Years 8 and 11 will be offered the opportunity to gather appropriate information and guidance by attending options evenings. These evenings will provide opportunity:
- to be informed of the options process
 - to speak to a range of subject staff
 - to gather more detailed information about the courses on offer.
- 27 During Year 12 and Year 13, students will be invited to attend information evenings led by the Careers Leader. These will provide more detailed CIAG on the application processes for a range of post 18 routes including:
- university and college applications
 - apprenticeships

- degree apprenticeships
 - overseas studies
 - alternative options for employment and training.
 - specific information on local post 18 study options.
- 28 On an **annual basis, year groups** will be supported in their considerations of future career routes by attending the school Careers Fair. An extensive breadth of guidance will be available from a range of visitors and sources. These may include:
- a variety of local employers
 - representatives from higher education and further education
 - promotion of apprenticeships including apprenticeship degrees
 - information on technical qualifications
 - promotion of careers relating to STEM subjects
 - talks from a spectrum of professionals.
- 29 Each student in Year 11 and Year 12 will be provided with one to one bespoke careers information, advice and guidance support. This will be accessed through an appointment with an impartial careers' advisor employed by the school.
- 30 All Year 12 students will be supported in their exploration of university choices through guidance within the curriculum as well as being provided with signposting to specific universities and courses appropriate to their strengths. In support of this the school will authorise a number of school absences in order for students to attend university open days. Any further absences requested will be assessed on a case by case basis.
- 31 The school will provide appropriate targeted support for any student who is vulnerable, disadvantaged or has specific additional needs both for post 16 and post 18 transitions.
- 32 The school will ensure that looked after children and previously looked after children are given particular support through their personal education plan that ensures high levels of ambition and successful transition to post-16 education or training.

Workplace provision

- 33 The school will welcome education and training providers from different fields to access all pupils in the school.
- 34 The school will proactively promote access to providers of all relevant qualifications including technical education and apprenticeships.
- 35 The school will provide each student the opportunity to participate in a meaningful encounter with an employer each year. This will be provided through the extensive range of opportunities outlined in the provision in previous sections of this policy.
- 36 By Year 11 each student will have had one encounter with a STEM employer.
- 37 The school will ensure that every student will have one work place experience by the age of 16 and a further one by the age of 18.

Monitoring, review and evaluation

- 38 Trustees will monitor and evaluate the effectiveness of the procedures and practices set out in this policy through:
- lead governor visits to school
 - updates to the full Trustee Board by the lead trustee
 - scrutiny of careers provision by the full Trustee Board.
- 39 The Headteacher and senior leaders will ensure that the procedures and practices of this policy are monitored, reviewed and evaluated through whole school review processes.
- 40 The Careers Leader will ensure that the procedures and practices of this policy are monitored, reviewed and evaluated through regular:
- line management of middle leaders
 - area review processes
 - evaluation of school events

	Inspire			Re-enforce		Prepare students to make choices	
	7	8	9	10	11	12	13
Wider school life	<ul style="list-style-type: none"> Forging Futures assemblies, delivered by BC staff and a range of external speakers including alumni (employers and employees), FE and HE institutions... - 1, 2. CIAG information woven into the curriculum across all subject areas. This will take the form of explicit signposting to career options and shorter CIAG focused tasks throughout the school year – 1, 4. Careers mentoring programme for disadvantaged students. Support will be unique to the student’s needs and may be delivered by the Careers Leader, Student Support, KS5 mentors... - 2, 3, 8. <i>Forging Futures displays – at least one visible display/department – 1, 4.</i> <i>High quality form time resources delivered by upskilled pastoral team, focused within half terms dedicated to Forging Futures – 1, 8.</i> <i>Target groups receive additional support from UniConnect – 3, 8.</i> Year group careers Teams with bespoke information, updated on a regular basis – 1, 2, 5. <i>State of the art ‘Careers Corner’ in the library, with the most up to date resources providing impartial information on all post-16 and post-18 options – 1.</i> 						
CIAG curriculum content including FT	<p>CIAG content delivered within the Personal Development curriculum. Subject lead will provide the PD team with up-to-date resources of the highest quality, ensuring all information is impartial. This content will be closely linked to form time resources, embedding the Careers Strategy across school life – 1, 2, 7, 8.</p>						
	<ul style="list-style-type: none"> Skills audit. Introduction to the world of work and career planning – 1. Independent research into a chosen career – 3. Protected characteristics in the workplace and beyond – 1, 3. Labour Market Information – 2. 	<ul style="list-style-type: none"> UCAS careers quiz – 2, 4, 7, 8. Introduction to a range of post-16 and post-18 options – 1, 3. University and apprenticeships, inc. introduction to Be More Apprenticeship Hub and UCAS – 7. Support choosing GCSE options – 8. Labour Market Information – 2 Skills audit using Skills Builder – 4, 8. Practice personal statement writing – 7. 	<ul style="list-style-type: none"> Understanding payslips – 1, 4, 6 LMI - 2 Part time jobs – 1, 2, 6. Re-visit protected characteristics – 3. Create a CV – 1, 6. UTCs – 3, 7. Students research different University courses, considering the subjects and grades required and opportunities such as study abroad – 7. 	<ul style="list-style-type: none"> Research project – what career do I want to do and what do I need to do over the next 36 months to achieve my goals (career journey planning) – 1, 3. Apprenticeships – 7. Email and mobile phone etiquette looks like in the workplace – 6. 	<ul style="list-style-type: none"> Post-16 options (A-levels and T-levels) – 7. Post-18 options and setting goals – 1, 2, 3. Mock job application form – 6 Mock CV in preparation for mock interviews – 6. Re-visit the 2010 Equality Act and protected characteristics – 3. Draft personal statement – 7. Student finance – 7. Planning for GCSE results day – 1. 	<ul style="list-style-type: none"> Self-reflection and SWOT analysis – 1, 3. Planning for next steps (all post-18 options are covered in an impartial, informative way) – 7. Begin writing personal statements/applications for post-18 options – 7. Interviews and assessment centres – 6. Admissions tests and study abroad – 7. Introduction to the Sutton Trust and support applying – 7. 	<ul style="list-style-type: none"> Bespoke CIAG guidance – 8. Support writing a personal statement – 7. Support with UCAS process – 7. Student finance – 7. Apprenticeships – 7. What happens on results day? – 1.
Beyond the curriculum	<ul style="list-style-type: none"> School trip to a local university – 7. Student voice to identify career areas of student interest – 3. 	<ul style="list-style-type: none"> Y8 Options Evening – 1, 8. Careers Fair (to be held within school day to ensure accessibility) – 5. <i>Dedicated section on GCSE options in Careers Library – 1.</i> <i>One-to-one with FT or Careers mentor about options – 5.</i> <i>Assembly delivered by education and apprenticeship provider – 7.</i> 	<ul style="list-style-type: none"> Students encouraged to engage with virtual work experience (info communicated via careers Team) – 6. 	<ul style="list-style-type: none"> Visits from post-16 providers – 7. Virtual work experience opportunities – 6. Oxbridge outreach – 7. 	<ul style="list-style-type: none"> Mock interviews – 5. Mock interview reflection – 5. Individual careers meetings with Careers Connect – 5. <i>Dedicated section on post-16 options in Careers Library – 1.</i> 	<ul style="list-style-type: none"> Range of external speakers including alumni (employers and employees), FE and HE institutions to deliver talks/workshops on Monday afternoons – 1, 5. Opportunity to engage with a range of HE and FE institutions – 7. One-to-one careers meetings with Careers Connect - 8. One-to-one CIAG discussions with FT and PD/CIAG teacher – 8. Mock interviews – 5. 	

Parents	<ul style="list-style-type: none"> Encourage parents to engage with The Pay Index parent/carer videos – 2. 	<ul style="list-style-type: none"> Careers talk at y8 options evening, delivered by Careers Leader with potential to include external speakers – 1, 2, 7. 	<ul style="list-style-type: none"> Parents are kept informed of student progress in CIAG via the school newsletter – 1. Opportunity for parents to contact the careers lead with any questions – 8. Information shared about UTCs – 7. 	<ul style="list-style-type: none"> Parents are kept informed of student progress in CIAG via the school newsletter – 1. Encourage parents to engage with The Pay Index parent/carer videos – 2. 	<ul style="list-style-type: none"> Careers talk at A-level options evening – KS5 students discuss their experiences – 1, 2, 7. Careers information included in A-level option booklet. Info on post-16 options shared via twitter. 	<ul style="list-style-type: none"> Parents are kept informed of student progress in CIAG via the school newsletter – 1. Opportunity for parents to contact the careers lead with any questions – 8. 	<ul style="list-style-type: none"> Potential for parents to meet with careers lead to discuss their child's next steps - 8.
	<p>Information and updates shared via school twitter and parent newsletter. Range of links and information on careers section of school website.</p> <p style="text-align: center;"> https://www.parentalguidance.org.uk/applications-interviews https://careemap.co.uk/careermag-parents/ https://nationalcareers.service.gov.uk/ </p>						

Roles and responsibilities

Teaching staff	Middle leaders	Careers Leader	SLT	Governors
<ul style="list-style-type: none"> <i>One member of staff/department responsible for careers provision – 1, 4.</i> <i>This individual will engage with CPD and share learning with the rest of their team – 1, 4.</i> <i>FTs will deliver pre-planned careers activities in FT – 1.</i> Subject teachers will deliver CIAG content, embedded into their subject's curriculum – 1. 	<ul style="list-style-type: none"> KSLs to QA and support delivery of CIAG content during form time via learning walks – 1. HoDs to QA and support delivery of CIAG content during subject time via subject development framework – 1, 4. 	<ul style="list-style-type: none"> Support PD department with the creating of high quality CIAG resources for years 7-13 – 1. Engage with ongoing CPD – all benchmarks. Work with UCAS lead and KS5 pastoral team to support the UCAS process – 1, 7. Monitor destination data – 3. Manage year group careers Teams – 1, 2, 5. Update website with careers information – 1, 2, 4, 5, 6, 7. Continually evaluate and adapt the strategy – 1. Share subject specific information and resources with HoDs – 1, 4. Work towards achievement of Quality In Careers Standard award – 1. 	<ul style="list-style-type: none"> Support the Careers Leader with embedding and monitoring the Careers Programme – 1. 	<ul style="list-style-type: none"> Hold the Careers Leader to account. Support with the development of policy. <i>Complete the Careers Enterprise Company's 'Governors: Careers Awareness' one-hour online course – 1. https://careersenterprisecompany-learnedcpd.talentlms.com/catalog/info/id:130,cms_featured_course:1</i> <i>Engage with the CEC's 'a guide for secondary school governors'.</i>

Gatsby Benchmarks:

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