



Careers Policy

2020-2021

March 2021

CONTENTS

Statement of intent

1. Legal framework
2. Roles and responsibilities
3. A stable careers programme
4. Learning from career and labour market information
5. Addressing the needs of students
6. Targeted support
7. Students with SEND
8. Linking curriculum learning to careers
9. Encounters with employers and employees
10. Experience of workplaces
11. Encounters with further and higher education
12. Personal guidance
13. Information sharing
14. Provider Access Policy Statement
15. Access Requests
16. Annexes

DOCUMENT CONTROL

Author/Contact:	Director of Careers & Enrichment
Head of Centre	
Line Manager	Mr A Zarifeh
Filename:	Careers Policy
Version:	1
Status:	DRAFT
Publication Date:	Created September 2018
Related Policies:	ATLP Complaints Policy
Review Date:	September 2021
Approved/Ratified by:	Mr N Warner – Director of Education (Secondary)
Distribution:	Public - Website

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 statutory guidance, 'Careers guidance and access for education and training providers', which was last updated in January 2018.

The Arthur Terry Careers Programme aims to:

- Fulfil the statutory requirements of the Baker Clause amendment to the Technical and Further Education Act 2017.
- Prepare students for their next educational or work-based training pathway & beyond.
- Share the diverse range of 'next steps' pathways available at both post 16 and post 18 transitions, including T-Levels, College Courses, Apprenticeships (intermediate, level 2, Advanced, level 3, Higher, level 4 & Degree, levels 5-6), A-Levels, Undergraduate degrees.
- Develop an understanding of the workplace environment and employability skills.
- Provide a range of opportunities for students to engage with the world of work, further and higher education providers throughout their time at the school.
- To ensure that students have access to high quality information on careers, job roles and labour market information.
- Offer professional 'next steps' guidance to all students with particular targeting of students leaving the Arthur Terry School after year 11, vulnerable, disadvantaged and SEND students.
- Promoting equality, diversity, social mobility and challenging stereotypes.
- Aiming for students to sustain employability and achieve personal and economic well-being throughout their lives.

Our programme aims can be summarised as, '*encouraging informed decision making ... developing work-ready skills*'.

1. LEGAL FRAMEWORK

1.1. This policy has due regard to legislation and statutory guidance, including, but not limited to, the following:

- 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
- Careers guidance and access for education and training providers 2018

2. ROLES AND RESPONSIBILITIES

2.1. The Arthur Terry Learning Partnership and Head Teacher, Mrs Kibble are responsible for:

- Ensuring that all registered students are provided with independent careers guidance from Year 7 to Year 13.
- Ensuring that arrangements are in place to allow a range of education and training providers to access all students in this range and inform them about approved technical education qualifications and apprenticeships.
- Ensuring that the independent 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 school's Complaints and Procedures Policy.
- Organising an annual, Careers-focussed, Governors Meeting reviewing the progress towards

2.2. The Director of Careers & EPQ (Mr Alex Zarifeh) is responsible for:

- Reviewing and revising where appropriate, this policy on an annual basis.
- Preparing and implementing a development plan for CEIAG.
- Reviewing and evaluating the programme of CEIAG.
- Supporting subject teachers with careers education and pastoral tutors providing initial information and advice.

- Monitoring teaching and learning in careers education, and the access to and take up of career guidance.
- Publishing details of the school's careers programme and a policy statement on provider access on its website.
- Attending regular meetings with Careers Line Manager, Mr Phil Carrick (Assistant Head Teacher) and Mrs Sam Clayton, Careers Advisor, to plan and evaluate implementation of the school's career plan and ensuring effective and independent professional careers guidance.

2.3. The Level 6 Qualified, Careers Advisor (Mrs Sam Clayton) is responsible for:

- Careers Education, Information, Advice and Guidance.
- Working with students and staff to raise aspirations about future education/ career pathways through provision of accurate and up to date information, advice and guidance.
- Interviewing, advising and monitoring students so that every student has clear plans for progression at key transition points.
- Ensuring that every student has access to impartial information, advice and guidance.
- Following up with school leavers to identify student pathways, identifying and supporting NEET students and providing monitoring data.
- Working with Director of Careers and Enrichment, Mr Alex Zarifeh and other colleagues to plan and deliver a coherent programme of careers education.
- Helping to organise a range of careers events both within and outside the normal school day.
- Liaising with Heads of School, Progress Leaders and pastoral tutors to prepare, resource and deliver bespoke independent careers guidance.

3. A STABLE CAREERS PROGRAMME

3.1. Arthur Terry has a Careers Education programme in place which meets the requirements of the Gatsby Benchmarks. The programme is reviewed annually against the benchmarks to ensure it remains on target.

3.2. Arthur Terry's Director of Careers (Alex Zarifeh) ensures the coordination of a high-quality careers programme. The name and contact details of the Careers Leader are published on the school's website.

3.3. The Director of Careers regularly works with Careers Enterprise Coordinators to build careers and employer engagement plans to broaden the range of guidance that students have access to.

4. LEARNING FROM CAREER AND LABOUR MARKET INFORMATION

The Careers Leader:

4.1. Ensures that students and families have support and guidance in accessing and using information, primarily via the school's professional Careers Advisor, Mrs Sam Clayton.

4.2. Ensures that every student and their families have access to good quality information about future study options post 16 and post 18 and labour market opportunities including careers, job roles, example salary expectations and job opportunities. Online resources are accessible via ATCareers_, the Arthur Terry Careers microsite on the school website and through our school's subscription and universal student and parental access to Unifrog.

4.3. Ensures that all students, by the age of 14, have accessed and used information about career paths and the labour market to inform their decisions on study options, particularly through the year 8 Options Evening lesson, guidance documentation and parental information evening.

5. ADDRESSING THE NEEDS OF STUDENTS

5.1. Arthur Terry's careers programme aims to raise the aspirations of all students whilst being tailored to individual needs. The programme informs students of the range of opportunities available to them and makes clear equality of opportunity.

5.2. All forms of stereotyping are prohibited in the careers advice and guidance that is provided, to ensure students from all backgrounds, gender and diversity groups, and those with SEND, can consider the widest possible range of careers. Arrangements are made for students to connect with employees who work in non-stereotypical jobs to raise awareness of the range of careers and equality of opportunity.

5.3. Careers Advisor, Sam Clayton maintains records of advice given to each student and consequent decisions so that students can be systematically supported in their career development.

5.4. The Academy collects and analyses destination data to assess how well the careers programme is raising aspirations. The data is regularly reviewed on an annual basis.

6. TARGETED SUPPORT

6.1. Careers Advisor, Sam Clayton, works with the Heads of School, Progress Leaders, pastoral tutors and, where appropriate, alongside 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 (NEET's). Agreements are made over how these students can be referred for support drawn from a range of education and training support services available locally.

7. STUDENTS WITH SEND

7.1. Careers Advisor, Mrs Sam Clayton ensures that careers guidance is differentiated and based on high aspirations and a personalised approach.

7.2. Mrs Clayton works with the families of SEND students to help them understand what career options are available.

7.3. Careers guidance focuses on a student's career aspirations and the post-16 options which are most likely to give the student a pathway into employment or higher education.

8. LINKING CURRICULUM LEARNING TO CAREERS

8.1. Arthur Terry delivers a discrete Careers Education Programme, as an integral part of the wider PHSCE curriculum.

8.2. Students study a curriculum to the end of Key Stage 4 which supports progression and fosters them in lifelong learning.

8.3. This core provision is supplemented by pastoral tutors facilitating remote careers assemblies and tutor time activities spotlighting career sectors, job roles and labour market information.

8.4. The school's careers development plan aims to champion, 'within subject' careers links, commencing academic year 2021-22 with subject specialists by indicating opportunities relevant to their subjects to help students understand context and progression.

9. ENCOUNTERS WITH EMPLOYERS AND EMPLOYEES

9.1. Director of Careers, Alex Zarifeh engages with local, regional, national and transnational employers, businesses and professional networks, inviting visiting speakers with whom students can relate. In the past year we have introduced a regular, '*Careers Live*' webinar with a range of providers that students and parents are invited to login to, remotely.

9.2. Every year, the whole of year 10 visit World Skills Live to engage with employers from a range of sectors.

9.3. Every year (Covid restrictions permitting), all KS3 & 4 students access over 50 employers, further and higher education providers at our school's annual Careers Fair.

10. EXPERIENCE OF WORKPLACES

10.1. Post-Covid restrictions, our Arthur Terry careers development plan aims to put in place, a combined or separate year 9 and year 12 experience of the workplace challenge/s, in order to meet Gatsby benchmark 6, requiring all students to have had at least one experience of the work place by the age of 16, and one further such experience by the age of 18.

10.2. In addition, utilising Speakers4Schools VWEX portal and an array of other providers a host of 14 years + remote work experience opportunities are continuously showcased via our ATCareers_ twitter platform @ <https://twitter.com/ATCareers>

10.3. Director of Careers, Mr Alex Zarifeh to develop effective links with external agencies including National Careers Service, National Apprenticeship Service, local, regional, national and transnational businesses, training providers, colleges, apprenticeship and university providers in order to further develop the range of work related experiences offered to students.

10.4. Alex Zarifeh and Sam Clayton to promote work-related learning with students, parents, staff and governors through assemblies, <https://twitter.com/ATCareers> , use of notice boards, newsletters and parental information events.

11. ENCOUNTERS WITH FURTHER AND HIGHER EDUCATION

11.1. The Careers programme provides students with a range of information and opportunities to learn about education, training and career paths throughout their school life.

11.2. Careers interviews, guidance and monitoring take place in years 10 and 11 to ensure that students have appropriate progression plans in place.

11.3. Students are encouraged to use information tools, such as websites and apps, which display information about opportunities including 'Unifrog' and 'launchyourcareer.com'

11.4. Education and training providers deliver information to all students in Years 7 to 13 about approved technical education qualifications and apprenticeships.

11.5. Opportunities are provided for students to engage with higher education including Higher Education events including the annual UCAS Fair at the NEC, visiting speakers and mentors from universities.

11.6. A policy statement on Post 16 Provider Access is published on the school website/below and includes:

- Any procedural requirements in relation to requests for access.
- Grounds for granting and refusal of requests for access.
- Details of premises or facilities to be provided to a person who is given access.

12. PERSONAL GUIDANCE

12.1. All students are provided with opportunities for personal guidance interviews.

12.2. Careers Advisor, Sam Clayton meets the professional standards outlined by the Career Development Institute, of which she is a paid up member. Careers Advisor, Sam Clayton is qualified to level 6 in Careers Guidance.

12.3. When working with students with SEND the Careers Leader communicates with SEND staff and uses the outcome and aspirations in the EHCP to focus discussions.

12.4. When working with LA students or care leavers, Careers Advisor, Sam Clayton uses students' personal education plan to focus discussions.

13. INFORMATION SHARING

13.1. Via Careers Advisor, Sam Clayton, Arthur Terry provides all relevant information about students to the LA support services.

13.2. The LA will be notified, as early as is possible, whenever a 16 or 17-year-old student leaves an education or training programme before completion.

14. PROVIDER ACCESS POLICY STATEMENT

Under Section 42B of the Education Act 1997, as of 2 January 2018, Arthur Terry "must ensure that there is an opportunity for a range of education and training providers to access registered pupils during the relevant phase of their education for the purpose of informing them about approved technical education qualifications or apprenticeships". This policy statement sets out how we manage requests from these providers.

What are students entitled to?

Students must be enabled to:

- Learn more about technical education qualifications and apprenticeship opportunities, as part of a careers programme which informs students 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 options evenings, assemblies, group discussions, and taster events.
- Understand how to apply to the full range of academic and technical courses available to them.

15. ACCESS REQUESTS

Access by external providers to Arthur Terry students must be agreed by Head Teacher, Mrs Kibble.

Any provider wishing to request access should contact Director of Careers, Mr Alex Zarifeh via email: azarifeh@arthurterry.bham.sch.uk or via the school telephone number: 0121 323 2221

What are the rules for granting and refusing access requests?

We will grant access requests that meet the following criteria:

- There is a clear and demonstrable opportunity for students to learn new information about technical education qualifications and apprenticeship opportunities.
- Provider visits fit with the school's careers programme.
- Visitors represent organisations or providers which are recognised providers of high quality technical or apprenticeship education and training.
- Visitors will provide evidence of identity.
- We will refuse any access request that: duplicate information already provided to students, disrupt learning of students and to visitors unable to provide adequate credentials.

Once we have approved a provider, we will work with them to identify the best method for working with our students.

We will make the school hall, classrooms or meeting rooms available to host presentations and workshops, as appropriate to the event.

We will also make presentation equipment such as projectors available to providers subject to sufficient notice of request.

Arrangements will be discussed in advance between Director of Careers, Alex Zarifeh and a nominated member of the provider's team.

Can providers leave prospectuses for students to read?

Providers are welcome to leave a copy of their prospectus and other relevant course materials to be displayed in the school library, with copies also held by Careers Advisor, Mrs Sam Clayton.

16. Annexes – this policy is informed by the following resources:

(1) DfE (Jan 2018) Careers guidance and inspiration in schools: Statutory guidance for governing bodies, school leaders and school staff

(2) DfE (April 2014) Careers guidance and inspiration in schools: Non-statutory departmental advice for governing bodies, school leaders and school staff

- (3) HM Government (September 2013) Inspiration Vision Statement
- (4) Ofsted (September 2012) Going in the right direction? Careers guidance in schools from September 2012
- (5) Gatsby Charitable Foundation (May 2014) Good Career Guidance (a report produced by Sir John Holman)
- (6) Association of Careers Education and Guidance (2012) The ACEG framework for careers and work-related education: A practical guide (Adopted by the Careers Develop
- (7) Careers Strategy – Making the most of everyone’s skills and talents (Dec 2018)