

Careers and Employability Policy

Approved by RET Board

Approved on May 2018

SLT contact Headteacher

Revision due Every 2 years



1. Key Staff

- a. Staff Member Lead: Deputy Headteacher (DHT)
- b. Careers Advisor: To be appointed

2. Introduction

- a. St Andrew the Apostle School aims to have high quality careers advice and guidance, to support our high achieving and ambitious students. This is developed throughout a student's time at the school and is always supportive of their aspirations, strengths and skills. The focus of the support is aimed at ensuring all students have an opportunity to achieve their aspiration.
- b. Our strategy has been developed in line with the DfE document: [Careers strategy: making the most of everyone's skills and talents \(4th December 2017\)](#).
- c. *"We want to create a stronger, fairer society in which people from all backgrounds can realise their potential. A thriving careers system, that is accessible to everyone, is at the heart of our focus on social mobility. We must break down the barriers to progress that too many people in our country face today, and give young people the skills to get on in life. Our careers strategy will support everyone, whatever their age, to go as far as their talents will take them and have a rewarding career."*

The Rt Hon Anne Milton MP Minister of State for Apprenticeships and Skills and Minister for Women

3. Aims and purpose

- a. The aims and purpose of the policy are to:
 - prepare students for the transition to life beyond secondary school (higher education and the world of work);
 - support students in making informed decisions which are suitable and ambitious for them;
 - provide students with well-rounded experiences;
 - develop characteristics e.g. social skills, communication, innovation, resilience and leadership which support high achieving students in the curriculum and in their careers;
 - inspire and motivate students to develop their aspirations.
- b. The Impact of these aims will be that students:
 - understand their options and different paths to work, to plan the steps they need to take, and to get from where they are to where they want to go;
 - will be inspired about new opportunities they might not have known about (or that might not exist yet), or thought they could not achieve;
 - understand their own knowledge and skills and how they can be used in the workplace;
 - get, hold and progress in a job, whatever their age, ability or background;
 - increase the amount they earn across their working lives;
 - improve their well-being through doing a job they are good at and enjoy.
- c. The school will deliver careers education information, advice and guidance (CEIAG) in line with statutory guidance and recommendations contained in documents such as:
 - 1997 Education Act;
 - 2003 Education Regulations;
 - 2011 Education Act;
 - National Framework for CEG 11-19 in England (DfES, 2003);
 - the Young People's IAG Standards (DCSF, 2007);
 - the statement of careers education principles (DCSF, 2008);

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- Career, work-related learning and enterprise 11-19: A framework to support economic wellbeing, QCA (2008);
 - Other relevant guidance from DCSF, QCA and Ofsted that appears from time to time.
- d. At the heart of this guidance is:
- Impartiality;
 - information on a range of pathways, including university options or apprenticeships;
 - adaptation to the needs of the students, including those with protected characteristics.
- e. In addition, the school is compliant with the careers guidance that the government set out for delivery from 5 January 2018: [‘Careers Guidance and Inspiration for young people in schools.’](#) This states that all academies must give education and training providers the opportunity to talk to students about approved technical qualifications and apprenticeships. Further information relating to this is set out in our Provider Access Policy.

4. Careers Provision at St Andrew the Apostle School

- a. All students have access to the following:
- Extra-curricular clubs and trips, which support students in developing their understanding of a range of different subjects. A list of extra-curricular clubs and trips is available on the school website;
 - Careers Task Force talks on a range of careers that inspire and motivate the students. These are offered to all students in the school and include talks about higher level apprenticeships;
 - Unifrog online service;
 - Careers and University prospectus library;
- b. Students with Special Educational Needs or Disabilities (SEND):
- Transition from one key stage to another, and on to further education and employment, is part of the action plan for a student with SEND, and a priority for the school throughout their time with us.
 - Personalised support from the SENCO, careers advisor and external bodies is used where appropriate.
- c. Students in receipt of Pupil Premium funding:
- Personalised support will be given to these students and they will receive extra careers support, particularly in Key Stage 4.
- d. Careers Advice:
- At St Andrew the Apostle School, the Deputy Head is responsible for developing a clear careers programme that is shared with all stakeholders via the school website. This is in line with the London Ambitions Careers Offer and the Gatsby Good Careers Guidance.
- e. Gatsby Good Careers Guidance:
- The Gatsby Charitable Foundation has brought together the best national and international research to set out eight Benchmarks that define excellence in careers provision.
 - The Gatsby Benchmarks have set world-class standards, and now they want every school and college to use them to develop and improve their careers provision. Government has asked schools and colleges to meet these standards. They published new statutory guidance in January 2018 setting out how to meet all of the Benchmarks.
 - By adopting these Benchmarks, schools and colleges put employers at the heart of the careers programme. Support is tailored to address the needs of every young person, especially disadvantaged students, and data and technology are used to drive improvements.

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- The Benchmarks are:

1. A Stable Careers Programme	Every school and college should have an embedded programme of career education and guidance that is known and understood by pupils, teachers, governors and employers.
2. Learning from Career & Labour Market Information	Every pupil, 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.
3. Addressing the Needs of Each Pupil	Pupils have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each pupil. A school's careers programme should embed equality and diversity considerations throughout.
4. Linking Curriculum Learning to Careers	All teachers should link curriculum learning with careers. STEM subject teachers should highlight the relevance of STEM subjects for a wide range of career paths.
5. Encounters with Employers & Employees	Every pupil 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 schemes.
6. Experiences of Workplaces	Every pupil should have first-hand experience of the workplace through work visits, work shadowing and/or work experience to help their exploration of career opportunities, and expand their networks.
7. Encounters with Further and Higher Education	All pupils should understand the full range of learning opportunities that are available to them. This includes both academic and vocational routes and learning in schools, colleges, universities and in the workplace.
8. Personal Guidance	Every pupil should have opportunities for guidance interviews with a career adviser, who could be internal (a member of school staff) or external, provided that they are trained to an appropriate level. These should be available whenever significant study or career choices are being made. They should be expected for all pupils but should be

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	timed to meet their individual needs.
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5. Destinations

- a. The school will record all student destinations at the end of year 11, 12 & 13 and, additionally, those students who depart mid-year in the Sixth Form. In February of (effectively) year 14 the Sixth Form Team will confirm those students who have retained places at university and establish all other leavers' destinations. Numbers of students who are not in education, employment or training (NEET) will be recorded. The Unifrog destinations tool will be used for this purpose.

6. Alumni

- a. As we grow, we will produce an online system to collate our alumni, allowing us to invite previous students back to the school to inspire current cohorts. Until this database is established we will use ex-students of current staff.

7. Delivery

- a. The careers programme is delivered using the programme of study, which can be found on our website . This page of the website also covers the generic focus for each Key Stage. The delivery will be through all aspects of the school curriculum. The majority however is delivered through the tutor and PSICHE programme. The various trips and events that take place will be administered through the year-group team and SLT.

8. Staff Development

- a. All staff will be trained annually in the use of Unifrog. This will enable all tutors and non-tutors to navigate the site and point students in the correct direction. Unifrog staff will also deliver training once a year.
- b. In time we anticipate that one member of staff will complete the Level 4 course: Diploma in Career Information and Advice. Until then our subject base comes from two members of staff who have worked with Post 16 students in a large comprehensive Sixth Form. Key staff will also be completing the Level 2 Careers education and guidance course run by the Open University.

9. Monitoring and Evaluation

- a. The school will implement a Careers Development Plan.
- b. An evaluation of the retention and destinations data will enable measurement of success, which will be monitored by SLT and governors.

10. Work Experience/Shadowing

- a. The aim of work experience is to provide an opportunity for all students to learn in the work-place; an experience that cannot be replicated in school.
- b. All students are offered the opportunity of work experience/shadowing in Year 12 This is not a compulsory part of the curriculum, but is undertaken by the majority of students.
- c. The overall organisation of work experience is undertaken by the Work Experience Co-ordinator (WEC) and DHT.
- d. The students are encouraged to arrange their own work experience. The WEC advertises work experience opportunities to the students, who submit a CV and letter of application.

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- e. Parents are informed and communicated with throughout the process and a work experience agreement form and work experience information form are completed.
- f. The WEC checks that the placement meets with the school's requirements; the students will be treated fairly and they will undertake meaningful work.
- g. All students on placement are covered by the employers' insurance, and places of work are risk-assessed by the WEC.
- h. All students will complete an evaluation/log of their work experience journey. For longer placements it is expected that a member of staff will visit the venue.
- i. Students will be required to take pictures of their experiences for display and to provide inspiration for following cohorts.

11. Policy Links

- a. This policy should be read in conjunction with the following policies:
 - Curriculum Policy;
 - Provider Access;
 - Teaching and Learning Policy;
 - Trips Policy.