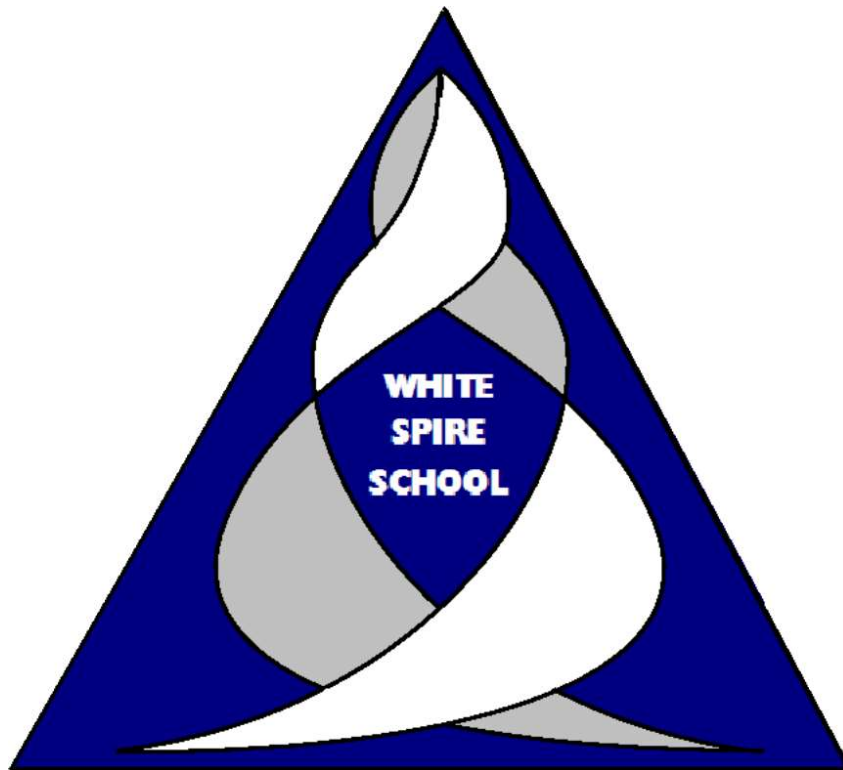


Careers Policy & Plan

White Spire School



Written by: Michelle White

Last reviewed on: December 2021

Next review due by: December 2023

White Spire School is committed to providing high quality careers education, advice and guidance that meets the needs of our students. We aim to develop their understanding of the world of work, prepare them for the next step in their education, employment or training journey and to encourage them to aspire to reach their full potential.

Context

The Careers Policy and Plan for White Spire School draws upon several pieces of statutory guidance, government reports and recommendations for best practice; relating to careers advice and guidance and careers education. The key reports and publications that have been used to inform this policy and our underlying careers plan are:

- Good Careers Guidance - The Gatsby Report - (2014)
- Framework for careers, employability and enterprise education - CDI - (November 2015)
- ~~Careers guidance and access for education and training providers – statutory guidance (October 2018)~~
- Careers guidance and access for education and training providers (July 2021)

We also take account of other key reports and publications including those produced by the DfE and Ofsted as they are produced, and consider how they can inform and enhance our work.

Student Needs and Entitlement

The Gatsby Benchmarks

The Gatsby report has identified eight benchmarks of good careers guidance namely:

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. Experiences of work places
7. Encounters with further and higher education]
8. Personal guidance

Within each benchmark Gatsby outlines a set of key indicators that schools should use to measure themselves against and these can be found below. All of the recent statutory guidance and publications underline the importance of employer engagement as a key way in

which we can help to prepare young people for the future. In addition we need to ensure that they have access to impartial advice and guidance which allows them the opportunity to explore a wide range of possible options for the future, including providers of technical education and apprenticeships. Schools must also look for ways to inspire young people to be positive and aspirational about their future. Inevitably, the way in which each school does so ~~we do this at White Spire will be different to that in other schools,~~ as the needs of ~~our school and~~ the individual young people within it are paramount.

Benchmark and Indicator	Current and Planned Activity at White Spire School
1 A STABLE CAREERS PROGRAMME	
1.1 Every school should have a stable structured careers programme that has the explicit backing of the senior management team, and has an identified and appropriately trained person of authority responsible for it.	This policy is the drawing together of much of the careers work that has been taking place in the school for the past few years and has had input from the work experience coordinator, PSHCE co-coordinator, impartial and independent careers advisor and members of the SLT. Our key person of authority, responsible for the careers policy and plan is our Assistant Head: Upper School Curriculum.
1.2 The careers programme should be published on the school's website in a way that enables students pupils , parents, school staff teachers and employers to access and understand it. the school's offer in this area.	This policy is made available on the school website and we provide easy to access information sheets for all key stakeholders on the school website.
1.3 The programme should be regularly evaluated with feedback from students pupils , parents, school, staff teachers and employers as part of the evaluation process.	We plan to seek feedback from all of the named stakeholders after any large scale activity and each year as the policy and plan are evaluated and modified.
2 LEARNING FROM CAREER AND LABOUR MARKET INFORMATION	
2.1 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.	All students have access to the Job Explorer Database in school. We have purchased a site licence for First JED which meets the particular needs of our students, with reduced text, lots of visual imagery including videos and pictures and support such as text to read for those students that need this additional support. This resource is used in PSHCE lessons from Year 9 upwards and is embedded into the scheme of work. Tutors for KS3, 4 and 5 are also encouraged to use this more widely in all appropriate lessons. First JED provides information about career paths, study options and the labour market in simple format.

<p>2.2 During their study programme all students should access and use information about career paths and the labour market to inform their own decisions about study options.</p>	<p>First JED continues to be used as a key resource during PSHCE and tutor time in sixth form.</p>
<p>2.3 Parents and carers should be encouraged to access and use information about labour markets and future study options to inform their support to their children.</p>	<p>Our careers advisor provides information and a copy of the relevant careers record and action plan for the EHCP meetings of all Year 11 and sixth form students to ensure parents and carers are aware of the options and provision available at post 16 and post 18/19 and supports parents as well as young people in transition. We also have at-home access for JED and promote this to our parents so that they can use this resource with their children. We publish information about careers resources on our website for parents to access.</p>
<p>3 ADDRESSING THE NEEDS OF EACH PUPIL</p>	
<p>3.1 A school's careers programme should actively seek to challenge stereotypical thinking and raise aspirations.</p>	<p>We take all opportunities to challenge stereotypical thinking especially with regards to gender bias and career choice. When we invite employees and employers into school this is a key consideration. We are also taking steps to ensure that this facet is embedded into our PSHCE and assembly programme.</p>
<p>3.2 Schools should keep systematic records of the individual advice given to each pupil, and subsequent agreed decisions. All pupils should have access to these records to support their career development.</p>	<p>We keep records of all the individual careers guidance appointments that students undertake. Going forward we are keen to ensure that all records of career related learning are held for students in a central file that students and parents can access. These records will be sent to tutors and to our so that they can discuss them with students in more detail. Students are given a copy of their careers action plan as part of their EHCP, but we are working on ways to ensure that this record is kept full and up-to-date throughout the course of the year</p>
<p>3.3 All pupils should have access to these records to support their career development. The records of advice given</p>	<p>. We need to update our systems to ensure that this is possible from initial point on</p>

<p>should be integrated with those given at the previous stage of the student's education where these are available. Records should begin to be kept from the first point of contact or from the point of transition.</p>	<p>contact and are looking at ways in which google drive can facilitate this.</p>
<p>3.4 Schools should collect and maintain accurate data for each pupil on their education, training or employment destinations for at least three years after they leave school.</p>	<p>We collect intended destinations data for all of our Year 11, 12, 13 and 14 students and share this with the local authority as per our partnership agreement. We also work closely with them and other external agencies to support those students that we think may be at particular risk of becoming NEET. We recognise that there is an increased risk of this for students with learning difficulties and disabilities and work hard to ensure transition is as supported as possible. We do not currently track students for 3 years after they leave and are looking at ways to make this possible.</p>
<p>4 LINKING CURRICULUM LEARNING TO CAREERS</p>	
<p>4.1 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>We are looking at ways in which we can link STEM subjects with more practical applications.</p>
<p>4.2 Throughout their programme of study, and by the end of their course every student should have had the opportunity to experience how their subjects help people gain entry to, (and be more effective within) a wide range of occupations.</p>	<p>We take a range of opportunities to link curriculum to careers and this is made more effective by the vocational nature of our offer in KS4 and KS5. Staff seek to explicitly link how subjects, skills and experiences gained in the classroom link to the working world.</p>
<p>5 ENCOUNTERS WITH EMPLOYERS AND EMPLOYEES</p>	
<p>5.1 Every year, from the age of 11, pupils should participate in at least one meaningful encounter with an employer.</p>	<p>This is an area that we continue to develop. For example, we have worked with an employability charity called Worktree who brought in a number of local employees from a range of industries to network with our sixth form students. We also have had support from Santander to offer money management courses to our sixth form</p>

	<p>students. We are working on ways to extend this provision more widely, which is likely to include our assembly and PSHCE programme, including the opportunity to use virtual interactions and encounters.</p>
<p>6 EXPERIENCES OF WORKPLACES</p>	
<p>6.1 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>We are looking at other options such as workplace visits to increase the exposure that our young people have to the working world.</p>
<p>6.2 By the age of 18, every pupil should have had one further such experience, additional to any part-time jobs they may have.</p>	<p>Students that stay onto sixth form will undertake a work experience placement each year. Our current sixth form students partake in one day of work placement for a period of approximately 3 months on a weekly basis. We have also developed a close relationship with a local company called Dawson Group, who offer Supported Internship placements to some of our Year 14 students. This has proven to be very successful.</p>
<p>7 ENCOUNTERS WITH FURTHER AND HIGHER EDUCATION</p>	
<p>7.1 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, and apprenticeship providers. This should include the opportunity to meet both staff and students.</p>	<p>We tailor the opportunities for students to engage with other providers as appropriate to our students. This means that we may not provide opportunities for students to access sixth form colleges or universities, but would provide access to Foundation Learning providers, and supported care provision. We invite a number of post 16 and post 18 providers to parent's evenings to support parents and carers as they begin to think about transition and arrange visits and tasters for students as they prepare to leave. Going forward, we may look to provide other opportunities for all Year 10, 11 and sixth form students, although we need to consider the wide range of provision, not all of which would be funded for all learners.</p>
<p>7.2 By the age of 18, all pupils who are considering applying for university should have had at least two visits to universities to meet staff and pupils.</p>	<p>This route is unlikely to be relevant for most of our young people, who will leave with entry level or level 1 qualifications, however, we continue to provide extensive tailored</p>

	<p>support for our sixth form students with transitions, and so if it were relevant for an individual learner would be able to provide this support.</p>
<p>7.3 By the age of 18, or before the end of their programme of study, every student should have had a meaningful encounter with a range of providers of learning and training that may form the next stage of their career. This should include as appropriate, further education colleges, higher education and apprenticeship and training providers. This should include the opportunity to meet staff and students.</p>	<p>We arrange visits to local providers, or the opportunity for local providers to visit school and this is particularly important for students in their final year of study. We are looking at ways to widen access to a growing pool of local providers relevant to our students and to include an opportunity to meet students, where these students are alumni this could be particularly useful.</p>
<p>8 PERSONAL GUIDANCE</p>	
<p>8.1 Every pupil should have at least one such interview by the age of 16, and the opportunity for a further interview by the age of 18, by the end of their study programme.</p>	<p>All of our Year 11 and sixth form students receive a personal guidance interview at least once a year, and much more often in the case of young people planning to leave. This is conducted by an impartial careers advisor, qualified to Level 6, as per government the recommendation.</p>

Curriculum

Career Development Institute Framework

The CDI framework has been developed by the professional body of the careers sector to provide a clear set of learning areas to ensure the planning, delivery and evaluation of a high quality careers education programme for all young people. The framework was updated in 2020 and covers 6 main areas:

1. Grow throughout life
2. Explore possibilities
3. Manage career
4. Create opportunities
5. Balance life and work
6. See the big picture

We use these principles to support the integration of careers in the classroom.

Implementation, Resources and Partnerships

Careers education and inspiring our young people to achieve their full potential after they leave school are a whole school commitment and all staff contribute to this. However, the responsibility for ensuring that we strive to meet the demands of the statutory guidance and work towards best practice in this area lies with our identified member of SLT, Assistant Head: Upper School, the heads of the relevant key stages, our PSHCE co-ordinator and our Head of Careers. We are also aware of the responsibility of our governing body in this area.

Our careers provision is audited against the Gatsby benchmarks and we are working hard to ensure our provision evolves, particularly in light of the Covid-19 pandemic. We continue to develop our curriculum taking note of the CDI framework.

Funding for careers education, advice and guidance is allocated in the annual budget planning process in the context of whole school priorities. Sources of external funding are sought where possible and shared provision or access to free-of-charge services are utilised where possible - for example provision provided by companies under their CSR remit.

We have close partnerships with many of the providers that our students progress onto. We work closely with local colleges, foundation learning providers and other specialist provision. We also work closely with various departments of the local authority including the SEN team, the Youth Advice and Guidance Service and the Social Care team - all with the common goal of making the transition for our young people and their families as smooth as possible.

We have a partnership agreement with the local authority to provide destinations information, which we supply in a timely manner and work closely with the team to identify and put early support in place for any students at risk of NEET.

Monitoring, Review and Evaluation

We review our current offer against the Gatsby benchmarks and the CDI framework to identify gaps and support improvement. On an annual basis we reevaluate our offer against these and subsequent government issued guidance or careers sector recommendations. We also seek to gain feedback from key stakeholders such as our students, parents and carers and other external agencies with which we work to improve the service and ensure it meets current needs.

Supporting Policies and Related Information

This policy and plan supports, and is underpinned by a range of school policies such as those for Teaching and Learning, Equal Opportunities etc. We also take due consideration of other policies and relevant legislation - for example the Data Protection Act (1998) when sharing information with other providers and organisations such as the local authority.

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