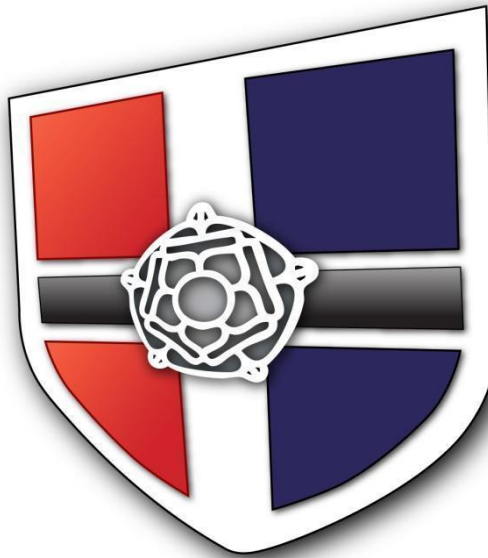


# ***Sponne School***



## **Careers Education and Guidance Policy**

<b>Reviewed by:</b> Lisa Bhakta (Assistant Head)	<b>Date Reviewed:</b> June 2023
<b>Agreed by:</b> Local Governing Body	<b>Date Agreed:</b> 26 <sup>th</sup> June 2023
<b>Next review due by:</b> June 2024	



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This school policy sets out how we intend to address the career learning and development needs of our students and to fulfil our statutory obligations. This policy is one section of our wider policy statement for personal development and PSHE Education.

### **Vision and values**

*Sponne School* is committed to providing a planned programme of careers education and information, advice and guidance (CEIAG) for all students in Years 7-13 and supports students achieving our core values of "Dream, Believe, Achieve".

All learners in the school take part in a careers education programme that helps them to:

- Understand their education, training, employment and other progression opportunities.
- Develop the skills they need to plan and manage their own personal development and career progression.
- Access relevant information and learning from taster activities and experience of work.
- Make and maintain individual progression plans to help them improve their prospects of success.
- Offer feedback and ideas on how to improve the careers programme.
- Have access to, and support with using careers information that is: easy to find and available at convenient times and in convenient locations including on the school intranet and internet; clearly labelled and referenced; comprehensive, giving details of all progression, opportunities and associated support arrangements such as financial help; unbiased and up to date.
- Obtain career guidance that is: impartial; focused on individual needs and fit for purpose; supportive of equal opportunities.
- Provided by people with relevant training and expertise.

We aim:

- To encourage young people to become career-minded.
- To build our students self-esteem through positive involvement in all that Sponne offers.
- To facilitate young people in taking responsibility for their own careers.
- To provide positive role models and work with our parents and former students to give this message.
- To ensure the careers provision is linked to citizenship through the expectation that people's work should have social value and that everyone has a duty to promote equality of opportunity and respect for diversity.



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### **Statutory requirements and expectations**

Sponne school is committed to fulfilling its statutory duties in relation to the Statutory Guidance and Ofsted guidance on the inspection of careers advice and guidance (up-dated July 2021). We have endeavoured to implement the Gatsby Benchmarks, the new CDI Framework (including the six learning areas of growth throughout life, explore possibilities, manage careers, create opportunities, balance life and work and see the bigger picture) and any other relevant guidance as it appears.

*Sponne School* is committed to the revalidation of our *Quality in Careers standard award* provided by career mark (accreditation biannually) and we received our Gold award in January 2022.

### **Learner entitlement**

Every student is entitled to a high quality career education and guidance as part of their curriculum experience at school and part of our planned PSHE programme.

- Students are entitled to CEIAG which provides them with a diverse range of skills and options to move into appropriate destinations.
- The programme will raise aspirations, challenge stereotyping and promote equality and diversity.

Further details of the learner entitlement can be found in our PSHE policy and in our provider access policy.

### **Management and delivery**

We recognise the importance of effective arrangements for the management and delivery of the programme and have the following structure in place:

- The *Assistant Headteacher* liaises with the lead PSHE teacher to coordinate the careers programme and meets at least twice a term. KS4 work experience is planned and implemented using Unifrog and the subject lead for PSHE liaises with the work experience coordinator who manages the process and works closely with the *Head of Year 10* and the *SLT link*. Year 12 work-experience is coordinated by the sixth-form team.

### **Staffing**

- The careers programme is integrated into the PSHE programme and taught by a specialist team. All staff contribute to the programme through their roles as subject teachers and as form tutors through units of work delivered in registration time.
- The careers programme is planned, monitored and evaluated by the PSHE lead and Assistant Head Teacher in consultation with those external agencies providing support to Sponne School.
- Careers information is available in the dedicated careers section of the Library which is maintained by Sponne School LRC manager and the team who monitor, develop and update resources.



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### **Curriculum**

- The careers programme includes careers education sessions, career guidance activities (group work and individual interviews), information and research activities, work-related learning (including work experience for years 10 & 12), and individual learning planning/portfolio activities. More details can be found on the Careers and PSHE pages of the school website.
- Careers lessons are part of Sponne School's personal development programme. Other focused events, e.g. a higher education fair are provided periodically.
- Work experience preparation and follow-up take place in careers lessons and other appropriate parts of the curriculum.
- Students are actively involved in the planning, delivery and evaluation of activities

### **Resources**

- Funding is allocated in the annual budget planning round in the context of whole school priorities and particular needs in the CEIAG area. The SLT link is responsible for the effective deployment of resources. Sources of external funding are actively sought.

### **Staff development**

- All staff are expected to contribute to the career learning and development of students in their different roles. Staff training needs are identified as part of the annual review of careers provision and in conjunction with Sponne School inset co-ordinator. Funding is from school funds. Our lead PSHE teacher has recently completed the Level 6 apprenticeship (Careers Professional) to develop our careers guidance in school.

### **Information, advice and guidance**

- Prospects provide 1-1 guidance and support for both students and parents/carers and deliver impartial and independent career advice. This is delivered by a Level 6 qualified career development professional.
- Additional support is also provided for those students most vulnerable to NEET and those from priority groups including LAC students



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### Monitoring, review and evaluation

- The careers provision is monitored through student voice by gathering feedback from student council and through the use of surveys of students. Parent forum is used to seek the views of parents and carers and reviews of contracted services such as those offered by Prospects and Unifrog occur annually. This feedback is then evaluated and forms part of the careers action planning for the next academic year. The *Quality in Careers standard award* provided by career mark is used to provide an external source to quality assure our careers programme.
- The programme is also reviewed by the SLT link and PSHE coordinator to allow improvements to be actioned. Activities are reviewed by seeking feedback from employers, staff and students and using pre-meetings with employers providing whole school events.
- The careers programme allows opportunities for pupils to self-evaluate and reflect on their learning. For example following work experience in year 10 students have curriculum time to explore the impact and key skills developed during their placements. More details of the careers programme can be found on the school website. For arrangements for providers of technical education or apprenticeships or employers keen to work with Sponne school please see our ***Provider access statement***.
- This policy is reviewed annually to ensure it meets our responsibilities for securing access to independent and impartial careers guidance for all students and in discussion with teaching staff; Prospects, students, parents, governors, and other external partners including information obtained through membership to Complete careers and attendance at Conferences and CPD such as that offered by the Career Development Institute (CDI). We also work with SEMLEP and our enterprise advisors to refine our provision.
- With the destination measure published we can see how students' progress once they leave school, college or a training provider. Our service level agreement with Prospects gives us these measures and helps us to review and evaluate our CEIAGs programmes at KS4/5. Our students achieve good qualifications providing them with the best opportunities for the future and giving them access to the next steps in their career plan.

### Stakeholders and partners

- We recognise the important role that parents have in their child's career development and support them with their confidence and capability to support their child's planning and decision-making for careers. For example, parents and carers have access to a dedicated KS4 pathways website so that they can support their child in their subject choices and they also have their own careers information section on our website.
- The school has an annual agreement with Prospects to deliver 1-1 guidance and measure destination data and an agreement with Unifrog to provide a careers platform that includes work experience.
- The school coordinates with a range of partners to support and develop the CEIAG programme including SEMLEP, enterprise advisors, local colleges and apprenticeship providers.

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## Annex 1

### Gatsby Benchmarks

Our careers provision is designed to meet the following eight Gatsby benchmarks and we are committed to improving the careers provision for our students:

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

### This is evident in our careers programme through:

- Our delivery of careers advice ensures that students are well prepared for the next stage of their education, training or employment.
- The PSHE SoL covers Careers education in Years 7-13. Google classroom is used to promote career events/opportunities. There is a dedicated careers google site for students which is regularly updated.
- From Year 9 this is supported by SEN Targeted Support and in-school support for students (college visits/support for application form completion/1:1 exploration of options). During Year 11 students are identified for Bespoke Advice from Prospects. The PLL uses the Future Plans questionnaire, evidence from the Work Experience debrief and personal knowledge of their year group; Learning Mentors referrals following 1:1 mentoring; student self-referrals. Students with EHCP plans are seen by our independent careers advisor to ensure provision is in place for their transition at the end of Yr11.
- Our systems for communicating CEIAGs to students have been monitored and reviewed and the LRC resources updated. Developments of on-line resources have been rolled out to make information available and easily accessible.
- Year 8 Pathways Evening and Into Sixth Form Evening have had a greater emphasis on providing students with information of progression routes and opportunities available within subject areas.
- Key staff have developed their specialism in delivering Careers education and this is supported by attendance at *Keeping Current* meetings and conferences delivered by speakers working with the Government to develop and improve CEIAG nationally.
- Our CEIAG policy is up to date and in line with government guidance.
- Our SoL provides a range of planned and age appropriate units of work in line with their individual needs and using relevant and varied activities to enhance their learning.
- Students produce work booklets and on-going access to Unifrog enabling them to keep records of their career developments and review their progress in career management.
- Our progression into post 16 provision is good and evidenced by the Destinations data.
- Recording work experience through Unifrog.
- Students plan and write their personal statements in Unifrog
- In response to the need to offer every young person 7 encounters with employers (Benchmark 5) we have the following events in place.



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<b>Year 7</b>	<b>Dragons' Den event</b>
<b>Year 8</b>	<b>Yr8 to STEM Industry Day with MEPC Silverstone</b>
<b>Year 9</b>	<b>Big bang trips and assemblies with employers</b>
<b>Year 10</b>	<b>Work experience, employer event and assemblies with employers</b>
<b>Year 11</b>	<b>Assemblies with employers and trips to careers events</b>
<b>Year 12/13</b>	<b>Work experience and Enterprise events</b> <b>Assemblies with employers and CV writing workshops</b>
<b>PAL</b>	<b>Provider Access Legislation meaningful encounters:</b> <b>Year 8/9 - Silverstone UTC and Northampton College for Apprenticeships</b> <b>Year 10/11 - Silverstone UTC, Moulton College, Milton Keynes College (T Levels), Soccer Assist Academy, various apprenticeship providers e.g. National Grid</b> <b>Year 12/13 - MyGreatFirstJob (Degree Apprenticeships), various HE providers e.g. Northampton University, Lincoln University</b>

**Gatsby Benchmark summary grid**

<b>Year Group</b>	<b>GB1 - A stable careers programme</b>	<b>GB2 - Learning from careers and labour market information</b>	<b>GB3 - Addressing the needs of each student</b>	<b>GB4 - Linking curriculum learning to careers</b>	<b>GB5 - Encounters with employers and employees</b>	<b>GB6 - Experiences of workplaces</b>	<b>GB7 - Encounters with further and higher education</b>	<b>GB8 - Personal guidance (offered)</b>
<b>7</b>	✓	✓		✓	✓			✓
<b>8</b>	✓	✓		✓	✓			✓
<b>9</b>	✓		✓ (some)	✓	✓ (some)	✓ (some)		✓
<b>10</b>	✓	✓	✓	✓	✓	✓	✓	✓
<b>11</b>	✓	✓	✓	✓	✓		✓	✓
<b>12</b>	✓	✓	✓	✓	✓	✓	✓	✓
<b>13</b>	✓		✓	✓			✓	✓

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## **Annex 2**

### **Links with other policies**

The policy for CEIAG supports and is itself underpinned by a range of key school policies including those for Curriculum, assessment and reporting, looked after children, equality and those students with special educational needs.

Links to policies:

Child protection and safeguarding policy

Curriculum policy

Looked after children policy

Provider access policy

PSHE policy

SEN information report