



Careers Education, Information and Guidance Policy

June 2023
Review date: June 2024

1. INTENT, VISION AND AIMS

Our career provision aims to encourage and re-ignite pupils' passion in their interests, celebrate their personal qualities and skills and provide opportunities for them to discover a breadth of exciting pathways to explore. Making plans for the future can often be a very daunting concept for some of our young people, even small changes such as transitioning between hospital and school can be difficult. Our role is to guide and support at every stage, to not only build self-esteem and confidence but also a sense of purpose and a love of life.

2. STATUTORY REQUIREMENTS AND EXPECTATIONS

The Education (Careers Guidance in Schools) Act 2022 comes into force on 1 September 2022. The Act amends the existing duty, in Section 42A of the Education Act 1997, that requires maintained schools, special schools and pupil referral units in England to secure independent careers guidance to pupils in school years 8 to 13. The Act extends the duty to all pupils in state-funded secondary education, meaning that schools must now secure independent careers guidance from year 7.

Schools are required to ensure that there is an opportunity for a range of education and training providers to access students in years 7 to 13 for the purposes of informing them about approved technical education, qualifications or apprenticeships. Schools must also have a policy statement that outlines the circumstances in which education and training providers will be given access to these students. This is outlined in section 42B of the Education Act 1997. In line with the Baker Clause, the statutory duty requires that all registered pupils at the school are provided with independent careers guidance from year 7 to year 11.

The school is compliant with the guidelines set out by the Department of Education in the "Careers guidance and access for education and training providers" document published in October, 2018. This policy shows how our school complies with these requirements. Wandsworth HHTS is committed to providing all students in Years 7-13 with a programme of careers activities and supporting activity. The programme has been developed in line with the eight Gatsby benchmarks for ensuring best practice to meet the requirements of the Department for Education's statutory guidance 2018.

Provider Access Legislation

In January 2023, the updated provider access legislation (PAL) comes into force. The updated legislation specifies schools must provide at least six encounters with approved providers of apprenticeships and technical education for all their students:

- ✓ Two encounters for pupils during the 'first key phase' (year 8 or 9) that are mandatory for all pupils to attend.
- ✓ Two encounters for pupils during the 'second key phase' (year 10 or 11) that are mandatory for all pupils to attend.

- ✓ Two encounters for pupils during the ‘third key phase’ (year 12 or 13) that are mandatory for the school to put on but optional for pupils to attend.

The new legislation will become a key mechanism to further help learners understand and take-up, not just apprenticeships, but wider technical education options such as T-Levels and Higher Technical Qualifications. (please see Provider Access Policy statement)

How Wandsworth HHTS will comply with this requirement:

As our students are only short term and are taught in mixed year groups, we aim to facilitate these encounters **once a term**, with possible additional experiences throughout the year linked to individual pupil needs/interests.

Wandsworth HHTS is committed to keeping up to date with changes in regulations and strategy informed by DfE literature and guidance and working towards meeting the 8 benchmarks:

1. A stable careers programme	Every school should have an embedded programme of career education and guidance that is known and understood by students, parents, teachers, governors and employers.
2. Learning from career and labour market information	Every student, 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 student	Students have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each student. 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 future career paths.
5. Encounters with employers and employees	Every student 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 student should have first-hand experiences of the workplace through work visits, work shadowing and/or work experience to help their exploration of career opportunities and to expand their networks.
7. Encounters with further and higher education	All students 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 student should have opportunities for guidance interviews with a Careers Adviser, who could be internal (a member of school staff) or external, provided they are trained to an appropriate level. These should be available whenever significant study or career choices are being made.

3. AIMS AND OBJECTIVES

Learner entitlement

Most pupils on our roll are dual registered. We will complement the careers programme from their home schools so that all pupils:

- Receive a stable careers programme from Year 7 that continues until they leave school.
- Receive relevant careers guidance and have access to independent careers information and guidance, including labour market data where relevant.
- Receive personal advice that helps pupils to achieve their individual careers goal – whether this is Higher Education, an apprenticeship or employment.
- Be equipped with the necessary skills to prosper in HE and employment.
- Have the relevant knowledge to make realistic and achievable goals based on their own interests and skills, whilst taking into account local job market information and relevant entry requirements.
- Receive up-to-date information about careers and skill-development opportunities.
- Understand how different subjects help keep different options open.
- Have access to additional help, whether this need is generated from a change of decision, personal circumstances or additional needs.
- Have meaningful and helpful encounters with employers and other education providers each year.
- Have a meaningful experience of the workplace and a minimum of one week's work experience in Years 10 and 12, with the opportunity for a second.

Careers and SEND Provision

Every pupil with SEND follows the same programme of careers as their peers, with adaption and support from the SEND team where appropriate and bespoke intervention.

4. MANAGEMENT AND DELIVERY

Responsibilities

Staffing

All staff contribute to CEIAG through their roles as subject teachers and Educational Care Coordinators. The CEIAG programme is co-ordinated, monitored and evaluated by the Deputy Headteacher (Susan Arkley) in consultation with Lynda Robinson (careers lead), and Rebecca Wyatt (Enterprise Coordinator) who provides impartial specialist careers IAG.

Career support agencies

Unifrog (All students and their parents will have access to Unifrog)

Unifrog is an online platform that supports schools and colleges to deliver their statutory duty to provide students with impartial and independent guidance on the full range of Post-16 and Post-18 options.

Unifrog is the only place where students can compare every undergraduate course in the UK as well as international opportunities. Additionally, Unifrog provides students with access to the most comprehensive list of live apprenticeships available across the country including Higher, SLP and degree apprenticeships, as well as FE courses.

Once students have explored their interests and compared the full range of pathways available to them, Unifrog provides one place for students to draft all materials needed for applications such as CVs and Personal Statements.

All students, across all year groups, now have access to the platform in keeping with our commitment to provide students with outstanding carers guidance and tailored support when choosing their next step.

Rebecca Wyatt: Enterprise Coordinator at the Central London Careers Hub, in partnership with the GLA

Working with the local Careers Hub allows us to improve links between employers and training providers and receive regular updates on upcoming events and opportunities in the local area.

Curriculum

Key Stage 3

The aim of careers education in Key Stage 3 is to introduce pupils to the working world, the vocabulary associated with it, and the wide range of possible careers that they could pursue. They will start thinking about what they personally would want from a career, and will start to develop their skills on how to investigate careers further. They will think about critical employability skills or qualifications that would be needed for different careers, and through identifying their own personal traits, strengths and skills, will start to collate this in a CV. At the end of Key Stage 3, pupils will be encouraged to use the careers resources they have been introduced to, to help inform their GCSE decisions. In line with the Baker Clause, students will be made aware of a wide range of qualifications available for them; academic, creative, vocational and technical.

Key Stage 4

In Key Stage 4, the emphasis shifts onto preparing pupils for making their post-16 choices, and for the world of work; into which they may shortly be entering. They will learn about A-level subjects and what they involve, but will also be informed about all other possible options available to them after their GCSEs, including colleges, technical colleges, and apprenticeships. To prepare them for employment, pupils will focus more on CV and interview skills, and will learn about their rights and responsibilities, budgeting and payslips. They are encouraged to investigate potential career paths further, and will use this information, together with advice and research to help inform their post-16 decisions. In line with the Baker Clause, students will be made aware of a wide range of qualifications available for them; academic, creative, vocational and technical.

Key Stage 5

In Key Stage 5 we aim to prepare pupils for making their post-18 choices, and for becoming an independent adult. They will learn about all the options that are available to them, including higher education, jobs, gap years and apprenticeships, and given assistance on whichever route they choose to go down. Students are given advice on writing personal statements, with emphasis on UCAS, apprenticeship and job applications, and they will receive a lot of support on interview preparation, leading up to a mock interview day. To help further with their transition to university and adult life they learn about study skills, student finance and budgeting. We believe that developing employability skills is very important, so encourage pupils to take part in work experience. In line with the Baker Clause, students will be made aware of a wide range of qualifications available for them; academic, creative, vocational and technical.

5. MONITORING AND EVALUATING IMPACT

Evaluating careers education, information, advice and guidance involves measuring the impact of the programme and outcomes for young people.

Impact measures we will use include:

- Percentage of NEET post discharge
- Percentage of successful reintegration to education, training or employment
- Student voice, feedback and evaluation of CEAG services
- Feedback from external careers advisors
- Parents/carers feedback
- Self-review against Gatsby benchmarks.

6. STAKEHOLDERS AND PARTNERS

Parent involvement in CEAG is important to ensuring students are fully prepared and informed about their next steps. We aim to share relevant career information with parents via email and in person.

Partnerships with local and pan-London employers are being developed to strengthen progression opportunities and the offer for apprenticeships, employment opportunities, work experience and voluntary work placements.