



Policy Title:	Careers Policy
Version:	1.7
Member of Staff Responsible:	SLT Lead for Careers
Governors' Committee Responsible:	FGB
Status:	Statutory
Date adopted by governing body:	12 Jun 08
Cycle of Review:	Annual
Date for next review:	January 2026

Change Record

Version	Date	Description
1.1	4 Feb 16 (FGB Q&P)	Removal of outdated information – IAG & Assessment of Student Progress sections
1.2	9 Mar 17 (FGB F&P)	Removal of Year 9 from IAG section
1.3	7 March 18 FGB	Change to personnel – further update in accordance with DfE publication Jan 18 careers guidance & access for education and training providers.
1.4	Dec 18	Policy updated throughout, including personnel.
1.5	November 19	General updates
1.6	July 21	Update to Leadership Team staffing. Added Y10 to IAG interviews. Updated PRCE to PSHCE.
1.7	January 24	Names of responsible parties updated
	January 25	Reviewed; no changes

“Settle College promotes the safeguarding and welfare of children in its care; all policies support the “Child Protection Policy”

CAREERS POLICY

This Policy is based on the DfE careers guidance and access for education and training providers, statutory guidance for governing bodies, leaders and school staff, dated October 2018.

Purpose of Careers Guidance

We recognise that effective careers guidance contributes to raising aspirations, improving motivation and overcoming barriers to success. Our College has a critical role to play in preparing our young people for the next stage of their education or training and beyond. Our expectations are high, including for our most vulnerable and those with special educational needs and disabilities, so that every student is challenged appropriately and acquires the knowledge, skills and attitudes for lifelong learning and that employer's value. This will help every young person to realise their potential and enhance their employability.

Careers Skills: We recognise the importance of developing the careers skills of our young people through our provision for Careers Guidance. We believe that young people need career skills to manage their own careers and to contribute to the well-being of themselves, their families, the communities and the wider society of which they are a part and the environment and the economy. The College's careers provision, therefore, needs to help students to develop their self-efficacy, raise their aspirations, carry out career exploration, become more adaptable and resilient, make decisions and transitions, be more enterprising and be able to present themselves well in applications and interviews.

Employability Skills: We recognise the importance of employability skills -the 'transferable skills' needed by an individual to make them 'employable'. The top 10 skills that employers want and seek in potential employees (ref STEMNET, Science, Technology, Engineering and Mathematics Network, working with a range of UK companies) are:

1. Communication and interpersonal skills
2. Problem solving skills
3. Using your initiative and being self-motivated
4. Organisational skills
5. Working under pressure and to deadlines
6. Team working
7. Ability to learn and adapt
8. Numeracy
9. Valuing diversity and difference
10. Negotiation Skills

Statutory Responsibilities of the Governing Body

The statutory duty requires the governing body to ensure that all registered students at the College are provided with independent¹ careers guidance from Year 8 (12-13 year olds) to Year 13 (17-18 year olds).

The governing body must ensure that the independent careers guidance provided:

- Is presented in an impartial² manner
- Includes information on the range of education or training options, including apprenticeships and other vocational pathways
- Is guidance that the person giving it considers will promote the best interests of the student to whom it is given.

¹ Independent is defined as external to the school. External sources of careers guidance and inspiration could include employer visits, mentoring, website, telephone and helpline access. Taken together, these external sources could include information on the range of education and training options, including apprenticeships.

² Impartial is defined as showing no bias or favouritism towards a particular education or work option.

The Technical and Further Education Act 2017 inserts 42B into the Education Act 1997 and came into force on 2nd January 2018. The new act requires the proprietor of all schools and academies to ensure that there is an opportunity for a range of education and training providers to access all pupils in year 8 to year 13 for the purpose of informing them about approved technical education qualifications and apprenticeships. This needs to be in line with the Gatsby Benchmarks to ensure they are met by 2020.

The proprietor must prepare a policy statement setting out the circumstances in which education and training providers will be given access to pupils, and to ensure that this is followed. The policy statement must include:

- any procedural requirements in relation to requests for access
- ground for granting and refusing requests for access
- details of premises and facilities to be provided in person who is given access

Non Statutory Responsibility of the Governing Body

For all students in Year 7 to receive the same as the above.

Duty to participate in education or training after 16

The Government has raised the participation age (RPA) so that all young people in England are now required to continue in education or training beyond the age of 16. Young people who left Year 11 in summer 2013 are expected to remain in education or training for a further year after the compulsory College leaving age and students starting Year 11 or below in September 2013 will need to continue until their 18th birthday. The College recognises that young people need to be clear about the duty and what it means for them. In particular students must be clear that young people are not required to stay in College; that they can choose how to participate which might be through:

- Full time study in a school, College or training provider;
- An apprenticeship, traineeship or supported internship;
- Full time work or volunteering (20 hours or more) combined with part time accredited study.

Working with the Local Authority

The Education Act 2011 and the new statutory guidance require us as a College to work with North Yorkshire local authority to provide data on our students' destinations. There are three sets of data that are reported annually to the DfE: Intended Destinations, September Guarantee and the Activity Survey.

We also recognise our statutory duty to work with North Yorkshire local authority to support our more vulnerable young people including those with special educational needs, and those who are disengaged or at risk of disengaging.

Careers Guidance Provision

We deliver a Careers programme, which reflects the recommendations of the Gatsby Benchmarks:

'Good career guidance is critical if young people are to raise their aspirations and capitalise on the opportunities available to them.'

'Every young person needs high-quality career guidance to make informed decisions about their future.'

The Gatsby benchmarks of Good Career Guidance are:

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 workplaces
7. Encounters with further and higher education
8. Personal guidance

Careers Education

Our Personal Development Year 7-11 curriculum has specific units of work, with identified learning objectives, outcomes and related activities.

Year 7 students will:

- know what opportunities are open to them and what will support or hinder them in making the best of these
- explain what is meant by a career and give examples from people they know
- recognise and challenge stereotypes that may limit their career choices and aspirations
- describe their personal aspirations, skills and qualities

Year 8 students will:

- explain where and how to get different sources of information, including labour market information and use it to inform their future plans
- assess personal risks which may affect their employability and lifestyle
- understand the range of 14-19 pathways and the importance of achieving qualifications
- describe their personal learning targets
- state examples of different types of work: voluntary, employment, self-employment

Year 9 Students will:

- discuss options - career pathways including further education, apprenticeships and universities
- complete an enterprise project "World Challenge"
- attend STEM workshop
- Complete a financial capability qualification

Year 10 students will:

- understand how businesses plan their finances to make a profit
- understand how competition regulates business and encourages enterprise
- understand how and when governments exercise control over business and enterprise
- identify their enterprising skills and know how I can develop them
- take part in a 2 week work experience block

Year 11 students will:

- access information about post 16 learning options and progression routes
- identify how well they are prepared for post 16 transition
- describe the changing patterns of employment – local, national, global – and their impact on their career plans
- articulate their personal aspirations
- access good impartial information and guidance
- assess the relevance and reliability of information and guidance
- understand how their experiences and achievements play a part in their future plans.
- Be offered a careers interview/ guidance
- Take part in post 16 one to one interviews

Year 12 students will:

- prepare for UCAS and post 18 planning
- understand interview success and finding employment
- identify some possible routes to their chosen career
- complete 1 weeks work experience

Year 13 students will:

- prepare UCAS applications and personal statements
- have the opportunity to complete an extended project
- participate in further work experience
- attend UCAS week, visiting universities and taster days

In addition, each curriculum area identifies careers education elements and includes these in lesson planning

- Schemes of work recognise the importance of Careers education
- Lesson plans include work related learning opportunities
- Departments display subject links to occupations and progression

The College uses the North Yorkshire Key Stage 3 and 4 PSHCE entitlement framework and the ACEG Framework for Careers and Work Related Education to guide its provision.

GCSE English and Mathematics

Through our Careers Guidance we highlight to students that if they do not achieve a grade 4 or better in GCSE Maths or English by the end of key stage 4 they will be required to carry on studying these – at College or as an apprentice – as no institution will receive public funding to teach them up to the age of 19 unless they continue to work towards achieving Level 2 in Maths and English. This is because of the vital importance and powerful labour market value of a good GCSE in Maths and English.

STEM (Science, Technology, Engineering and Maths)

We work to ensure that students understand that a wide range of career choices require good knowledge of Maths and the Sciences. We aim to expose students to a diverse selection of professionals from varying occupations which require STEM subjects and emphasise in particular the opportunities created for girls and boys who choose Science subjects at College. We recognise that there is a need to do this for girls, in particular, who are statistically much more likely than boys to risk limiting their careers by dropping STEM subjects at an early age.

Careers Impartial Advice and Guidance (IAG)

- In our College students are given the opportunity to explore career ideas through face to face discussions with a range of people including role models and inspiring individuals, alumni from universities and Colleges, mentors and coaches.
- Independent and impartial careers information, advice and guidance can be accessed by any student on request.
- All students have the opportunity to receive at least one face-to-face careers interview with a level 6 trained careers adviser.
- All students receive a face-to-face interview at key decision making points during their education (Years 10, 11, 12 and 13) to inform progression and are made aware of all available learning pathways open to them.
- Those most at risk of becoming NEET (not in employment, education or training), and the reasons why, are identified, targeted and prioritised when scheduling one to one careers interviews.
- Those most at risk of disengaging from learning, and the reasons why, are identified, targeted and prioritised when scheduling one to one careers interviews.
- The College advertises the open days and evenings for all local education providers to all students and their parents throughout education phases and transition between key stages.
- Students are made aware of the National Apprenticeship Service and National Careers Service and there is a link to both websites on the College's website under Careers
- Students are also directed to UCAS and Prospects
- Learner views are sought on the best way to offer provision
- The College will arrange local college visits to explore their courses/ apprenticeships.

Employer engagement

We are committed to engaging with our local employers and professional community to ensure that our students have access to high quality employer engagement activities to enhance their careers guidance provision. From year 7 -13 pupils will have at least one meaningful encounter with an employer or employee. This will include:

- Mentoring and coaching
- Speakers from the world of work in schools
- Workplace visits and work experience placements
- Access to open days at further and higher education institutions
- Access to creative online resources and labour market intelligence
- Help with basic career management skills like CV writing, CV building, job searches and job interviews

- Enterprise advisor linked to the College to support careers

Access to information on the full range of education and training options and active engagement with other local learning providers

We have secured independent guidance that includes information on the full range of education and training options, including apprenticeships and vocational pathways. This includes local further education, apprenticeships, and vocational education opportunities.

We provide in good time before decision points information about the options available, including:

- Post-16: A levels, advanced general qualifications, apprenticeships, employment combined with training, supported internships, tech levels and traineeships.
- Post-18: further education courses, higher apprenticeships, undergraduate degrees.

The National Careers Service

We signpost our students and their parents to the National Careers Service which offers information and professional advice about education, training and work to people of all ages. (<https://nationalcareersservice.direct.gov.uk> , or National Contact Centre 0800 100 900). This includes how to access, and what support is available through their website, helpline and web chat.

Careers Guidance Leadership and Management Team

Team	Name
Careers Governor	Rebecca Ward
Senior Leadership lead/Careers Leader	Tom Bayram
Careers Officer <ul style="list-style-type: none"> • Careers education • Employer engagement • Work Experience co-ordinator 	Gillian Walker

The Careers Guidance leadership and management team are responsible for:

- The Careers Guidance action plan, developed each year and which is linked to the College Improvement Plan
- Careers Guidance Training needs analysis and keeping a record of training
- The Careers Guidance budget allocation and management
- The management and co-ordination of the various aspects of Careers Guidance
- Ensuring there is an appropriate provision of Careers Guidance activities across all key stages to meet the full range of student needs and abilities
- Enabling students to have access to career resources and drop in careers sessions, and a careers section on the College's website
- Ensuring that all safeguarding arrangements, including risk assessments, are in place and monitored for careers guidance activities (ref Child Protection policy, Staff Behaviour Policy, North Yorkshire Safeguarding audit, North Yorkshire Guidance for Educational Visits)
- Assessment, Monitoring and Evaluation of the Careers Guidance provision
- Liaison with parents/carers and partners (e.g. commissioned IAG providers, local learning providers, Local Authority, local Employers and business community, NYBEP)
- Updating the College's Careers Guidance policy and information on the College's website
- Providing regular updates to the Governors

Assessment of student progress :

Assessment is aligned to our College's teaching, learning and assessment policy. There are Systems in place to effectively track students' progress through our Careers Guidance provision.

Assessment in Careers Guidance includes opportunities for:

- Assessment for Learning (formative assessment) - regular assessment of students' progress against the intended learning outcomes of our range of Careers Guidance activities to ensure that students are making expected progress, to provide feedback for students on how to improve, and to inform planning for subsequent Careers Guidance activities and units of work in the Careers Education programme in PD and subject cross-curricular delivery.
- Assessment of Learning (summative assessment) – assessment, recording and reporting of

students' progress through our Careers Guidance provision including a range of formal assessment opportunities, student action plans, journals/diaries, review meetings. Progress in Careers Guidance is reported to parents through our College reporting systems and meetings with parents.

Monitoring of Careers Guidance Provision:

Provision is monitored through a range of processes including

- Careers activity observations (PRCE lessons)
- Feedback discussions with focus groups of students
- All students have a passport to careers – Years 7 – 11
- Gatsby Benchmark Analysis

Equalities:

The College consciously works to prevent all forms of stereotyping in the advice and guidance we provide, to ensure that boys and girls from all backgrounds and diversity groups consider the widest possible range of careers, including those that are often portrayed as primarily for one or other of the sexes.

Evaluating the effectiveness of our Careers Guidance:

The effectiveness of guidance activities is evaluated through

- attainment and achievement key indicators
- destinations of our students.
- analysis of monitoring information as above

We will know we have been successful when we have higher numbers of students progressing to apprenticeships, universities – including selective universities, traineeships, and other positive destinations such as employment or a further education College. We will aim to close the gap in destinations between young people from disadvantaged backgrounds and others.

We use the Destination Measures data, published by the Department for Education, to assess how successfully their students make the transition into the next stage of education or training, or into employment and data provided to us by North Yorkshire Local Authority e.g. Year 11 Leavers destinations.

References

DFE (2018) Careers Guidance and access for education and training providers:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/748474/181008_schools_statutory_guidance_final.pdf

<http://www.gatsby.org.uk/education/focus-areas/good-career-guidance>

CDI (2013) The ACEG Framework for Careers and Work-related Education: A practical guide

<http://www.cegnet.co.uk/uploads/resources/ACEG-Framework-final.pdf>

DfE (2013b) Careers: Inspiration Vision Statement <https://www.gov.uk/government/publications/careers-inspiration-vision-statement>

DfE (2014b) Careers guidance and inspiration in schools: Statutory guidance for governing bodies, school leaders and school staff.

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/302422/Careers_Statutory_Guidance_-_9_April_2014.pdf

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

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/302424/Careers_Non-Statutory_Departmental_Advice_-_9_April_2014.pdf

DfE (2013a) The Equality Act 2010: Departmental advice for school leaders, school staff and governing bodies in maintained schools and academies

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/269341/Equality_Act_2010_-_advice.pdf

Ofsted (2013) Going in the Right Direction? Careers guidance in schools from September 2012

<http://www.ofsted.gov.uk/resources/going-right-direction-careers-guidance-schools-september-2012>

STEMNET: Top 10 Employability Skills <http://www.nationalstemcentre.org.uk/elibrary/resource/887/top-10-employability-skills>

North Yorkshire Careers Guidance Materials can be found on Fronter in the PSE room, or access through the Health and Wellbeing Room – (*Vision and Policy*: electronic version of this Careers Guidance sample policy template. *Policy into practice*, Secondary PSHE and Citizenship section, then Economic wellbeing section for further Careers guidance materials) on Fronter <https://fronter.com/northyorks/>

North Yorkshire Safeguarding Materials can be found on North Yorkshire cypsinfosite
Safeguarding audit <http://cyps.northyorks.gov.uk/index.aspx?articleid=21016>
Child Protection Policy and Safer Working Practices/Staff Behaviour Policy
<http://cyps.northyorks.gov.uk/index.aspx?articleid=13496>
Learning beyond the Classroom <http://cyps.northyorks.gov.uk/index.aspx?articleid=21018>