



## **CAREERS EDUCATION, GUIDANCE & ACCESS POLICY**

**2019-20**

Last Review Date:	July 2019
Member of Staff Responsible:	Assistant Headteacher with responsibility for KS4 and KS5
Review date:	July 2020

### **Aims**

At Mary Rose Academy we aim to raise aspirations, challenge stereotypes and encourage pupils to spend time with their families and the multi agency team to consider their options Post 16 and Post 19. Through careers education, information, advice and guidance (CEIAG) it is hoped that pupils will be encouraged to make the most of their talents and to continue their education Post 16 and Post 19. We aim to ensure a high quality of vocational and careers education for our young people with special educational needs, to be delivered in a meaningful and appropriate way for their needs and circumstances. Through person centred planning with the Education, Health and Care Plans at the centre, we support our pupils to articulate their aspirations for adult life.

In particular we aim for our pupils to:

- Develop a broad understanding of the world of work and an ability to respond to changing opportunities.
- Develop research skills so that they can make good use of information and guidance.
- Develop and use their self-knowledge when thinking about and making good choices.
- Develop their understanding of employability skills and how to enhance these and evidence them at interview and discussions with Post 16 and Post 19 providers.

## Commitments

The Governing Body and staff are committed to:

- The provision of resources and advice to enable pupils to understand and develop career choices and to ensure that careers education is seen as part of the overall curriculum and learning framework for all years.
- Encouraging pupils to achieve and be ambitious.
- Involving pupils, parents and carers in the further development of careers work.
- Working with outside agencies so that no pupil is disadvantaged in gaining access to education, training or work.

## Provision

Careers education includes both education and guidance. Careers education helps our pupils develop the knowledge and skills they need to make successful choices, manage transitions in learning and move into college or work. Through guidance, pupils are able to use their knowledge and skills to make decisions about learning and work that are right for them.

Careers Education is delivered through the PSHE programme for Years 7-9 and the Preparation for Adulthood programme for Years 10 and 11 and 12-14.

Year 7 and 8	Pupils focus on developing their self awareness, identifying their strengths, their skills and their areas for development. Pupils begin to explore the world of work through their PSHE lessons as well as through visitors coming into school and visits into their local community
Year 9	Pupils consider their longer term aspirations for the future and express this through their Education, Health and Care Plans at their transition reviews. This sets the structure and plans for the next keystage.
Year 10	Pupils take part in the Preparation for Adulthood (PFA) programme through which they develop a full understanding of their personal strengths and interests as well as their ability to communicate their views and make considered choices. Pupils also take part in the 2 year Life Management course that helps to prepare them for next steps. Pupils have the opportunity to take part in work related learning through on-site work experience activities, enterprise projects and community projects.
Year 11	Year 11 take part in the 2 year programme described above. In addition they have opportunities to engage in off-site work experience placements as appropriate. They spend time in Mary Rose 6 <sup>th</sup> Form to gain an understanding of opportunities Post 16 and to prepare for transition.
Years 12-14	The programme builds on the experiences pupils have had in KS4. Pupils continue to follow the Preparation for Adulthood (PFA) curriculum and there is a strong focus on the development of skills for independence and communication. There is a comprehensive system in place to support pupils and their families to understand and make choices about the opportunities Post 19 whether in FE College or the offer available through social care.

In addition we organise:

- An annual careers opportunities evening for all pupils and their families to attend. It is held at parents evening with representatives from a wide range of providers from a range of vocational areas attending

Individual careers guidance takes place on a one to one basis and is delivered by an impartial careers advisor. Pupils from KS3 onwards access our advisor and by the end of KS5, all pupils will have had at least two careers guidance interviews with a significant number receiving follow up interviews to support their decision making process. All staff are encouraged to support careers guidance by encouraging pupils to continue their education Post 16 and Post 19 and to consider pathways to future careers and raising students' aspirations.

### **Equal Opportunities**

We are keen to promote equal opportunities and try to use every opportunity to challenge stereotypes and to raise aspirations. We monitor careers resources regularly to ensure that they encourage both boys and girls from minority ethnic groups to follow appropriate pathways. The destinations of our leavers are closely monitored and visiting speakers reflect a diversity of backgrounds.

### **Monitoring, evaluation and review**

The careers programme is monitored regularly and amended after an annual review. Pupils' opinions are actively sought as well as the views of different stakeholders.

### **Leadership**

A member of the school's leadership team has direct responsibility for the leadership of CEIAG and the careers education programme

### **Provider Access and Opportunities for Access**

#### **Pupil entitlement**

We are committed to providing impartial information, advice and guidance to all pupils about next steps and options for the future. Our careers advisor in school offers pupils and their families advice and guidance on their future plans and post 19 options when our young people leave Mary Rose.

All pupils in years 7 to 14 at Mary Rose Academy are entitled to:

- Find out about technical education qualifications and apprenticeship opportunities, as part of our careers programme which provides information on the full range of education and training options available at each transition point
- Hear from a range of local providers about the opportunities they offer, including technical education and apprenticeships
- Understand how to make applications for the full range of academic and technical courses

## Management of provider access requests

### Procedure

A provider wishing to request access should contact Hannah Richardson or Kirsty Troughton, Assistant Headteachers.

Telephone: 023 9285 2330

Email: [hannah.richardson@maryroseacademy.info](mailto:hannah.richardson@maryroseacademy.info) or [kirsty.troughton@maryroseacademy.info](mailto:kirsty.troughton@maryroseacademy.info)

### Opportunities for access

A number of events, integrated into our careers programme, will offer providers an opportunity to come into school to speak to pupils and/or their parents/carers:

*See examples below*

	Autumn term	Spring term	Summer term
Year 8			<p><i>Develop a greater understanding of the local community and the opportunities eg access to Enableability</i></p> <p><i>Attend leavers assembly – inspiration and ideas/learning from experience</i></p>
Year 9	<p><i>Tutor group opportunities – skills for life</i></p>	<p><i>Transition meetings for EHCPs</i></p> <p><i>Meet with independent careers adviser in class groups</i></p>	<p>Visits to work places in the local community</p>
Year 10	<p><i>Tutor group opportunities – life skills and employability skills</i></p> <p><i>Networking event with providers and employers at Parents Evening which pupils may attend</i></p> <p><i>class meetings with independent careers adviser to develop relationships and understand needs</i></p>	<p>Visits to work places in the local community</p>	<p>Visits to work places in the local community</p>

<b>Year 11</b>	<i>Tutor group opportunities – life skills and employability skills</i>  <i>Networking event with providers and employers at Parents Evening which pupils may attend</i>  <i>1:1 meetings with independent careers adviser to discuss options as part of annual review process</i>	Visits to work places in the local community  Opportunities for school based work experience or awareness	Visits to work places in the local community  Opportunities for school based work experience
<b>Year 12-14</b>	<i>Access to vocational and enterprise programmes to build awareness of world of work</i>  <i>Networking event with providers and employers at Parents Evening which pupils may attend</i>  <i>1:1 meetings with independent careers adviser to discuss options as part of annual review process</i>	Visits to work places in the local community  Opportunities for school based work experience or awareness  Opportunities for supported work experience in the local community	Visits to work places in the local community  Opportunities for school based work experience  Opportunities for supported work experience in the local community  In Year 14 access to the National Citizenship Service (NCS)

Please speak to our independent careers adviser to identify the most suitable opportunity for you.

### **Safeguarding**

Our safeguarding/child protection policy outlines the school's procedure for checking the identity and suitability of visitors.

Education and training providers will be expected to adhere to this policy.

### **Links to other policies**

- *Child protection and safeguarding policy*
- *Curriculum*

### **Monitoring arrangements**

The school's arrangements for managing the access of education and training providers to pupils is monitored by Hannah Richardson and Kirsty Troughton.

This policy will be reviewed by Head of School, annually. At every review, the policy will be approved by the governing board

See Appendix 1: Benchmarking against Gatsby, evaluation and actions 2019-20

Appendix1: Gatsby Monitoring and Evaluation 2019-20

The Gatsby Benchmark		How Mary Rose meets the Gatsby benchmark	Next steps
<b>1. A Stable Careers Programme</b>	Every school and college should have an embedded programme of career education and guidance that is known and understood by pupils, teachers, governor and employers.	<ul style="list-style-type: none"> <li>• Opportunities across the curriculum to enable the development of transferable life skills inc confidence &amp; resilience that support careers, employability and enterprise. This includes learning practices, team days, community visits</li> <li>• Developing pupil self-advocacy skills, negotiation, decision making and transition skills</li> <li>• Purposeful interactions with trusted and familiar staff and visitors</li> <li>• Partnerships with parents and carers</li> <li>• Recognising pupil voice inc through school council</li> <li>• Transition arrangements for moving on inc. NCS</li> <li>• A programme of CEIAG from Yr 7 to 14</li> </ul>	<ul style="list-style-type: none"> <li>• Review programme against increasingly complex needs of cohort to ensure all levels of need are addressed</li> </ul>
<b>2. Learning from Career and Labour Market Information</b>	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.	<ul style="list-style-type: none"> <li>• Programme of Impartial Advice and Guidance pupils across the school</li> <li>• Discussions about labour market information and pathways at Careers Guidance meetings and EHCP reviews</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>
<b>3. Addressing the Needs of Each Pupil</b>	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.	<ul style="list-style-type: none"> <li>• Learning across the curriculum is tailored to individual pupil needs</li> <li>• Learning and skills include focus on skills such as resilience, independence and problem solving which are crucial to employment</li> <li>• Transition support is tailored to individuals</li> <li>• Parents and pupils are fully involved in transition process</li> <li>• Pupils have opportunities to gain recognised accreditation that are valued and recognised by employers</li> </ul>	<ul style="list-style-type: none"> <li>• Develop use of a vocational profile</li> <li>• Develop alumni for pupils</li> </ul>
<b>4. Linking Curriculum Learning to Careers</b>	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.	<ul style="list-style-type: none"> <li>• High aspirations for longer term goals are an integral part of focused personalised learning that takes place at Mary Rose.</li> <li>• Learning across the curriculum is set in practical, real life contexts which encompasses the opportunity for the development of skills necessary for employment.</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>
<b>5. Encounters with Employers and Employees</b>	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.	<ul style="list-style-type: none"> <li>• School has emphasis on developing enterprising skills across all key stages</li> <li>• Wide range of community visits for all pupils enabling learning outside the classroom.</li> <li>• Pupils at KS4 and KS5 have opportunities to experience being at work through work placements, and Enterprise projects in Years 11 to 14</li> </ul>	<ul style="list-style-type: none"> <li>• develop further partnerships with employers in local area</li> </ul>

<b>6. Experiences of Workplaces</b>	<p>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</p>	<ul style="list-style-type: none"> <li>• Wide range of community visits for all pupils enabling learning outside the classroom.</li> </ul>	<ul style="list-style-type: none"> <li>• Further develop work placement opportunities</li> </ul>
<b>7. Encounters with Further &amp; Higher Education</b>	<p>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.</p>	<ul style="list-style-type: none"> <li>• Visits to colleges and other provision takes place in Years 113 and 14 where appropriate</li> <li>• School provides annual Future Pathways event available to all pupils and their families</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>
<b>8. Personal Guidance</b>	<p>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 timed to meet their individual needs</p>	<ul style="list-style-type: none"> <li>• Careers specialist provides the impartial advice and guidance for all pupils and families delivered through a comprehensive programme delivered throughout the year.</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>