



White Spire School Careers Policy

Through Learning to Independence

Written	Susan Marshall	September 2023
Adopted	Full Governing Body	
Reviewed	Annual	June 2024
Next review		June 2025



Intent

At White Spire School, we recognise the importance of developing awareness of careers, employability skills and skills for life.

We are 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.

As a school community we are aware of the needs of our children and the difficulties that they may have. Our intent is to provide them with realistic outcomes and support them in overcoming potential barriers.

Implementation

- 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. 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.
- The PSHCE curriculum supports awareness of the work environment.
- Each term, Key Stages 3-5 take part in a Careers Week focusing on developing knowledge of areas of the World of Work (WOW).
- All children have access to JED – Jobs Education Database
- Children have access and meet with a Level 6 trained careers advisor.
- A member of SMT is involved in planning and supporting the delivery of the careers.
- Ensure pupils where possible and in accordance with the PAL legislation, in KS4 and 5 have experience of a place of work through work experience or meaningful encounters. This may include assemblies, class visits, trips etc.
- Teachers in relevant classes are aware of pathways including knowledge of apprenticeships etc.
- Teachers meet with parents/carers at EHCP reviews and discuss options/next steps.
- Teachers, where required, will support children in applying for courses, preparing for interviews etc.
- Working with parents to make sure they are aware of post 16 options and support them in making informed decisions with their children/young adults.



Impact

We want our pupils and stakeholders to be aware of relevant jobs, skills and qualifications to move onto the next stage of their life be that employment or education.

We hope to –

- To make sure that we reduce the number of NEET (Not in Education Employment or Training) pupils from our school.
- Make pupils aware of options and choices and help them make informed choices
- Support children to make transitions to their next stages.
- Ensure children have an awareness of skills for employability
- Provide destination data, as required, to the Local Authority.
- Make sure pupils are aware of the importance and value of work, in all its forms including paid and voluntary.

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 can 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. We also look for ways to inspire our young people to be positive and aspirational about their future. Inevitably, the way in which 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	
<p>1.1 - Every school should have a structured careers program that has the explicit backing of the senior management team, and has an identified and appropriately trained person of authority responsible for it.</p>	<ul style="list-style-type: none"> • A range of career work has been undertaken over the last few years, including reviewing career provision. • Within school, input into careers planning and delivery is from the – Headteacher, Deputy Head, Assistant Heads, PSHCE co-ordinator, careers advisor. • Each term Key Stages 3-5 will take part in a Careers Week focusing on different areas of employment. There is a two year program with themes and suggestions. • Academic year 23-24 we worked with Work Pays on developing the Ask programme.
<p>1.2 - The careers program should be published on the school’s website in a way that enables pupils, parents, teachers and employers to understand the school’s offer in this area.</p>	<ul style="list-style-type: none"> • This policy is made available on the school website. • We also provide easy to access information sheets for all key stakeholders on the website.
<p>1.3 - The program should be regularly evaluated with feedback from pupils, parents, teachers and employers as part of the evaluation process.</p>	<ul style="list-style-type: none"> • 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. • Teachers review and discuss work and ideas for careers week after each week as taken place. • During the academic year 23 -24 years 7-14 completed questions as part of pupil questionnaire, parents comments were welcomed and promoted at parents evenings.
2. LEARNING FROM CAREER AND LABOUR MARKET INFORMATION	
<p>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.</p>	<ul style="list-style-type: none"> • All students have access to the Job Explorer Database in school. We have purchased a site license for JED (Job Education Database) 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. • All students in Key Stages 3-5 will have taken part in careers related learning and activities. • Pupils in KS3 will be aware of options in learning. • Pupils in KS4 and 5 will have access to and support from a Level 6 trained careers advisor. • Regular communication with parents takes place informing them of local relevant opportunities including careers and job fairs.



<p>2.2 - 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>	<ul style="list-style-type: none"> • Yearly meetings as part of our EHCP plan. • Termly parents evening where parents/carers have opportunities to discuss options with teachers. • Parents are informed of upcoming relevant events • At-home access for JED so parents so can use this resource with their children. • Regular communication with parents takes place informing them of local relevant opportunities including careers and job fairs.
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3. ADDRESSING THE NEEDS OF EACH PUPIL

<p>3.1 - A school's careers program should actively seek to challenge stereotypical thinking and raise aspirations.</p>	<ul style="list-style-type: none"> • 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.
<p>3.2 - Schools should keep systematic records of the individual advice given to each pupil, and subsequent agreed decisions.</p>	<ul style="list-style-type: none"> • All pupils have a Pupil Career Profile work is recorded in this from Careers Weeks. • Meetings from individual careers guidance appointments that students undertake is recorded and where appropriate shared with children. • All classes involved in Careers Week produce a book of the activities covered. • A career tracker document is set up for all children 10-14. Meetings/decisions and other important information is recorded on here.
<p>3.3 - All pupils should have access to these records to support their career development.</p>	<ul style="list-style-type: none"> • Students are given a copy of their careers action plan as part of their EHCP.
<p>3.4 - Schools should collect and maintain accurate data for each pupil on their education, training or employment destinations after they leave school.</p>	<ul style="list-style-type: none"> • 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 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.

4. LINKING CURRICULUM LEARNING TO CAREERS

<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>	<ul style="list-style-type: none"> • We are endeavoring to look at ways in which we can link STEM subjects with more practical applications.
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5. ENCOUNTERS WITH EMPLOYERS AND EMPLOYEES

<p>5.1 - Every year, from the age of 11, pupils should participate in at least one meaningful encounter with an employer.</p>	<ul style="list-style-type: none"> • We have created and continue to add to a list of contacts we have had visits both externally and internally. • During Academics Years 2022-24 we have had visits from
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	<p>Worktree online Amazon online Local Police Fireman Lorry Driver Cruise Ship employer Network Rail Parts Trust Local libraries RAF College Student Local Authority employee for Road Maintenance Voluntary organizations including Medical Detection Dogs. Academic Year 23-24 we have had visits from – Electrician Jobs coach Parks Trust MK College MK Snap Worktree Work Pays Local Police Local councilor Local nurse Food industry representatives Dog groomer Rekik practitioner</p> <ul style="list-style-type: none"> • We have undertaken learning walks in the area and spoken to people working in the area. • We aim for each year group to have a meaningful encounter/visit as part of each careers week.
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6. EXPERIENCES OF WORKPLACES

<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.</p>	<ul style="list-style-type: none"> • Our 6th form students take part in a range of work experience activities. This is determined by the age of the student, the employers that are able to work with us to provide supported work placement opportunities and the readiness of the young person to engage as well as medical needs. • Year 14 have been running pop up coffee shops in various locations. • Years 10 -13 help run in school coffee mornings with an enterprise stall. They also help run an in school festival.
<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>	<ul style="list-style-type: none"> • We aim that students that stay onto sixth form will undertake a work experience activity or placement. Sixth formers currently take turns in running the parental engagement coffee mornings. We have worked with a local primary school and some pupils have undertaken work experience.

7. ENCOUNTERS WITH FURTHER AND HIGHER EDUCATION.

<p>7.1 - By the age of 16, every pupil</p>	<ul style="list-style-type: none"> • We provide access to Foundation Learning
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<p>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 pupils.</p>	<p>providers, and supported care provision this may be through visits to the college/inviting the college in/visits to or from MK Snap or the Christian Foundation.</p> <ul style="list-style-type: none"> • We inform and encourage parents to engage in open days and other job events in MK.
<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>	<ul style="list-style-type: none"> • 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 support for our sixth form students with transitions, and so if it were relevant for an individual learner we would be able to provide this support.
<h2 style="background-color: #d4edda; padding: 5px;">8. PERSONAL GUIDANCE</h2>	
<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.</p>	<ul style="list-style-type: none"> • 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.

Resources and Partnerships

Careers education and inspiring our young people to achieve their full potential after they leave school is a whole school commitment and all staff contribute to this.

We are currently in the process of auditing our current provision against the Gatsby benchmarks and have identified areas for development, as well as developing our curriculum in line with the CDI framework. We recognize that this will be on an ongoing process.

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 utilized 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 have begun a robust process of review of our current offer against the Gatsby benchmarks and the CDI framework to identify gaps and support improvement. On an annual basis, we will need to 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.