



Careers Policy

1. Purpose

- 1.1. This policy sets out how career activities are delivered at school and explains what stakeholders can expect from the careers programme.

2. Scope of Policy

- 2.1. Careers education, information, advice and guidance (CEIAG) is an essential part of the support we offer to pupils across the New Bridge MAT. Effective careers support can help to prepare young people for the opportunities, responsibilities and experiences of life; it can help them to make decisions and manage transitions as learners and workers. As options for young people become more varied and complex, it is vital that we support them to develop the knowledge and skills they need to make informed choices for their future. As a result, the careers programme has a whole-school remit designed to complement the rest of the school curriculum.

3. Reason for Review

- 3.1. Annual policy review

4. Aim(s)

- 4.1. The New Bridge MAT careers programme aims to:
 - 4.1.1. encourage pupils to be ambitious, broaden their horizons and explore their own career aspirations throughout their life at school
 - 4.1.2. ensure pupils' readiness to take their next step in their learning or career.
- 4.2. The New Bridge MAT follows the principles of the Gatsby Benchmarks:
 - 4.2.1. a stable careers programme
 - 4.2.2. learning from career and labour market information
 - 4.2.3. addressing the needs of each pupil
 - 4.2.4. linking curriculum learning to careers
 - 4.2.5. encounters with employers and employees
 - 4.2.6. experiences of workplaces
 - 4.2.7. encounters with further and higher education
 - 4.2.8. personal guidance
- 4.3. The objectives for the careers programme are as follows:
 - 4.3.1. helping pupils to understand the changing world of work
 - 4.3.2. facilitating meaningful encounters with employers for all pupils
 - 4.3.3. supporting positive transitions post-19
 - 4.3.4. enabling pupils to develop the research skills to find out about opportunities
 - 4.3.5. helping pupils to develop the skills, attitudes and qualities to make a successful transition into the world of work
 - 4.3.6. encouraging participation in continued learning, including further and higher education and apprenticeships
 - 4.3.7. supporting inclusion, challenging stereotyping and promoting equality of opportunity
 - 4.3.8. contributing to strategies for raising achievement, particularly by increasing motivation.

5. Procedures and practice

- 5.1. Pupil entitlement



- 5.1.1. All pupils are entitled to be fully involved in an effective CEIAG programme
 - 5.1.2. Pupils are encouraged to take an active role in their own career development, so the careers programme emphasises pupil participation with a focus on self-development; learning about careers and the world of work; and developing career management and employability skills.
- 5.2. During their time at school, all pupils can expect:
- 5.2.1. the support they need to make the right choices in all year groups
 - 5.2.2. access to up-to-date and unbiased information on future learning and training, careers and labour market information
 - 5.2.3. support to develop the self-awareness and career management skills needed for their future
 - 5.2.4. weekly employability lessons from Year 10 to Year 14 covering options after school, the world of work, the job market and the skills needed for the future
 - 5.2.5. at least five meaningful encounters with representatives from the world of work; this could be through work experience, World of Work Week activities, assemblies, careers talk (in or outside lessons), projects, workshops and work place visits.
 - 5.2.6. to hear from a range of education and training providers, including colleges, universities and apprenticeship organisations; this could include visits and taster days, as well as assemblies, talks, parents' evenings and meetings at school
 - 5.2.7. the opportunity to relate what they learn in lessons to their life and career beyond school
 - 5.2.8. the opportunity to talk through their career and educational choices with staff including form tutors, job coach(s) and talent coaches from Upturn.
 - 5.2.9. Access to one-to-one guidance with a trained, impartial careers adviser from Upturn.
 - 5.2.10. the school to keep parents/carers informed of their progress and provide parents/carers with information to support pupils' career planning and decision-making. Parents/carers can attend careers meetings, by prior arrangement.
 - 5.2.11. to be asked their views about the service they have received to ensure that the service continues to meet the needs of the pupils.
- 5.3. **Parental involvement**
- 5.3.1. Young people do not make career decisions in isolation and parents/carers can have a substantial impact, as well as a clear interest in the right outcomes for their young person. The school is keen to foster parental involvement in the careers programme, wherever possible.
- 5.4. **Events for parents and carers**
- 5.4.1. Parents/carers are invited into school several times a year to discuss their child's progress, on parents' evenings. In readiness for these events, pupils' career aspirations are collected by form tutors to allow discussions around progress relating to next steps, career ideas and career planning, as well as academic progress.
 - 5.4.2. Representatives of the careers team, as well as education and training providers, attend events for specific year groups.
 - 5.4.3. In addition, specialist events for parents include:
 - 5.4.4. local colleges are invited to parents' evenings for all students.



- 5.4.4.1. Parents/carers are kept up to date with career-related events and activities affecting their child via letters and weekly blogs. A copy of the action plan from one-to-one careers meetings will be sent home. Parents/carers are welcome to attend careers meetings, by prior arrangement and, in some cases, will be asked to attend. They are also welcome to contact the Careers Team at school, should they have any questions or concerns.

5.5. Delivery of the Careers Programme

5.5.1. Employability

- 5.5.2. The content of the taught career's education programme is based around the learning outcomes outlined in the CDI Careers Framework (see references).



5.6. Key stage 4

- 5.6.1. Key activities: Designated weekly Employability Lessons which are attached to a level 1 and level 2 qualification in Employability. Lessons include preparing to find and carry out work experience placements; CVs, applications and interview technique in preparation for mock business interviews; understanding post-16 options. By the end of Year 10, all pupils will have had the opportunity to:
- 5.6.1.1. develop their self-awareness and career management skills, including writing a CV
 - 5.6.1.2. be aware of the range of opportunities available to them within the New Bridge MAT to enhance their opportunity to move into employment
 - 5.6.1.3. Gain optional work experience in the form of a work place visit or in a work experience week.
- 5.6.2. Key activities: Pupils will learn how to write a personal statement for applications; attend group sessions discussing the different post-16 pathways and key considerations when choosing post-16 options. These activities are supplemented with talks by local colleges and group sessions with an impartial career's advisor from Upturn.



- 5.6.3. By the end of Year 11, all pupils will have had the opportunity to:
 - 5.6.3.1. use a range of sources of information (with support, as required) to explore post-16 options
 - 5.6.3.2. attend events in school and out of school where they can speak to employers, colleges and training providers
 - 5.6.3.3. develop their self-awareness and career management skills
 - 5.6.3.4. apply for post-16 options and back-up plans, as necessary
 - 5.6.3.5. continue to develop the skills needed for a successful transition
 - 5.6.3.6. have at least one meeting (small group or one-to-one) with a career's adviser.
 - 5.6.3.7. have the opportunity to gain work experience in the form of work place visits or traditional work experience.

5.7. Key stage 5

- 5.7.1. Key activities: Post-18 Applications, mock interviews and optional work experience. Lessons include post-18 options, covering both internal progression routes and external college/university courses available. Students have the option to take up work experience placements as part of the MAT's employability matrix programme, with the support of the careers lead and Upturn's talent coaches.
- 5.7.2. Students will have a mock business interview and lessons will help prepare students for this and explore how to get the most out of the experience. Students are supported through the post-18 application processes, including UCAS and apprenticeship, work-related or college options.
- 5.7.3. By the end of key stage 5, all students will have had the opportunity to:
 - 5.7.3.1. use a range of resources (with support, as required) to explore post-18 options
 - 5.7.3.2. develop their self-awareness and career management skills
 - 5.7.3.3. develop further experience in the workplace (optional)
 - 5.7.3.4. attend events in school and out of school where they can speak to employers, colleges, training providers and universities
- 5.7.4. What we want to achieve:
- 5.7.5. The six learning areas for lifelong career development as outlined in the career development framework handbook are:
 - Grow throughout life:** Grow throughout life by learning and reflecting on yourself, your background, and your strengths.
- 5.7.6. **Explore possibilities** Explore the full range of possibilities open to you and learn about recruitment processes and the culture of different workplaces.
- 5.7.7. **Manage career:** Manage your career actively, make the most of opportunities and learn from setbacks.
- 5.7.8. **Create opportunities:** Create opportunities by being proactive and building positive relationships with others.
- 5.7.9. **Balance life and work:** Balance your life as a worker and/or entrepreneur with your wellbeing, other interests and your involvement with your family and community.
- 5.7.10. **See the big picture:** See the big picture by paying attention to how the economy, politics and society connect with your own life and career.



5.11.6 Aims of the programme

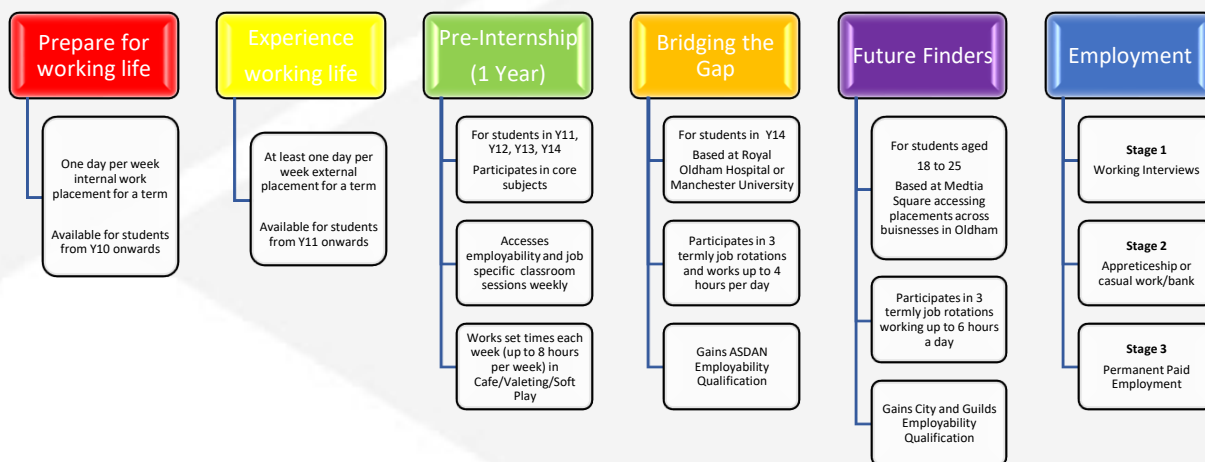
Develop real work skills, gain a qualification in employment, engage in meaningful work placements, improve functional skills through weekly Maths, English, employability and learning for life lessons and to improve employability skills.

5.8. Impact

- 5.8.1. To date, many of our young people have moved from Springboard into paid work, long term volunteering roles and placements. Some of the roles gained by the students include grounds maintenance staff at AVRO, catering assistant at Zena B's Café, manufacturing assistant at Bradley Manufacturing, weekend work at Jenkins Autos. Long term placements include Oldham Council parks & recreation, Mechanical Assistant at Drury Lane Autos, Office Assistant at Upturn Enterprise.
- 5.8.2. Earwig is a data collection system and will be used as the framework to monitor progress and to demonstrate the impact of the careers programme for all. Progress is monitored against the Gatsby benchmarks and reviewed termly.

5.9. Employability Matrix

- 5.9.1. Students from across The New Bridge MAT have access to the Employability Matrix from Key Stage 4. The matrix is supported by a dedicated team of job coaches.



5.10. External providers

- 5.10.1. Springboard Project have partnered with Upturn enterprise to provide students with careers advice and guidance, workshops for skills building, work place visits, traditional work experience week and supported internship opportunities.
- 5.10.2. A range of external providers are invited into school to support the careers programme. These might include local colleges, universities, training providers, apprenticeship organisations, employers, school alumni or staff from various projects. In all cases, such staff and organisations will be vetted for suitability by the relevant staff at school.
- 5.10.3. The Head of Site is responsible for taking a strategic lead and direction for careers work in the school.



5.10.4. The impartial careers guidance is provided by Upturn and careers lead at Springboard Project.

5.10.5. Due to the whole-school remit of careers work, the range of staff involved in supporting careers activities is large and includes form tutors.

5.11. **Staff Development**

5.11.1. Form tutors are introduced to the concepts, aims and programme for CEIAG at New Bridge during INSET days and yearly team/curriculum meetings. The careers lead attends conferences and network meetings to keep up to date with best practice and legislation

5.12. **Professional Association**

5.12.1. The New Bridge MAT is a recognised member of the British Association for Supported Employment.

5.13. **Resources**

5.13.1. The Group is committed to providing the resources to enable an effective careers programme, including adequate staffing, staff training and resources.

5.14. **Employer links**

5.14.1. Links with employers, businesses and other external agencies continue to grow throughout the New Bridge MAT; by building on local community connections as well as through the support Upturn enterprises.

5.15. **Equal opportunities**

5.15.1. The Group is keen to promote equal opportunities, challenge stereotypes and address limiting beliefs. All young people can access advice and guidance tailored to their needs with support to explore options that suit their preferences, skills and strengths. The team work on early identification of pupils requiring additional support, with no limit placed on how many times a pupil might see a careers adviser. The destinations of school-leavers are monitored and trends identified

6. **References**

6.1. *The Gatsby Benchmarks*

6.2. www.gatsby.org.uk/education/focus-areas/good-career-guidance

6.3. [CDI 107-Framework Handbook.indd \(thecdi.net\)](#)

7. **Other useful documents**

7.1. Provider Access Policy

8. **Monitoring**

8.1. This policy will be monitored through the MAT's accountability framework. When monitoring the success of the careers programme, the Group considers formal and informal measures, qualitative and quantitative data and hard and soft outcomes for students.

8.2. The careers programme is evaluated in a number of ways, including:

8.2.1. student feedback on their experience of the careers programme and what they gained from it



- 8.2.2. staff feedback on careers lessons, work placement schemes, mock interviews etc.
- 8.2.3. gathering informal feedback from external partners and from parents
- 8.2.4. quality assurance of careers lessons as part of the tutor time programme
- 8.2.5. student destination figures post-16 and post-18.

