

Careers Policy

For the whole School including EYFS

Policy written by	KC
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Rationale and ethos

This policy covers the School's approach to *Careers Education, Information, Advice and Guidance*.

Beechwood has high quality careers advice and guidance, to support our high achieving and ambitious pupils. This is developed throughout a pupil's time at School and is always supportive of their aspirations, strengths and skills.

At *Beechwood*, we believe careers education inspires our pupils in their life-long learning journey through equipping them with the information, skills and positive values to flourish in later life. It is designed to open their minds to what is possible.

We provide pupils with age-appropriate information, explore attitudes and values and develop skills to empower them to make positive decisions about their future. Our pupils learn about different jobs and pathways, while developing the vital personal, social, academic and emotional skills that will underpin their time in school, and adult lives.

The objectives of careers provision at *Beechwood* are to:

- prepare pupils for life post-education,
- ensure pupils develop an understanding of different career paths,
- ensure pupils experience a culture of high aspirations and equality of opportunity, in which diversity is celebrated and stereotypes are challenged,
- develop pupils' employability skills e.g., communication, collaboration, creativity, problem-solving, enterprise, resilience, and leadership,
- inspire pupils to chase and achieve their dreams,
- instil a healthy attitude towards work,
- develop the skills and attitudes necessary for success in adult and working life,
- ensure pupils are aware of the range of opportunities which are available to them in continued education and training,
- enable pupils to benefit from links fostered between the School, local businesses, and other education establishments,
- enable pupils to experience the world of work through careers talks and enterprise activities,
- offer extra assistance and guidance to enable pupils to reach their potential.

Roles and responsibilities

The Careers Lead in the School is Kerry Clarke, *Director of Learning Development*.

The *Director of Learning Development* and *PSHEE Co-ordinator* ensure that effective *Careers Education, Information, Advice and Guidance* is built into the *Future Skills* curriculum, the *PSHEE Programme of Study* and into the *Top Form Moving On, Moving Up* programme.

Form teachers deliver the elements of careers education that are within *PSHEE*, using the materials provided by the *PSHEE Co-ordinator*. They also provide pupils with targeted support as the need arises, consulting with subject specialists and outside agencies where appropriate. All staff contribute to the implementation of this policy through their role as Form Teachers, Class Teachers and as subject specialists. Subject specialists reference careers in their subject area.

Legislation (statutory regulations and guidance)

This policy is underpinned by *Sections 42A, 42B and 45A of the Education Act 1997*, and has due regard to the DfE's statutory guidance, '*Careers guidance and access for education and training providers*', which was last updated in October 2018.

Other documents that inform the School's Careers Policy include:

- *Equality Act (2010)*
- *Children and Social Work Act (2017)*
- *Education Act (2011)*
- *Section 72 of the Education and Skills Act 2008*
- *Schedule 4 (15) of the School Information (England) Regulations 2008*

The Careers Policy supports/complements the following School policies:

- *BPS PSHEE*
- *BPS Provision for Social, Moral, Social and Cultural Education*
- *BPS Equality*
- *BPS Pupil Behaviour*
- *BPS Anti-Bullying*
- *BPS e-safety*

Student Entitlement and Provider Access

All pupils in Years 7 and Top Form are entitled:

- to find out about technical education qualifications and apprenticeship opportunities, as part of a careers programme which provides information on the full range of education and training options,
- to hear from a range of providers about the opportunities they offer through events and presentations,
- to understand how to make applications for the full range of academic and technical courses and employment and apprenticeship opportunities.

A provider wishing to request access should contact Kerry Clarke, *Director of Learning Development*.

Curriculum design

The School delivers *Careers Education, Information, Advice and Guidance* through *PSHEE, Future Skills* and the *Top Form Moving On, Moving Up* programme. An overview of the learning in each year group is in the *PSHEE* and *Future Skills Programmes of Study*.

The Junior Department

Careers Education in the Junior Department helps pupils to make connections between themselves and the outside world. It aims to make them more aware of the different jobs and roles people take on in their own homes, in School and in the local community. By educating our pupils about the people who help them, we are showing them the systems in place to ensure that they live in a safe and supportive community.

Pupils use props and costumes from different job sectors in their play. Staff select books that expose pupils to less obvious jobs and ensure that stereotypes are avoided.

Where appropriate, parents are invited into the classroom to participate in activities designed to help their children explore different roles and pathways.

The Middle Department

In the *Middle Department*, pupils build on what they have learned in the *Junior Department*. They begin compiling their *Beechwood Park Award* portfolios, reflecting on their achievements, qualities, and skills. These skills are

explored further in *Future Skills* lessons. Pupils continue to develop in self-confidence, learning to make individual presentations and to build the skills that they will need in senior school admission assessments and beyond.

In *PSHEE* pupils use the *Step Into the NHS* resources to explore a wide range of careers and help them better understand that all NHS careers are open to them, whatever their gender or background. Other career paths are explored are pupils are given the opportunity to research into people who are famous in their fields.

The Senior Department

The *Senior Department Careers Education, Information, Advice and Guidance* programme has been developed in line with the eight *Gatsby benchmarks* for ensuring best practice and to meet the requirements of the *Department for Education's* statutory guidance. The benchmarks 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. Experience of workplaces
7. Encounters with further and higher education
8. Personal guidance

In their *Future Skills* lessons, pupils develop skills in writing CVs, letters of application, presentations, and interviews. They research a range of careers and learn about pathways to those careers. In *PSHEE*, pupils explore stereotypes in the workplace and develop their personal, social and employability skills.

During the Top Form *Moving On, Moving Up* programme, pupils undertake a half day enterprise experience, and a series of careers talks from external providers and from parents, both past and present. Most recently this has included talks from a barrister, an author, a linguist, a sports journalist, a medical researcher, a charity worker, an arctic explorer and a civil servant.

All *Senior Department* pupils complete a *Beechwood Park Leadership Through Service* portfolio, documenting their experiences of leadership and working towards a Bronze, Silver or Gold Award.

Equality of provision

Careers Education at *Beechwood* encourages respect for other people, with particular regard to the protected characteristics under the Equality Act 2010. These are as follows:

- a) Age
- b) Disability
- c) Gender reassignment
- d) Marriage and civil partnership
- e) Pregnancy and maternity
- f) Race
- g) Religion or belief
- h) Sex
- i) Sexual orientation.

Our careers programme helps to counteract the formation of stereotypes and unconscious biases, which can begin to take a hold early in pupils' lives. This includes notions about what constitutes a 'boys' job' or a 'girls' job', or links between class, ethnicity, disability, or geography, and the world of work.

Safeguarding

Safeguarding training is given to all *Beechwood* staff and they manage concerns about the safety of pupils in accordance with the *BPS Child Protection Policy*. If a concern does arise, the teacher will consult with the designated safeguarding lead and in his/her absence the deputy designated safeguarding lead.

Visitors/external agencies that support the delivery of Careers Education will be required to follow the protocol set out in the *BPS Visiting Speaker Policy*.

Monitoring, reporting and evaluation

This policy was produced by the *Director of Learning Development* and *PSHEE Co-ordinator* through consultation with the *Heads of the Junior, Middle and Senior Departments*.

The *Director of Learning Development* reviews this policy biennially, ensuring that it continues to meet the needs of pupils, staff and parents and that it is in line with current *Department for Education* advice and guidance. At the time of the review the policy is also ratified by the School's *Education Committee* and the *Governing Body*.

Parents are informed about the *Careers Policy* through the School newsletters and it is available on the School website.