



The Royal School

Wolverhampton

Careers Policy

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The Royal School Wolverhampton: Careers Policy

(To include The Department of Education, July 2021: “Baker Clause” and the Provider Access Legislation, January 2023)

Ownership: The Royal School Wolverhampton

Date updated: September 2024

The Royal School Wolverhampton careers education programme provides high quality careers education and guidance in school and is crucial to all young people's futures. The careers programme provides pupils with the opportunity to plan and manage their future careers effectively ensuring progression which is ambitious and aspirational. It promotes equality of opportunity, celebrates diversity and challenges stereotypes. It helps prepare them for the workplace by providing a clear understanding of the world of work including the routes to jobs and careers that they may find engaging and rewarding. It supports them to acquire the self-development and career management skills they need to achieve positive employment destinations. This helps students choose their pathways, improve their life opportunities and contributes to a productive and successful economy it is designed to meet the Gatsby benchmarks and conforms to the statutory requirements.

The Royal School Wolverhampton is committed to providing all students in years 7 to 13 with a careers programme which is embedded into the curriculum and includes a variety of enrichment activities. It is increasingly important that all young people have a full understanding of all the options available to them post -16 and post -18 including wider technical education options such as T levels and higher technical qualifications. Within our careers programme we ensure that all students are aware of all routes to higher education. They are able to access information on technical options and apprenticeships complying with the Department of Education July 2021 'Baker Clause' which supports students to understand the full range of options available to them at different entry points in their education.

The Royal School Wolverhampton is fully aware of the responsibility to set students on the path that will secure the best outcomes which will enable them to progress in education and work and give employers the highly skilled people they need. That means acting impartially, in line with the statutory duty and not showing bias towards any route that may be academic or technical.

The Gatsby Benchmarks

1. A stable careers programme.
2. Learning from career and labour market information.
3. Addressing the needs of each student.
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.

Aim

we aim to support students to make realistic and informed decisions about their future by raising aspirations and providing impartial and independent information and guidance.

Objectives

To ensure that students:

- Develop the skills and attitudes necessary for success in adult and working life.
- Are aware of the range of opportunities which are realistically available to them in continued education and training at 13+, 16+ and 18+.
- Are equipped with the necessary decision making skills to manage those same transitions.
- Develop an awareness of the wide variety of education training careers opportunities both locally and nationally.
- Use effectively the paper based, virtual and staff resources available so they can make informed and appropriate choices throughout their school journey.
- Benefit from links fostered between school, local businesses and further education establishments.
- Experience the world of work and develop transferable skills.
- Wherever possible leave the school to enter employment, further education or training.
- Experience a culture of high aspirations, equality of opportunity in which diversity is celebrated and stereotypes of challenged.
- Receive extra assistance and guidance to reach their potential, where this is necessary.

Provision

Our careers provision is mapped against the Gatsby benchmarks. The current careers programme is delivered through a combination of methods including explicit lessons provided within the taught PSHE. Students have the opportunity to engage with employers, training and apprenticeship providers and universities during curriculum time, encounters, assemblies, workshops and careers fairs.

At key stage 3, this includes careers library research aiming to raise student aspirations exploring stereotypes in the workplace researching the various pathways and post 16 and post 18 via the annual careers fair developing personal social and employability skills and encounters with employers through assemblies and workshops. Assemblies and a parent and student information evening on choosing options are also provided.

Key stage 4 students continue to research careers and pathways into the sixth form and higher education. They develop skills in CV and letter writing, presentations and interviews. This includes a mock interview with an employer; a weeks work experience at a self arranged placement with workshops preparing students for work experience. There is a parent information evening, focused on 'next steps', where apprenticeships, T levels and A level options at college and sixth form I discussed. training providers, colleges and employers are also invited. A level options evening for parents and students. Individual interviews are held with an independent and impartial careers practitioner who also provides guidance on apprenticeships and T levels. Every student and parent in year 11 has the opportunity to meet with a member of the 'Extended Leadership Team' to discuss their post 16 options as part of the 'parent and pupil surgery'.

The key stage 5, a series of careers events are delivered from universities, apprenticeship providers and employers. Some of these events together with form time and PSHE are devoted to the topic of UCAS applications and interview skills. There is also an opportunity to visit an apprenticeship and university convention. Students further develop their understanding of apprenticeships through assemblies workshops and take part in an assessment centre. In addition, Year 12 has a week of work experience. Individual careers interviews are held with an independent and impartial careers advisor.

Several special events are held, for example the annual careers fair involving universities, apprenticeship providers, local and national employers, training providers and other local colleges to which year 7 to year 13 students attend. Providers are also invited into school as part of some Key Stage 4 and key stage 5 parents' evenings.

Further opportunities include trips to universities to Russell Group universities in Key 5 to raise aspirations.

Baker Clause and provider access legislation

During the annual careers fair, parents 'next step' evening and students 'next step' event local colleges, sixth form providers, universities, apprenticeship providers and training providers are invited into school to discuss alternative pathways and provision. Numerous assemblies are held throughout the year for students in year 8 and above that are led by colleges and universities. (The Department of Education, July 2021: "Baker Clause": supporting students to understand the full range of education and training options, and the Provider Access Legislation, January 2023).

Roles and responsibilities

All staff contribute to the implementation of this policy through their role as a tutor and as a subject specialist. Subject specialists embed careers into the subject area. A range of connections between Higher education providers and employers are exploited to support the curriculum through Key Stage 3 to Key Stage 5.

Careers team Chris Howells Assistant Principal: SLT lead and strategic lead for careers.

Jan Challenor and Jane Cox: Independent careers advisors.

Iain Estell: Assistant Principal Head of Sixth form

Angela Nabbs: Assistant Head of Sixth form

Karen Jones: Assistant Principal SENCO

Charlotte Waite: Designated Teacher for looked after children

Linda Lang: Link Governor

Monitoring recording and evaluation

Built into the careers programme are opportunities for students to self evaluate and reflect on their learning at key points such as following work experience and mock interviews during year 10. Students will complete surveys following key events, feedback is also gained from leavers. Employers also feedback on events. Our destinations information is also analysed.

Careers and SEND/LAC provision

Every student with SEND/LAC follows the same programme as their peers with adaptation support from SEND team where appropriate.

Students with SEND/LAC have an interview with the impartial careers leader in year 8 before the options process to enable early identification of any necessary adaptations or interventions according to the to support their career aspirations. Students can self refer and form tutors are also able to raise concerns. If current provision cannot fully address the pupils additional need, advice will be sought from the National Careers Service. Students with EHCP's also have careers interviews with Connexions.

The SENCO and/or Assistant SENCO meets with parents/carers to discuss option suitability where individual need is likely to have an impact on choices made during the options process. The Designated Teacher for looked after children also meets regularly with social workers and carers to support the careers choices.

Entitlement

- Please see appendix A at lining pupil and parent entitlement.

Partnerships

The CEIAG programme is greatly enhanced through links which help to ensure students learning is current and relevant. We work closely with local employers and employees, including previous students, parents and other local groups. A number of events, integrated into the school careers programme offer provides an opportunity for employers, colleges, universities, apprenticeship and training providers to come into school to speak to students and all their parents. This involvement enhances the provision of work experience placements, careers talks, the annual careers fair, workplace visits and mock interviews. In addition, we work closely with universities and local FE colleges. We always strive to expand and improve at contacts. Governors are regulated on the careers programme. The school works closely with the Black Country consortium.

Policy statement for provider access

A provider wishing to request access, should contact Chris Howells (Assistant Principal – Careers), via 01902 341 230 or ch@theroyal.school. Please see appendix B Provider Access Statement for further details.

Appendix A:

Careers Entitlement

Students attending the school are entitled to access the careers programme which includes:

- Receiving a stable careers programme from year 7 that continues until they leave school (or attend university if taking a gap year).
- To receive relevant careers guidance and have access to independent and impartial careers information and guidance including labour market data where relevant.
- To receive personal advice that helps students to achieve their individual careers goals whether this is higher education an apprenticeship or employment.
- To be equipped with the necessary skills to prosper in HE employment
- To have the relevant knowledge to make realistic and achievable goals based on their own interests and skills whilst taking into account local job and labour market information and relevant entry requirements.
- Receive up-to-date information about careers and skill development opportunities.
- To understand how different subjects help keep different options open.
- To have access to additional help, whether this need is generated from a change of decision, personal circumstances or additional needs.
- To have meaningful and helpful encounters with employers and other educational providers.
- To develop an understanding of the different pathways of post 16 and post 18 including vocational courses, A levels, T levels, apprenticeships, degrees and degree apprenticeships.
- To have a minimum of one weeks worth of work experience with the opportunity for a second.
- The use of sixth form non contact time 'give back' to provide students with an opportunity to develop and enhance employability skills by supporting school staff with their daily responsibilities including another exclusive supporting students with their learning and supporting non teaching staff with a daily responsibilities.

Students are expected to:

- Fully engage with the careers lessons and activities.
- Utilise the available careers resources.
- Record careers related skills participation and research reflect upon what has been learned.
- Identify and set goals for the future.
- Actively participate in workshops presentations and visits from external employers or providers.
- Attend information events such as options evenings and careers fairs.
- Use study and research spaces such as the careers and sixth form library appropriately.
- Take advantage of opportunities offered outside of school such as school trips and projects.

Parents are entitled

- To have access to links to the National Careers Service information and other independent websites and resource is via the school website.
- The opportunity to contact the independent and impartial careers advisor careers lead and careers coordinator.
- Access to information and guidance through parent information evenings including choosing options, UCAS, work experience and student finance.

Appendix B provider access policy statement

Rationale

High quality careers education and guidance in school or college is critical to young people's futures. It helps to prepare them for the workplace by providing a clear understanding of the world of work including the routes to jobs and careers that they might find engaging and rewarding. It supports them to acquire the self-development and career management skills they need to achieve positive employment destinations. This helps students to choose their pathways, improve their life opportunities and contribute to a productive and successful economy.

As the number of apprenticeships rises every year, it becomes increasingly important that all young people have a full understanding of all the options available to them post-16 and post-18 including wider technical education options such as T-Levels and Higher Technical Qualifications.

Commitment

The Royal School Wolverhampton is committed to ensuring there is an opportunity for a range of education and training providers to access students, for the purpose of informing them about approved technical education qualifications and apprenticeships. The Royal School Wolverhampton is fully aware of the responsibility to set students on the path that will secure the best outcome which will enable them to progress in education and work and give employers the highly skilled people they need. That means acting impartially, in line with the statutory duty, and not showing bias towards any route, be that academic or technical.

The Royal School Wolverhampton endeavours to ensure that all students are aware of all routes to higher skills and are able to access information on technical options and apprenticeships (The Department of Education, July 2021: "Baker Clause": supporting students to understand the full range of education and training options, and the Provider Access Legislation, January 2023).

Aims

The Royal School Wolverhampton policy for Access to other education and training providers has the following aims:

To develop the knowledge and awareness of our students of all career pathways available to them, including technical qualifications and apprenticeships.

To support young people to be able to learn more about opportunities for education and training outside of school before making crucial choices about their future options.

To reduce drop out from courses and avoid the risk of students becoming NEET (Young people not in education, employment or training).

Hear from a range of local and national providers about the opportunities they offer, including technical education and apprenticeships through options events, assemblies, workshops and other events.

Understand the application processes for apprenticeships, universities, colleges and sixth form.

Student Entitlement

The Royal School Wolverhampton fully supports the statutory requirement for students to have direct access to other providers of further education training, technical training and apprenticeships. The school will comply with the new legal requirement to put on at least six encounters with providers of approved technical education qualifications or apprenticeships. This will be done through a variety of methods including assemblies and workshops and the attendance of providers at events such as 'next steps', parents' evenings, parent and pupil surgeries and the annual careers fair.

Requests for access

Requests for access should be directed to Chris Howells, Careers Leader. Chris Howells may be contacted by telephone or email;

ch@theroyal.school and 01902 341230

Links with other policies

It supports and is underpinned by key school policies including those for Careers, Child Protection, Equality and Diversity, and SEND.

Equality and Diversity

Access to other providers is available and promoted to allow all students to access information about other providers of further education and apprenticeships. The Royal School Wolverhampton is committed to encouraging all students to make decisions about their future based on impartial information.

Management

The Careers Leader coordinates all provider requests and is responsible to the Principal.

Complaints Procedure

Any complaints about this policy should be raised to Linda Callaway, email:

lcallaway@theroyal.school

Linda Callaway will raise the complaint to Mark Heywood, Principal of The Royal School Wolverhampton. .

Monitoring review and evaluation

The Policy is monitored and evaluated annually via the Senior Leadership Team and Governors.

Policy Coordinator: Chris Howells

Policy Reviewed: ***September 2024***