



## Compliance

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This policy complies with the statutory requirement laid out in the DFE, 'Careers guidance and access for education and training providers Statutory guidance for governing bodies, school leaders and school staff January 2018'.

### Statutory Duty – Key Points

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- The statutory duty requires governing bodies to ensure that all registered students at the School are provided with independent careers guidance from year 8 to year 11.
- The governing body must ensure that the independent careers guidance provided:
  - o Is presented in an impartial manner
  - o Includes information on the range of education or training options, including apprenticeships and other vocational pathways
- The guidance given will promote the best interests of the students

### Gatsby Benchmarks

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At SPRS we embrace the eight Gatsby benchmarks of Good Career Guidance to ensure the school's provision for CEIAG is meeting or exceeding national standards and recommendations.

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 workplaces
7. Encounters with further and higher education
8. Personal Guidance

### Personal guidance Policy Statement

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At SPRS we are committed to Careers Education as a vital means of giving all students the skills, knowledge and understanding to manage their own lifelong learning and career development. Careers education will prepare all students for the opportunities, responsibilities and experiences of education, training and employment and also the challenges of adult life. Careers education will both compliment and integrate with the PSHE programme. Emphasis will be upon impartial, confidential and informed advice, delivered within a framework of Equal Opportunities.

## Careers Programme

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As a SPRS pupil, this is what you can expect your careers programme to look like, based around the government's Gatsby Benchmarks:

The eight Gatsby benchmarks of Good Career Guidance	Careers at SPRS will provide, as a minimum, the following opportunities to meet this benchmark:
1.A stable Careers Programme	Your whole-school careers programme which: <ul style="list-style-type: none"> <li>• Is written down</li> <li>• Is approved by the board of governors</li> <li>• Has the explicit backing of senior leadership</li> <li>• Has resources allocated to it sufficient to meet the needs of a high-quality career advice and guidance programme for all of our students</li> <li>• Has systematic monitoring in place to ensure that the careers programme is meeting the needs of our students</li> <li>• Has both strategic and operational elements</li> <li>• Is published on our school's website with information aimed specifically at: ♣ Students ♣ Teachers ♣ Employers ♣ Parents/Carers</li> </ul>
2. Learning from career and labour market information	All year groups- compressive careers website, access to software e.g. KUDOS, well stocked careers area of the library <ul style="list-style-type: none"> <li>• Years 7 to 11 every student is offered at least one 1:1 Careers interview with an independent CIAG advisor with an individual careers action plan</li> <li>• Year 11 assembly programme presentations from external providers</li> <li>• KS4 yearly visit to Engineering Week at The Spa <ul style="list-style-type: none"> <li>• Yearly Careers Drop down day with visiting speakers, CV writing lessons and mock interviews.</li> <li>• Yearly programme of Employer Visits for Y10s</li> </ul> </li> </ul>
3. Addressing the needs of each pupil	<ul style="list-style-type: none"> <li>• Every pupil will have one to one Advice and Guidance from North Yorkshire's Specialist Careers Service.</li> <li>• Destination Data monitored by the Careers Lead SPRS will work with the Enterprise Ambassador on areas of individual interest.</li> <li>• KS3: PSHCE; Choices, making informed decisions, resilience, actions and consequences, building awareness of labour market.</li> <li>• Year 10: Essential Life Skills delivered by NYBEP</li> <li>• Year 11: Careers; a series of presentations conducted by a variety of local colleges and providers explaining the number of courses and pathways that are available post 16, including apprenticeship opportunities.</li> <li>• Y11 students have the opportunity to fill in application forms or complete applications through Log on Move on with Careers Adviser. <ul style="list-style-type: none"> <li>• Y11 will be taken by staff to open days, taster days and interviews where appropriate.</li> </ul> </li> </ul>
4. Linking curriculum learning to careers	<ul style="list-style-type: none"> <li>• Links to careers within subject lessons</li> <li>• Assemblies linking subjects to various careers.</li> </ul>
5. Encounters with employers and employees	Assembly programme presentations from a range of external providers <ul style="list-style-type: none"> <li>• Year 9-11 Yearly Careers Fair</li> <li>• KS3 Employer visit to Flamingoland</li> </ul>

	<ul style="list-style-type: none"> <li>• Whole school Drop Down Careers Day</li> <li>• Open days and taster days at Skills Village</li> <li>• KS4 access to programme at Scarborough TEC</li> <li>EDT – ‘Dragon’s Den’</li> <li>• KS4 Mock Interviews</li> <li>• Solar Boat Challenge at Elvington</li> <li>• EDT Science Activity Days</li> <li>• FE College open days</li> <li>• Work Experience on an individual basis if appropriate.</li> <li>• Y10 Employer Visits throughout May and June</li> <li>Y10 – 6 days of work experience with National Parks Authority</li> <li>Charitable events</li> </ul>
6. Experiences of workplaces	<ul style="list-style-type: none"> <li>• Year 10 Employer visits</li> <li>• KS3 employer visit to Flamingoland</li> <li>• High Pass trips and visits e.g. RSPCA</li> <li>• Sports venues e.g. boxing, Judo.</li> <li>• Scarborough TEC</li> <li>• Skills Village</li> </ul>
7. Encounters with further and higher education	<p>Year 11 assembly programme presentations from external providers e.g. Army careers.</p> <ul style="list-style-type: none"> <li>• Yearly Careers Fair</li> <li>• Y11 Scarborough TEC taster days on an individual basis</li> <li>• Y11 Bishop Burton taster days on an individual basis</li> <li>• Students supported to attend Scarborough Sixth form open evenings</li> <li>• KS4 open days and taster days at Skills Village</li> <li>Talks from apprenticeship providers</li> <li>• Visits to YH training and Futureworks</li> </ul>
8. Personal Guidance	<p>KS4 Mock interviews and CV writing with business partners</p> <ul style="list-style-type: none"> <li>• On line Careers matching programmes e.g. KUDOS</li> <li>• financial literacy</li> <li>• whole school individual careers interviews with an independent advisor</li> <li>• Y11 post 16 applications with an independent careers advisor</li> </ul>

### Course Entitlement Overview

By the end of Key Stage 3, students will:

- have found out more about themselves, including their skills and talents, personal qualities, and possibilities for change in PSHE lessons.
- have participated in at least one employer visit
- receive a one to one meeting with the careers advisor
- have learned about equal opportunities
- have used the internet to find out more about the types of work they are suited to and interested in
- have discovered more about the world of work and the choices they have to make
- have participated in at least one STEM day each year
- opportunity to attend the engineering fair

**By the end of Key Stage 4, students will have had:**

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- an opportunity for some work experience if the pupil is personally ready for it.
- used computer resources to explore and find out more about the types of work in which they are interested
- received a wide range of information about their post-16 options
- had the opportunity to develop an action plan
- had a 1:1 guidance interview with the independent careers advisor
- had information about local colleges and an opportunity to visit them or attend taster days
- had information about apprenticeships
- had the opportunity to speak to employers and training providers
- had a mock interview
- had opportunities to attend the yearly careers fair
- opportunity for support to write a CV and college application
- have completed Essential Life Skills course with NYBEP
- signposting to relevant up-to-date and impartial sources of careers information and advice
- have had a minimum of 10+ employer encounters between Years 7-11

**Duty to participate in education or training after 16**

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Young people in England are required to continue in education, employment or training beyond the age of 16 and are expected to remain in education or training until at least their 18th birthday. The school recognises that young people need to be clear about the duty and what it means for them. In particular, pupils must be clear that young people are not required to stay in school; that they can choose how to participate which might be through:

- Full time study in a school, college or training provider;
- An apprenticeship, traineeship or supported internship;
- Full time work or volunteering (20 hours or more) combined with part time accredited study

**Maths and English Achievement**

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Through our Careers Guidance we highlight to students that if they do not achieve a grade 4 or better in GCSE maths or English by the end of key stage 4 they will be required to carry on studying these – at school, college or as an apprentice – as no institution will receive public funding to teach them up to the age of 19 unless they continue to work towards achieving Level 2 in maths and English. This is because of the vital importance and powerful labour market value of a good GCSE in maths and English.

## Working with the Local Authority

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The Education Act 2011 and the new statutory guidance require us as a school to work with North Yorkshire local authority to provide data on our students' destinations. There are three sets of data that are reported annually to the DfE: Intended Destinations, September Guarantee and the Activity Survey. We also recognise our statutory duty to work with North Yorkshire local authority to support our more vulnerable young people including those with special educational needs, and those who are disengaged or at risk of disengaging.

We will continue to communicate with our pupils after Y11 when they have left us to ensure they are secure and settled in whichever provision they have chosen. The careers advisor will also stay in contact in case of any changes in choices which have been made to give further advice and guidance until the pupil is happy with their decisions. We will organise a plan where necessary which will include the pupil, parents and new provider to ensure a smooth transition from PRS to new setting, and we will liaise with future staff or employers to share information and ensure an effective move from school to post 16 option.

## Careers Education

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**Pupils in KS3 will have the opportunity to learn about the following as part of the KS3 PSHE curriculum**

### Core 3 – Living in the Wider World

- L1. to recognise, clarify and if necessary, challenge their own core values and how their values influence their choices
- L2. the knowledge and skills needed for setting realistic and challenging personal targets and goals
- L6. about the primacy of human rights; and how to safely access sources of support for themselves or their peers if they have concerns or fears about those rights being undermined or ignored
- L7. to recognise that they have the same rights to opportunities in learning and work as all other people; to recognise and challenge stereotypes; and/or family or cultural expectations that may limit their aspirations
- 8. about their own identity as a learner, preferred style of learning and to develop study, organisational, research and presentation skills
- L9. to identify own strengths, interests, skills and qualities as part of the personal review and planning process, including their value to future employability and strategies for further developing them
- L10. different types of work, including employment, self-employment and voluntary work; that everyone has a 'career' which is their pathway through life, education and work
- L11. about the laws and by-laws relating to young people's permitted hours and types of employment and how to minimise health and safety risks
- L12. about different work roles and career pathways, including clarifying their own early aspirations
- L13. about the labour market (including the diversity of local and national employment opportunities and about self-employment); about learning options, skills, occupations and progression routes
- L14. about the choices available to them at the end of Key Stage 3, sources of information, advice and support, and the skills to manage this decision-making process
- L15. the benefits of being ambitious and enterprising in all aspects of life
- L16. the skills and qualities required to engage in enterprise, including seeing opportunity, managing risk, marketing, productivity, understanding the concept of quality, cash flow and profit
- L18. to assess and manage risk in relation to financial decisions that young people might make
- L20. to explore social and moral dilemmas about the use of money, (including how the choices young people make as consumers affect others' economies and environments)

**Building on Key Stage 3, pupils have the opportunity to learn:**

- L1. to evaluate their own personal strengths and areas for development and to use this to inform goal setting
- L2. about the unacceptability of all forms of discrimination, and how to challenge it, prejudice and bigotry in the wider community including the workplace).
- L9. about harassment and how to manage this (including in the workplace); the legal consequences of harassment
- L10. how their strengths, interests, skills and qualities are changing and how these relate to future employability.
- L11. about the information, advice and guidance available to them and how to access the most appropriate support
- L12. to further develop study and employability skills (including time management, self-organisation and presentation, project planning, team-working, networking and managing online presence).
- L13. about the range of opportunities available to them for career progression, including in education, training and employment
- L14. about changing patterns of employment (local, national, European and global); about different types of business, how they are organised and financed
- L15. to research, secure and take full advantage of any opportunities for work experience that are available
- L16. about rights and responsibilities at work (including their roles as workers, and the roles and responsibilities of employers and unions)
- L17. attitudes and values in relation to work and enterprise (including terms such as 'customer service' and 'protecting corporate or brand image')
- L18. about confidentiality in the workplace, when it should be kept and when it might need to be broken
- L19. to develop their career identity, including how to maximise their chances when applying for education or employment opportunities
- L20. to recognise and manage the influences on their financial decisions, (including managing risk, planning for expenditure, understanding debt and gambling in all its forms); to access appropriate support for financial decision-making and for concerns over money, gambling etc.

**Linking curriculum learning to careers**

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Every tutor/teacher may, as part of learning time, deliver CEIAG. At SPRS, whilst many aspects of careers education will be delivered in PSHE, form time and through school Enrichment days, there is also an expectation that CEIAG is woven through all curriculum areas. Hence all teachers and tutors are responsible for signposting students to where they can get further information, advice and guidance.

**STEM (science, technology, engineering and maths)**

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We work to ensure that pupils understand that a wide range of career choices require good knowledge of maths and the sciences. We aim to expose students to a diverse selection of professionals from varying occupations which require STEM subjects, and emphasise in particular the opportunities created for girls and boys who choose science subjects at school and college. We recognise that there is a need to do this for girls, in particular, who are statistically much more likely than boys to risk limiting their careers by dropping STEM subjects at an early age. Examples of STEM activities:

- Engineering Inspirations event
- Solar Boat Challenge
- STEM Activity days
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## Careers Impartial Advice and Guidance (CIAG)

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In our school students are given the opportunity to explore career ideas through face to face discussions with a range of people including role models and inspiring individuals, from industry, colleges, and universities.

- Independent and impartial careers information, advice and guidance can be accessed by any student on request.
- All students receive at least one face-to-face careers interview with an independent careers adviser.
- All students receive guidance and advice at key decision making points during their education (years 8 and 11) to inform progression and are made aware of all available learning pathways open to them.
- During a careers interview, all students are helped to develop a careers action plan.
- There is a system in place for centrally storing, distributing and following up student action plans, these are also posted out to parents
- Those most at risk of becoming NEET (not in employment, education or training), and the reasons why, are identified, targeted and prioritised when scheduling one to one careers interviews.
- Those most at risk of disengaging from learning, and the reasons why, are identified, targeted and prioritised when scheduling one to one careers interviews.
- The school organises information events for students and their parents/carers/guardians to which all local providers of education and training are invited and actively engaged in offering advice.
- The school advertises the open days and evenings for all local education providers to all students and their parents/carers/guardians throughout education phases and transition between key stages.
- Students are made aware of the National Apprenticeship Service and National Careers Service and there is a link to both websites on the school's website
- Learner views are sought on the best way to offer provision.

## Employer engagement

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We aim to engage with our local employers and professional community through our Enterprise Co-ordinator, to ensure that our students have access to high quality employer engagement activities to enhance their careers guidance provision. This includes:

- Speakers from the world of work in schools
- Workplace visits and work experience placements
- Work 'taster' events such as games and competitions and charity events
- Careers fairs and career networking events
- Access to open days at further education institutions
- Access to creative online resources and labour market intelligence
- Help with basic career management skills like job searches and job interviews

- Partnership work with North Yorkshire Business Education Partnership (NYBEP) For more information and how to organise a visit to the school to speak to students please refer to our Provider Access Policy.

### **Access to information on the full range of education and training options and active engagement with other local learning providers**

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We have secured independent guidance that includes information on the full range of education and training options, including apprenticeships and vocational pathways. This includes local further education, apprenticeships, and vocational education opportunities. We provide in good time before decision points, information about the options available, including: •

- Post-16: A levels, advanced general qualifications, apprenticeships, employment combined with training, supported internships, tech levels and traineeships.
- Post-18: further education courses, higher apprenticeships, undergraduate degrees.

### **Equalities**

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The school consciously works to prevent all forms of stereotyping in the advice and guidance we provide, to ensure that boys and girls from all backgrounds and diversity groups consider the widest possible range of careers, including those that are often portrayed as primarily for one or other of the sexes.

### **The National Careers Service**

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We signpost our pupils and their parents to the National Careers Service, as well as a range of other services, which offer information and professional advice about education, training and work to people of all ages. (<https://nationalcareersservice.direct.gov.uk>, or National Contact Centre 0800 100 900). This includes how to access, and what support is available through their website, helpline and web chat.

### **The Careers Guidance leadership and management team are responsible for:**

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- The Careers Guidance action plan, developed each year and which is linked to the school improvement plan
- Careers Guidance Training needs analysis and keeping a record of training
- The Careers Guidance budget allocation and management
- The management and co-ordination of the various aspects of Careers Guidance
- Ensuring there is an appropriate provision of Careers Guidance activities across all key stages to meet the full range of student needs and abilities
- Enabling students to have access to career resources and drop in careers sessions, and a careers section on the school's website
- Ensuring that all safeguarding arrangements, including risk assessments, are in place and monitored for careers guidance activities (ref Child Protection policy, Staff Behaviour Policy, North Yorkshire Safeguarding audit, North Yorkshire Guidance for Educational Visits)

- Assessment, Monitoring and Evaluation of the Careers Guidance provision
- Liaison with parents/carers/guardians and partners (e.g. commissioned IAG providers, local learning providers, Local Authority, local Employers and business community, NYBEP) • Updating the school’s Careers Guidance policy and information on the school’s website
- Providing an annual report to the Board of Governors on Careers Guidance

**Careers Guidance Leadership and Management Team**

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CAREERS LEADER	JENNIE MUDD
CAREERS ADVISOR	ALISON FLETCHER
ENTERPRISE ADVISOR	LAURA EDMUND
NYBEP <ul style="list-style-type: none"> <li>• Work experience</li> <li>• Essential Life Skills</li> <li>• CV writing and interview practice</li> </ul> Employer visits	EMMA THOMAS
PSHE CO-ORDINATOR	LOUISE AVEYARD
EDT – Engineering Development Trust	

**Measuring/assessing Impact**

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The effectiveness of guidance activities and provision is monitored and evaluated through a range of processes including:

- Attainment and achievement key indicators
- Feedback from students, parents/carers/guardians, teachers and employers as part of the evaluation process
- Feedback sheets after an event
- Examine data to check whether there has been a change in progression routes over time
- Reviewing the progression data for students leaving school
- Survey students to determine how they rate the careers interview which they have had
- NEET figures
- Students maintaining destination figures
- Analysis of student destinations compared against end of KS4 outcomes
- Careers activity observations (for example lessons, individual careers interviews, career guidance activities/events, work experience)
- Work scrutiny of students’ exercise books (PSHCEE&C)
- Scrutiny of sample careers interview action plans

- Feedback discussions/questionnaires with focus groups of students, parents/carers/guardians, staff, employer representatives
- Use of student surveys including the North Yorkshire Growing Up in North Yorkshire survey
- Annual audit of Careers Guidance
- Progress monitoring towards achieving recognised Careers Quality Standard
- Record progress towards Gatsby Benchmarks, these should be fully implemented by the end of 2020.

We will know we have been successful when we have higher numbers of students progressing to apprenticeships, universities – including selective universities, traineeships, and other positive destinations such as employment or a further education college.

We will aim to close the gap in destinations between young people from disadvantaged backgrounds and others. We use the Destination Measures data, published by the Department for Education, to assess how successfully their students make the transition into the next stage of education or training, or into employment and data provided to us by North Yorkshire Local Authority e.g. Year 11 Leavers destinations.

We acknowledge that the DfE (2018) recommends that all schools should work towards a quality award for careers education, information, advice and guidance as an effective means of carrying out a self-review and evaluation of the school's programme. Our school is working towards the Career Mark.