

# Careers Policy

Date adopted: 9 March 2020

Next review date: 1<sup>st</sup> July 2024

## Policy Version Control

Policy prepared by	Natalie Pentney
Responsible committee	Curriculum Committee
Date approved by committee	N/A
Date ratified by LGB (if required)	N/A
Description of changes from the model policy (if any)	Updated July 2023

**Policy Version Control**

Policy type	Academy Own Policy
Policy prepared by (name and department)	Natalie Pentney - Careers
Review date	1 <sup>st</sup> July 2024
Description of changes	Policy updated
Name and date of line manager's approval	Jean Tillyard - 20 <sup>th</sup> July 2023
Name and date of executive approval	N/A
Date released	1 <sup>st</sup> September 2023

## Intent

City of Norwich School is committed to the provision of an effective, appropriate and impartial programme of Careers Education, Information, Advice and Guidance (CEIAG) to all its students in line with the 2023 Government recommendations (*Careers guidance and access for education and training providers -January 2023*). This is part of an overall commitment to provide support for students in order for them to gain a well-informed understanding of the options and challenges facing them as they move through the school on to the next stage of their education and training and an understanding of the skills needed to develop and maintain a career later in life. Every student is an individual and should be treated without prejudice and have appropriate access to careers education and personal guidance, regardless of race, gender, religion, ability, disability, social background or sexual orientation. We are committed to ensuring that, wherever possible, students leaving our school progress to an opportunity in education, training or employment.

As set out in the Government document, City of Norwich School will meet and exceed its statutory obligations by ensuring that

- pupils are provided with independent personal careers guidance from year 7 to year 13 which is presented in an impartial manner, showing no bias or favouritism towards a particular institution, education or work option and which includes information on the range of education or training options, including apprenticeships and technical education routes;
  - there is an opportunity for a range of education and training providers to access all pupils in year 7 to year 13 for the purpose of informing them about approved technical education qualifications or apprenticeships;
- a policy statement is published setting out arrangements for provider access and ensure that it is followed;
- the Gatsby Benchmarks and CDI Framework are used to improve careers provision.
- the school commits to achieving and maintain the Quality in Careers Standard
- pupils will hear from a range of education and training providers, with a minimum of two encounters during each key phase.
- a named person is appointed to the role of Careers Leader to lead the careers programme (Appendix A)
- details of the careers programme for young people and their parents are published on their website.

## Implementation

The CEIAG programme at City of Norwich School aims to equip students with the knowledge and understanding necessary to make informed decisions about personal and career development. It acknowledges the needs and aspirations of students as individuals and works towards exploring the full range of options available to them at each pathway decision point, at the end of Key stages 3,4, and 5.

City of Norwich School aims to achieve this by (but not limited to):

- providing in-house and external (if deemed appropriate) inset to staff to support teaching and learning opportunities within the curriculum and to develop confidence and knowledge when teaching CEIAG within the curriculum.
- encouraging departments to signpost careers links within their subject and provide time for this to take place.
- promoting a variety of opportunities for career and employability learning outside of regular lessons through visits, speakers, workshops, drop-down days and business links.
- developing links with identified stakeholders, including further and higher education providers, training providers, parents, alumni and local businesses.
- working in partnership with the Careers and Enterprise Company (CEC) to organise events and track progress against the Gatsby Benchmarks
- developing mentoring opportunities through business links
- ensuring all students participate in bespoke careers lessons through the PSHE programme based on the CDI framework and through collapsed timetable days
- ensuring all students have the opportunity to experience the world of work in year 10 through a programme of work experience, with additional opportunities for work experience in Year 12
- providing independent careers advice and guidance through the continued partnership with Beacon East
- providing opportunities for students to visit institutes of higher education

## Impact

The effectiveness and quality of the careers programme will be measured using a variety of methods, including but not limited to the following:

Method	Carried out by	Frequency
Compass assessment to evaluate provision against Gatsby Benchmarks (appendix A)	SLT careers link and Enterprise Adviser	Termly
Evaluation of destinations data	SLT / Governors / LEA	Annually
Review of CEIAG programme and provision	Governors	Annually
Evaluation of events and encounters	Careers lead / students / parents	As required
Monitoring of KS5 and HE applications	Careers adviser / Careers lead / 6 <sup>th</sup> form team	Ongoing
Review of data on Compass +	Careers lead / careers adviser	Termly
Learning walks / observations of careers lessons	Careers Lead / SLT link	Ongoing
Mapping of careers and employability skills links on SOW and use of CDI framework	Curriculum Leaders	Annually
Achieve the Quality in Careers Standard Award	Careers team	Biannually
Use of external providers who are Matrix Approved	Careers lead	Annually

## Access arrangements for local employers and trading providers

(full details of this arrangement can be found in the Provider Access Policy Statement)

Students in years 7-13 are entitled:

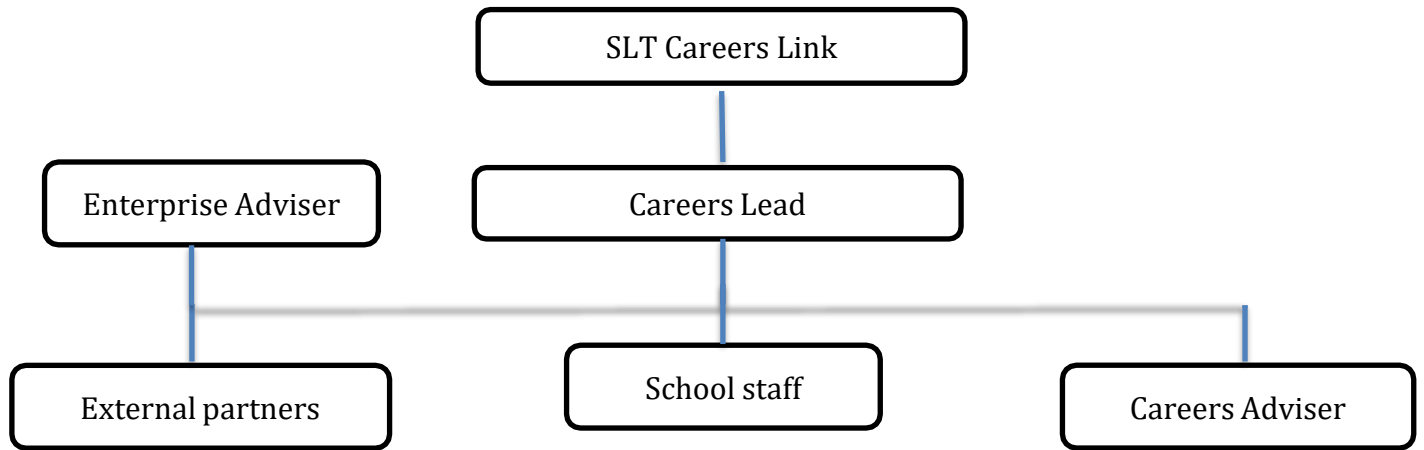
- To find out about technical education qualifications and apprenticeships opportunities, as part of a careers programme which provides information on the full range of education and training options available at each transition point.
- To hear from a range of local providers about the opportunities they offer, including technical education and apprenticeships - through options evenings, assemblies and group discussions and taster events.
- To understand how to make applications for the full range of academic and technical courses.
- Procedure

A provider wishing to request access should contact the Careers Lead via the school office

**Telephone:** 01603 274000

**Email:** [office@cns-school.org](mailto:office@cns-school.org)

**Appendix A: Careers staffing structure:**



**Appendix B: Gatsby Benchmarks**

<b>1</b>	<b>A stable careers programme</b>	Every school and college should have an embedded programme of career education and guidance that is known and understood by pupils, parents, teachers and employers.
<b>2</b>	<b>Learning from career and labour market information</b>	Every pupil, and their parents, should have access to good quality information about future study options and labour market opportunities. They will need the support of an informed adviser to make the best use of available information.
<b>3</b>	<b>Addressing the needs of each student</b>	Pupils have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each pupil. A school's careers programme should embed equality and diversity considerations throughout.
<b>4</b>	<b>Linking curriculum learning to careers</b>	All teachers should link curriculum learning with careers. For example, STEM subject teachers should highlight the relevance of STEM subjects for a wide range of career pathways.
<b>5</b>	<b>Encounters with employers and employees</b>	Every pupil should have multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace. This can be through a range of enrichment opportunities including visiting speakers, mentoring and enterprise schemes.
<b>6</b>	<b>Experience of workplace</b>	Every pupil should have first-hand experiences of the workplace through work visits, work shadowing and/or work experience to help their exploration of career opportunities and expand their networks.
<b>7</b>	<b>Encounters with further and higher education</b>	All pupils should understand the full range of learning opportunities that are available to them. This includes both academic and vocational routes and learning in schools, colleges, universities and in the workplace.
<b>8</b>	<b>Personal guidance</b>	Every pupil should have opportunities for guidance interviews with a Careers Adviser, who could be internal (a member of school staff) or external, provided they are trained to an appropriate level. These should be available whenever significant study or career choices are being made. They should be expected for all pupils but should be timed to meet their individual needs.

### **Appendix C: Entitlement statement:**

**As a student** you are entitled to the following with regards to careers:

- To be treated and respect as an individual.
- Be given the opportunity to learn the skills and gain the knowledge necessary to make decisions about your own future.
- Offered support as you need it, especially at key transition points in your career journey (year 9, Year 11 & sixth form).
- Guaranteed access to careers information and guidance which is up-to-date, comprehensive and ~~live~~ including labour market data where relevant.
- Ensure you have access to information about all the options in education, training and employment.
- Ensure you have access to one-to-one guidance interviews with a Level 6 qualified, impartial careers adviser.
- To have meaningful encounters with employers and education providers.
- The opportunity to relate learning in lessons to careers.
- To have the relevant knowledge to make realistic and achievable goals based on own interests and skills, whilst taking into account local job market and relevant entry requirements.
- Have the opportunity to experience the world of work.

**As a student** the staff of the School expect that you will:

- Be active in helping yourself as well as expecting us to help you
- Be prepared to be realistic and adaptable in considering the range of opportunities available and in making choices about them
- Utilise careers resources available to you.
- Participate in workshops, drop down days, events and activities.
- Attend information events.
- Carry out actions you have agreed to undertake
- Be considerate of others and their needs



**As a parent or carer,** you are entitled to expect that the staff of the School will:

- Enable you to take an active part in the processes described above, which could include
  - attendance at Parents' Evenings, information sessions and other events
  - attendance at Careers Guidance Interviews - if you wish
  -
- Allow you to contact them at any stage for information or advice about your child promote and practise Equal Opportunities for all young people regardless of gender, ethnic origin, disability etc.

## **References**

Gatsby Benchmarks

<https://www.gatsby.org.uk/education/focus-areas/good-career-guidance>

Career Development Institute Career Development Framework

<https://www.thecdi.net/New-Career-Development-Framework>

Careers Guidance for Education and Training Providers (January 2023)

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/1127489/Careers\\_guidance\\_and\\_access\\_for\\_education\\_and\\_training\\_providers\\_.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1127489/Careers_guidance_and_access_for_education_and_training_providers_.pdf)