



Careers Policy

We are a Rights Respecting School in accordance with UNICEF (United Nations Children's Fund). Our aim is to promote and protect the rights of all children in Ganton School to an education, to be healthy, to have a childhood, to be treated fairly and to be heard so that they can survive, grow, participate and fulfil their potential. Ganton School puts the United Nations Convention on the Rights of the Child (CRC) at the heart of all policies, practice and ethos.

Everyone at Ganton School who comes into contact with children and families has a role to play in safeguarding and promoting the welfare of children by;

- protecting children from maltreatment
- preventing impairment of children's health or development
- ensuring that children grow up in circumstances consistent with the provision of safe and effective care
- taking action to enable all children to have the best outcomes.
-

Working Together to Safeguard Children 2018

Headteacher: Mr Alec Young

Review Date: September 25

An inclusive community committed to excellence in personalised learning and well-being.

Rationale:

At Ganton School, we aim to equip our students with the knowledge, skills, and attributes to achieve their full potential in learning and their preparation for work. It is important that students are enabled and supported to make informed decisions about post 16 routes and the relevant pathways to support their longer-term plans. We have a planned careers program in Key Stage 3, Key Stage 4 and Key Stage 5, and work to the Gatsby Benchmarks and the the DFE Careers guidance and access for education and training providers January 2023.

Good Career Guidance: Perspectives from the Special Educational Needs and Disabilities sector contains 12 expert perspectives on using the Gatsby Benchmarks with students with SEND, and has been developed by the Gatsby Foundation with The Careers & Enterprise Company, and Disability Rights UK. It is intended to inspire Careers Leaders, teachers and all those working with young people with SEND, across specialist provision and mainstream schools and colleges.

This publication has been designed to sit alongside The Careers & Enterprise Company's SEND Gatsby Benchmark Toolkit, which provides detailed advice and ideas to help schools meet each Benchmark.

The publication is available online at www.goodcareerguidance.org.uk/send

Career Plans

[Key Stage 3](#)

[Key Stage 4](#)

[Key Stage 5](#)

If you require any further information regarding our careers programme and strategy please contact Tom Radge (Careers Lead)

Tradge@ganton.het.academy (01482 755528)

Policy for Careers Education, Information, Advice and Guidance (CEIAG)

Table of contents

1. Introduction
2. Roles and Responsibilities
3. Legal Framework
4. Commitment
5. Aims
 - 5.1 To contribute to raising achievement through high expectations of all students
 - 5.2 To support inclusion, challenge stereotyping and promote equality of all students
 - 5.3 To encourage participation in further learning and/or employment
 - 5.4 To develop enterprise and employability skills
 - 5.5 To meet the needs of each and every student
 - 5.6 To focus students on their future aspirations
 - 5.7 To involve parents and carers
6. Student entitlement
7. Policy development
8. Implementation
9. Equality and Diversity
10. Staffing
11. Partnerships
12. Resources
13. Staff Development
14. Compliance with legal duties and statutory guidance
15. Monitoring and review
16. Review period
17. Definitions/Abbreviations

1 Introduction

Careers education and guidance programmes make a major contribution to prepare young people for the opportunities, responsibilities and experiences of life. At Ganton School, in line with our vision, we will ensure that students are supported to make informed realistic decisions and to choose pathways that suit their interests and abilities.

We aim to raise aspirations, challenge stereotypes and encourage students to consider a wide range of careers. Through carefully planned careers education and guidance and a clear structured employability pathway, it is hoped that students will be encouraged to go on to further learning, supported internships or onto employment.

This policy will outline our commitment to excellence in line with our strategic aims and values.

2 Roles and responsibilities

The school is responsible for

- Ensuring that all students are provided with independent careers guidance from year 7 to year 14.
- Ensuring that the arrangements are in place to allow a range of education and training providers access for all students and inform them about approved technical education qualifications and supported internships.
- Ensuring that independent careers guidance is presented in an impartial manner, showing no bias or favouritism towards a particular institution, education or work option.
- Ensuring that guidance includes information on the range of education or training options, including inclusive apprenticeships, supported internships and technical education routes.
- Ensuring this policy does not discriminate on any grounds.
- Handling complaints regarding this policy outlined this policy as outlined in the School's complaints procedures policy.
- Providing clear advice and guidance to the Headteacher on which they can base a strategy for careers education and guidance which meets the School's legal requirements.

The careers leader is responsible for:

- Managing the provision of careers information.
- Taking responsibility for the development, management and reporting of the school's careers programme.
- Planning careers activities, managing the careers budget and, where necessary, managing and coordinating other staff involved in the delivery of careers guidance.

- Establishing and developing links with employers, education and training providers, and careers organisations.
- Liaising with various parties, example the head teacher and careers advisor to implement and maintain effective careers guidance.
- Providing students with effective careers guidance and supporting the social mobility by improving opportunities for all young people.
- Supporting teachers of careers education providing initial information and advice.
- Monitoring teaching and learning in careers education, and the access to and take up of careers guidance.
- Advising senior leadership on policy, strategy and resources for careers education, information, advice and guidance (CEIAG).
- Preparing and implementing a development plan for CEIAG.
- Reviewing and evaluating the programme of CDIAG.
- Using the [Gatsby Benchmarks](#) to improve the School's careers provision and ensure compliance with legal duties, with an ultimate aim to meet all benchmarks.
- Publishing details of the schools careers programme and a policy statement on provider access on its website.
- Ensuring that students with SEND (where appropriate) understand their different career pathways, and enabling them to gain the skills, knowledge and experience they require to achieve their career goals.

The career advisor is responsible for:

- Reporting regularly to the careers leader, regarding student progress and the effectiveness of the School's career plan.
- Providing a thorough, personalised career service throughout the School.
- Staying up to date with the relevant CPD and developments in the CEIAG sector.
- Producing careers information and guidance through online and hard copy literature, and visual displays throughout the school.
- Organising workshops for students and actively promoting the career service in-house at open evenings, presentation days, assemblies and parents/carers evenings.
- Developing incentives and initiatives which actively encourage students to sign up to the school's career service.
- Attending regular meetings with the careers leader to discuss the school's career plan.
- Providing an open door service for students once a week to drop in and discuss their options.
- Arranging meetings and follow up appointments with students who are interested in the career service.

Teaching staff are responsible for

- Ensuring careers education is planned into their lessons.
- Attending any relevant CPD or training to ensure they are up to date with the school's careers plan.

- Promoting careers guidance in the classroom through visual aids.
- Being good role models for their particular area of work or specialism.
- Creating a learning environment that allows and encourages students to tackle real life challenges, manage risks and develop skills that can be applied to the workplace.

The following people have responsibilities under this policy

- | | |
|----------------|--|
| 1. Tom Radge | Careers Leader |
| 2. Alec Young | Headteacher |
| 3. Asa Hancock | Industries Coordinator |
| 4. Lucy Gray | Careers & Enterprise Company, Enterprise Advisor |

3 Legal framework

This policy has due regard to all relevant legislation and statutory guidance including but not limited to the following:

- Education Act 1997
- Education and skills Act 2008
- Apprenticeships skills children and learning Act 2009
- Equality Act 2010
- Children and families act 2014
- Technical and further Education Act 2017
- The schools information England amendments regulations 2018
- DfE 2022 careers guidance and access for education and training providers

This policy operates in conjunction with the following school policies:

- Complaints procedures policy
- Provider access policy statement
- Child protection and safeguarding policy
- Equal opportunities policy
- Data protection policy
- Visitors and volunteers policy

4 Commitment

Ganton School are fully committed to ensuring that the statutory duties related to careers education are fulfilled by providing our students with a comprehensive programme of careers education information advice and guidance (CEIAG) for all eligible students in years 7 to 14.

Ganton School will follow the [DfE \(2022\)](#) 'Careers Guidance and access for education and training providers' Statutory Guidance and other relevant guidance as it appears. We will work towards the eight Gatsby Benchmarks, and work with our

Enterprise Adviser's to ensure every students across the school receives comprehensive, tailored and impartial advice and guidance.

Ganton School endeavours to be at the forefront of careers activity for students with SEND. Through effective collaboration across the Trust, local authority, employers, training providers, work placement providers, students and parents/carers. We will ensure we are developing careers activity that will enhance, enthuse and meet the individual needs of every student at Ganton School from years 7 through to 14. We will not only follow a best practice guidance but aim to set the best practise in the Yorkshire region.

Ganton School will follow a best practice guidance from the DfE and other expert bodies such as Ofsted, CDI, Quality in Careers standard and other published research such as the Gatsby Benchmarks.

5 Aims

The aims of the CEIAG policy are:

5.1. To contribute to raising achievement through high expectations of all students

Ganton School **will** do this by working with all students from year 7 to year 14 providing a structured and individualised careers and enterprise programme. Some examples of careers activities include enterprise week, mock interviews, employer visits, careers assemblies, training provider and college open days and transition visits, internal, external supported and unsupported work experience placements and vocational guidance interviews. We will focus on what each student can do students have a well supported and individualised careers plan to consistently raise achievements

5.2. To support inclusion challenge stereotyping and promote equality of opportunity

Ganton School **will** do this by working with every student to identify career employment person centred and tailored to meet individual needs. We work with a network of employers to breakdown barriers and perceptions of employing young people with SEND through our employer engagement we are able to increase opportunities and steps into employment offering real career opportunities. We will continue to upskill our students through our different pathways and through employer encounters.

5.3. To encourage participation in federal learning and or employment

Ganton School **will** do this through careers and enterprise fairs and skills events where students can meet learning and training providers students and their parents and carers are kept up to date with further education and training provider open days tested days and transitional visits will be arranged and supported when required.

Through the skills and post 16 Education Act 2022 we have made further provision as to the number of provider encounters that we offer and when, and set new parameters around the duration and content of each encounter. Ganton School will provide six encounters with a provider of for year 8 to 13 students. We have timed these six meetings to inform consideration of post-14, post-16 and post-18 options and progression to the next stage of education or training.

As a minimum we will ensure that we provide

- Two encounters for pupils during the 'first key phase' (year 8 or 9) to take place any time during year 8 or between the 1st of September and 28th of February during 9.
- Two encounters for pupils during the 'second key phase' (year 10 or 11) to take place any time during year 10 or between the 1st of September and 28th of February during year 11.
- Two encounters for pupils during the 'third key phase' (year 12 or 13) to take place any time during the year 12 or between the 1st of September and 28th of February during the year 13.

5.4. *To develop enterprise and employment skills*

Ganton School **will** embed enterprise throughout the school following the 'Big 13' Enterprise Skills. We are fully committed to ensure that every student will have the opportunity to gain employability skills through the school's curriculum and to embed employability and enterprise throughout.

5.5 *To meet the needs of every student*

Ganton School **will** ensure that they will embed all 8 Gatsby standards that in turn will meet the needs of each and every student. Approach to careers will differentiate in accordance with each individual, ensuring that every student within Ganton School has had employability/careers at the appropriate level, ensuring that every student is confidently able to make realistic and ambitious choices about future courses and jobs.

5.6 *To focus students on their future aspirations*

Ganton School **will**, through a planned annual Careers Plan, ensure that every student will have the relevant knowledge and skills to make an informed choice about their future. Careers will be built into the curriculum, (where appropriate) students will have at least one careers guidance interview (with a level 6 qualified careers advisor) by the age of 16 and a further interview by the age of 18.

5.7 *To involve parents and carers*

Ganton School **will** involve parents and carers through newsletters, social media, the school website, careers events and EHCP annual reviews. Parents and carers will be kept up to date with regards to work experience placements, college interviews, taster days, transition visits and all other training or employment opportunities.

6 Student Entitlement

Careers education and guidance has never been so important. Ganton School fully embraces careers education and guidance and Work Related Learning, supporting statutory requirements and continuing to strive towards achieving all of the Gatsby Benchmarks. At Ganton School students can expect to:

- Understand their interests, likes and dislikes, what they are good at and how this affects the choices they make.
- Find out about different courses, what qualification they might need and what opportunities there might be.
- Develop the skills they may need for working life including work experience.
- Make realistic, but ambitious choices about courses and jobs.
- Develop a plan of action for their future.
- Understand the different routes after Year 11 including training, further education courses and employment including supported internships and Apprenticeships.
- Be able to make effective applications for jobs, training and further education.
- Develop their interview skills.
- Improve their confidence.

Work Related Learning Offer

Key Stage 4

Purpose:

- To be able to make informed decisions regarding pathway choices in Key Stage 5
- Gaining employability skills through work experience and work related learning.

Offer:

Gaining specific employability skills (linking with employers)

Making links with employers

Working towards a supported internship leading to employment

Key Stage 5

Purpose:

- Identify an area that they may want to pursue.
- Gaining employability skills.
- Using Work related learning to support individual's destinations and outcomes eg supported living.
- Engage in functional activities developing generalisation and fluency and learning about the world of work/ sheltered real working situations.
- Using Work related learning to support individual's destinations and outcomes eg supported living.

Offer:

- Enterprise activities
- Access to Work Related Learning areas

7 Implementation

CEIAG will be co-ordinated and managed by the Careers Lead reporting to the Headteacher.

This role is supported with key posts – Headteacher, industries coordinator and enterprise advisor.

8 Equality and Diversity

Careers education is provided to all students in the School irrespective of phase. Students are encouraged to follow career paths

9 Staffing

All Ganton School staff contribute to CEIAG through their roles. In addition, we have employed highly skills and suitably qualified staff to support students in their placements. The Careers programme is planned, monitored and evaluated by the Senior Leadership Team.

10 Curriculum

The Careers programme includes careers education sessions, career guidance activities (group work and individual interviews), information and research activities, work placements and work experience, employer engagements, work related learning and individual learning activities. Ganton School has a variety of work related learning opportunities including Chap & Change restaurant, Chatsworth Café and Blue Ceramics.

Ganton School fully supports the journey to achieving all Gatsby Benchmarks.

11 Partnerships

Ganton School has well established partnerships in place to further enhance our careers programme and choice for all of our students. Present Partners are listed below;

- Lucy Gray, Enterprise Advisor
- The Careers and Enterprise Company
- Youth Enterprise Bank
- Local Authority
- Local Colleges and Training providers
- Local Employers

- Voluntary and Community Partners
- Careers Development Institute
- Be Enterprise

12 Resources

Funding is allocated in the annual budget. Additional funding may be sought through a variety of bid writing, Local Authority and the Careers and Enterprise Company.

13 Staff Development

The Senior Leadership Team and Careers lead are responsible for dissemination of key information to support the on-going development of CEIAG.

Staff development priorities are reviewed and planned annually and in conjunction with the appraisal process.

The quality of CEIAG will be reviewed through annual observations and teacher Research Groups.

External training will be sourced where necessary to support the careers strategy.

The careers lead will attend local authority training and updates and disseminate information to colleagues.

14 Compliance with legal duties and statutory guidance.

Where someone has a complaint about the school's careers provision, such issues will be handled locally in accordance with the school's Complaints Procedure Policy. All complaints will be easy to submit and considered impartially.

The school will be compliant by ensuring that there is an opportunity for a range of education and training providers to access all Year 8 to 13 students for the purpose of informing them about approved technical education qualifications and apprenticeships where appropriate.

The school will be clear on the following:

- Who is to be given access to the students
- Which student access will be given to
- How this will happen and when

The school will ensure that provider visits are available to all students in the relevant year group and will not do anything which may limit the ability of students to attend. The school will not, under any circumstance, restrict invitations to selected groups of students of hold outside events outside of normal school hours.

The school will prepare a policy statement which sets out the circumstances in which education and training providers will be given access to students.

15 Monitoring and Review

Ganton School will carry out half termly audits against the Gatsby Benchmarks through The Careers & Enterprise Company's' Compass+ Tool. The Senior Leadership Team will monitor progress.

The programme is reviewed annually by the careers lead and the leadership team. Changes and improvements to the programme are entered into the School Improvement Plan along with timescales for completion.

Ganton School will use Compass+ to record and monitor all careers activities. This resource quickly highlights any gaps in our provision. Compass+ also supports us to measure and assess the impact of our careers programme through evaluations from students, teachers and parents.

Updates will provided to the Headteacher.

16 Review Period

This policy shall be reviewed every year and revised if necessary.

17 Definitions/Abbreviations

Term	Meaning
CDI	Careers Development Institute
CEIAG	Careers Education Information and Guidance
DfE	Department of Education
ESFA	Education Skills Funding Agency
EHCP	Education, Health and Care Plan
PSHE	Personal, Social, Health Education
SEND	Special Educational Needs and Disabilities