



Careers Guidance Policy

Reviewed by:	Lisa Smith
Date:	1 September 2023
Last reviewed on:	n/a
Next review due by:	31 August 2024
Version control:	1
Approved by:	Tracey Storey, CEO

Aims

This policy aims to set out Three Bridges Education's provision of impartial and informed Careers Education Information and Guidance (CEIAG) in accordance with the Gatsby Benchmarks. This includes the ways in which our learners, parents, teachers, and employers can access information about our careers programme.

High-quality careers guidance is important for our learner's futures, and our provision aims to:

- Help our learners prepare for the workplace, by building self-development and career management skills.
- Provide experience and a clear understanding of the working world.
- Develop our learner's awareness of the variety of education, training, and careers opportunities available to them.
- Help our learners to understand routes to careers that they're interested in, and to make informed choices about their next step in education or training.
- Provide opportunities for advice and support tailored to the needs of each student.
- Promote a culture of high aspirations and equality of opportunity.

Statutory Requirements

This policy is based on the Department for Education's (DfE's) statutory [Careers guidance and access for education and training providers](#). This policy takes into account the more recent [Skills and Post-16 Act 2022](#), which came into force on 1 January 2023.

This guidance refers to:

- The Education Act 1997
- The Education and Skills Act 2008
- The School Information (*England) Regulations 2008

This policy is also in line with the Education (Careers Guidance in Schools) Act 2022. This came into force on 1 September 2022, and amended the existing duty in The Education Act 1997. The above guidance requires that schools publish information about their careers programme on their website. This policy includes this information and shows how Three Bridges Education complies with this requirement.

Roles and Responsibilities

Teachers

Our teachers carry out the role of career advisor for their learners and will work closely with the principal to:

- Take responsibility for developing, running, and reporting on our career programme.
- Plan and manage careers activities.
- Support to build careers education and guidance into subjects across the curriculum.
- Establish and develop links with employers, education and training providers, and careers organisations.
- Liaise and work with staff, parents, carers, and all relevant stakeholders to ensure our learners are given appropriate advice and support.
- Undertaking risk assessments for all activities to ensure the safety and well-being of learners and staff.

The Principal will:

- Determine and monitor the budget and strategic development of the careers programme, working closely with Directors.
- Have overall responsibility for, and awareness of, the careers programme and implementation.
- Support the teachers in developing their strategic careers plan for individual learners.
- Make sure the teachers are allocated sufficient time, and are given the appropriate training, to perform their duties to a high standard.
- Network with employers, education and training providers, and other careers organisations.
- Approve and monitor risk assessments to ensure a safe learning environment.

Directors will:

- Provide clear advice and guidance on which the Three Bridges Education can base a strategic careers plan which meets legal and contractual requirements.
- Make sure independent careers guidance is provided to all learners throughout their education and that the information is presented impartially, includes a range of educational or training options and promotes the best interests of learners.
- Make sure that a range of education and training providers can access learners in years 7 to 13 to inform them of approved technical education qualifications and apprenticeships.
- Make sure that details of our careers programme are published on our website.

Our Careers Programme

Three Bridges Education has an embedded careers programme that aims to inform and encourage learners to consider their career options and take steps to understand their choices and pathways. We provide statutory independent careers guidance to learners from year 7 onwards.

Our programme has been developed to meet the expectations outlined in the **Gatsby Benchmarks:**

- A stable careers programme with a career's leader
- Learning from career and labour market information
- Addressing the needs of each student
- Linking curriculum learning to careers
- Encounters with employers and employees
- Experience of workplaces
- Encounters with further and higher education
- Personal guidance

Our programme doesn't show bias towards any career path and promotes a full range of technical and academic options for learners.

It is structured in a way that builds upon learner's aspirations, their destination/life post school, their previous learning and their Education Health and Care Plan (EHCP) outcomes, particularly the outcomes specified within Preparation for Adulthood from Year 9. The career programme is differentiated into four levels: Pre-Discovery, Discovery, Explorer, and Transition.

Our learners are encouraged to think appropriately about their future. We provide aims, objectives, and activities for each level.

Pre-Discovery

Pre-Discovery level learners are encouraged to continue to develop their prerequisite skills identified through robust assessment practice Evidence for Learning (EfL). All Pre-Discovery learners will access the world of work through their immersive learning environments, being encouraged to use, apply, and extend their skills within communication, interaction, cognition, and learning. Learners are also able to join their Post16 peers to address personalized learning outcomes ensuring progress over time in their personalized learning plan. EHCP outcomes are used in learning and teaching sessions to ensure that learners can access Post16 work related learning curriculum in a meaningful way which provides planned opportunities to generalise and extend skills in new and less familiar environments and with less familiar people. Through such means we can secure our assessment practice identifying when learners have embedded their learning and confidently identify their next steps.

Discovery

We will promote learner's early knowledge and understandings of the World of Work through the acquisition of pre-requisite skills acknowledging that our children develop at their own rates and in their own ways. Targets identified will address the fundamental skills which will enable our young people to complete a task/given job. Skills identified will encourage them to develop a sense of responsibility in the part they play and complete a job and through effective self-assessment which enables them to identify what comes next and how to improve.

To provide planned opportunities woven through the school day/week to help learners develop the key skills needed to prepare them well for their next stage and help learners develop their confidence to:

- Try new activities/say what they like.
- Speak about their ideas/expressing likes and dislikes.
- Select equipment needed to complete a task/job.
- Organise themselves in their work.
- Seek help accordingly.
- Complete a task/activity/job which is familiar to them.
- Try a new job/transfer learned skills.
- Demonstrate greater self-confidence and self-awareness.
- Persevere with less familiar tasks.
- Form positive relationships/interactions developing a respect for others.
- Develop social interaction skills working cooperatively with others.
- Recognise their own success and that of others.
- Recognise the contribution they can make as part of a bigger group.

Through:

- Routines.
- Curriculum offer – interest led – EYFS/Key Stage 1 and 2.
- Employer encounters (identified via long term planning/subject specific areas)
- Literacy (fiction/non-fiction)
- Effective student/adult interactions.
- Participation in/access to whole school events.

Explorer

At Key Stage 3 we are beginning to prepare learners for their Year 9 review where 'preparing for adulthood outcomes' will be discussed/agreed. We will continue to develop learner's key skills building upon previous skill acquisition/embedding knowledge, widening learning environments with opportunities to practice, apply and improve learned skills. Formal teaching and Preparation for adulthood will focus upon the delivery of bespoke career guidance and modules via our long term and medium-term planning framework and identified targets which aims to further learner's skills to:

- State and explain likes/dislikes in relation to aspirations/interests.
- Select/describe jobs they would enjoy.
- Begin/know how to apply/adapt skills learned to problem solve.
- Keep trying when things go wrong.
- Seek help/assistance where necessary/complete a familiar job.
- Work cooperatively /values the effort of other/the team.
- Begins/knows how to plan ways they can gather information in relation to interests/aspirations.
- Identify roles/responsibilities and the positive part they play in completing a task.
- Class based/school-based routines.
- Explore/experience the world of work via bespoke work-related learning modules.
- Workplace visits made and employer encounters.
- Career focus weeks/days, enterprise education.
- Participation in/access to whole school events.
- Access to training providers Careers Education Information and Guidance including county events.
- EHCP outcomes Year 9.

Transition

At Key Stage 4 to Post16 we will promote learner's continued development of skills, knowledge and understanding of the world of work through identified targets to assist and inform their choice making which further develops their personal autonomy and independence in relation to their future post school. Learners will be encouraged to build upon previous skill acquisition/embedded knowledge to be able to:

- Know and plan what they need to do to work towards their aspirations/interests.
- Know what jobs/type of jobs interest them and the skills they have developed towards these jobs.
- Understand how to use/know what skills are needed within different jobs to complete tasks/activities.
- Know when things have gone wrong but know what they need to do/how to get help to complete a job/task.
- Understand their part within a team and the importance of working together.
- Know where to get information and what to do with the information to support their interests and aspirations.
- Understand the importance of different roles and responsibilities for themselves and others in completing a job/task effectively.

Through:

- World of Work.
- Bespoke Work-Related Learning /World of Work modules.

- Pathways to work.
- Skills for work.
- Safety at work.
- Preparing for work.
- Business and Enterprise for work.
- Practical skills for work.
- My world of work experience
- Workplace visits made and employer encounters.
- Access to training providers (CEIAG) including county events.
- Transition planning – Career Southwest (CSW)
- EHCP outcomes.
- Accreditation modules/qualifications.

Access to Our Careers Programme Information

Our school's careers programme is published on our school website in the form of this policy.

Assessing the Impact on Learners

We are always looking for ways to improve our Careers Guidance Policy. We will do this by evaluating whether or not we are meeting our objectives set out in the first section and comments and feedback from our learners and their parents/carers.

Links to other Documentation

This policy links to the following policies:

- Safeguarding and Child Protection Policy
- Curriculum Policy
- SEND Policy
- Visitors Policy

Monitoring and Review

This policy will be reviewed by the principal every year. It will also be updated when any new legislation, requirements or changes in procedure occur during the year. It will be approved by Directors on an annual basis.