

POLICY TITLE:	Careers Guidance
Policy Number:	ECS 57
Applies to:	Schools & Colleges: England, Wales, Scotland
Version Number:	01
Date of Issue:	30/07/2018
Date of Review:	31/05/2020
Author:	Quality Team
Ratified by:	Lesley Dalglish, Quality Improvement Lead - Education
Responsible signatory:	James Imber, Managing Director
Outcome:	All students who attend Priory Education and Children's Services schools and colleges will have access to appropriate and meaningful careers guidance which gives them an opportunity to achieve to the best of their abilities in the world of work, ensures equality of opportunity and addresses their special needs.
Cross Reference:	ECS31 Curriculum ECS34 Spiritual, moral, social, cultural development and Community cohesion ECS32 Teaching and Learning ECS30 Assessment for Learning ECS33 Special Educational Needs ECS26 Equality of Opportunity (including English as a second language)
EQUALITY AND DIVERSITY STATEMENT	
Priory Group is committed to the fair treatment of all in line with the Equality Act 2010. An equality impact assessment has been completed on this policy to ensure that it can be implemented consistently regardless of any protected characteristics and all will be treated with dignity and respect	

In order to ensure that this policy is relevant and up to date, comments and suggestions for additions or amendments are sought from users of this document. To contribute towards the process of review, e-mail RARHelpdesk@priorygroup.com

Careers Guidance

1 INTRODUCTION

- 1.1 In order to effectively implement this policy, each Education and Children's Services facility will have local procedures in place where necessary, which explain how this policy is applied and put into practice at site level.
- 1.2 Template ECS LP 57 is provided for this purpose and includes a key content checklist.
- 1.3 This policy should be used in conjunction with the related policies listed on the preceding page where applicable.

2 AIMS

- 2.1 Each school and college aims to provide children and young people with appropriate and meaningful careers guidance and learning for employment in order that they can achieve the best possible outcomes in future working life.
- 2.2 By providing good career guidance schools and colleges aim to inspire children and young people towards further study and enable them to make informed decisions whenever choices are open to them, and to help children and young people to understand enough about the world of work to know what skills they need to succeed.
- 2.3 All schools and colleges will seek to deliver careers guidance to a consistent standard, using the Gatsby Foundation Benchmarks.

3 LEGAL DUTIES

- 3.1 Section 42A of the Education Act 1997 requires governing bodies to ensure that all registered pupils at the school are provided with independent careers guidance from year 8 (12-13 year olds) to year 13 (17-18 year olds).
- 3.2 Governing bodies must ensure that the independent careers guidance provided:
 - (a) is presented in an impartial manner, showing no bias or favouritism towards a particular institution, education or work option
 - (b) includes information on the range of education or training options, including apprenticeships and technical education routes
 - (c) is guidance that the person giving it considers will promote the best interests of the child or young person to whom it is given.

4 RESPONSIBILITIES

- 4.1 The Headteacher/College Leader is responsible for nominating a suitable colleague to co-ordinate the provision of Careers Guidance throughout the provision
- 4.2 The nominated colleague with responsibility for Careers Guidance is responsible for ensuring that within the provision the 'Gatsby' criteria are met
- 4.3 The Governors are responsible for including a review of careers guidance provisions within their termly governance meetings, and challenging the school to develop provisions as appropriate.

5 KEY SUCCESS CRITERIA

- 5.1 Schools and colleges are responsible for ensuring that the following success criteria are met:

- 5.1.1 Every school and college must have an embedded programme of career education and guidance that is known and understood by children and young people, parents/carers, teachers, governors and employers.
- 5.1.2 Every child/young person, and their parents/carers, must have access to good quality information about future study options and labour market opportunities.
- 5.1.3 An informed adviser must be made available to children and young people and their parents/carers to make best use of available information. This may be a suitably trained colleague, or may be a locally commissioned Adviser.
- 5.1.4 Opportunities for advice and support are tailored to the needs of each child/young person and their individual abilities, and this is contained within their individual education plan.
- 5.1.5 Throughout the school/college teachers link careers awareness with the curriculum, in order that children and young people can understand how learning may impact on future career opportunities and choices: This is made clear in lesson planning.
- 5.1.6 Each child/young person is provided with appropriate opportunities to learn from employers about work, employment and the skills that are valued in the workplace. This includes opportunities to participate in work experience programmes. These opportunities and experiences must be tailored to the needs interests and abilities of the individual. (Sixteen year olds should be offered a one week experience, and 18year olds, two weeks).
- 5.1.7 Each child/young person 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. These opportunities and experiences must be tailored to the needs interests and abilities of the individual, and participation must be supported by colleagues as appropriate to individual needs.
- 5.1.8 Children and young people should understand the full range of learning opportunities that are available to them in accordance with their individual needs and abilities. This includes both academic and vocational routes and learning in schools, colleges, universities and in the workplace.
- 5.1.9 Each child/young person should have opportunities for guidance interviews with a career adviser, who could be internal (a school colleague) or external, provided they are trained to an appropriate level. These should be available whenever significant study or career choices are being made.

6 RECORDING

- 6.1 A clear record of all careers guidance and work experience must be maintained for each child/young person (using the MIS System where possible)

7 MONITORING

- 7.1 Headteacher and College leaders will monitor the effectiveness of their Careers Guidance Provisions
- 7.2 The Governors will ensure that the careers guidance policy is implemented and monitored effectively.
- 7.3 School/College leaders and Governors will use the Gatsby Benchmark Checklist and Self-Assessment Tool (ECS Form 57A) to evaluate provisions, and add any identified action to the SEF/SAR.
- 7.4 At group level the impact of careers guidance will be assessed through the annual collection

and analysis of leaver destination data.

8 REFERENCES

- 8.1 The National Curriculum in England (DfE)
The Education (Independent School Standards) (England) Regulations 2010 as amended 2012
DfE: Careers guidance and access for education and training providers
Statutory guidance for governing bodies, school leaders and school staff
January 2018
Gatsby Foundation: Good Careers Guidance 2017

Associated Forms:

Local Procedure ECS LP 57 Careers Guidance

ECS Form: 57A Careers Guidance Benchmarks Checklist