



Ark Greenwich Free School

Ark Greenwich Free School Careers and Work Experience Policy including Provider Access Policy Statement

REVISED SEPTEMBER 2020

Role	<i>Designated Careers Leader</i>
Name	<i>Leasa Neville</i>
Contact via	<i>Main school office Tel 0208 319 3692</i>

Our 'Named Governor' with special responsibility for Careers Education is:

Policy Reviewed & Approved by Governors:

Date:

Signed by Headteacher:

Signed on behalf of the
Governors Committee:

CAREERS EDUCATION POLICY

Philosophy

1. At AGFS our Careers Education programme is an integral part of the preparation of pupils for the opportunities and experiences of adult life. Its central concern is equipping pupils to manage the choices, changes and transitions affecting their future education, training, employment and life as adult members of an international society and to instil the notion of life-long learning. The opportunity to empower young people, regardless of socio-economic background, to grow and be successful is at the heart of everything we do at AGFS. Our values of Ambition, Growth, Fellowship and Scholarship permeate all school life.

“The greatest danger for most of us is not that our aim is too high, and we miss it but that it is too low and we reach it”

Rationale

2. A young person’s career is the progress they make in learning and work. All young people need a planned programme of activities to help them choose 14-19 pathways that are right for them. Our careers programme should enable pupils to:

- Be more self-aware about their own skills, aptitudes, values, aspirations and potential
- Have a better understanding of education, training and future career opportunities both within the UK and abroad
- Make informed choices about their own continuing education, training and future career paths
- Develop career management skills of self-reliance, adaptability, flexibility, decision making and problem solving

1. **Commitment**

The school is committed to providing a planned programme of careers education, information, advice and guidance for all students in Years 7-13 in partnership with the Local Authority.

2. **Statutory requirements and recommendations**

The careers provision at AGFS is in line with the statutory guidance developed by the Department for Education, which refers to Section 42A, 42B and 45A of the Education Act 1997 and Section 72 of the Education and Skills Act 2008. This states that all schools should provide independent careers guidance from Years 8 -13 and that this guidance should:

- be impartial
 - include information on a range of pathways, including university options or apprenticeships
 - be adapted to the needs to the student
- a) In addition, the school is compliant with the careers guidance that the government set out for delivery from 5 January 2018: 'Careers guidance and access for education and training providers' as well as 'Careers Guidance and Inspiration for young people in schools.' This states that all academies must give education and training providers the opportunity to talk to students about approved technical qualifications and apprenticeships. The guidance details instruction that students from year 7 should have an encounter with an employer. Further information relating to exposing students to training providers is set out later in this document, under Provider Access.

3. **Entitlement**

The Careers programme is designed to meet the needs of all students at Ark Greenwich Free School regardless of race, gender, disability, sexual orientation and religion. It will be tailored as required to meet the needs of any individual with any disabilities to be totally inclusive.

It is intended that all pupils in years 7-13 should be able to:-

- a) Understand the importance in careers of effective decision making in allowing the students to develop as a person and be independent in the future.
- (b) Assess his/her strengths, weaknesses, preferences and limitations and to relate these to the choice of career.
- (c) Appreciate the qualities that are of interest to employers.
- (e) Understand the patterns of employment, both nationally and locally and how continuing changes take place by the introduction of technological innovations, self-employment etc.
- (f) Assess the effect of occupation on lifestyle.
- (g) Identify what gives job satisfaction and what causes the reverse.
- (h) Acquire full and up to date information about the careers he or she is

interested in.

(i) Unless a pupil precludes themselves, take part positively in an agreed period of Work Experience.

(j) Understand the educational opportunities at 14+ & 16+ locally.

(k) Understand the educational opportunities at 18+ nationally.

(l) Understand the various academic and vocational qualifications, their limitations, and suitability to career choice.

(m) Appreciate the changing patterns of vocational training and entry to work through, for example, Modern Apprenticeships. To hear from a range of local providers about the opportunities they offer, including technical educational and apprenticeships-through open events, assemblies, group discussions and taster events.

(n) Appreciate the increasing need for employee mobility and the need for adaptability at a time when employees can expect to retrain several times in their working lives.

(o) Recognise and research the sources of job vacancies and how to evaluate these.

(p) Be able to know how to make a good application for a job or training and to conduct himself or herself well at interview.

(q) Understand the important role of the Prospect Service both in and beyond school.

4. Students with Special Educational Needs or Disabilities (SEND)

- a) Transition from one key stage to another and onto careers is part of the action plan for a student with SEND.
- b) Personalised support from the SENCO and Local Authority under the conditions of the September Guarantee, careers leader and external bodies is used where appropriate.

5. Students in receipt of Pupil Premium funding

- a) Personalised support will be given to these students and they will receive an extra careers appointments in Year 10.

6. Management of provider access requests:

a) Procedure

A provider wishing to request access should contact Mrs Leasa Neville, Careers Leader, lneville@arkgreenwich.org

b) Opportunities for access

A number of events, integrated into the school careers programme, will offer providers an opportunity to come into school to speak to pupils and/or their parents/carers.

c) Premises and facilities

The school will make the main hall, classrooms or private meeting rooms available for discussions between providers and students, as appropriate to the activity. The school will also make available any specialist equipment to support provider presentations. This will all be discussed and agreed in advance of the visit with the Careers Leader.

Providers are welcome to leave a copy of their prospectus or other relevant course literature with the Careers Leader. The students will have access to these documents at break time, lunch time and after school.

7. Young People Not in Education, Employment or Training

Between March 2016 and February 2017 153 16-18-year-old students were classified as NEET in the Royal Borough of Greenwich. AGFS remains adamant in its approach not to allow any student to slip through the net and thus adding to these statistics. Our disadvantaged and vulnerable students will, alongside their peers, be tracked forensically for career opportunities and will have support provided for by the local authority and the SENDCo. The careers offer will be tailored in order to address the individual needs of each student in order to allow the student to optimise on opportunities that are right for them.

8. Gatsby Benchmarks:

The Gatsby Benchmarks¹⁰

1. A stable careers programme	Every school and college should have an embedded programme of career education and guidance that is known and understood by students, parents, teachers, governors and employers.	<ul style="list-style-type: none"> Every school should have a stable, structured careers programme that has the explicit backing of the senior management team, and has an identified and appropriately trained person responsible for it. The careers programme should be published on the school's website in a way that enables pupils, parents, teachers and employers to access and understand it. The programme should be regularly evaluated with feedback from pupils, parents, teachers and employers as part of the evaluation process.
2. Learning from career and labour market information	Every student, 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 best use of available information.	<ul style="list-style-type: none"> By the age of 14, all pupils should have accessed and used information about career paths and the labour market to inform their own decisions on study options. Parents should be encouraged to access and use information about labour markets and future study options to inform their support to their children.
3. Addressing the needs of each student	Students have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each student. A school's careers programme should embed equality and diversity considerations throughout.	<ul style="list-style-type: none"> A school's careers programme should actively seek to challenge stereotypical thinking and raise aspirations. Schools should keep systematic records of the individual advice given to each pupil, and subsequent agreed decisions. All pupils should have access to these records to support their career development. Schools should collect and maintain accurate data for each pupil on their education, training or employment destinations.
4. Linking curriculum learning to careers	All teachers should link curriculum learning with careers. STEM subject teachers should highlight the relevance of STEM subjects for a wide range of future career paths.	<ul style="list-style-type: none"> By the age of 14, every pupil should have had the opportunity to learn how the different STEM subjects help people to gain entry to, and be more effective workers within, a wide range of careers.

5. Encounters with employers and employees	Every student 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 activities including visiting speakers, mentoring and enterprise schemes.	<ul style="list-style-type: none"> Every year, from the age of 11, pupils should participate in at least one meaningful encounter* with an employer. <p>*A 'meaningful encounter' is one in which the student has an opportunity to learn about what work is like or what it takes to be successful in the workplace.</p>
6. Experiences of workplaces	Every student 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.	<ul style="list-style-type: none"> By the age of 16, every pupil should have had at least one experience of a workplace, additional to any part-time jobs they may have. By the age of 18, every pupil should have had one further such experience, additional to any part-time jobs they may have.
7. Encounters with further and higher education	All students 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.	<ul style="list-style-type: none"> By the age of 16, every pupil should have had a meaningful encounter* with providers of the full range of learning opportunities, including Sixth Forms, colleges, universities and apprenticeship providers. This should include the opportunity to meet both staff and pupils. By the age of 18, all pupils who are considering applying for university should have had at least two visits to universities to meet staff and pupils. <p>*A 'meaningful encounter' is one in which the student has an opportunity to explore what it is like to learn in that environment.</p>
8. Personal guidance	Every student should have opportunities for guidance interviews with a career 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.	<ul style="list-style-type: none"> Every pupil should have at least one such interview by the age of 16, and the opportunity for a further interview by the age of 18.

9. AGFS response to the Gatsby Benchmarks:

The Gatsby Benchmarks are a world class standard for a Careers information and guidance provision and AGFS will endeavour to ensure that all 8 benchmarks are delivered to an excellent standard. The school will have a differentiated programme to ensure smoother progression through activities that are appropriate to students' stages of 'career learning', planning and development. The offer will be confidential, impartial and integrated into their daily curriculum diet. The programme will be inclusive to ensure all stakeholders are fully equipped to deal with the challenges that face them after leaving the school.

10. 5 Year Careers curriculum map

	Key Stage 3	Key Stage 4
Objectives	<ul style="list-style-type: none"> To raise aspirations of all pupils To widen pupils' knowledge of different career paths, regardless of their own attainment. To increase pupils' understanding of transferable skills needed for employment. 	<ul style="list-style-type: none"> To set ambition in all pupils To refine pupils knowledge of post 16 options in regard to their own attainment. To give pupils the opportunity to demonstrate transferable skills needed for employment.
Outcomes	<ul style="list-style-type: none"> All pupils to understand what aspiration is and how it applies to them. All pupils to understand the concept of university and higher education. All pupils to understand what the different transferable skills are and how they are applied in a modern globalised job market. 	<ul style="list-style-type: none"> All pupils to set their own ambitions for their careers. All pupils to create a plan for their post-16 pathway All pupils to demonstrate and record how they demonstrate transferable skills that are needed in the job market. All pupils to practice the key skills needed to access the job market.

	Year 7	Year 8	Year 9	Year 10	Year 11
	"Raising Aspirations"			"Realising Goals"	
Curriculum Benchmark 2.4 (Labour Market/Link to curriculum)	<ul style="list-style-type: none"> - All HODs to review how they can raise aspirations in their key Stage curriculum - Once review is complete, curriculum map can be put together to outline opportunities for IAG in the GFS curriculum - HOD's adding career and aspirations to 3Y plans and MTPs 	<ul style="list-style-type: none"> - All HODs (especially STEM) to explore opportunities for national competitions or awards linked to their subject that can be run as an extra-curricular opportunity e.g. Young Critics Competition, The Guardian Children's Fiction Prize Competition, Jack Setberry, Buxta Rhymes Poetry competition - HOD's adding career and aspirations to 3Y plans and MTPs 	<ul style="list-style-type: none"> - Year 9 Curriculums must outline how GCSE Options are incorporated in. - All departments to try and network with a relevant employer to their subject to engage with for CPD. E.g. Science and GlaxoSmithKline. - Year 9 Options to map out the transferrable skills and knowledge that can apply to different career paths. - Mentioned in HODs presentations to students - Mock GCSE Results Day - HOD's adding career and aspirations to 3Y plans and MTPs 	<ul style="list-style-type: none"> - Subject inductions for GCSE Subjects must incorporate how the subject can provide access to different career paths. - Computer Science – "Digital Footprints in the Face of Employers" – eSOL004. - Career posters per department being made to and plans to put up in classrooms/display boards consistently for all subjects - HOD's adding career and aspirations to 3Y plans and MTPs 	<ul style="list-style-type: none"> - Mock GCSE Results Day - Subgroups identified in order to establish post 16 pathways tracking - TAC Meetings - HOD's adding career and aspirations to 3Y plans and MTPs
Drop Down Days Benchmark 7 (Encounters with FE)	<ul style="list-style-type: none"> - University Taster Day in collaboration with Goldsmith's University. - Plan for STEM day with career workshop within the day next year. 	<ul style="list-style-type: none"> - University Taster Day in collaboration with Goldsmith's University. - Application of Mathematics (Statistics) in the motor industry. - Plan for STEM day with career workshop within the day next year. 	<ul style="list-style-type: none"> - University Taster Day in collaboration with Goldsmith's University. - Application of Science (Physics) in Engineering in collaboration with Thorpe Park. - Life Skills (Finance) in collaboration with Barclays Skills for Life. - STEM – JP Morgan Makerspace. - Plan for STEM day with career workshop within the day next year. 	<ul style="list-style-type: none"> - University Taster Day in collaboration with Goldsmith's University - First Aid training and certification in collaboration with St. John's Ambulance (Forensics) in the legal sector. - Life Skills (CV / Statements) in collaboration with Barclays Skills for Life. - Plan for STEM day with career workshop within the day next year. 	<ul style="list-style-type: none"> - Higher Education / Careers Fair in collaboration with Ravensbourne College. - Application of Geography (Research / Field Studies) upon a residential retreat next year
Enrichment Provision Benchmark 2.3, 5, 6 (Labour Market/individual needs, Employers)	Enrichment Baccalaureate (G,5,8 Awards) Enrichment clubs are offered under the following themes which link to our school values: Creativity - School Musical Production and Young Artist Growth - Fitness, Cross Country and Student Leadership Fellowship - Football, Rugby, Debating, Netball and Hockey Scholarship - Cooking, Russell Group University, STEAM, Microbots and Science/Astronomy, Community and Charity - Care Home and Primary School				
Pastors/Tutor Time Benchmark 2.0 (Labour Market, 1:1 interviews)	<ul style="list-style-type: none"> - Wellbeing curriculum to focus on link between aspiration and achievement - Plan for next year to hold in house GFS careers fair on 	<ul style="list-style-type: none"> - Wellbeing curriculum to focus on link between aspiration and achievement - Academic reviews to provide opportunity to reflect on aspirations for the 	<ul style="list-style-type: none"> - Wellbeing curriculum to introduce the concept of understanding self - PAC to look at themes of happiness in employment - Peer-to-peer carousel between Year 9 and Year 11s before options. 	<ul style="list-style-type: none"> - KS4 tutors trained on work experience and careers guidance - Wellbeing Curriculum in Summer 2 to focus on careers - Year 10 Assertive Mentoring for bottom 10% in Eng 	<ul style="list-style-type: none"> - Careers interviews with form tutors - Post work experience reflections - Academic and pathway review meetings with tutors - Parental engagement for those at risk of NEET - Pupils to leave school with formal record of achievement that

The Careers Provision at AGFS will stream from Curriculum, Drop Down Days, Enrichment, Tutor Time & External/Community links.

11. Monitoring, Review and Evaluation

The AHT will work alongside the independent careers advisor to develop a Careers Development Plan. The school will track destinations, trips, talks, fairs that the students are exposed to.

The Careers provisions and Partnership agreements with external providers are reviewed termly. Evaluations are carried out through the school's self-evaluation process and through student and parent surveys.

12. This policy should be read in conjunction with the following policies:

- Curriculum Policy
- Single Equality Scheme
- Teaching and Learning Policy
- Trips Policy