



Ferndown
Middle School

FERNDOWN MIDDLE SCHOOL

CAREERS GUIDANCE POLICY

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1. Aims

This policy aims to set out our school's provision of impartial and informed careers guidance for our pupils. This includes the ways in which pupils, parents, teachers and employers can access information about our careers programme.

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

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

2. 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 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 more recent [Skills and Post-16 Act 2022](#), which came into force on **1 January 2023**. It explains that our school must provide at least one encounter with technical education or training providers to all pupils in year 8. For more detail on these encounters, see our provider access policy statement, which you can find on the school website.

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, so that:

- Our school must provide careers education from year 7 onwards.

The above guidance requires that schools publish information about their careers programme on their website. This policy explains where this information can be found and shows how our school complies with this requirement.

We also act in line with our statutory duty, to be impartial and not show bias towards any route, be that academic or technical. This policy should be read in conjunction with our provider access policy statement, which sets out how our school meets this duty, and can be found on the school website.

3. Roles and responsibilities

3.1 Careers leader

Our careers leader is Mrs L. Baynham, and they can be contacted by phoning 01202 876556 or emailing office@fernmid.dorset.sch.uk

Our careers leader works closely with the senior leadership team (SLT) and will:

- Take responsibility for developing, running and reporting on the school's career programme
- Plan and manage careers activities
- Manage the budget for the careers programme
- Support teachers to build careers education and guidance into subjects across the curriculum
- Establish and develop links with employers, education and training providers, and careers organisations
- Work closely with relevant staff, including our special educational needs co-ordinator (SENCO) and careers leader to identify the guidance needs of all of our pupils with special educational needs and/or disabilities (SEND) and put in place personalised support and transition plans
- Work with our school's designated teacher for looked-after children (LAC) and previously LAC to:
 - Make sure they know which pupils are in care or are care leavers
 - Understand their additional support needs
 - Make sure that, for LAC, their personal education plan can help inform careers advice
- Review our school's provider access policy statement at least annually, in agreement with our governing board.

3.2 Senior leadership team (SLT)

Our SLT will:

- Support the careers programme
- Support the careers leader in developing their strategic careers plan
- Make sure our school's careers leader is allocated sufficient time, and has the appropriate training, to perform their duties to a high standard
- Allow training providers access to talk to pupils in Year 8 about technical education qualifications and apprenticeships, and set out arrangements for this in our school's provider access policy statement
- Network with employers, education and training providers, and other careers organisations.

3.3 The Schools Standards Board

The Schools Standards Board will:

- Provide clear advice and guidance on which the school can base a strategic careers plan which meets legal and contractual requirements
- Appoint a member of the governing board who will take a strategic interest in careers education and encourage employer engagement
- Make sure independent careers guidance is provided to all pupils throughout KS3 and that the information is presented impartially, includes a range of educational or training options and promotes the best interests of pupils
- Make sure that a range of education and training providers can access pupils in Year 8 to inform them of approved technical education qualifications and apprenticeships
- Make sure that details of our school's careers programme and the name of the careers leader are published on the school's website
- Make sure that arrangements are in place for the school to meet the legal requirements of the Provider Access legislation, including that the school has published a provider access policy statement.

4. Our careers programme

Our school has an embedded careers programme that aims to inform and encourage pupils to consider their career options, and take steps to understand their choices and pathways. We provide statutory careers education to pupils from year 7 onwards.

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

1. A stable careers programme with a careers leader
2. Learning from career and labour market information
3. Addressing the needs of each pupil
4. Linking curriculum learning to careers
5. Encounters with employers and employees
6. Experience of workplaces
7. Encounters with further and higher education
8. Personal guidance (It is recognised that middle schools will not be able to provide this).

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

Our careers programme is delivered through a number of methods, including:

- Lessons, tutor-led activities, guest speakers and drama groups, assemblies and external visits.

Key Stage 3

The Key Stage 3 careers programme will provide all pupils with the knowledge, inspiration and ability to take ownership of their own career plans. It aims to challenge perceptions and raise aspirations so that future subject choices and career choices are free from gender bias. The careers programme should encourage pupils to look beyond their current environment and to help pupils investigate new and exciting career possibilities. This should also help to support pupils in their planning and choices of GCSE subjects.

The careers entitlement for Year 7 and Year 8 can be seen on the school website.

4.1 Pupils with special educational needs or disabilities (SEND)

We expect that the majority of pupils with SEND will follow the same careers programme that meets the Gatsby Benchmarks as their classmates, with adjustments and additional support as needed.

Our careers leader will work with teachers and, where appropriate, professionals from relevant organisations, to identify the needs of our pupils with SEND and put in place personalized support and transition plans. This may include meetings with pupils and their families to discuss education opportunities and transition plans.

Our careers leader may, as appropriate, invite adults with disabilities to visit and share their experience and advice.

No information will be given to pupils without SEND that is not also offered to our pupils with SEND.

4.2 Access to our careers programme information

A summary of our school's careers programme is published on our school website. Pupils, parents, teachers and employers can request any additional information about the careers programme by contacting Mrs L. Baynham, Careers Leader

4.3 Assessing the impact on pupils

Our career programme is designed so pupils can give feedback, and their progress measured as they move through the Key Stage. We measure and assess the impact of the programme's initiatives by:

Using the Compass+ Future Skills Questionnaire at the start of Year 7 to provide information about each pupil's current level of knowledge and understanding. This then acts as a baseline to inform teaching.

All teaching staff at KS3 are asked to provide feedback about the careers programme. Teaching staff are expected to incorporate careers information into the curriculum and are expected to record this data on Compass+ so every pupil has an accurate record of their careers education. This data is then transferred to the next school.

Xello, a software package, available for both pupils and parents to access, enables individuals to look at possible career options and the requirements. Tasks completed on Xello are stored by the software and show a record of the pupil's learning.

Feedback is requested from external speakers and parents/carers are asked through the school newsletters to provide any feedback they think would be valuable. OFSTED also provide feedback on the careers programme.

5. Links to other policies

This policy links to the following policies:

- Provider access policy statement
- Child protection policy
- Curriculum policy.

6. Monitoring and review

This policy, the information included, and its implementation will be monitored by the School Standards Board and reviewed annually.