



# Careers Guidance Policy

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### 1. Aims

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

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

- Help learners prepare for the workplace, by building self-development and career management skills
- Provide experience and a clear understanding of the working world
- Develop learners' awareness of the variety of education, training and careers opportunities available to them
- Help learners 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 provision 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 provision must provide a minimum of **6 encounters** with technical education or training providers to all learners in years 8 to 13.

This policy is also in line with the Education (Careers Guidance in provisions) Act 2022. This came into force on 1 September 2022, and amended the existing duty in The Education Act 1997, so that:

- Our provision must now secure independent careers guidance from year 7 (instead of from year 8, previously)

We also act in line with our statutory duty under the 'Baker Clause', 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 provision meets this duty, and can be found on our website.

## 3. Roles and responsibilities

### 3.1 Careers leader

Our careers leader is Lucy Parfitt, and they can be contacted by emailing [luyparfitt@tbap.co.uk](mailto:luyparfitt@tbap.co.uk). Our careers leader works closely with the senior leadership team (SLT) and will:

- Take responsibility for developing, running and reporting on the provision'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 adviser, to identify the guidance needs of all of our learners with special educational needs and/or disabilities (SEND) and put in place personalised support and transition plans
- Work with our provision's designated teacher for looked-after children (LAC) and previously LAC to:
  - Make sure they know which learners 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 provision'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 provision'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 learners in years 8 to 13 about technical education qualifications and apprenticeships, and set out arrangements for this in our provision's provider access policy statement
- Network with employers, education and training providers, and other careers organisations

## 4. Our careers programme

Our provision 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**:

1. A stable careers programme with a careers leader
2. Learning from career and labour market information
3. Addressing the needs of each learner
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

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

It is structured in a way that builds upon previous years, and the overarching aim is divided between the Key Stages so that learners are encouraged to think appropriately about their future. We provide aims, objectives and activities for each year group.

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

- 1:1 meetings with the careers lead
- Tutor-led discussion
- Displays
- Attending events such as 'Moving on and Moving up'
- Guest speakers
- College visits
- WEST
- Community Connect
- <https://www.springpod.com/>

Our provision allows all key stages, the thematic and spiralling delivery of PSHCE to progressively build skills and develop knowledge around health and wellbeing, relationships and living in the wider world – much of this learning being the foundation of knowledge and skills for future decision making about adult life.

Our Keystage 3 cohort, will focus predominantly on their core studies while also learning about themselves, local and global issues through integration, recognition and celebration of national awareness days, empowering our learners to become curious, informed and active citizens with a broad awareness and understanding of the world around them. This will be achieved through the tutor calendar of events as well as a short course on Citizenship.

Our Keystage 4 cohort, will also focus on their core studies throughout their time at The Bridge. However, scheduled within their timetable are 'vocational studies' this is where students will be encouraged to complete the following programmes to further their knowledge on the outside world. Careers and Experiencing Work Short Course, Enterprise Short Course, Leadership Short Course, Volunteering Short Course.

Our Keystage 5 cohort, will have the opportunity to follow the core curriculum to achieve their Functional Skills qualifications but will also be encouraged to choose at least two of the following courses to supporting their chosen career paths.

Computing Vocational Taster  
Construction Vocational Taster  
Hair and Beauty Vocational Taster  
Hospitality Vocational Taster  
Land-based Sector Vocational Taster  
Manufacturing Vocational Taster  
Uniformed Services Vocational Taster  
Careers and Experiencing Work Short Course  
Enterprise Short Course  
Leadership Short Course  
Volunteering Short Course  
Peer Mentoring Short Course  
Personal Finance Short Course

Activities and Peer Tutoring Short Courses  
Sports and Fitness Short Course  
Adventure and Residential Short Course  
Football Short Course  
Animal Care Short Course  
Environmental Short Course  
Expressive Arts Short Course  
FoodWise Short Course  
Living Independently Short Course  
RoadWise Short Course

Our Keystage 5 cohort will also be supported in developing their CV to incorporate courses that employers wish to see, such as;

Equality & Diversity  
First Aid Essentials  
Food Hygiene & Safety  
Effective Fire Warden/Fire Marshall  
Moving and Handling

#### **4.1 learners with special educational needs or disabilities (SEND)**

We expect that the majority of learners 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 learners with SEND and put in place personalised support and transition plans. This may include meetings with learners and their families to discuss education, training and employment opportunities, supported internships and transition plans into higher education.

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

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

#### **4.2 Access to our careers programme information**

A summary of our provision's careers programme is published on our provision website; including details of how learners, parents, teachers and employers can access information about the careers programme.

learners, parents, teachers and employers can request any additional information about the careers programme by contacting Abbie Decunha.

#### **4.3 Assessing the impact on learners**

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

Student surveys  
Feedback from learners  
Feedback from parents/carers  
Work experience evaluations

### **5. Links to other policies**

This policy links to the following policies

- Child protection policy
- Curriculum policy

### **6. Monitoring and review**

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