

Stockland Green School Careers and Provider Access Policy

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Statement of Intent

This policy is underpinned by Sections 42A and 45A of the Education Act 1997, and has due regard to the DfE's statutory guidance, 'Careers guidance and access for education and training providers', which was last updated in July 2021.

The Stockland Green Careers Programme aims to:

- Fulfil the statutory requirements of the Baker Clause amendment to the Technical and Further Education Act 2017.
- Prepare students for their next educational or work-based training pathway & beyond.
- Share the diverse range of 'next steps' pathways available at both post 16 transition, including T-Levels, College Courses, Apprenticeships (intermediate, level 2, Advanced, level 3, Higher, level 4 & Degree, levels 5-6), A-Levels.
- Develop an understanding of the workplace environment and employability skills.
- Provide a range of opportunities for students to engage with the world of work, further and higher education providers throughout their time at the school.

- To ensure that students have access to high quality information on careers, job roles and labour market information.
- Offer professional 'next steps' guidance to all students with particular targeting of students leaving the Arthur Terry School after year 11, vulnerable, disadvantaged and SEND students.
- Early targeted intervention of most vulnerable to NEET year 17 onwards informed by RONI tool data.
- Promoting equality, diversity, social mobility and challenging stereotypes.
- Aiming for students to sustain employability and achieve personal and economic well-being throughout their lives.

Introduction

The world of work is ever changing. Employers are looking for employees who are innovative in their approach to solving problems, who can take initiative, cope with uncertainty and change, be able to communicate well and work effectively in teams. Therefore students need an aspirational career provision that enables them to gain the knowledge, skills, attitudes and attributes required to make informed choices about their education and to help them to be happy and successful in the world of work.

Stockland Green School is committed to provide a careers education that, for all of our students, fulfils our motto of Aspire, Believe, Achieve.

1. LEGAL FRAMEWORK

1.1. This policy has due regard to legislation and statutory guidance, including, but not limited to, the following:

- Education Act 1997
- Education and Skills Act 2008
- Apprenticeships, Skills, Children and Learning Act 2009
- Equality Act 2010
- Children and Families Act 2014
- Technical and Further Education Act 2017
- Careers guidance and access for education and training providers 2021

2. ROLES AND RESPONSIBILITIES

2.1. The Arthur Terry Learning Partnership and Head Teacher, Mrs George are responsible for:

- Ensuring that all registered students are provided with independent careers guidance from Year 7 to Year 11+
- Ensuring that arrangements are in place to allow a range of education and training providers to access all students in this range and inform them about approved technical education qualifications and apprenticeships.
- Ensuring that the independent careers guidance is presented in an impartial manner, showing no bias or favouritism towards a particular institution, education or work option.

- Ensuring that the guidance includes information on the range of education or training options, including apprenticeships and technical education routes.
- Ensuring the Careers Policy does not discriminate on any grounds, including but not limited to: ethnicity/national origin, culture, religion, gender, disability or sexual orientation.
- Handling complaints regarding this policy as outlined in the school's Complaints and Procedures Policy.
- Organising an annual, Careers-focussed, Governors Meeting reviewing the progress towards

2.2. The careers lead (Miss Katerina Lee) is responsible for:

- Reviewing and revising where appropriate, this policy on an annual basis.
- Preparing and implementing a development plan for CEIAGs
- Reviewing and evaluating the programme of CEIAG.
- Supporting subject teachers with careers education and pastoral tutors providing initial information and advice.
- Monitoring teaching and learning in careers education, and the access to and take up of career guidance.
- Publishing details of the school's careers programme and a policy statement on provider access on its website.
- Attending regular meetings with Careers Line Manager, Mrs Rebecca Goode (Deputy Head Teacher) and Mrs Marie George to plan and evaluate implementation of the school's career plan and ensuring effective and independent professional careers guidance.
- Working with students and staff to raise aspirations about future education/ career pathways through provision of accurate and up to date information, advice and guidance.
- Ensuring that every student has access to impartial information, advice and guidance.
- Following up with school leavers to identify student pathways, identifying and supporting NEET students and providing monitoring data.
- Helping to organise a range of careers events both within and outside the normal school day.
- Liaising with Heads of Faculty and House Leaders to prepare, resource and deliver bespoke independent careers guidance.

3. A STABLE CAREERS PROGRAMME

3.1. Stockland Green has a Careers Education programme in place which meets the requirements of the Gatsby Benchmarks. The programme is reviewed annually against the benchmarks to ensure it remains on target.

3.2. The Careers Lead (Miss Katerina Lee) ensures the coordination of a high-quality careers programme. The name and contact details of the Careers Leader are published on the school's website.

3.3. The Careers Lead regularly works with Careers Enterprise Coordinators to build careers and employer engagement plans to broaden the range of guidance that students have access to.

4. LEARNING FROM CAREER AND LABOUR MARKET INFORMATION

The Careers Leader:

- 4.1. Ensures that students and families have support and guidance in accessing and using information, primarily via the school's careers lead.
- 4.2. Ensures that every student and their families have access to good quality information about future study options post 16 and labour market opportunities including careers, job roles, example salary expectations and job opportunities. Online resources on the school website.
- 4.3. Ensures that all students, by the age of 14, have accessed and used information about career paths and the labour market to inform their decisions on study options, particularly through the year 9 Options Process, guidance documentation and parental information evening.

5. ADDRESSING THE NEEDS OF STUDENTS

- 5.1. Stockland Green's careers programme aims to raise the aspirations of all students whilst being tailored to individual needs. The programme informs students of the range of opportunities available to them and makes clear equality of opportunity.
- 5.2. All forms of stereotyping are prohibited in the careers advice and guidance that is provided, to ensure students from all backgrounds, gender and diversity groups, and those with SEND, can consider the widest possible range of careers. Arrangements are made for students to connect with employees who work in non-stereotypical jobs to raise awareness of the range of careers and equality of opportunity.
- 5.3. CEIAGs maintain records of advice given to each student and consequent decisions so that students can be systematically supported in their career development.
- 5.4. The school collects and analyses destination data to assess how well the careers programme is raising aspirations. The data is regularly reviewed on an annual basis.

6. TARGETED SUPPORT

- 6.1. Careers Lead and CEIAGs work with the Heads of Faculty, House and Pastoral leaders and, where appropriate, alongside the LA to identify students who are in need of targeted support or those who are at risk of not participating in post-16 pathways (NEET's). Agreements are made over how these students can be referred for support drawn from a range of education and training support services available locally. Targeting of these students is informed by RONI data, ensuring early intervention.

7. STUDENTS WITH SEND

- 7.1. Careers Lead ensures that careers guidance is differentiated and based on high aspirations and a personalised approach.
- 7.2. Yvonne Green works with the families of SEND students to help them understand what career options are available.

7.3. Careers guidance focuses on a student's career aspirations and the post-16 options which are most likely to give the student a pathway into employment or higher education.

8. LINKING CURRICULUM LEARNING TO CAREERS

8.1. Stockland Green delivers a discrete Careers Education Programmes, as part of the citizenship programme.

8.2. Students utilise Skills Builder resources to develop their understanding of transferable skills in different contexts as part of their citizenship programme.

8.3. This provision is supplemented by additional opportunities and experiences within in lesson time, as part of the wider school extra-curricular programme and wellbeing weeks where the curriculum is collapsed.

8.4. The school's careers development plan aims to champion, 'within subject' careers links, with subject specialists by indicating opportunities relevant to their subjects to help students understand context and progression.

9. ENCOUNTERS WITH EMPLOYERS AND EMPLOYEES

9.1. The careers lead and CEIAGs engages with local, regional, national and transnational employers, businesses and professional networks, inviting visiting speakers with whom students can relate.

9.2. Opportunities are built into lessons at key points in the year in lessons and outside including trips and visits that are bespoke to the interests and abilities of students.

9.3. Every year (Covid restrictions permitting), all KS3 & 4 students access a variety of employers, further and higher education providers at our school's annual Careers Fair.

10. EXPERIENCE OF WORKPLACES

10.1. We provide students over the course of the year a variety of experiences within lessons and in addition that develop their knowledge and understanding of different workplaces.

10.2 Our Employer Engagement link provides 'experience days' in school that afford students a bespoke experience of a workplace.

10.3 Resources are shared with students that allow them the opportunity to explore workplaces in a virtual way.

11. ENCOUNTERS WITH FURTHER AND HIGHER EDUCATION

11.1. The Careers programme provides students with a range of information and opportunities to learn about education, training and career paths throughout their school life.

11.2. Careers interviews, guidance and monitoring take place in years 10 and 11 to ensure that students have appropriate progression plans in place. These take place from year 7 for vulnerable students.

11.3. Students are encouraged to use information tools, such as websites and apps, which display information about opportunities.

11.4. Education and training providers deliver information to all students in Years 7 to 11 about approved technical education qualifications and apprenticeships.

11.5. Opportunities are provided for students to engage with higher education including Higher Education events.

Provider Access Legislation

Access Policy Introduction

This policy statement sets out the school's arrangements for managing the access of providers to the school for the purpose of giving them information about the provider's education or training offer. This complies with the school's legal obligations under Section 42B of the Education Act 1997.

Student entitlement

All students in years 8 to 11 are entitled:

- to find out about technical education qualifications and apprenticeships opportunities, as part of a careers programme which provides information on the full range of education and training options available at each transition point;
- to hear from a range of local providers about the opportunities they offer, including technical education and apprenticeships – through options events, assemblies and group discussions and taster events;
- to understand how to make applications for the full range of academic and technical courses.

For students of compulsory school age these encounters are mandatory and there will be a minimum of two encounters for students during the 'first key phase' (year 8 to 9) and two encounters for students during the 'second key phase' (year 10 to 11).

These provider encounters will be scheduled during the main school hours and the provider will be given a reasonable amount of time to, as a minimum:

- share information about both the provider and the approved technical education qualification and apprenticeships that the provider offers
- explain what career routes those options could lead to
- provide insights into what it might be like to learn or train with that provider (including the opportunity to meet staff and pupils from the provider)

- answer questions from pupils.

Meaningful provider encounters

One encounter is defined as one meeting/session between students and one provider. We are committed to providing meaningful encounters to all students using the [Making it meaningful checklist](#).

Meaningful online engagement is also an option, and we are open to providers that are able to provide live online engagement with our students.

Previous providers

In previous terms/years we have invited the following providers from the local area to speak to our students:

- Sutton College
- James Watt College
- Matthew Boulton College
- Arthur Terry School
- The Coleshill School
- North Birmingham Academy
- South and City College
- University College Birmingham
- Army Apprenticeships
- Apprenticeship Engagement
- Royal Navy
- Alumni student- Louise Bown
- KPMG
- PWC
- NCATI
- Reed

Destinations of our pupils

Last year our year 11 students moved to range of providers in the local area after school:

- Students moved to 30 different destinations between the full year group
- 86 students moved on to a level 3 qualification
- 31 students moved on to a level 2 qualification
- 27 students moved on to a level 1 qualification
- 97 students moved to a BTEC qualification
- 36 students moved on to study A Levels

- 2 students moved on to an ESOL qualification
- 2 students moved on to foundation learning

Management of provider access requests

Procedure

A provider wishing to request access should contact Katerina Lee, Assistant Headteacher via email at k.lee@stockgrn.bham.sch.uk

Opportunities for access

The school offers the six provider encounters required by law (marked in bold text) and a number of additional events, integrated into the school careers programme. We will offer providers an opportunity to come into school to speak to students or their parents or carers.