



Stanchester

Academy

Careers Policy

2023-24

Signature:

A handwritten signature in black ink, appearing to be 'L. M. M.', written in a cursive style.

Headteacher

Approval Date: September 2023

Review Date: September 2024

1. Our Aim

At Stanchester Academy we endeavour to prepare our pupils for their future and the transition from classroom to workplace.

Our careers programme exposes pupils to a diverse range of activities that raises aspirations, provides insights into career pathways, and develops employability skills.

Careers education is the responsibility of all staff, and our pupils can expect advice and guidance from both formal and informal conversations across the school campus. Careers education, information, advice and guidance (CEIAG) is delivered in a multi-faceted approach through tutors, pastoral staff, the PSHRE programme, curriculum lessons, extra-curricular activities, and personal guidance meetings.

Clare Lewis is the Trust Lead for Careers and provides strategic and operational support to each school. She can be contacted via email clare.lewis@btc-trust.org.

The Careers Team:

Clare Lewis BTCT Head of Careers
Stanchester Academy SLT - Gemma Glentworth
Level 6 1:1 Guidance: Abri & Clare Lewis

2. Our Commitment

This policy covers the legal duty of schools to provide Careers Education, Information, Advice and Guidance to students in Key Stages Three and Four.

At Stanchester we are committed to:

- ✓ using the 8 Gatsby Charitable Foundation's benchmarks as set out in the DfE guidance to underpin our careers provision
- ✓ providing supportive, impartial advice and resources to help students in their decision making
- ✓ advocating that careers education is the responsibility of all staff – it is integrated into the curriculum and learning of all year groups both in the classroom and in extracurricular activities
- ✓ involving parents and carers and our students in the review and development of careers work
- ✓ keeping our parents and carers informed via our Careers page on our websites and parent bulletins
- ✓ working with stakeholders and all staff to be inclusive and ensure all our students have access to education and training that addresses their needs and potential
- ✓ deliver a high-quality careers service with a level 6 qualified advisor and passionate and informed Careers Team
- ✓ providing access to a range of education and training providers for the purpose of informing our students about approved technical education qualifications or apprenticeships. (Please see our Provider Access Statement).
- ✓ regularly review our careers provision in line with the latest DfE guidance

Careers education is conducted in accordance with our equal opportunities policy, safeguarding policy and other relevant policies.

3. Objectives

The objectives of the Careers Education, Information, Advice and Guidance policy are as follows:

1. To ensure that all students at the school receive a stable careers programme
2. To enable all students to learn from information provided by the career and labour market
3. The CEIAG programme should be individual and address the needs of each student
4. To link the curriculum learning to careers learning
5. To provide students with a series of encounters with employers and employees
6. To provide students with experiences of workplace(s)
7. To ensure that students have a series of encounters with further and higher education
8. To provide each student with the opportunity to receive personal guidance

We believe that good CEIAG connects learning to the future. It motivates young people by giving them a clearer idea of the routes to jobs and careers that they will find engaging and rewarding. Good CEIAG widens pupils' horizons, challenges stereotypes and raises aspirations. It provides pupils with the knowledge and skills necessary to make successful transitions to the next stage of their life. This supports social mobility by improving opportunities for all young people, especially those from disadvantaged backgrounds and those with special educational needs and disabilities.

4. Provision

Careers education helps students develop their understanding of the options available to them, and equips them with the knowledge and skills they need to make successful choices. We hope to make the transition into post 16 education and training as easy as possible through a fun, accessible and informative careers programme.

We provide a range of careers events and activities for students across all age groups that includes:

- ✓ careers conventions
- ✓ HE and FE insight events and taster days
- ✓ Business and employer talks
- ✓ Employability workshops (CV building, personal; presentation skills etc)
- ✓ Mock interviews
- ✓ Drop in Career Clinics
- ✓ Assemblies from employers, colleges and training providers
- ✓ Networking opportunities with alumni
- ✓ Apprenticeship information
- ✓ Work Experience
- ✓ Signposting to virtual work experience opportunities and employability programmes

5. Provider Access

Our Provider Access Policy sets out the manner in which providers will be given access to pupils. This policy is shown in Appendix 2 and is published on our websites, as required by the Baker Clause.

6. Responsibilities, Monitoring & Review

Governing Body: There will be a member of the governing body at each school who takes a strategic interest in CEIAG and encourages employer engagement. This governor will ensure that the School has a clear policy on Careers Education, Information and Guidance and that this is clearly communicated to all stakeholders. They should ensure that this policy is based on the eight Gatsby Benchmarks

The Headteacher: will ensure that the work of the Careers Team and CEIAG events are supported and monitored. They will ensure a member of the Senior Leadership Team has an overview of CEIAG work and reports regularly back to the team.

Review: We regularly monitor the careers programme and seek feedback from students, parents and staff to ensure it is fit for purpose.

Our provision is self-assessed biannually through The Careers & Enterprise Company's Compass Assessment Tool which checks for compliance against GATSBY BENCHMARKS.

Student destinations are tracked and further support provided via close liaison with appropriate local support services so NEET figures are kept to a minimum.

Appendix 1: The Gatsby Benchmarks

<p>1. A stable careers programme</p>	<p>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.</p>	<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.
<p>2. Learning from career and labour market information</p>	<p>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.</p>	<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.
<p>3. Addressing the needs of each student</p>	<p>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.</p>	<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.
<p>4. Linking curriculum learning to careers</p>	<p>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.</p>	<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.
<p>5. Encounters with employers and employees</p>	<p>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</p>	<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</p>

	visiting speakers, mentoring and enterprise schemes.	what work is like or what it takes to be successful in the workplace.
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.

APPENDIX 2:



Stanchester Academy Provider Access Policy Statement (PAL)

Access for colleges, training providers, university technical colleges, universities and all other post 16 providers, including technical, vocational and academic routes and apprenticeships

Updated September 2023

This policy statement sets out the arrangements for managing the access of providers to students 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.

Pupil Entitlement:

All students in years 8 to 13 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.

In line with the updated Provider Access Legislation, from January 2023, all schools must provide a minimum of six encounters for all students with post 16 providers, as above. This is broken down into key phases: -

Year 8 or 9 Two encounters for students that are mandatory for all to attend

Year 10 or 11 Two encounters for students that are mandatory for all to attend

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 students from the provider)
- answer questions from all students, including our most vulnerable and those with additional learning needs

Stanchester Academy defines an encounter as at least 30 min, during the school day.
The school days runs from 8.30 am until 3.45pm

As part of our careers programme, we will consider requests from approved training, apprenticeship, technical and vocational education providers, including University Technical Colleges where appropriate, to speak to our students.

Stanchester Academy will also approach providers directly when planning and organising key career related events throughout the school year such as school assemblies, webinars within the curriculum, including live events, careers engagement events and parents evenings. Meaningful encounters may be planned using the [Making it meaningful checklist](#).

The quality and impact of careers provision at Stanchester Academy is monitored by our Senior Leadership Team, Bridgwater and Taunton College Trust's Central Strategic Careers Lead, and the Heart of the South West Careers Hub through Compass+ auditing. Access and opportunity to engage with technical, vocational and training providers will form part of this process.

Premises and Facilities

Stanchester Academy has a range of facilities available for providers to use in support of our careers programme. This includes a school hall, sports hall, classrooms, IT suites, meetings rooms and outdoor spaces.

The school will also make available access to IT support provider presentations. This will all be discussed and agreed in advance of the visit with the Careers Leader.

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

We welcome literature such as prospectuses and appropriate material that provides information on future pathways for our students to read, and for display in relevant places around the school campus. This can be both hard copies and electronic. The latter can be shared in mail outs/careers notices sent to pupils, staff and parents.

Destinations of our students

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

- Yeovil College
- Strode College
- Bridgwater and Taunton College
- Exeter College
- Richard Huish
- Sexey's School
- The Gryphon School
- Leonardo Helicopters
- Army/Navy apprenticeships

Management of provider access requests

All requests by providers should be sent to: -

Gemma Glentworth gemma.glentworth@stanchester.co.uk

Or alternatively contact our reception team: office@stanchester.co.uk

Telephone: 01935 823200

Granting Requests and Refusal of Requests

Once your request has been submitted, our Careers Leader will respond to you within 10 working days. All requests will be given due consideration by the Careers Leader and Senior Leadership Team.

Once the request has been granted, we will ask you for a range of information to share with our students and parents before the session. This may be a prospectus, letter, presentation to share with students and parents in advance of your session.

This should include: -

- Details of the opportunities you offer including technical education, courses and entry requirements
- What is learning like with your institution?
- How do you prepare students for their best next step on successful completion of your course/training?
- Provide examples of linking courses with careers relating to the labour market and recent positive destinations of students who have completed their learning with you

Requests will be considered against: -

- Clashes with other planned activities or visits.
- Interruption to preparation for public or internal examinations.
- Availability of school staff, space and resources to host the session.
- All requests will also be considered in line with the school's Safeguarding policy. For questions on this policy statement or the wider careers programme at Brymore Academy please do not hesitate to contact us.
- Brymore Academy will keep a log of all provider requests for access and the outcomes and record on Compass+ to support the delivery and evaluation of the careers programme.

Opportunities for access

Stanchester Academy offers the four provider encounters required by law, 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. Our careers programme changes each term – please see the careers calendar on our website for further details.

Examples of providers we have worked with include

- Yeovil College
- Strode College
- Bridgwater and Taunton College
- Army

- Navy
- Wessex Water
- Griffiths construction
- Willmott Dixon
- Somerset Skills and Learning
- ASK Apprenticeships
- Train2Gain
- Leonardo
- Thales
- NHS Yeovil

Complaints

If a provider has reason to make a complaint in relation to this provider access statement, please email our Headteacher via reception: office@stanchester.co.uk who will investigate further. Or subsequently you can contact [The Careers & Enterprise Company](#) on provideraccess@careersandenterprise.co.uk or [Heart of the South West Careers Hub](#)