



Careers Policy

Spring 2023

Statutory requirements and recommendations

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/Amended September 2022
- › The Education and Skills Act 2008
- › The School Information (*England) Regulations 2008

We also follow the careers guidance that the government set out for delivery from 5 January 2018: [Careers Guidance and Inspiration in Schools](#). This states that all schools must give education and training providers the opportunity to talk to students about approved technical qualifications and apprenticeships. Further information relating to this is set out later in this document, under Provider Access.

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 now secure independent careers guidance from year 7 (instead of from year 8, previously)**

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

Additionally, our 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 a minimum **of 6 encounters with technical education or training providers to all students in years 7 to 13**. For more detail on these encounters, see our provider access policy statement. 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 school meets this duty, and can be found in Appendix 1.

Curriculum Intent for Careers Education at Priory School

At Priory School, we believe Careers Education is a process by which all students and students develop skills, attitudes and networks to support the planning for, and moving forward into, a happy and fulfilled life beyond school. This may include lifestyle, the work of living, employment and contribution to their family and/or society. Careers Education is for all, but not the same for all.

Careers education at Priory School is a holistic process to support students to gain the skills and knowledge they need, to give them the most opportunities and fulfilment towards achieving brilliant outcomes. Our curriculum is designed to enable students to work towards appropriate outcomes for them as an individual which will enable them to succeed with their ambitions in all aspects of their future lives.

Aims & Purpose of Careers Education at Priory School

Career-related learning at Priory School is a journey for all students from Year 7 to Year 14. The aim of this policy is to:

- Ensure students are fully prepared for the next stage of their lives and have the highest aspirations as to what this may look like.
- Ensure access to good quality, independent and impartial careers advice for students and their families, which is in the best interests of the individual.
- Offer outstanding teaching and guidance which inspires and motivates students to raise their aspirations and achieve their goals.
- Support families to identify opportunities available to their young person for the next stage, including raising their aspiration for their young person's future (including the possibility of independent living/ paid employment) and empower them to support their young person to carve out this pathway.
- Enable students to have the opportunity to develop the employability skills they need for the world of work including real-life contact with the workplace to support this learning.

Careers Curriculum

The Careers Curriculum is embedded and taught through PSHE and Employability. The curriculum is designed to promote confidence and raise self-esteem through recognising how each student can make a positive contribution to their family, school and wider community through the development of relevant skills and encouraging personal interests and aspirations.

The curriculum actively promotes student well-being through providing opportunities for students to develop their functional communication in school and the wider world. These skills can be increasingly transferred into student interactions in the wider community. The curriculum teaches students where they can gain help and support at home, school and in the community. It also enables them to work in the same way to help others.

Opportunities to work in school and in the community allow our young people to participate more fully in life and work alongside others in a positive, rewarding and purposeful way.

Work Experience

Students have the opportunity to have at least 2 discrete work experience placements.

Placement opportunities typically include -:

- ✓ Hairdressing
- ✓ Hospitality (e.g. Harvester, Costa Coffee, Volcano Coffee Works)
- ✓ Community Groups such as L' Arche, Charity Shops, Food Banks
- ✓ Garden Centres

Students with more complex needs can access on-site internal work experience placements. Internal placements typically include:-

- ✓ Office Assistant
- ✓ Caretaker Assistant
- ✓ PE Assistant
- ✓ Cooking Assistant
- ✓ Therapy Administrator
- ✓ Catering Assistant
- ✓ Animal Care
- ✓ Enterprise – (including all the school fairs)
- ✓ Cleaning Work Space
- ✓ Resources Assistant

Collaboration & Development

To support the development of our careers curriculum we belong to the South London Careers SEND Community of Practice Forum. The Forum is an opportunity for Priory School to collaborate with Career Leads from SEND schools, and to share challenges and best practices.

The Gatsby Benchmarks

The Gatsby Benchmarks were developed on behalf of the Gatsby Foundation by Sir John Holman. They define what world class careers provision in education looks like and provide a clear framework for organising the careers provision at a school or college. Priory School uses the Gatsby Benchmark to personalise careers guidance and learning to students on all pathways, and to review and evaluate careers provision.

The 8 Gatsby benchmarks of Good Career Guidance are:

1. A stable careers programme
2. Learning from career and labour market information
3. Addressing the needs of each student
4. Linking curriculum learning to careers
5. Encounters with employers and employees
6. Experiences of workplaces
7. Encounters with further and higher education
8. Personal guidance

For more information, visit:

<https://www.gatsby.org.uk/education/focus-areas/good-career-guidance>

Careers Leader

Neil Van Cooten, Deputy Headteacher

Email: nvancooten5.306@lgflmail.org, tel: 020 8653 8222

The careers leader is responsible for the delivery of our careers programme. This role is distinct from a 'careers adviser' providing careers guidance to students.

The careers leader ensures:

- Our school has a good careers programme that meets the expectations set out in **the Gatsby Benchmarks**
- Our school has published details on our website of our careers programme
- The destinations of young people from our school are tracked and that this information is used to improve the effectiveness of our school's career programme

Key Staff

Other staff involved delivering the careers programme are:

- Sixth Form Teachers
- Work Experience Coordinators

Appendix 1

Provider Access Statement

Statutory Requirements

This policy complies with the school's legal obligations under:

- Section 42B of the Education Act 1997. **This complies with the school's legal obligations under Section 42B of the Education Act 1997.**
- The more recent Skills and Post-16 Act 2022, which came into force on **1 January 2023**. It explains that our school must provide a minimum of **6 encounters** with technical education or training providers to all pupils in years 7 to 13.

Aims

This policy statement sets out the school's arrangements for managing the access of providers to pupils at the school, for the purpose of giving them information about the provider's education or training offer.

Pupil entitlement

All pupils in years 7-13 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 assemblies and group discussions and taster events;
- to understand how to make applications for the full range of academic and technical courses.

The 6 encounters schools must offer to all students in years 7 to 13

- 2 encounters for students during the 'first key phase' (year 7, 8 or 9)
 - All students must attend
 - Encounters can take place any time during year 7, and between 1 September and 28 February during year 9
- 2 encounters for students during the 'second key phase' (year 10 or 11)
 - All students must attend
 - Encounters can take place any time during year 10, and between 1 September and 28 February during year 11
- 2 encounters for students during the 'third key phase' (year 12 or 13)
 - Students can choose to attend
 - Encounters can take place any time during year 12, and between 1 September and 28 February during year 13

These encounters must happen for a reasonable period of time during the standard school day. Schools can continue to provide complementary experiences, but encounters outside of school hours won't count towards these requirements.

Management of provider access requests

Procedure

A provider wishing to request access should contact our Careers Leader

Neil Van Cooten, Deputy Headteacher

Email: nvancooten5.306@lgflmail.org, tel: 020 8653 8222

Opportunities for access

Please speak to our Careers Leader to identify the most suitable opportunity for you.

The school will make a suitable space available for discussions between the provider and students, as appropriate to the activity. This could include the hall, classrooms, ICT Suite or private meeting rooms. The school will also make available ICT and other specialist equipment to support provider presentations. This will all be discussed and agreed in advance of the visit with the Careers Lead.

Providers are welcome to leave a copy of their prospectus or other relevant course literature with the Careers Leader who can make this available to students.

Safeguarding

Our safeguarding/child protection policy outlines the school's procedure for checking the identity and suitability of visitors.

Education and training providers will be expected to adhere to this policy.

Student destinations

Last year, our year 14 students moved to a range of providers in the local area after School, including:

- Aurora Centre
- Croydon Pathways
- Orchard Hill College

Complaints

Any complaints related to provider access can be raised following the school complaints procedure here: [Priory School Complaints Policy](#) or directly with The Careers & Enterprise Company via provideraccess@careersandenterprise.co.uk

Monitoring arrangements

The school's arrangements for managing the access of education and training providers to students are monitored by Neil Van Cooten, Deputy Headteacher
Email: nvancooten5.306@lgflmail.org, tel: 020 8653 8222

This policy will be reviewed by the Headteacher, annually.

At every review, the policy will be approved by the governing board.