



Redborne Upper School

Career Education, Information, Advice and Guidance Policy

This policy will be evaluated and reviewed every three years by the Assistant Headteacher responsible for Teaching & Learning (Matthew Jones)

This policy is available on the school website, on request to parents and carers, the LA and Ofsted through the Head teacher.

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Date for Review: July 2027

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School acknowledgement

The governing body believes that all students have the right to independent careers guidance. This policy demonstrates this view and in doing so fulfils the requirements of the Education Act 2011. The Act placed a duty on schools from September 2012 to secure access to independent careers guidance for all students, including those from disadvantaged backgrounds, with special educational needs or a disability.

In addition, this policy demonstrates the school's response to the Department for Education's statutory guidance 'Careers guidance and access for education and training providers' January 2023.

The aim of this policy is to support the delivery of an outstanding careers provision delivered via our dedicated careers team in partnership with businesses, alumni, training, HE & FE providers, parents and school staff. This will be underpinned by the delivery of the eight Gatsby Benchmarks:

1. A stable careers programme
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. Experiences of workplaces
7. Encounters with further and higher education
8. Personal guidance

Delivery of these benchmarks should support students in being confident when making their next steps after Redborne Upper School whether they choose to move into further education, vocational training or employment.

1. Aims & Objectives

1.1 In order to deliver the above benchmarks Redborne Upper School are committed to the following goals:

- Support the raising aspirations of all students through careers education, information, advice and guidance
- Ensure that students have access to qualified careers professionals throughout every academic year whilst they are at Redborne Upper School
- Provide guidance to students in an impartial manner (ie showing no bias, stereotyping or favouritism towards a particular work option) and promoting the best interests of students to whom the advice is given
- Give students access to information about careers pathways and labour market information to enable them to make informed decisions about their future
- Plan a progressive programme of lessons, tutor interventions and activities throughout all years which will (i) support students in choosing 14-19 pathways that suit their interests and abilities, (ii) will help them to follow a career path and sustain employability throughout their working lives.
- Develop a comprehensive careers programme that will enable all students to have at least one meaningful encounter with an employer during each year of their time at Redborne Upper School
- Give students the opportunity to experience a workplace by the end of year 11 and by the end of year 13
- Offer students encounters with further and higher education providers
- Keep systematic records of careers interventions that take place with students including careers experiences and interactions with employers
- Maintain an up to date policy document that identifies how the above goals will be met and publish this on the school website

1.2 We aim for our students to:

- Develop a broad understanding of the world of work and an ability to respond to changing opportunities.
- Develop independent research skills so that they can make good use of career information and guidance.
- Develop and use their self-knowledge when thinking about and making choices.
- Use Local Market Information when thinking about and making choices.
- Develop the skills they need to review achievements, plan future actions, make decisions, present themselves well and cope with changes and transition.
- Be able to anticipate the differences between school, college, university and work.
- Become aware of their individual abilities, skills, qualities, needs and values and with these in mind explore how they might relate to different occupations.
- Develop a positive self-image and feel enthusiastic about their own employment opportunities.

2. Leadership & Management

2.1 The Careers programme at Redborne Upper School will be planned, monitored and evaluated by

the following staff:

- Teresa Farrow – Careers Leader and level 6 qualified Careers Advisor
- Matthew Jones – Assistant Headteacher (Teaching & Learning)
- Sarah Jones – Lead Teacher for KS4 Enrichment lessons
- Marie Jones, Alex Hide, Tom Rance, Mark Cuthbert – Heads of Year

2.2 In addition to this, plans and provisions will be shared with the Senior Leadership Team; furthermore form tutors, KS4 Enrichment teachers will be responsible for delivery of sections of the programme.

2.3 Additionally, the wider school staff will work to promote an understanding of the world of work, offer resources and advice to students to understand and develop career choices, link curriculum learning to careers, seek to enhance independent research skills so that students can make good use of information and guidance, as well as support students in attending careers appointments.

2.4 Heads of Year will assist relevant staff with the identification and support of those at risk of not being in education or employment with accredited training post 16.

2.5 The member of the Governing Body who takes a strategic interest in careers education and guidance is Richard Last.

3. Plans & Provisions

3.1 The CEIAG programme is designed to meet the needs of students at different stages of their learning journey. It is differentiated to ensure progression through activities that are appropriate to students' stages of career learning, planning and development. Consideration of SEND learners is taken into account and activities are differentiated to ensure an inclusive approach and equality of access.

3.2 All students have the opportunity to request an interview with a qualified careers professional at any time throughout Years 9-13. There is a guaranteed offer of either a small group session or 1:1 interview with a qualified careers professional for identified, targeted students (SEND, Pupil Premium, EAL) prior to the end of year 11.

3.3 To ensure it complies with the 'Skills and Post-16 Education Act 2022 provider encounters technical education and apprenticeships', encounters with providers of technical education or apprenticeship will take place annually.

3.4 Pupils, parents, teachers and employers can access further information about the careers programme by contacting Teresa Farrow, Careers Leader (Teresa.Farrow@redborne.com)

3.5 Programme for each year group:

Year Group	Summary of the Planned Programme	By the end of the KS all students will have:
9	<ul style="list-style-type: none">• Overview of post 16 options for pupils and parents/carers, to include A levels, T levels, applied general qualifications (eg BTECs),	<ul style="list-style-type: none">• A better understanding of the full range of 14-19 opportunities for progression.

	<p>technical/vocational qualifications and apprenticeships.</p> <ul style="list-style-type: none"> ● Via focused tutor times to consider skills, qualities and attitudes required by employers using resources from Skills Builder ● Tutor group opportunities to develop self-knowledge and understand how they might relate to different occupations. ● KS4 options event. ● Careers Fair at which providers of technical education/apprenticeships, FE colleges and training providers will be invited as well as HE providers ● Meetings with career professionals. ● Curriculum learning is linked to careers. ● Understanding the Redborne Award and how the school's values link to careers ● National Careers Week activity 	<ul style="list-style-type: none"> ● Increased awareness of their strengths and areas for development, as well as support to evaluate how these might inform future choices in learning and work. ● An understanding of some of the qualities, attitudes and skills needed for employability. ● Been introduced to Unifrog, our chosen Careers platform ● Used online careers resources to research information about opportunities and apply their findings to help to make informed choices for KS4 options. ● Received appropriate advice and guidance on KS4 options.
10	<ul style="list-style-type: none"> ● Timetabled work skills lessons. ● Careers Fair at which providers of technical education/apprenticeships, FE colleges and training providers will be invited as well as HE providers ● Meetings with careers professional ● Career Insight talks ● Practice Interviews ● Curriculum learning is linked to careers. ● Further timetabled use of Unifrog, our chosen careers platform ● Digital literacy delivered in work skills lessons including CV writing ● Large group work experience preparation session for those students undertaking the one week work experience. ● One week work experience for targeted group ● For the full cohort, experience of a workplace (one day) with prior preparation ● Opportunities to take part in virtual work experiences and other career related activities, advertised by the careers department either by direct email or the careers bulletin. 	<ul style="list-style-type: none"> ● An improved understanding of skills, qualities and attitudes needed for employability. ● Enhanced their self-knowledge, career management and employability skills. ● Used online resources and other sources to investigate and explore future choices and progression routes. ● Been given direct access to employers, colleges, training providers and Universities. ● Been given guidance to help identify a range of post-16 options and support networks that they can use to plan and negotiate their career pathways ● For the targeted group having a one week work experience, increased awareness of health and safety in the workplace ● For the targeted group having a one week work experience: experienced a workplace and supported to reflect on it ● For the full year 10 cohort, gained greater insight into Health and Safety considerations of a workplace, experienced a workplace and

		supported to reflect on it
11	<ul style="list-style-type: none"> ● Timetabled work skills lessons ● Careers Fair at which providers of technical education/apprenticeships, FE colleges and training providers will be invited as well as HE providers ● Meetings with careers professional ● Career Insight talks ● Access and support to apply to the National Citizens Service summer programme ● Curriculum learning is linked to careers. ● Labour Market Information, Preparing for Interviews and Assessment Centres via work skills lessons ● Core PE programme which includes The Employable Me strand. ● Opportunities to take part in virtual work experiences and other career related activities, advertised by the careers department either by direct email or the careers bulletin. 	<ul style="list-style-type: none"> ● A good understanding of skills, qualities and attitudes needed for employability. ● Enhanced their self-knowledge, career management and employability skills. ● Used online resources and other sources to investigate and explore future choices and progression routes. ● Been given direct access to employers, colleges, training providers and Universities. ● Been given guidance to help identify a range of post-16 options and support networks that they can use to plan and negotiate their career pathways. ● Been provided with the resources to complete the post-16 application procedures, including CVs, personal statements and preparation for interview. ● Access to support with Post-16 applications
12	<ul style="list-style-type: none"> ● Post-18 assembly – apprenticeships. ● Post-18 assembly – UCAS – HE application process. ● Tutor sessions: future education, training and employment options. ● Meetings with career professionals. ● Career Insight Talks. ● Workshops – HE and higher apprenticeship applications ● Opportunity to access an off-site HE & apprenticeship fair. ● Curriculum learning is linked to careers. ● Support to find, prepare and reflect on the work experience activity ● Work experience week ● The opportunity to participate in the Young Enterprise Company Programme, subject to sufficient numbers ● Opportunities to take part in virtual work experiences and other career related activities, advertised by the careers department either by direct email, Google Classroom notices or the careers bulletin. 	<ul style="list-style-type: none"> ● Enhanced their self-knowledge, career management and employability skills. ● Used online resources and other sources to investigate and explore future choices and progression routes. ● Received guidance concerning the UCAS application procedure. ● Received guidance to help identify a range of post-18 options. ● Been provided with the resources to develop their CVs, personal statements and interview preparation. ● Been given direct access to employers and HE providers including universities. ● Gained work experience

13	<ul style="list-style-type: none"> ● Meetings with careers professional ● Career Insight Talks ● Opportunity to access off-site HE open days & apprenticeship / employer fairs ● Curriculum learning linked to careers ● Tutor sessions- future education, training and employment options ● Opportunities to take part in virtual work experiences and other career related activities, advertised by the careers department either by direct email, Google Classroom notices or the careers bulletin. 	<ul style="list-style-type: none"> ● Enhanced their self-knowledge, career management and employability skills. ● Used online resources and other sources to investigate and explore future choices and progression routes. ● Received guidance to support accessing a range of post-18 options. ● Been provided with the resources to develop their CVs, personal statements and interview preparation. ● Been given direct access to employers and HE providers including universities.

4. Parents, Alumni and Other Employer Contacts

4.1 The school will actively seek to involve parents and carers in our careers provision; information will be disseminated through a regular, and at least termly, careers bulletin to help parents and students' awareness of career related issues and school career related activities. The school website will include details of forthcoming school events and those that are being held locally and regionally.

4.2 To facilitate the delivery of a successful careers programme the contact details of parents, alumni and other employer contacts that offer support may be kept in a database which will be maintained by the Careers Leader. The contents of this database will not be shared outside of the school and will not be shared with anyone within school unless for the purposes of delivering the careers programme.

4.3 Any individual whose details we would like to add to this database will be informed and their consent sought prior to their addition. They will be made aware of their rights under GDPR legislation and will be made aware of the schools Data Protection policy, including but not limited to their right to withdraw their consent to be included in the aforementioned database.

4.4 The school works in partnership with SEMLEP and the school's Enterprise Adviser to develop the careers education provision and experience that students receive.

5. Resources

5.1 The school will employ a dedicated Careers Leader who will also act as one of the Independent Careers Advisors and will work in conjunction with the Assistant Headteacher (Teaching & Learning). Together these staff will determine how to deploy the dedicated careers budget and the work related

learning budget.

5.2 Dedicated careers facilities will be provided to enable careers interviews to take place. There will be a section included in the main school library for careers literature with prospectuses also available in the Sixth form's Culcheth Centre.

5.3 Administrative support will be provided to the Careers Leader; this will include but not be limited to organisational support on a weekly basis in arranging appointments and logistical support when arranging larger events.

5.4 There will be a dedicated careers section on the school website which will provide staff and students with up to date information on current careers advice and upcoming events.

5.5 Contacts will actively be sought with external bodies and agencies that can support our careers provision or that may provide sources of additional external funding.

5.6 All staff within the KS4 enrichment team are supplied with lesson plans and resources which clearly outline and meet the targeted outcomes, ensuring consistency and quality delivery of the timetabled aspects of our Careers Education and Guidance Programme.

6. Monitoring & Evaluation

6.1 New activities will be planned by the Careers Leader and the Assistant Headteacher (Teaching & Learning); these will be proposed to the Senior Leadership Team who must approve them before deployment.

6.2 The Careers Leader and the Assistant Headteacher (Teaching & Learning) will be responsible for the on-going monitoring, review and evaluation of both this policy and the careers programme.

6.3 The evaluation will focus on how successful the activities and policy are in delivering the Aims & Objectives outlined above; the following sources of data will be considered when determining effectiveness and impact:

- Surveys/feedback from key stakeholders including students, parents and staff
- School council
- Feedback from pastoral leads
- Evaluation of one off activities
- Evaluation of on-going activities
- Destinations surveys carried out from year 10 onwards
- NEET and destination data

6.4 This policy will be evaluated and the plans contained within it updated on an annual basis. There is termly reflection and evaluation through the use of the Compass assessment tool against the eight Gatsby benchmarks of good careers guidance.

Appendix 1: Policy Statement on Provider Access

Redborne Upper School and Community College: Provider Access Policy

Introduction

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. This complies with the school's legal obligations under Section 42B of the Education Act 1997.

Pupil entitlement

All pupils in years 9-13 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.

For pupils of compulsory school age these encounters are mandatory and there will be a minimum of two encounters for pupils during the 'first key phase' (year 8 to 9) and two encounters for pupils during the 'second key phase' (year 10 to 11). For pupils in the 'third key phase' (year 12 to 13), particularly those that have not yet decided on their next steps, there are two more provider encounters available during this period, which are optional for pupils 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 pupils from the provider)
- answer questions from pupils.

Meaningful provider encounters

One encounter is defined as one meeting/session between pupils and one provider.

We are committed to providing meaningful encounters to all pupils 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 pupils.

Previous providers

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

Bedford College Group, The Apprenticeship Support & Knowledge for schools and colleges programme (ASK programme), Foxley Kingham Accountants, Automotive 30% Club, Volkswagen, TUI, Osborne Infrastructure.

Additionally, virtual encounters were arranged during the academic years disrupted by Covid with: Bedford College, Jones Day Solicitors, Stageworks, Natwest, RS Components, Workpays (apprenticeship training provider), KPMG, SEMLEP and the National Apprenticeship Service.

Year 11 - 2021 (most recent sustained destination data)

95% of students were in sustained education, employment or training, slightly above the national average. This included:
 56% in School Sixth Form. Typically this was Redborne Sixth Form but some students explored other local providers such as Samuel Whitbread, Kimberly College and Bedford Sixth form.
 31% in Further Education such as Bedford College, Shuttleworth College and Central Bedfordshire College.
 5% in apprenticeships*.

Year 13 - 2021 (most recent sustained destination data)

95% of students were in sustained education, employment or training, significantly above the national average. This included:
 56% in universities around the country
 30% in sustained employment*.
 8% in sustained apprenticeships*.

* Information on individual students or destinations isn't published but please contact our Careers Leader for more information on apprenticeships and employment opportunities that are available.

Management of provider access requests

Procedure

A provider wishing to request access should contact Teresa Farrow, Careers Leader.

Telephone: 01525 842676; Email: Teresa.Farrow@redborne.com

Opportunities for access

The school offers the 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 pupils or their parents or carers.
 Please speak to our Careers Leader to identify the most suitable opportunity for you.

Year Group	Opportunities
9	Overview of post 16 options for pupils and parents/carers, to include A levels, T levels, applied general qualifications (eg BTECs), technical/vocational qualifications and apprenticeships. Assembly and tutor group opportunities KS4 options event Careers Fair Meetings with careers professional
10	Large Group work experience preparation session

	Assembly and tutor group opportunities Work Skills lesson opportunities Careers Fair Meetings with careers professional Practice Interviews
11	Assembly and tutor group opportunities Work Skills lesson opportunities Careers Fair Meetings with careers professional
12	Post-18 assembly – apprenticeships Post-18 assembly – UCAS – HE application process Tutor sessions: future education, training and employment options Meetings with careers professional Career Insight Talks
13	Workshops – HE and higher apprenticeship applications Meetings with careers professional Career Insight Talks

Complaints:

Any complaints with regards to provider access can be raised following the school complaints procedure or directly with The Careers & Enterprise Company via provideraccess@careersandenterprise.co.uk

Premises and facilities

The school will make the main hall, classrooms or private meeting rooms available for discussions between the provider and students, as appropriate to the activity. The school will also make available AV and other specialist equipment to support provider presentations. This will all be discussed and agreed in advance of the visit with the Careers Leader or a member of their team.

Providers are welcome to leave a copy of their prospectus or other relevant course literature at the Careers Library, which is managed by the school librarian. This is available to all students at lunch and break times.