



Policy	Careers Education and Guidance and Work-Related Learning
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Committee	Date of Ratification	Review Date/term	Staff Responsible	Circulation
Student	Summer 2021	Summer 2023	Assistant Headteacher	Shared Staff Website

The school has a detailed Risk Register which the Governing Body uses to monitor and measure the impact of its decisions as well as informing its planning. The Risk Register also includes the School's Policy Statement for Risk and Opportunity Management.

To ensure that Risk Management permeates the working of the Governing Body, this policy is referenced in the Risk Register and the committee responsible for the policy should consider the "likeliness" and "impact" level for the appropriate risks.

Introduction

Orleans Park delivers a programme of careers activities to help students make informed choices and become valuable members of the future adult workforce. The school is committed to providing a programme of careers education, work related learning and impartial information, advice and guidance for all students.

Orleans Park will ensure that every student has high aspirations and considers a broad range of careers and will challenge any stereotypical views. This supports social mobility by improving opportunities for all young people, especially those from disadvantaged backgrounds and those with special educational needs and disabilities.

(Section 42A, 42B and section 45A of the Education Act 1997; Section 72 of the Education and Skills Act 2008).

This document should be read alongside the Teaching and Learning and Equal Opportunities Policies.

Aims

- 1) To give all students the knowledge and skills to actively find appropriate future pathways and careers
- 2) To secure independent careers guidance for all Year 8-13 students
- 3) To give students opportunities to access a range of providers of technical education and apprenticeships
- 4) To use the Gatsby Benchmarks to develop and improve the careers provision at Orleans Park (see Appendix 2). Their use enables the school to fulfil its legal duties surrounding careers guidance
- 5) To give students opportunities to access a range of providers of technical education and apprenticeships
- 6) To ensure every student has a successful transition and an appropriate destination when they leave the school
- 7) To publish the careers programme on the school website.

Objectives

- 1) Provide a programme of guidance and aspiration for a wide variety of qualifications, education, apprenticeships and careers
- 2) Deliver individual careers appointments for all students via the school's Careers Officer
- 3) Identify students who are at risk of becoming NEET (not in education, employment or training) and engage additional support for them
- 4) Guide students to make informed choices about their KS4 and KS5 options and future pathways
- 5) Continue to establish links with local, national and international further and higher education providers
- 6) Inform students and parents of careers and labour market information, training and apprenticeships via the school website or Google classroom
- 7) Ensure all students have the opportunity to learn how STEM (Science, Technology, Engineering and Mathematics) subjects relate to a wide range of career opportunities
- 8) Provide learning opportunities about what work is like and how to be successful in the workplace.

Curriculum Delivery

There are dedicated learning activities delivered through PSHE (personal social health and economic education) lessons, however all staff contribute through their roles as tutors and classroom teachers. Whilst Careers forms a part of the PSHE curriculum, many themes are explored through specific subject areas or enrichment activities such as visiting speakers, work place visits, and entry criteria for university courses or apprenticeships.

The Orleans Park Careers programme includes advice, guidance and information in the form of schemes of work, lessons, assemblies, tutorials, careers advisor meetings and work-related learning experiences. It is delivered using a variety of learning approaches and teaching methods which encourage students to discuss, question, communicate and make use of relevant videos, posters, leaflets, books, online research, case studies, role plays and visiting speakers.

The school continues to enhance relationships with education providers, employers, parents and our Alumni to support work related presentations, visits, work shadowing and various other activities.

Monitoring

Teacher in charge of PSHE

- To provide training and support for staff, students, parents/carers and Governors when appropriate
- To monitor and evaluate teacher effectiveness through lesson observations, learning walks and student voice activities
- To engage and gather feedback from visiting speakers
- To use online tools such as Unifrog, UCAS and UCAS Progress to support student learning and applications
- To gather feedback from students
- To create, action and review the department evaluation and improvement plans
- To assist Pastoral team and SLT collecting and monitoring destination information for students leaving the school

SLT

- To evaluate the impact of Careers teaching
- To evaluate the impact of student learning
- To ensure students, parents and the school keep records of individual advice given to a student
- To evaluate the impact of the careers advisor, the contract and cost effectiveness
- To ensure that students access a range of education and training providers and are informed about the range of qualifications including technical education and apprenticeships
- To ensure Careers teachers promote the Gatsby benchmarks
- To track, monitor, evaluate and report destination information and progress towards Gatsby benchmarks to Governors
- To attend AfC (Achieving for Children) 14-19 meetings to assist with strategic planning and school improvement for Careers and Destinations.

Governors' Objectives:

- To support the implementation of the policy
- To monitor the impact of the policy
- To ensure school staff follow DfE guidance and advice relating to Careers, IAG and the Gatsby benchmarks
- To evaluate the effectiveness of the careers advisor contract and cost

Appendix 1: Orleans Park School: 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.

Statutory requirements

Schools are required to ensure that there is an opportunity for a range of education and training providers to access students in years 8 to 13 for the purposes of informing them about approved technical education, qualifications or apprenticeships. Schools must also have a policy statement that outlines the circumstances in which education and training providers will be given access to these students. This is outlined in section 42B of the [Education Act 1997](#). This policy shows how our school complies with these requirements.

Student entitlement

All students in Years 8-13 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.

Management of provider access requests - Procedure

Any provider wishing to request access should contact: Mr L Dodge: Assistant Headteacher - Key Stage 4,
Telephone: 020 8891 0187, Email: ldodge@orleanspark.school

Safeguarding

Our Safeguarding 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.

Appendix 2: Gatsby Benchmarks

1. A Stable Careers Programme	Every school and college should have an embedded programme of career education and guidance that is known and understood by pupils, teachers, governor and employers.
2. Learning from Career and Labour Market Information	Every pupil, 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.
3. Addressing the Needs of Each Pupil	Pupils have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each pupil. A school's careers programme should embed equality and diversity considerations throughout.
4. Linking Curriculum Learning to Careers	All teachers should link curriculum learning with careers. STEM subject teachers should highlight the relevance of STEM subjects for a wide range of career paths.
5. Encounters with Employers and Employees	Every pupil 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 visiting speakers, mentoring and enterprise schemes.
6. Experiences of Workplaces	Every pupil should have first-hand experience of the workplace through work visits, work shadowing and/or work experience to help their exploration of career opportunities, and expand their networks.
7. Encounters with Further and Higher Education	All pupils 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.
8. Personal Guidance	Every pupil should have opportunities for guidance interviews with a career adviser, who could be internal (a member of school staff) or external, provided that they are trained to an appropriate level. These should be available whenever significant study or career choices are being made. They should be expected for all pupils but should be timed to meet their individual needs.

Appendix 3: Sources of information

DfE guidance

<https://www.gov.uk/government/publications/careers-guidance-provision-for-young-people-in-schools>

Benchmarking tool

<http://www.careersandenterprise.co.uk/schools-colleges/about-compass>

Performance tables – destination information

<https://www.compare-school-performance.service.gov.uk/>

National Careers Service

<https://nationalcareersservice.direct.gov.uk/>

Unifrog

<https://www.unifrog.org/sign-in>