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**POLICY INFORMATION NEW POLICY - DRAFT**

Name of Policy/Procedure: **CAREERS**

Original date drawn up: March 2019

Original date adopted: March 2019

Current version date: March 2019

Review cycle: Annually

Next review date: May 2020

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| **Adopted by the Governing Body of Ruskin Community High School**  Signed (Chair of Governors): |

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| **Reviewed by** | **Date** | **Approved** |
| Dean Postlethwaite | May 2019 |  |
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**1. Introduction**

This policy summarises the statutory guidance and recommendations and outlines the provision of careers education, work experience and provider access. It is in line with the statutory guidance developed by the Department for Education 22018 which refers to sections 42A, 422B and 45A of the Education Act 1997, section 72 of the Education and Skills Act 22008 and the government’s careers strategy 2017.

**2. Aims and purpose**

* Prepare students for the transition to life beyond secondary school and post 16 (higher education and the world of work).
* Support students in making informed decisions which are suitable and ambitious for them.
* Provide students with well-rounded experiences.
* Develop characteristics eg. social skills, communication, innovation, resilience and leadership which support high achieving students in the curriculum and in their careers.
* Inspire and motivate students to develop their aspirations.
* Ensure that a high number of student’s progress to positive destinations such as apprenticeships, technical routes, sixth form colleges, further education colleges, universities or employment.
* Help all students take qualifications that offer them the best opportunity to continue in education or training.

**3. Expectations and requirements at Ruskin Community High School**

* Ensure all registered students are provided with independent careers guidance from Years 8 to 11 that should:
  + Be impartial
  + Include information on a range of education or training options, including apprenticeships and technical education routes
  + Be adapted to the needs of individual students
* Provide a policy statement that sets out the circumstances in which education and training providers will be given access to students and that this is followed. This must include:
  + Any procedural requirements in relation to requests for access
  + Grounds for granting and refusing requests for access
  + Details of premises or facilities to be provided to a person who is given access
  + Review the policy from time to time
* Use the Gatsby Charitable Foundation’s Benchmarks to improve careers provision and meet them by the end of 2020.
* Begin to offer every young person seven encounters with employers – at least one each year from Year 7 to 11 – and meet this in full by the end of 2020. Some of these encounters should be with STEM employers.
* Appoint a named person to the role of Careers Leader to lead the careers programme. This Careers Leader should have the energy and commitment, and backing from their senior leadership tem, to deliver the careers programme across all eight Gatsby Benchmarks.
* Publish details of their careers programme for young people and their parents.

**4. Gatsby Charitable Foundation’s Benchmarks** (please see appendix A)

The school will use the Gatsby Charitable Foundation’s Benchmarks to improve careers provision (meet by the end of 2020). They include:

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

**5. Statutory duties**

The Governing Body will:

* Ensure that the statutory requirements and expectations are met in point 3.
* Provide clear advice and guidance to the Headteacher on which she can base a strategy for careers education and guidance which meets the schools legal requirements, is developed in line with the Gatsby Benchmarks and informed by the requirements set out in this document.
* Have a member of the Governing Board who takes a strategic interest in careers education and guidance and encourages employer engagement.

**We aim to ensure that The Gatsby Benchmarks for Career Guidance are met:**

**1.** Our students have an embedded programme of career education and guidance that is known and understood by students, parents, teachers, governors and employers.

**2.** Our students and their parents have access to good quality information about future study options and labour marked opportunities.

**3.** Opportunities for career guidance are tailored to the needs of each student. Equality and diversity are considered throughout.

**4.** Teachers link curriculum learning with careers. STEM subject teachers aim to highlight the relevance of STEM subjects for a wide range of career paths.

**5.** Our students are involved and engaged in the design, delivery and evaluation of information. Advice and guidance.

**6.** We aim to give out students multiple opportunities to learn from employers about work, employment and the skills that are required in the work place.

**7.** We aim for all of our students to have first-hand experiences of the workplace through work visits or work experience.

At Ruskin, we offer students the opportunity to meet with impartial advisors via local colleges and 6th Form. Those at risk of NEET have further interviews and support as needed.

In addition, in 2019/20 we are trialling a careers interview model with three school staff. All three have wider skills and experience outside of their school role. We tailor appointments to suit the staff background experience. This means that students get a very meaningful and relevant interview.

