



# **R.E.A.L Independent School Careers Guidance Policy**

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## Section 1: Introduction

A significant proportion of young people are at risk of being socially excluded through a lack of qualifications and positive experiences whilst in compulsory education within the world of work.

A higher proportion of young people are at risk of being NEET (not in employment, education or training) as an adult if they have been identified as having an Education, Health and Care Plan whilst in compulsory education.

Careers education and guidance and work related education can play a major role in the re-motivation and re-inclusion of vulnerable and disengaged young people.

Many young people drop out of courses and jobs because they feel they have made inappropriate choices at crucial decision making points within their lives.

Today young people have a wide range of choices regarding different routes and pathways to employment including access to vocational learning from a young age. At each stage young people require access to accurate and accessible information to be able to make informed decisions and choices which are right for them, and their future.

### 1.1 The R.E.A.L. Context

R.E.A.L. Education work to ensure that all identified learners have opportunities to access careers programmes that will develop high aspirations and provide them with a broad and ambitious range of careers. Modern careers guidance is as much about inspiration and aspiration as it is about advice. Partnership working with employer networks, FE colleges, higher education institutions, mentors, coaches, alumni or other high achieving individuals can motivate pupils to think beyond their immediate experiences, encouraging them to consider a broader and more ambitious range of future education and career options.

Expectations will be set high, including for the most vulnerable and those with special educational needs and disabilities, so that every pupil is stretched and acquires the attributes that any employer will value. R.E.A.L. Education work from a presumption that all learners are employable regardless of their specific learning needs and will facilitate activities to help every young person realise their potential and their contribution to their economic and social mobility.

The careers programme will enable learners to:

- develop an understanding of their own skills, values and aspirations
- navigate pupils through the diverse career opportunities available to them



- develop their communication, team working, commercial awareness and other employability/work related learning skills

The outcome of the careers programme will be that learners are:

- Driven and self-directed
- Self- assured and informed
- Self- aware and resilient
- Enterprising and entrepreneurial
- Proud of themselves

## 1.2 The National Context

There have been significant changes in government policy with regard to Careers and Work Related Learning Education. The key changes have been:

- Withdrawal of the statutory requirement for Work Related Learning at KS4
- From Sept 2012, schools have a legal responsibility for securing access to independent and impartial careers guidance for year 9 – year 11 students. This must include information on all options available in respect of 16-18 education and training
- From Sept 13 the statutory requirement was extended to encompass year 8 and 16-18 year olds in school, FE and sixth form colleges
- An Inspiration Vision Statement issued by BIS – September 2013 stating that employers played a key role in inspiring young people about their future career choices. New statutory guidance April 14 Ofsted – Going in the right direction September 12 September 2014, the National Career Council published its second report "Taking action: achieving a culture change in careers provision", providing an update on the government's aim to improve the range and quality of careers provision for young people.
- As highlighted in 'The Careers Strategy: making the most of everyone's skills and talents December 2017 we are implementing the Gatsby Benchmarks to improve our careers provision.



## **Section 2: The Policy**

### **2.1 Links to Policies**

The policy combines with other key school policies e.g. Assessment and Equal Opportunities, Educational Visits, Health and Safety, Curriculum Policy, and SEN policies.

### **2.2 Links with employers, providers, schools, colleges and academies**

R.E.A.L. Education has many establishments offering support. Our links are as follows: Mansfield District Council, National Apprenticeships Service, West Notts College, Business Academies in the Community, North Midlands Construction, Mansfield and Ashfield 2020, The Mansfield Federation of Small Businesses, The Derbyshire and Nottinghamshire Chamber of Commerce, Linney's, Portland College, Ferrari (Nottingham) as well as other local employers, schools and academies.

## **Section 3: Aims and Objectives**

### **3.1 Policy Aims**

The overall aim is to provide an aspirational Careers Curriculum which will inspire young people and equip them with the knowledge, skills and attributes to make a successful transition to the workplace and further learning and education.

We aim to provide a careers curriculum that is designed to meet the needs of the students of R.E.A.L. Education. A curriculum that is differentiated and personalised to ensure progression through activities that are appropriate to students' stages of career learning, planning and development.

We aim to ensure students receive a careers curriculum that is person centred and impartial. It is integrated into the students experience of the whole curriculum and based on a partnership with students and their parents or carers. The programme will promote equal opportunity and inclusion.



In doing this it is our aim to raise aspirations, broaden horizons and increase social mobility to the benefit both of the individual young people and of the economy and society in general.

We want all young people to understand the full range of opportunities available to them, learn from employers about work and the skills that are valued in the workplace, and where appropriate have first-hand experience of the workplace.

### 3.2 Policy Objectives

From Year 7 onwards young people will have access to a curriculum which enables pupils to:

- Develop an understanding of their own skills, values and aspirations.
- Promotes a positive ethos in the value of contributing to society on their own self esteem.
- Understand the range of realistic options available to them within their locality.
- Develop sound communication, employability and work related skills.
- Understand where they can look for work and how they can apply.

## Section 4: Learner Entitlements

### 4.1 Information, Advice and Guidance

- Access to information and guidance about the options that are open to them and the progression routes to which the options lead to ensure our young people make the most of the opportunities that are available to them.
- Clear unbiased advice and information about all the options available, so that they understand what they involve ie careers fair and master classes.
- Support and guidance to help them make appropriate choices for their future help to decide what to do when they leave their course, including further learning, training or employment.
- A programme of careers education which helps them to develop skills and knowledge to make choices and the transition to work and learning.
- Develop the behaviours and attitudes required for transition.
- The opportunity to be involved in making decisions about things that affect their learning
- An opportunity to learn about the world of work through work related learning and careers programme through communications from various establishments.



## 4.2 Specific Activities

The careers programmes uses the eight Gatsby benchmarks of good career guidance and follow a programme of activities across the key stages.

**Across the Key Stages learners with have access to a careers curriculum which includes:**

Access to Job Explorer Database  
STEM Projects  
Programmes to Promote Enterprise  
Regular Person Centred Reviews  
An effective PSHE and Wellbeing Programme of Study  
Guest Speakers  
Individual Information Advice and Guidance Interviews  
Options Meetings  
Employability Workshops  
Accreditation  
Careers Week  
Employer Engagement Visits  
Flexible Work Experience Placements and Work Tasters  
Aspirational Visits

## Section 5: Policy Implementation

- All staff contribute to the careers education and IAG delivered through their roles as tutors, during mentoring and learning sessions.
- Specialist careers guidance is provided to priority students, through careers interviews.
- The careers education and IAG programme includes career guidance activities delivered to cohort, small group sessions, and individual interviews.
- Information and research activities are available for students.
- All option choices are followed up with 1:1 interviews which parents are also invited to attend.
- Schemes of work will include appropriate and timely work related learning aspect.
- Identified students also undertake work experience placements. These are now offered to students where it is a course requirement in a unit they are studying (ie Health and Social, BTEC Workskills) or where it is of benefit for an individual student's programme.
- Access to careers software packages (Job Explorer Database) and use of the internet to access national careers website.



- Mock Interviews are offered where appropriate to all year 11 students which help prepare them for entering the world of work.
- We reflect and evaluate the success of our careers programme against the Gatsby Benchmarks.

### 5.1 Equal Opportunities

All information, advice and guidance will be provided impartially to all students and will be provided free of bias. Students will be encouraged to look at careers and courses outside the normal gender stereotypes. Following the new guidance all students with SEND will be entitled to transition plans. Where a student has an Education Health Care Plan, all reviews of that plan from Year 9 and onwards will include a focus on preparing them for adulthood, independent living, employment and participation in society. Pupils with SEND will receive independent and impartial advice about mainstream education, training and employment opportunities on offer, regardless of their individual circumstances to support them for the next phase of education or training and beyond into adult life.