



Thamesmead School

Careers Guidance Policy

Person Responsible	R Jones
Governors Committee	Personal Development, Behaviour & Welfare
Review Period	Every Year
Date of Review	Summer 2023
Date of Next Review	Summer 2024

Overview

- 1. Vision**
- 2. Aims and purpose**
- 3. Statutory guidance and recommendations**
- 4. Roles and responsibilities**
- 5. Our Careers Programme**
- 6. Links to other policies**
- 7. Monitoring and review**

1. Vision

Thamesmead School is committed to providing a comprehensive and high-quality careers programme, to support the development of our students' ability to set, manage and achieve their personal career goals. Our programme aims to raise all students' aspirations, encompassing all ages, backgrounds, abilities and needs; whilst developing their employability skills so that they are best prepared for their future careers.

2. Aims and Purpose of Personal Development Provision

This policy aims to set out our school's provision of impartial and informed careers guidance for our pupils. This includes the ways in which pupils, parents, teachers and employers can access information about our careers programme.

- To inspire and motivate students to develop aspirational career and learning paths.
- To support students in making informed, suitable and ambitious decisions.
- To prepare students for the transition into further and higher education and the world of work.
- To provide students with a broad range of experiences and encounters with employers and employees.
- To develop students' employability skills.
- To develop students' awareness of their individual abilities, skills, qualities, needs and values and explore how these might relate to different occupations.
- To develop a positive self-image and enthusiasm about their employment prospects.

3. Statutory guidance and recommendations

Careers provision at Thamesmead School is in line with the statutory guidance developed by the Department for Education, Careers guidance and access for education and training providers; published 25 March 2015, last updated 15 July 2021.

Thamesmead School is compliant with the Government's new careers strategy which sets out a long-term plan to create a careers system that will help young people and adults choose the career that is right for them. The statutory guidance has been updated to expand on the aim set out in the strategy to make sure that all young people in secondary school get a programme of advice and guidance that is stable, structured, and delivered by individuals with the right skills and experience.

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
- The Education and Skills Act 2008
- The School Information (*England) Regulations 2008

This 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 pupils in years 8 to 13. For more detail on these encounters, see our provider access policy statement.

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.

We also act in line with our statutory duty under the 'Baker Clause' (referred to as the provider access policy statement), 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.

4. Roles and Responsibilities

Assistant Head teacher: Mr R North

Careers Lead: Miss R Jones

Careers Admin: Mrs S Pinole

Governor with Careers Remit: Mr W Kerr

Innervate: personal advice

4.1 Careers leader

Our careers leader is Miss R Jones. To contact phone 01932 219400 or email:

r.jones@thamesmead.surrey.sch.uk our careers leader works closely with the senior leadership team (SLT) and will:

- Take responsibility for developing, running and reporting on the school's career programme
- Plan and manage careers activities
- Manage the budget for the careers programme
- Support teachers to build careers education and guidance into subjects across the curriculum
- Establish and develop links with employers, education and training providers, and careers organisations
- Work closely with relevant staff, including our special educational needs co-ordinator (SENCO) and careers adviser, to identify the guidance needs of all of our pupils with special educational needs and/or disabilities (SEND) and put in place personalised support and transition plans
- Work with our school's designated teacher for looked-after children (LAC) and previously LAC to:
 - Make sure they know which pupils are in care or are care leavers
 - Understand their additional support needs
 - Make sure that, for LAC, their personal education plan can help inform careers advice
- Review our school's provider access policy statement at least annually, in agreement with our governing board

4.2 Senior leadership team (SLT)

Our SLT will:

- Support the careers programme
- Support the careers leader in developing their strategic careers plan
- Make sure our school's careers leader is allocated sufficient time, and has the appropriate training, to perform their duties to a high standard
- Allow training providers access to talk to pupils in years 8 to 13 about technical education qualifications and apprenticeships, and set out arrangements for this in our school's provider access policy statement
- Network with employers, education and training providers, and other careers organisations

4.3 The governing board

The governing board will:

- Provide clear advice and guidance on which the school can base a strategic careers plan which meets legal and contractual requirements
- Appoint a member of the governing board who will take a strategic interest in careers education and encourage employer engagement
- Make sure independent careers guidance is provided to all pupils throughout their secondary education (11 to 16 year-olds) and that the information is presented impartially, includes a range of educational or training options and promotes the best interests of pupils
- Make sure that a range of education and training providers can access pupils in years 8 to 13 to inform them of approved technical education qualifications and apprenticeships
- Make sure that details of our school's careers programme and the name of the careers leader are published on the school's website
- Make sure that arrangements are in place for the school to meet the legal requirements of the 'Baker Clause', including that the school has published a provider access policy statement

5. Our Careers Programme

Our school has an embedded careers programme that aims to inform and encourage pupils to consider their career options, and take steps to understand their choices and pathways. We provide statutory independent careers guidance to pupils from year 7 onwards.

Our programme has been developed to meet the expectations outlined in the **Gatsby Benchmarks**:

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

Our programme does not show bias towards any particular career path, and promotes a full range of technical and academic options for pupils.

It is structured in a way that builds upon previous years, and the overarching aim is divided between the Key Stages so that pupils are encouraged to think appropriately about their future. We provide aims, objectives and activities for each year group.

The principal aim of Thamesmead’s careers programme is to prepare our young people for life beyond school. It is important therefore that all our students leave Thamesmead aware of the opportunities available to them, how to make the most of them and able to make important decisions about their futures.

- Students should be prepared for the transition from full time education to the world beyond. A planned progressive programme of activities throughout all years will support them in choosing pathways that suit their interests and abilities and help them to follow a careers path and sustain employability throughout their working lives.
- Careers advice and guidance at Thamesmead is impartial and unbiased, in accordance with DfE requirement and Benchmark 8 of the Gatsby Benchmarks.
- Individuals will be treated without prejudice and have an entitlement to careers education, advice and guidance, regardless of race, gender, religion, ability, social background or sexual orientation.
- Careers Policy Individuals will have equal access to accurate, up to date and impartial information free from bias and stereotyping. Individuals’ personal aspirations are the most important factor in any activity and should be treated with respect.
- The school aims to raise aspirations and encourage students to consider a wide range of careers.
- Through careers education and guidance, it is hoped that students will be inspired to make the most of their talents and to go on to jobs or courses which suit their needs and abilities.

We adhere to the Department for Education guidance, ‘Careers guidance and access for education and training providers’ (DfE, July 2021), which stipulates that all schools must allow other educational providers access and that we must publish a provider access policy. This Provider access statement is seen below.

Our careers programme is delivered through a number of methods, including:

Year 7	<ul style="list-style-type: none"> • Team building activity offered to all • Enterprise type activity for whole cohort (employability skills and different jobs) • Personal Development lessons: Internet dangers, rights and responsibilities, identity and diversity and personal finance and managing money, what is a skill? An Introduction to different types of skills, developing employability skills, your future starts now.
Year 8	<ul style="list-style-type: none"> • STEM activity, all students to learn about STEM careers and develop employability skills • Visit to a farm with Geography dept. including learning about different jobs • Personal Development lessons: Digital resilience, gender identity, social networking, cyberbullying, digital footprint, community and diversity, community responsibilities, personal finance and managing money, your Interests and jobs, your strengths and jobs, what will jobs be like in the future? How can you develop your skills? Using your Start profile to capture evidence.
Year 9	<ul style="list-style-type: none"> • Choices lesson – Innervate Career Services • Choices assembly – Innervate Career Services • Options fair- Subject leads and careers advisor • STEM activity, all students to learn about STEM careers and develop employability skills • NHS drama presentation to learn about different careers in the NHS • Bridge Builders work experience • Personal Development lessons: GCSE’s- an overview of your options, making your GCSE choices; explore jobs based on your interests, explore jobs based on your

	strengths, explore the local job market (LMI), explore some of the key industries in England, personal finance and managing money, community and diversity.
Year 10	<ul style="list-style-type: none"> • Choices at 16+ at Progress review evening • Choices at 16+ assembly –Innervate Career Services • What next questionnaire- Innervate Career Services • Assemblies from sixth form schools, colleges • Science masterclasses and careers workshops at Esher College • Acting workshop • Interviews – personal and group by Innervate Career Services • College taster days: Brooklands, Strode’s and Woking Colleges • Visiting speaker from a University • Some students have been out on work experience (during school holidays is encouraged or with special permission during term time) • Experience in the workplace for students • Personal Development lessons: post-16 choices; what is a CV? What is an interview? Why is work experience important? Finding the right work experience for you, labour market information: what salaries are and how they work, human rights and diversity in the UK, community contribution and how to get involved in community projects.
Year 11	<ul style="list-style-type: none"> • Assemblies from Sixth forms, Colleges, apprenticeship providers, independent education providers to find out more about post 16 options including technical choices as well as academic • Visiting speaker from a University • Interviews from Innervate Career Services • Personal Coach from SCC assist some students to find best pathway for post 16 • Some students have been out on work experience (during school holidays is encouraged or with special permission during term time) • What next choice assistance: tutors/ HOY/RJO/SPI • Personal Development lessons: CV’s and how to write one, how to prepare for an interview, resilience, how to manage your emotions, explore local industries (LMI), explore what is important to local employers.
<p>In addition to specific careers related learning, students have access to the following:</p> <ul style="list-style-type: none"> • Thamesmead School Careers Fair (All students in year 7-10), including representation from colleges, sixth forms, Universities, Independent Education providers and a variety of industries. • Careers Library • START digital platform activities • Career-o-meter widget for LMI • Skills-o-meter widget to help students discover which jobs they might like to do in the future. • LMI in Thamesmead talk, student notices • Assemblies or virtual presentations from a range of employers/ employees • Curriculum areas linking their subjects to careers • External career fair opportunities • Local Universities providing a range of activities which widen the horizons of some students. • All students to have experiences of workplaces • All students taught employability skills in lessons • Tutor activities to show videos of different employees (particularly during Apprenticeship, National Careers, British Science and Engineering weeks) 	

6. Links with other policies

The careers policy supports and is itself underpinned by a range of key school policies, especially those for safeguarding, teaching and learning, assessment, and SEND. This policy must also be considered alongside the Careers Provision.

7. Monitoring and review

This policy will be reviewed annually by the Careers Lead, and every year by the Governing Body as part of their on-going cycle of review.

Signatures:



Headteacher



Chair of Governors

Date of approval by Governors: 19th September 2023