



Abbey Gate College

POLICY: Careers	
Scope	Whole College
Responsibility	Director of Studies
Review & Update	December 2021
Governor Approval	Andrew Grime

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Policy Statement (1)

Abbey Gate College commits to ensure that Year 7-13 pupils are provided with independent careers guidance, to inform, inspire and motivate all pupils to fulfil their individual potential. Every pupil is encouraged to develop high aspirations and the College allows pupils to consider a broad and ambitious range of careers, by giving pupils the opportunity to access real-life contacts in the world of work; to help them understand where different choices can take them in the future.

Abbey Gate College measures the effectiveness of their careers advice and inspiration activities by considering both the attainment and the destinations of their pupils and pupil feedback. Success is measured by increasing numbers progressing to apprenticeships, universities – including selective universities – traineeships, and other positive destinations such as employment or a further education college.

The College fully acknowledges Section 42A of the Education Act 1997 that requires governing bodies to ensure that all registered pupils at the College are provided with independent careers guidance from Year 8 (12-13 year olds) to Year 13 (17-18 year olds). The governing body of Abbey Gate College supports the Leadership Team in ensuring that the independent careers guidance provided:

- 1) is presented in an impartial manner, showing no bias or favouritism towards a particular institution, education or work option;
- 2) includes information on the range of education or training options, including apprenticeships and technical education routes;
- 3) is guidance that the person giving it considers promotes the best interests of the pupils to whom it is given.

The Technical and Further Education Act 2017 (inserted section 42B into the Education Act 1997) and came into force on 2 January 2018. This new law requires the Governing body of Abbey Gate College to ensure that there is an opportunity for a range of education and training providers to access all pupils in year 8 to year 13 for the purpose of informing them about approved technical education qualifications or apprenticeships.

Our Training Provider Access policy (*Appendix C*) sets out the circumstances in which education and training providers are be given access to pupils. This policy statement includes:

- 1) any procedural requirement in relation to requests for access;
- 2) grounds for granting and refusing requests for access;
- 3) details of premises or facilities to be provided to a person who is given access.

Policy Statement (2)

- 1) This policy applies to all members of the Abbey Gate College Senior School community.
- 2) Abbey Gate College implements this policy through adherence to the procedures set out in the rest of this document.
- 3) This policy is made available to all interested parties on the College website at www.abbeygatecollege.co.uk. It should be read in conjunction with the College's *Curriculum, PSHE, Safeguarding (including Peer on Peer Abuse)*, and *Supervision* policies.

- 4) Abbey Gate College is fully committed to ensuring that the application of this policy is non-discriminatory in line with the UK Equality Act (2010). Further details are available in the College's *Equal Opportunity* policy document.
- 5) This policy is reviewed at least annually, or as events or legislation changes require, by the College Leadership Team and the Governing Body. The deadline for the next review is no later than 12 months after the most recent review date indicated above.
- 6) The most recent updates were made on account of personnel changes.

Key Personnel

- 1) Carole Houghton: Careers Leader*
- 2) Andy Green: Director of Studies
- 3) Craig Jenkinson: Head

*The Careers Leader can be contacted through admin@abbeygatecollege.co.uk or on 01244 332077.

Definitions

- 1) **Careers Guidance** is understood in this document to be the full range of activities delivered under the eight Gatsby Benchmarks. (DfE statutory guidance 2018)
- 2) **Independent** "is defined as external to the school" (DfE statutory guidance 2018). The College does not interpret this to mean that it has no role in quality assuring an independent service provided to its pupils.
- 3) **Impartial** "is defined as showing no bias or favouritism towards a particular institution, education or work option" (DfE statutory guidance 2018).
- 4) **Promote the best interests of the pupils to whom it is given** is interpreted by this College (in accordance with our aims and mission) to include a requirement that advice must not depress pupils' reasonable aspirations/possible attainment. It must take into account their potential life-long careers, not just their immediate 16+, 17+ or 18+ placements, and aims to be a 'best fit' for each individual pupil.

Practice (1) – The Role of the College

- 1) Abbey Gate College uses the Gatsby Charitable Foundations Benchmarks (*Appendix B*) to develop and improve their careers provision.
- 2) Through this policy, the College publishes the name, email address and telephone number of the school's Careers Leader on the College website. The College also provides through this policy a summary of the careers programme, including details of how pupils, parents, teachers and employers may access information about the careers programme, how the college measures and assesses the impact of the careers programme on pupils and the date of the college's next review of the information published.

Practice (2) – Careers Guidance

- 1) The College secures and (when necessary) pays for independent and impartial careers guidance advice for Years 7-13, which generally helps to encourage pupils to fulfil their potential. This may take many different forms, including:
 - a. information evenings,
 - b. outside speakers in PSHE,

- c. careers fairs,
- d. meetings with mentors,
- e. transition meetings for vulnerable pupils and pupils who receive support from Learning Enrichment,
- f. advice given on work experience programmes,
- g. face-to-face interviews with an independent adviser.

This guidance enables pupils to make informed choices about a broad range of options.

This includes timely advice to help pupils choose GCSE and post-16 courses.

- 2) The College provides information and verbal briefings on pupils to help independent advisers and mentors to understand their potential outcomes and current performance and expects this information to be given due consideration and to be used in confidence.
- 3) The College quality-assures careers guidance, including that offered independently by Mploy, Unifrog and Morrisby; ensuring that pupils are receiving advice that is impartial and is relevant to their needs, and raises any concerns that might emerge in good time with advisers. This is achieved by only securing careers guidance from reputable providers and by collecting feedback on these services from pupils.

Practice (3) – Careers Activities

- 1) The College provides a range of careers activities at all Key Stages. These activities promote the best interests of the pupils to whom they are given, and help to encourage pupils to fulfil their potential.
- 2) To this end, careers education enables pupils to ‘know themselves’:
 - a. how their strengths, weaknesses and interests relate to the world of work;
 - b. learn about different careers and opportunities;
 - c. obtain individual guidance;
 - d. have some work experience;
 - e. gain information about training, education and occupations beyond school.
- 3) The College works consciously to prevent all forms of stereotyping in the advice and guidance provided, to ensure that pupils from all backgrounds and diversity groups consider the widest possible range of careers, including those which are often portrayed as primarily for a specific gender, in accordance with the Equality Act 2010.
- 4) The College provides the opportunity for all students to be exposed to the world of work, including those professions that highlight the studying of STEM subjects and the wide-ranging future career paths available to those pupils who study STEM subjects.
- 5) The College works with a range of providers, in order to ensure that pupils have access to a range of options at each stage of their education.
- 6) The College provides opportunities for all pupils to explore a full range of learning opportunities, including both academic and vocational routes.
- 7) Pupils have access from college to independent on-line advice, including Unifrog, the Morrisby Online Careers Guidance platform and the National Careers Service website.
- 8) The College evaluates its success in supporting pupils to take up education and training, which offers good long term prospects, through analysis of pupil destinations.

APPENDIX A: Careers Education (Senior School)

	Autumn Term	Spring Term	Summer Term
KS5	<ul style="list-style-type: none"> • Careers' Fair with External Educational Providers (Colleges and Universities) and local, national and international businesses/employers. (U6 and L6) • 'Spark' webinars with national and international employers. (U6 and L6) • ALIS testing and target setting. (L6) • Registration with Unifrog for all new starters • Careers built into tutor programme using Unifrog year plans 	<ul style="list-style-type: none"> • 'Spark' webinars with national and international employers. (U6 and L6) • Individual Careers Interviews with Mploy – our independent external careers provider. (L6) • Individual internal careers support and guidance following PPE results. (U6 and L6) • Visit to Manchester UCAS Convention (L6) • Oxbridge Conference (L6) • 1-to-1 interviews to assist students in reaching their grades/HE/Apprenticeship/career aspirations. (L6 and U6) • PSHEE programme focused on University/Apprenticeships/Employment/CV writing/Gap Year/Studying Overseas. (L6) • Careers built into tutor programme using Unifrog year plans 	<ul style="list-style-type: none"> • 'Spark' webinars with national and international employers. (U6 and L6) • Individual Careers Interviews with Mploy – independent external careers provider for those students not going to University/holding an apprenticeship place. (U6) • Business Links initiative. (U6 and L6) • Update of subject/careers interest questionnaire for students on the Morrisby careers guidance platform. (L6) • Individual internal and external (Mploy) careers support and guidance following AS/A Level results. (U6 and L6) • Interview Skills PSHEE session. (L6) • Mock Job Interviews with Mploy and local employers. (L6) • Higher Education, Apprenticeships and Careers Week. (L6) • Visit to Edge Hill University (Example of a Campus-based University) (L6) • Visit to Oxbridge Open Day. (L6) • 'Career sampling' work experience for L6 – 1 week

	Autumn Term	Spring Term	Summer Term
			<ul style="list-style-type: none"> Careers built into tutor programme using Unifrog year plans
KS4	<ul style="list-style-type: none"> Careers' Fair with External Educational Providers (Colleges and Universities) and local, national and international businesses/employers. (Y10 and Y11) 'Spark' webinars with national and international employers. (Y10 and Y11) Individual Careers Interviews with Mploy – independent external careers provider. (Y11) Sixth Form Taster Day - Individual academic subject talks on advice for AS/A Level choices, what careers subjects are useful for and sample lessons. (Y11) Work Experience introductory talk. (Y10) Visit to Liverpool University (Russell Group and city University – raise aspirations/sample University)(Y11) CAT4 testing and target setting. (Y10) Registration with Unifrog for all new starters. Careers built into tutor programme using Unifrog year plans 	<ul style="list-style-type: none"> 'Spark' webinars with national and international employers. (Y10 and Y11) Individual internal careers support and guidance following PPE results. (Y11) Work Experience – 1 week. (Y10) NCS Assembly. (Y11) Oxbridge Conference. (Y11) 1-to-1 interviews to assist pupils in reaching grades to facilitate their Sixth Form/Apprenticeship/career aspirations. (Y10 and Y11) Careers built into tutor programme using Unifrog year plans 	<ul style="list-style-type: none"> 'Spark' webinars with national and international employers. (Y10 and Y11) Individual Careers Interviews with Mploy – independent external careers provider. (Y11 who uncertain as to plans for next academic year.) Registration of pupils on the Morrisby careers guidance platform and completion of ability/competencies questionnaire. (Y10) Individual internal and external (Mploy) careers support and guidance following GCSE Level results. (Y11) 'Year 11 Matters' meeting. (Y10 going into Y11) Careers built into tutor programme using Unifrog year plans

	Autumn Term	Spring Term	Summer Term
KS3	<ul style="list-style-type: none"> • Careers' Fair with External Educational Providers (Colleges and Universities) and local, national and international businesses/employers. (Y8-9) • 'Spark' webinars with national and international employers. (Y9) • CAT4 testing and target setting. (Y7) • Registration with Unifrog for Y7 and all new starters • Careers built into tutor programme using Unifrog year plans 	<ul style="list-style-type: none"> • Talk on Careers/HE to support GCSE Options. (Y9) • Full Options programme. (Y9) • Parents Evening with Mploy present • Individual academic subject talks on advice for GCSE choices and what careers subjects are useful for. (Y9) • 1-to-1 interviews to support pupils to reach their target grades and discuss career ideas. (Y7-9) • Careers built into tutor programme using Unifrog year plans 	<ul style="list-style-type: none"> • 'What will the world look like?' – Skills for the Future session. (Y8) • Careers built into tutor programme using Unifrog year plans (Y7)

APPENDIX B: The Gatsby Benchmarks

(extract from DoE – Careers guidance and access for education and training providers Oct 2018)

1. A stable career programme	Every school and college should have an embedded programme of career education and guidance that is known and understood by students, parents, teachers, governors and employers.	Every school should have a stable, structured careers programme that has the explicit backing of the senior management team, and has an identified and appropriately trained person responsible for it. The careers programme should be published on the school's website in a way that enables pupils, parents, teachers and employers to access and understand it. The programme should be regularly evaluated with feedback from pupils, parents, teachers and employers as part of the evaluation process.
2. Learning from career and labour market information	Every student, 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.	By the age of 14, all pupils should have accessed and used information about career paths and the labour market to inform their own decisions on study options. Parents should be encouraged to access and use information about labour markets and future study options to inform their support to their children.
3. Addressing the needs of each student	Students have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each student. A school's careers programme should embed equality and diversity considerations throughout	A school's careers programme should actively seek to challenge stereotypical thinking and raise aspirations. Schools should keep systematic records of the individual advice given to each pupil, and subsequent agreed decisions. All pupils should have access to these records to support their career development. Schools should collect and maintain accurate data for each pupil on their education, training or employment destinations.

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 future career paths.	By the age of 14, every pupil should have had the opportunity to learn how the different STEM subjects help people to gain entry to, and be more effective workers within, a wide range of careers.
5. Encounters with employers and employees	Every student 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.	<p>Every year, from the age of 11, pupils should participate in at least one meaningful encounter* with an employer.</p> <p>*A 'meaningful encounter' is one in which the student has an opportunity to learn about what work is like or what it takes to be successful in the workplace.</p>
6. Experiences of workplaces	Every student should have first-hand experiences of the workplace through work visits, work shadowing and/or work experience to help their exploration of career opportunities, and expand their networks.	<p>By the age of 16, every pupil should have had at least one experience of a workplace, additional to any part-time jobs they may have.</p> <p>By the age of 18, every pupil should have had one further such experience, additional to any part-time jobs they may have.</p>

<p>7.Encounters with further and higher education</p>	<p>All students 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.</p>	<p>By the age of 16, every pupil should have had a meaningful encounter* with providers of the full range of learning opportunities, including Sixth Forms, colleges, universities and apprenticeship providers. This should include the opportunity to meet both staff and pupils. By the age of 18, all pupils who are considering applying for university should have had at least two visits to universities to meet staff and pupils. *A 'meaningful encounter' is one in which the student has an opportunity to explore what it is like to learn in that environment.</p>
<p>8.Personal guidance</p>	<p>Every student should have opportunities for guidance interviews with a career adviser, who could be internal (a member of school staff) or external, provided they are trained to an appropriate level. These should be available whenever significant study or career choices are being made.</p>	<p>Every pupil should have at least one such interview by the age of 16, and the opportunity for a further interview by the age of 18.</p>

APPENDIX C: Statement on Training Provider Access

Introduction

This policy statement sets out Abbey Gate College's arrangements for managing the access of providers to pupils at the College for the purpose of giving them information about the provider's education or training offer. This complies with the College's legal obligations under Section 42B of the Education Act 1997.

Pupil entitlement

All pupils in years 7-13 are entitled:

- 1) 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;
- 2) 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;
- 3) to understand how to make applications for the full range of academic and technical courses.

Management of provider access requests

A provider wishing to request access should contact the Careers Leader, as detailed above. The Careers Leader may work with the Head at the Infant and Junior school in regards to any providers working with the Infant and Junior School.

Opportunities for access

A number of events, integrated into the College careers programme, offer providers an opportunity to come into College to speak to pupils and/or their parents/carers. (*See Appendix A for specific events*). Please speak to our Careers Leader to identify the most suitable opportunity for you.

Premises and facilities

The College makes the Sports Hall, Lecture Theatre, classrooms or staff offices available for discussions between the provider and students, as appropriate to the activity. The College also makes available AV and other specialist equipment to support provider presentations. This is all 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 reception and this is to be forwarded to pupils as appropriate.