



Careers Guidance Policy

1. Statutory duty

The Education Act 2011 inserted a new duty, section 42A, into Part VII of the Education Act 1997, requiring schools to secure access to independent¹ careers guidance² for students in Years 9-11. At the end of March 2012 the DfE released statutory guidance on the new requirement to provide independent careers advice, created by Education Act, 2011. The guidance explained the school's duty in relation to the provision of careers advice and guidance but left the decisions about the qualifications of any adviser and the type of support up to the school in question. As a result of a DfE review of this guidance in March 2013, henceforth students had the right to impartial careers advice earlier and for longer. The duty for schools and colleges to offer advice now began in Year 8, for 13-year-olds and ran until students left education or training at 18. The change was deemed necessary because of the increased options for 14 to 18 year-olds, such as university technical colleges, other types of colleges and studio schools. It was felt that it is essential that young people have access to high-quality, impartial³ careers guidance as they approach key transition points in their education but this must be in addition to the traditional face-to-face guidance provided by the National Careers Service.

In December 2017 the DfE published an updated careers strategy, with accompanying statutory guidance in January 2018, which stated that every school and academy providing secondary education should use the Gatsby Charitable Foundation's Benchmarks to develop and improve their careers provision. The Gatsby Benchmarks are not a statutory framework but by adopting them, schools could be confident that they were fulfilling their legal duties: the existing duty to secure independent careers guidance and the new duty to provide opportunities to a range of providers of technical education and apprenticeships to access pupils to inform them about technical education qualifications or apprenticeships (included as the "Baker Clause" to the Technical and Further Education Act, 2017).

¹ Independent is defined as external to the school

² Careers guidance refers to services and activities, intended to assist individuals of any age and at any point throughout their lives, to make education, training and occupational choices and to manage their careers. The activities may take place on an individual or group basis and may be face-to-face or at a distance (including help lines and web based services). They include careers information provision, assessment and self-assessment tools, counselling interviews, careers education programmes, taster programmes, work search programmes and transition services.

³ Impartial is defined as showing no bias or favouritism towards a particular education or work option.



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Requirements and expectations of schools (DfE, January 2018)

Timing	Action
Ongoing (legal duty came into force in September 2012)	<ul style="list-style-type: none">• Every school must ensure that pupils are provided with independent careers guidance from year 8 to year 13.
From January 2018 (legal duty came into force on 2 January 2018)	<ul style="list-style-type: none">• Every school must 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.• Every school must publish a policy statement setting out their arrangements for provider access and ensure that it is followed, as set out in the “Baker Clause”.
From January 2018 to end 2020	<ul style="list-style-type: none">• Every school should begin using the Gatsby Benchmarks to improve careers provision now, and meet them by the end of 2020 [see <i>Annexe 2</i>].• For the employer encounters Benchmark, every school should begin to offer every young person seven encounters with employers – at least one each year from year 7 to year 13 – and meet this in full by the end of 2020. Some of these encounters should be with STEM employers.
From September 2018	<ul style="list-style-type: none">• Every school should appoint a named person to the role of Careers Leader to lead the careers programme.
From September 2018	<ul style="list-style-type: none">• Every school will be expected to publish details of their careers programme for young people and their parents.



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2. Policy Aims

Our aim is to prepare young people to become active, caring and confident citizens who lead rewarding lives. As a school we have a responsibility to prepare students for the time they enter the wider community either through employment or in further training or in continued education. A key element of this preparation must come through the delivery of a coherent Careers Guidance programme. The delivery of this programme must support not only the central aims of the school but should reflect the growing awareness amongst parents, students, staff, colleagues in the support agencies, employers and the wider community that the years spent in secondary education are no longer just concerned with the acquisition of qualifications but are increasingly about the preparation for the world of work.

Careers Guidance will be targeted to the specific needs of all learners; group sessions will either be led by internal knowledgeable staff members or experts external to the school. In all cases the information, advice and guidance will be impartial and will aim to meet the needs of the young people.

Beaumont School will work in partnership with impartial, external and expert careers guidance providers as appropriate to ensure students get good advice on the full range of post-16 options. The statutory guidance makes it clear that face-to-face careers guidance can help students, particularly those from disadvantaged backgrounds, to make informed choices and successful transitions.

Beaumont's Careers Guidance provision aims to develop students' capacity for:

- **Self-Development** to understand themselves and the influences on them
- **Career Exploration** to investigate opportunities in learning and work
- **Career Management** to make and adjust plans to manage change and transition

3. Guiding Principles

Careers Guidance is not just about finding a job but is concerned with preparation for life. It should be:

- long term and continuous, educative in nature and have clearly defined aims
- a developmental and positive process which allows for the individual development of students
- encourage students to ask, "Who will I be?" *not* "What will I be?"
- an essential and integral part of the school's curriculum and be given the time and space for effective delivery: currently within Tutor Periods, the PSHCEE programme and Curriculum Enrichment Days (CEDs)
- help to motivate students by helping to make school and the education process more meaningful.



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- impartial and be in the best interests of the students and should not seek to promote the interests of the school above those of the students.

4. Responsibilities of the Governing Body

Section 42A of the Education Act 1997 requires governing bodies to ensure that all registered pupils at the school are provided with independent careers guidance from year 8 (12-13 year olds) to year 13 (17-18 year olds).

The governing body must ensure that the independent careers guidance provided:

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

[DfE Statutory Guidance, January 2018]

The governing body will also ensure that it receives regular reports on the functioning of all aspects of the policy, including those which affect the health and safety of students and will scrutinise these reports through the appropriate committee.

5. Careers Guidance Provision

There is provision and support for all students from Years 7 - 13 with a particular focus at specific transition points relevant to choices and decisions which need to be made. The development and delivery of this support is co-ordinated by the Careers Leader, working in conjunction with the PSHCEE Co-ordinator, Heads of Year, the Work Experience Co-ordinator and SLT colleagues, specifically the Deputy Headteacher overseeing the curriculum.

[See *Annexe 1* for the current Careers Guidance provision.]

6. Monitoring & Review

The Careers Leader attends CPD courses, including the YC Hertfordshire IAG annual conference and is a participating member of the SAPG local group of Careers Leaders. The Careers Leader also holds half-termly meetings with the Careers & Enterprise Company (CEC), Enterprise Co-ordinator and Enterprise Adviser (EA) with the aim of developing further the school's Careers Guidance provision and progress towards achieving the Gatsby Framework Benchmarks.



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The Careers Leader will report on a regular basis to the Headteacher and Link Governors on the effectiveness of the school's Careers Guidance provision, including information regarding destinations of school leavers as indicated in the Local Authority / YC Hertfordshire annual Activity Survey for Years 11 – 13. Indicators, such as responses in the biennial Kirkland Rowell Student Perceptions questionnaire, feedback from partners (including the Careers Enterprise Company and Work Experience providers) and the annual Activity Survey, destinations data provided by *YC Hertfordshire*, are used to assess the impact of the school's Careers Guidance provision.

Approval and review

This plan has undergone an equality impact assessment in accordance with the school's Public Sector Equality Duty under the Equality Act 2010.

Approved by the Governing Body:



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Annexe 1 Careers Guidance Provision

Set out below is the current, planned Careers Guidance provision for all Beaumont students. This will be adapted and added to as needs or opportunities arise, such as programmes of Extended Work Experience or bespoke, targeted interventions.

KS3 Provision

Year 7

A PSHCEE unit on *Careers* covers types of work, a consideration of jobs versus careers and types of income from work.

All Year 7 students spend a day in a working environment, typically a parent's, on a *Work-Shadowing Curriculum Enrichment Day (CED)*. Follow-up work in PSHCEE is targeted towards developing students' Self-Development and Careers Exploration as well as Beaumont *Skills for Success*.

Year 8

A PSHCEE unit on *Careers* explores types of work and careers in more detail as well as the law relating to work under the age of 13.

All Year 8 students participate in an *Entrepreneurship CED*, linked with developing and applying their MFL, Maths, construction and group-work skills. Follow-up work in PSHCEE is targeted towards developing students' Self-Development as well as Beaumont *Skills for Success*.

Year 9

A PSHCEE unit on *Careers* develops students' group-work and management skills, as well as financial awareness in the Prince's Trust *Million Makers* project. Follow-up work in PSHCEE is targeted towards developing students' Self-Development as well as Beaumont *Skills for Success*.

As part of the **Year 9 KS4 Options** process, students are able receive individual guidance from their Form Tutors and Subject Teachers (Year 9 Parent Consultation Evening) as well as the Careers Leader and Heads of Subject at the Year 9 Options Evening. All Year 9 students have a guidance meeting with a member of SLT prior to completing the Options process and they are guided in the use of the *Kudos* careers guidance software (available in school and at home) by their Form Tutors in Tutor Periods.

Groups of KS3 students routinely take part in work-related extra-curricular activities, including, the *Robot Rumble* and *Lego Challenge* STEM competitions and events to promote *Women In Engineering* week.



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KS4 Provision

Year 10

A PSHCEE unit on *Careers* covers Health & Safety in the workplace - related to Work Experience - and writing a CV.

All Year 10 students take part in a week's Work Experience in Summer Term during Curriculum Enrichment Week. Preparatory and follow-up work in Tutor Periods and PSHCEE is targeted towards developing students' Self-Development and Careers Exploration as well as Beaumont *Skills for Success*.

Year 11

All Year 11 students take part in the *Moving On* CED which comprises a carousel of activities including practising interview techniques, local Labour Market Information, making positive and informed life choices as well as completing assessment tasks to identify their skills and values relating to future employment. The school's YC *Hertfordshire* Personal Adviser takes students through a range of careers, training and higher education websites and the latest resources kept in the school's careers library. The day also includes an on-site 'Careers & Training Fair' where students visit stalls and displays hosted by local and national employers, apprenticeship providers, universities and colleges.

The **Year 11, Post-16 Options** guidance process begins with a '*Pathways at 16+*' Parents Information Evening with speakers from Oaklands College and the BeauSandVer Consortium as well as a presentation on Higher and Degree Apprenticeships from YC *Hertfordshire*. Students are able to receive individual guidance from their Form Tutors and Subject Teachers (Year 11 Parent Consultation Evening) as well as the Head of Sixth Form, members of LT and Heads of Subject at the Year 11 *Choices at 16+* evening. All Year 11 students have a guidance meeting with a member of SLT prior to completing their 16+ Choices Form.

Post-16 (Years 12 & 13)

All students continue to have access to an individual consultation with the school's YC *Hertfordshire* Personal Adviser.

A CED day in March is aimed at Year 12 students who are considering their future options in terms of Higher Education, Further Education or employment. This is followed up with a Careers Week in July which allows students to deepen their research into their options at 18+. Various speakers attend who discuss a range of career options in formal and informal settings. Beginning in Spring 2019, all Sixth Form students will have access to the Unifrog IAG platform.



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All students also have access to the Beaumont Sixth Form blog, which contains a wealth of detail on career options, including apprenticeships, work placements and structured career development programmes.

Ongoing general guidance:

- The Careers Library is based within the main School Library and contains a wide range of up-to-date and recommended Careers Guidance texts, including the HEAPS guide to universities and the *Apprenticeships Guide*. The library also has a wide range of guides to individual careers, categorised by type, and current prospectuses from most UK universities.
- The Beaumont School Careers blog is maintained by the Careers Leader and posts a wide range of information relating to careers, training, higher and further education and Labour Market Information (LMI).
- The school has a *YC Hertfordshire* Personal Adviser who sees students in school each week by appointment as well as at weekly, lunchtime “drop-in” sessions. The PA sees all potential NEET students (at Year 11 and early exit from the Sixth Form) as well as supporting all College applications and overseeing any Section 40a requirements. Pastoral post-holders take part in an annual *Risk Assessment for Participation Post-16* (RAPP) conference to facilitate targeted support in Years 8 – 13.
- The school maintains close links with Oaklands College, our local FE provider. Open Days and other events are publicised to parents and students and Year 10 and 11 students, highlighted in discussions with the *YC Hertfordshire* PA, are offered bespoke, guided visits to the Oaklands campuses, accompanied by Beaumont staff.
- From September 2019 onwards, access to the Unifrog platform will be given to all students within the school, commencing in the upper school.



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Annexe 2 The Gatsby Benchmarks source: DfE statutory guidance, October 2018

<p>1. A stable careers programme</p>	<p>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.</p>	<ul style="list-style-type: none"> • 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.
<p>2. Learning from career and labour market information</p>	<p>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.</p>	<ul style="list-style-type: none"> • 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.
<p>3. Addressing the needs of each student</p>	<p>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.</p>	<ul style="list-style-type: none"> • 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 for at least three years after they leave the school.
<p>4. Linking curriculum learning to careers</p>	<p>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.</p>	<ul style="list-style-type: none"> • 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.
<p>5. Encounters with employers and employees</p>	<p>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>	<ul style="list-style-type: none"> • Every year, from the age of 11, pupils should participate in at least one meaningful encounter* with an employer. <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>
<p>6. Experiences of workplaces</p>	<p>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>	<ul style="list-style-type: none"> • 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. • By the age of 18, every pupil should have had one further such experience, additional to any part-time jobs they may have.
<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>	<ul style="list-style-type: none"> • 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. <p>*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>	<ul style="list-style-type: none"> • 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.