



Careers and Vocational Guidance Policy

The Department for Education published updated guidance relating to careers advice in January 2018, "Careers guidance and access for education and training providers."

The update says that independent careers guidance **must**:

- Be presented in an impartial manner
- Feature information on the range of education or training options, including apprenticeships and other vocational pathways
- Promote the best interests of the students to whom it is given

The Evolution Centre have adopted this guidance.

Through LAC reviews, PEP meetings and SEN/EHCP annual reviews the Evolution Centre will seek to ensure that each student has access to the appropriate advice whether this is provided through a home county based careers advisor or the school's attached advisor as well as accessing a regular programme in-house. It should be noted that for our vulnerable cohort, careers advice is sometimes better delivered by individuals who know that young person best. When our young people present to careers advisors who are strangers, conversations can be uncomfortable, impossible or unrealistic in their outcomes. Students should be supported to access independent advice by a known individual, in order to get the best and most relevant outcomes for that student.

The aim of Career Planning lessons at the Evolution Centre are:

- To support students to make choices about academic and/or vocational training in Year 10 and Year 11.
- To facilitate the transition of students to courses of study, employment and training post 16.
- To provide relevant and accessible information to all students on the full range of opportunities open to them and to foster an understanding of where such choices may lead.
- To provide a programme of study and experiences to enable students to develop the skills expected in a working environment e.g. Personal Learning and Thinking Skills.
- To enable all students to make reasoned, informed and appropriate career choices.
- To encourage an attitude of self-worth and the development of personal autonomy so that students may achieve.



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- To promote Social Inclusion through this programme.
- To develop the basic skills required to present oneself at interview.
- To use work experience appropriately to support student knowledge and skills.

In order to achieve these aims, all students will also be given opportunities to explore career areas and to prepare the necessary documents and skills for completing applications and attending interviews.

The various ASDAN awards and the half termly enterprise/project days will also provide opportunities for experiencing activities which may fall inside certain career areas, where this is the case these links will be made explicit. The new guidance requires schools to ensure that education or training providers can access students at least once a year from years 8 to 13 to provide information about a range of post 16 pathways, including technical education qualifications or apprenticeships. The Evolution Centre will endeavour to do this.

The careers teacher/head teacher will also take on the responsibility for producing any references required by training providers or employers in order to consider students. Career Planning information will be recorded at the appropriate reviews and the careers teacher will hold records of students aims and thoughts relating to their futures.

The arrangements for students to continue studying core subjects post 16 has been noted and is shared as appropriate with students.

The Policy covers all students regardless of their abilities (refer to the schools Special Needs and Equal Opportunities Policy).

It is noted that schools have been asked to work with local authorities to identify young people who are in need of targeted support or who are at risk of not participating post -16. Every attempt will be made to ensure appropriate plans for year 11 leavers but care services must play their part in this planning. These young people may require additional planning which could be recorded on the Shropshire "MOP" Moving on Plan, or the "PFA" Preparation for Adulthood, paperwork.

The Gatsby Benchmarks are set out in the appendix below and will be used for the Evolution Centre to self-assess its careers guidance programme/offer.

<i>Last Reviewed</i>	<i>March 2019</i>
<i>Next Review Due</i>	<i>March 2020</i>
<i>Reviewed by</i>	<i>Head Teacher and Careers lead</i>

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The Gatsby Benchmarks¹⁰

<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.
<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.



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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.	<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>
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.	<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.
7.Encounters with further and higher education	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.	<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>
8.Personal guidance	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.	<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.