**Edward Jenner School**

**Careers Education and Guidance Policy**

|  |  |  |
| --- | --- | --- |
|  | **Date** | **Signed** |
| **Date reviewed** | **April 2025** | **E Poole** |
| **Ratified by** | **April 2025** | **A Brookes** |
| **Date of next review** | **April 2027** |

Introduction and Policy Statement

At Edward Jenner we recognise our role in preparing young people for the opportunities, responsibilities and challenges they will experience on leaving our school. In response, we have developed an individualised bespoke Careers Education, Information, Advice and Guidance (CEIAG) programme that enables young people to explore their options, develop life skills and prepare them for the future.

Our unique bespoke careers programme underlines our commitment to ensure young people respond positively to opportunities, challenges and responsibilities during their time at Edward Jenner and beyond. We prepare young people for their next steps in education, training and life by equipping them with the information and necessary skills to make informed decisions about their future. To facilitate a positive transition to post 16 education or training from Edward Jenner School we offer a solutions-focussed approach; young people develop the tenacity and resilience to enable them to cope with change, adversity and embrace new challenges.

The CEIAG programme we offer is delivered to all students in Years 7 to 11 through Thinking lessons, ASDAN short courses and PSE, ARTS AWARD, Friday Voice and other curriculum lessons. We work in partnership with outside agencies, local colleges and training providers, apprenticeship providers, universities and employers. As part of the programme young people progress through a series of structured lessons, activities in schools, virtual activities, visits and events that are differentiated and personalised to them.

Vision and Values

This policy is underpinned by our long-term vision and core values of promoting self-reliance through building resilience, optimism, kindness, learning, honour and citizenship. We offer the opportunities to our young people to enable them to investigate their own career options. We support young people to respond positively to opportunities, challenges and responsibilities, to learn to manage risk and to develop an academic toolkit which can be used in all situations.

The bespoke nature of our approach and curriculum allows us to ensure that all learners have opportunities to access careers advice and support which is specific and personalised to their needs and interests.

We believe in working in partnership with the young people, parents and careers and local providers to provide the best possible support and advice.

Statutory Requirements and Expectations

This school is committed to fulfilling its statutory duties in relation to Careers Education and Guidance.

The Education (Careers Guidance in Schools) Act 2022 amends the existing duty, in Section 42A of the Education Act 1997 that requires state funded secondary schools in England to secure independent careers guidance to pupils from year 7.

Careers guidance under this duty will:

• be presented in an impartial manner

• include information on the full range of post-16 education or training options

• promote the best interests of the pupils to whom it is given.

The government expects that the school’s career strategy is developed in line with the Gatsby Benchmarks and informed by the requirements set out in statutory guidance.

The careers strategy can be read online at:

<https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/664319/Careers_strategy.pdf>

The statutory guidance for schools, updated January 2023 is available at

<https://assets.publishing.service.gov.uk/media/63b69f3fe90e077246c83323/Careers_guidance_and_access_for_education_and_training_providers_.pdf>

In January 2023, the DfE updated its statutory careers guidance to make it clear that schools and colleges should be supporting students to understand the full range of education and training options that are available to them. It should inform pupils when evidence suggests that courses they are considering, lead to poor career outcomes.

**The Gatsby Benchmarks**

Edward Jenner School supports the Gatsby Benchmarks to guide the careers Provision as they are judged to be a best practice system for career guidance. The government regards career guidance as the full range of activities under the eight Gatsby Benchmarks.

<https://www.gatsby.org.uk/education/focus-areas/good-career-guidance>

**Baker Clause**

Schools and academies must give education and training providers the opportunity to talk to pupils in Years 8 to 11 about approved technical two qualifications and apprenticeships from 2nd January 2018. The DfE has issued two guidance documents: *Technical education and apprenticeships: raising awareness in schools and Example policy statement on provider access*, which sets out what schools need to have in place to meet the requirements of the amendment to the Technical and Further Education Act.

Edward Jenner School’s Provider Access Policy is available in Appendix 2.

**Independent Schools Standards**

Isi requires that independent schools should provide pupils age 11+ access to accurate, up-to-date careers guidance that

* is presented in an impartial manner.
* Enables them to make informed choices about a broad range of career options.
* Helps to encourage them to fulfil their potential.
* Is not stereotyped; and
* Is effective in preparation of pupils for the opportunities, responsibilities and experiences of life in British Society.

Aims and Objectives

* To raise aspirations in terms of career options.
* To provide a bespoke and individualised careers programme for every pupil
* To raise awareness of and develop employability skills in interactive situations.
* To link curriculum learning to careers
* To provide opportunities for encounters with employers and employees
* To provide opportunities for experiences with further education
* To improve transition of pupils from school to adult and working life.
* To increase access and choice for pupils.
* To ensure every pupil has personal guidance on careers

Learner Entitlement

Every student is entitled to high quality career education and guidance as part of their overall education.

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
* 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.
* 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.

 Specific Activities

The careers programmes use 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:

STEM Projects Programmes to Promote Enterprise, Regular Person-Centred Reviews, an effective Thinking and Wellbeing Programme, Guest Speakers, Individual Information Advice and Guidance Interviews, visits to further education establishments, contact with employers

Details of student’s entitlements are given in appendix 3.

Management and Delivery

We recognise the importance of putting in place effective arrangements for the management and delivery of the programme. All staff contribute to the career’s education and IAG delivered through their roles as teachers, during mentoring and learning sessions. The careers education and IAG programme includes career guidance activities delivered to cohort, small group sessions, and individual interviews.

The member of staff responsible for Careers is Manda Brookes.

Stakeholders and Parents

We recognise the important role that parents have in their young person’s career development. We regularly discuss young people’s development and career aspirations with parents and young people and have an ongoing policy of discussing this with parents.

Links to other Policies

This policy should be read in conjunction with the following:

EJS Curriculum Policy

EJS SEND Policy

Appendix 1

Edward Jenner School’s Career Programme

|  |  |  |
| --- | --- | --- |
| **Explore***Discover and be inspired by the potential opportunities.*Target: All yearsThrough:* + Our curriculum
	+ Trips & Visits
	+ Careers Fair
	+ Solution Focused Mentoring – SEMH skills
	+ Game Plan
	+ Thinking
	+ Arts Award
	+ ASDAN
 | **Develop***Nurture and refine skills needed for the workplace.*Target: All yearsThrough:* + Our curriculum
	+ Enterprise opportunities
	+ Asdan key skills
	+ Solution Focused Mentoring - **Thinking** about future goals and how I can look after myself and what helps me to be in a resilient state when I face challenges.
	+ Visits to local colleges
	+ Research into courses and different entrance routes into careers
* Careers Fair
 | **Prepare***Prepare for a well -supported, seamless transition*Target: Year 10/11Through:* + CV Writing Workshop
	+ Apprenticeship advice and guidance
	+ Transition visits to local colleges
	+ Interview support
	+ Asdan Key Skills
	+ Solution Focused Mentoring - Planning, preparing and equipping pupils for KS5 & future employment.  Taking responsibility for learning and developing tools to manage myself
	+ Careers Fair
	+ Y10 Parent/carer meeting with YP
 |

# Appendix 2

# Provider access Policy

Introduction

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

**Pupil Entitlement**

All pupils in years 7 to 11 are entitled:

* To find out about technical education qualifications and apprenticeship opportunities, as part of a careers programme which provides information on the full range of education and training options available at each transition point;
* To hear from a range of local providers about the opportunities they offer including technical education and apprenticeships – through group discussions, visits, speakers and taster events;
* To understand how to make applications for the full range of academic and technical courses

**Management of Provider Access Requests**

Procedure: A provider wishes to request access should contact, Ms Manda Brookes, Headteacher at office@edwardjennerschool.org

Opportunities for access: A number of events, integrated into the school careers programme, will offer providers an opportunity to come into school to speak to pupils.

Providers are welcome to leave a copy of their prospectus or other relevant course literature at the school. Items will be reviewed and made available to all pupils if appropriate.

**Approval and Review**

**Approved:**

**Review: 04/25**

Appendix 3

Careers Programme – Term by Term

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Autumn** | **Spring** | **Summer** |
| **Year 7 & 8** | Stem workshop opportunities Water Workshop/ science lessonsArts AwardWhat qualities are necessary to be a leader? Discussion (humanities)Friday VoiceBi annual in school Careers Fair | Arts AwardFriday VoiceThinking lessonsScience lessons | Arts AwardFriday VoiceThinking lessonsScience lessons |
| **Year 9** | ASDAN – discussion of types of employment and requirements for mortgage/job.Arts AwardFriday VoiceOral Presentation to other students and staff (ASDAN)Biannual school Careers Fair | RSHE Employment and FinanceLaws on young people and employmentHealth and safety in the workplaceIdentifying their strengths and weaknessesHow to choose a future careers pathFriday Voice | Arts award looking at art coursesCV writing WorkshopResearch into charities for Asdan Friday VoiceCheltenham Science Festival workshops |
| **Year 10** | Arts Award Friday VoiceBiannual school Careers FairPreparation for Adulthood activities | Friday VoiceProblem Solving (ASDAN)College visitsParent/carer and YP meetingPreparation for Adulthood activities | Arts Award looking at art coursesCV writing WorkshopVisits to FE Course ProvidersParents talking about their job experiencesResearch into charities for ASDAN Arts Award careers artistOral presentation to other students and staffFriday VoicePreparation for Adulthood activities |
| **Year 11** | Asdan Career Research – looking at potential careersProspects careers surveyResearching different routes into the careerIdentifying different courses and colleges Friday VoiceBiannual school Careers FairPreparation for Adulthood activities | Working Together (ASDAN) skills for teamworkCareers FairFriday VoicePreparation for Adulthood activities | Arts award looking at art coursesVisits to FE Course Providers as part of transitionOngoing support for young people with choices of course and collegeOral presentation to other students and staff (ASDAN)Friday Voice |