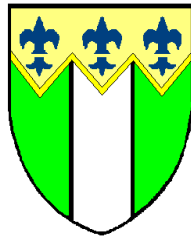


Friern Barnet School

Careers Guidance and Access for Education and Training Providers Policy



Last Reviewed:	July 2023	Next Review:	July 2025
Approved by:	SLT	Date:	17 July 23

Statutory Requirements

The statutory guidance for **Careers guidance and access for education and training providers**, published January 2023 (To include The Department of Education, July 2021: “Baker Clause” and the Provider Access Legislation, January 2023) states that careers guidance must be:

- Presented in an impartial manner
- Include information on the range of education or training options, including apprenticeships, T Levels and other vocational pathways
- The guidance must promote the best interests of the students to whom it is given

Student Entitlement

Friern Barnet School fully supports the statutory requirement for students to have direct access to other providers of further education training, technical training and apprenticeships. The school will comply with the new legal requirement to put on at least four encounters¹ with providers of approved technical education qualifications or apprenticeships. This will be done in assemblies in National Apprenticeship Week and National Careers Week, in addition to providers attending careers events at school.

Aims

In accordance with statutory guidance, Friern Barnet School aims to offer independent careers education guidance for all students, so they are inspired and motivated to fulfil their potential. We aim to help every student develop high aspirations and consider a broad and ambitious range of careers and employment and responsibility. We are aware of our responsibilities to set students on the path that will secure the best outcome which will enable them to progress in education and work and give employers the highly skilled people they need. That means acting impartially, in line with the statutory duty, and not showing bias towards any route, be that academic or technical.

We aim to meet all Gatsby Benchmarks² (and exceed wherever possible) the DfE recommendations that schools should:

- Provide sustained contacts with employers, mentors and coaches who can inspire students with a sense of what they can achieve with the right choices and help them understand how to make this a reality
- Have a strategy for the advice and guidance that we provide to young people. The strategy should be embedded within a clear framework linked to outcomes that reflects our ethos and meets the needs of **all** our students
- Provide access to a range of activities that inspire young people, including employer talks, careers fairs, motivational speakers, college and university visits, coaches and mentors

¹ Two encounters during each of the first (Years 8 & 9) and second (Years 10 & 11) phase of school.

² Appendix 1

- To develop the knowledge and awareness of our students of all career pathways available to them, including technical qualifications and apprenticeships.
- In-house support for students must be combined with advice and guidance from independent and external sources to meet the school's legal requirements. It should be noted that website access is not sufficient in itself to meet the statutory duty to encourage young people to think about the opportunities available to them
- To be consciously working to prevent all forms of stereotyping in the advice and guidance that is provided, to ensure that boys and girls from all backgrounds and diversity groups consider the widest possible range of careers, including those that are often portrayed as primarily for one or other of the sexes
- to ensure that all students are aware of all routes to higher skills and are able to access information on technical options and apprenticeships (The Department of Education, July 2021: "Baker Clause": supporting students to understand the full range of education and training options, and the Provider Access Legislation, January 2023).
- To reduce drop out from courses and avoid the risk of students becoming NEET (Young people not in education, employment or training).

Links with other policies

The policy for Careers Guidance is underpinned by a range of key school policies especially those for Careers, teaching and learning, curriculum, equality and diversity, child protection and SEND.

Practice

The school will achieve these aims by:

- providing in-house inset to staff to support teaching and learning opportunities within the curriculum
- encouraging staff to identify the contributions of Careers Guidance and to plan to develop it into schemes of learning where appropriate
- promoting a variety of opportunities for career and employability learning outside curriculum time e.g. visits, speakers, planned activities, mock interviews, business links, etc.
- developing links with the Education Business Partnership (EBP) in line with the service level agreement and all agencies to continue to support the development of careers learning through the curriculum
- students to have direct access to providers of further education training, technical training and apprenticeships
- developing mentoring schemes in-house, through businesses and the wider community to help raise motivation and aspirations
- encouraging the practising and development of key skills both in and out of school
- ensuring all students participate in a pastoral curriculum and take part in enterprise activities such as: business days, themed days and special projects linked with the wider world of work

- providing all students with opportunities to support aspirations and employability, including gaining an understanding on approved technical education qualifications and apprenticeships
- providing one to one careers advice for Year 9 students when choosing their exam courses and providing a wide range of option choices with the aim to meet the needs of all students
- ensuring that all Year 10 students take part in a programme of work related learning
- engage with an Enterprise Advisor to support our development of a careers and enterprise strategy and to unlock business relationships
- developing opportunities for enterprise capabilities through a range of cross –curricular activities and discrete activities that are supported by other subject areas, including citizenship and the pastoral curriculum
- providing extended career learning opportunities for targeted KS4 students
- ensure that all students are aware of all routes to higher skills and are able to access information on technical options and apprenticeships (The Department of Education, July 2021: “Baker Clause”: supporting students to understand the full range of education and training options, and the Provider Access Legislation, January 2023)

Professional Development for staff

The school makes provision for continued professional learning (CPL) opportunities for staff ensuring that:

- areas of staff development needs are highlighted through the whole school self evaluation
- staff needs are identified, discussed and planned through line management meetings and any careers meetings
- all training is linked to performance appraisal and CPL
- the school provides opportunities for continued professional development for staff with responsibilities for careers and vocational programmes
- training provides opportunities for teachers to keep up-to-date with the changes and development in employment, the workplace and business and the requirements of employers
- the school shares good practice in other local schools and other local authorities

Development of Business Links

We have coordinated links with Education Business Partnership (EBP), local and national businesses and other external agencies. The school:

- works closely with EBP to support and provide activities and links to promote the Careers and Work Related Learning programme
- meets with and discuss plans with Education & Business Local Organisations (EBLO)
- works closely with the London Borough of Barnet to support and provide services
- uses the latest employment information to provide details to students in terms of their employability as appropriate
- makes use of labour market information and local employment opportunities and projection of local skills needs
- builds on links from work experience to support and enhance programmes which are in school

Access For Providers

Introduction - This section of the policy 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.

All pupils in years 7-11 are entitled:

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

Appendix 2 shows the way in which education and training providers should get in touch with the school in order to gain access to pupils and/or parents to inform them about further opportunities

The school will then work with providers in order to identify the most effective opportunity for them to share information about education and training opportunities

Access to Impartial Information & Guidance

The school:

- ensures that the School's career learning programme reflects the school's equal opportunity policy and the disability equality scheme
- ensure that Year 11 students are offered careers education and employability guidance with an impartial adult. This is led by our Head of careers and reflects the interest, ambition and potential of each student
- ensures that the learning mentor is directed to assist with targeted students and alternative support provided from external agencies, if required

Evaluation and Monitoring

The school ensures that the following key staff are involved in evaluation and monitoring:

- Heads of Faculty monitor the curriculum and the quality of teaching and learning
- Heads of Faculty and Department review the annual destination data and uptake into post 16 subjects
- Heads of Year and a Lead Practitioner are involved in planning and reviewing work related learning opportunities promoted through the tutor programme and the pastoral curriculum

- Head of Careers co-ordinates the school's careers guidance and access programme, which includes links with training providers
- The Deputy Head Teacher line manages the Head of Careers
- There is a Link Governor for careers education who has a strategic interest in careers education and employer engagement. This person shares advice and guidance to the Head Teacher and monitors the option pathways and transition points to ensure all young people are aware of their choices.

There is a system in place to ensure that the provision is regularly monitored and evaluated through:

- faculty and year group annual self- evaluation
- regular feedback from students, staff, parents and Governors via surveys, forums and student leadership meetings
- feedback from events and collapsed days involving external organisations / visitors
- regular meetings between the Head of Careers and line manager
- a careers education and employability audit takes place annually in addition to a Compass Audit against Gatsby benchmarks
- a careers education and employability annual report presented to the Governing Body.
- elements of the reports are published throughout the year in the newsletter and on the website

The learning is assessed and/or accredited in a variety of ways including:

- the recording of work experience through certification and other school accreditation.

Appendix 1 Gatsby Benchmarks

<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</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

	relevance of STEM subjects for a wide range of future career paths.	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>
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.	<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.</p> <p>☑ 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> <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.	☑ 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.

Appendix 2

Application for Provider Access

Management of provider access requests: Procedure

A provider wishing to request access should contact Marcella Baterip Careers Advisor

Telephone: 0208 368 2777

Email: M.Baterip@friern.barnet.sch.uk

Opportunities for access

The school offers a comprehensive Careers Guidance and Access for Education programme and an overview of this programme can be seen on the school website.

Please speak to our Careers Advisor to identify the most suitable opportunity for you.

The school will make a suitable space available for discussions between the provider and students, as appropriate to the activity. The school will also make available ICT and other specialist equipment to support provider presentations. This will all be discussed and agreed in advance of the visit with the Careers Advisor or a member of their team.

Providers are welcome to leave a copy of their prospectus or other relevant course literature with the Careers Advisor so that they can be displayed in the Careers Section of the school library.

Appendix 3

The Careers Year

Year 7:

1. Introduction to Careers Library/Firefly Resources / Careers Advisor
2. Careers and action-planning activities in Tutor time
3. Statement of Entitlement sent to parents to sign
4. Students view Middlesex University Make Your Mark website
5. Living in the wider world (pastoral curriculum unit)
6. Curriculum links made to careers, including STEM subjects
7. Relevant information about raising aspirations and achievement, planning the future, researching career opportunities and portals, and changes in college courses, University finance and the world of work sent to students and parents

Year 8:

1. Using Firefly career resources to begin planning for Year 9 Options
2. Careers and action-planning activities in Tutor time
3. 1:2:1 diagnostic careers meeting with careers advisor for identified students
4. University Summer Schools and online experiences for targeted students
5. Same as y7 points 5-7 above

Year 9:

1. Exploration of Career resources, to begin planning for College/University courses and GCSE Options
2. 1:2:1 guidance interviews with careers advisor with action planning and follow up appointments as required
3. Individual Careers interviews pre-Options / Group Interviews
4. Attendance of Careers Advisor at Options Evening
5. Career exploration: Fast Tomato
6. Workshops on Vocational Options, Apprenticeships, Qualification Framework
7. Alumni Speakers / Inspiring Speakers and University summer schools visits (linked to Brilliant Club)
8. Same as Year 7 points 5-7

Year 10:

1. Use of Firefly resources and sign-up to Portals offering opportunities
2. 1:2:1 guidance interviews with careers advisor with action planning and follow up appointments as required
3. Careers and action planning activities in Tutor time
4. Work Experience Programme
5. Begin preparing Personal Statements for interviews
6. Post 16 Taster Experiences, including for those with specific SEND
7. Student Ambassadors from post 16 providers
8. University Careers Fair / University summer schools and visits
9. Apprenticeship experiences and opportunities
10. Alumni Speakers

Year 11:

1. Individual progress interviews at start of year to review Year 10 report and options
2. Progression routes / Post 16 courses promoted during tutor time
3. CVs updated/files completed for interview
4. Mock interview
5. Targeted groups of students participate in Russell Group University visits
6. Colleges/Sixth Form Fair
7. Apprenticeship experiences and opportunities
8. Students experience College and University visits / Summer Schools
9. Workshops as required on stress management, exploring destination websites, understanding UCAS and HE
10. University online opportunities/ summer schools