



# Bowden House School

## Careers Programme Information Policy

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Agreed by the school's Education Committee at their meeting on: 21 March 2023

Next review date: March 2025

Signed : \_\_\_\_\_  
Chair of Governors

Date : \_\_\_\_\_

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## Statement of intent

This policy has due regard to all relevant legislation and statutory guidance including but not limited to, the following:

- Education Act 1997
- Education & Skills Act 2008
- Apprenticeships, Skills, Children and Learning Act 2009
- Equality Act 2010
- Children & Families Act 2014
- Technical & Further Education Act 2017
- The School Information (England) (Amendment) Regulations 2018
- DfE (2022) Careers Guidance and access for education & training

This policy operates in conjunction with the following school policies:

- Complaints Procedure
- Provide Access Policy
- Data Protection Policy
- Safeguarding & the Protection of Children Policy

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## 2. Roles and responsibilities

The Governing Body is responsible for:

- ensuring that all registered students at this school are provided with independent careers guidance from Year 7 to Year 11
- ensuring that arrangements in place to allow a range of education and training providers to access all students in this range and inform them about approved technical education qualifications and apprenticeships.
- ensuring that the independent careers guidance is presented in an impartial manner, showing no bias or favouritism towards a particular institution, education or work option
- ensuring that the guidance includes information on the range of education or training options, including apprenticeships and technical education routes
- ensuring this policy does not discriminate on any grounds
- handling complaints regarding this policy as outlined in the school's Complaint's Policy
- providing clear advice and guidance to the Executive Headteacher on which they can base a strategy for careers education and guidance which meets the school's legal requirements.

The careers teacher is responsible for:

- managing the provision of careers information
- taking responsibility for the development, management and reporting of the school's careers programme
- planning careers activities, managing the careers budget and where, necessary, managing and co-ordinating other staff involved in the delivery of career guidance
- establishing, and developing links with employers, education and training providers and careers organisations
- liaising with the Assistant Headteacher and the LAs Careers Adviser to implement and maintain effective careers guidance
- providing students with effective careers guidance and supporting social mobility by improving opportunities for all young people
- supporting teachers of careers education providing initial information and advice
- monitoring teaching and learning in careers education and the access to and take up of career guidance
- advising the Senior Leadership Team on policy, strategy and resources for careers education, information, advice and guidance (CEIAG)
- preparing and implementing a development plan for CEIAG
- reviewing and evaluating the programme of CEIAG
- encouraging the training of school staff to promote careers guidance to their students.
- using the Gatsby Benchmarks to improve the school's careers provision and ensure compliance with legal duties, with an ultimate aim to meet all benchmark
- publishing details of the school's careers programme on its web-site
- ensuring that students with SEND understand their different careers pathways and enabling them to gain the skills, knowledge and experience they require to achieve their career goals
- allowing students to have access to providers of technical education, such as colleges and apprenticeships to ensure every student is well-informed about their future options at every stage
- using the Compass tool for self-evaluating the careers provision the school offer
- reporting regularly to the Assistant Headteacher, regarding student progress and the effectiveness of the school's career plan
- providing a thorough, personalised career service throughout the school
- producing careers information and guidance through online and hard copy literature, and visual displays in school
- actively promoting the careers service with students and their parents/carers at Annual Reviews/Transitional Reviews, etc

- developing incentives and initiatives which actively encourage students to sign up to the school's career service
- attending regular meetings with the Assistant Headteacher to discuss the school's career plan
- providing an open-door service for students to drop in and discuss their options
- arranging meetings and follow-up appointments with students who are interested in the careers service
- co-ordinating with the designated teacher for IAC and PLAC to work with the relevant virtual school head (VSH) to ensure a joined up approach to identifying and supporting career ambitions are achieved
- offering services to past students for up to a year after their departure from compulsory education.

Education staff are responsible for:

- ensuring careers education is planned into their lessons
- attending any relevant CPD or training to ensure they are up-to-date with the school's careers plan
- prompting careers guidance in the classroom through visual aids
- creating a learning environment that allows and encourages students to tackle real life challenges, manage risks and develop skills that can be applied to the workplace.

### **3. Developing a stable careers programme**

Bowden House School has its own Careers Programme which meets the requirements of the 8 Gatsby Benchmarks:

- [A stable careers' programme](#)
- [Learning from career and labour market information](#)
- [Addressing the needs of each student](#)
- [Linking curriculum learning to careers](#)
- [Encounters with employers and employees](#)
- [Experience of workplaces](#)
- [Encounters with further and higher education](#)
- [Personal guidance](#)

The programme will be reviewed termly against the benchmarks to ensure it remains on target.

- the careers teacher is appointed to ensure the leadership and coordination of a high-quality careers programme. The name and contact details of the careers teacher is published on the school website
- the school will engage with the careers adviser(s) of the Careers Service in the students' home authority and work with the careers teacher to provide individual, tailored careers guidance to students

- details of the school's careers plan will be published on the school website inviting students, parents/carers, teachers, Governors and employers to provide feedback
- the Assistant Headteacher will work with the careers teacher to broaden the range of guidance that students have access to

#### **4. Using labour market information**

The school will ensure every student and their parents/carers, have access to high-quality information about future study options and labour market opportunities

Students and their parents/carers will be referred to an informed advisor to help them make the best use of the information available

The school will ensure students and their parents/carers understand the value of finding out about the labour market opportunities and support them in accessing this information. Students and their parents/carers will be provided with information on the benefits of understanding the benefits of the labour market, including the salaries and promotion opportunities for different jobs and the volume and location of vacancies across different sectors

The school will ensure that all students, by the age of 14, have accessed and used information about career paths and the labour market to inform their decisions on study options.

Students will be provided with the necessary links and information that will enable them to access this. Access will be monitored to review whether students are making the most of the service and if not, what can be done to ensure they do

Parents/carers will be encouraged to access and use information about labour markets and future study options to inform and support their children

The school will make use of local enterprise partnerships to provide students with presentations and workshops on the labour market in their home area and employer expectations.

To support social mobility, the school will work to raise students' aspirations and tackle stereotypical assumptions. Interventions will be used to tackle gender stereotypes; arrangements will be made for students to talk to employees who work in non-stereotypical jobs to raise awareness of the range of careers that science, technology, engineering and maths (STEM) qualifications lead to.

#### **5. Addressing the needs of students**

The school's careers programme will aim to raise the aspirations of all students whilst being tailored to individual needs. The programme will inform students

of the range of opportunities available to them, encouraging them to aim higher and make choices relevant to what they feel they can achieve.

The school will embed equality and diversity considerations throughout the careers programme and actively seek to challenge stereotypical thinking

All forms of stereotyping will be prohibited in the careers advice and guidance that is provided, to ensure students from all backgrounds, genders and abilities can consider the widest possible range of careers

Comprehensive and accurate records will be kept to support the career development of students. These will be stored securely. The school will allow access to this information, should a student or their parent/carer request it

The school will collect and analyse destination data to assess how well the careers programme is countering stereotypes and raising aspirations. The data will be reviewed by the Assistant Headteacher and the careers teacher on a termly basis who can then base further development of the school's career guidance plan on the results and areas of success or failure.

## **6. Providing targeted support**

The school will work with the LA, Children's Social Care and VSHs to identify students who are in need of targeted support or those who are at risk of not participating in post-16 pathways.

Agreements will be made over how these students can be referred for support drawn from a range of education and training support services available either local to the school or in the students' home area. The school will share the relevant data on these students with the LA and education/training providers in the placing authorities where support costs may be required, such as care leavers and students who are eligible for FSM.

The school will ensure that students understand the programmes available to support them with staying in post-16 further education.

To support students who are likely to need support with post-16 participation costs, such as those with SEND, the school will work with the LA and the relevant post-16 education or training providers to share student data and ensure these students receive such support. In the case of Bowden House School, this might be securing funding from the home authority for students to remain resident in the school to attend local post-16 provision

## **7. Supporting students with SEND**

The school will ensure that careers guidance is differentiated, if appropriate, and based on high aspirations and a personalised approach. The SEND Local Offer will be utilised; Annual Reviews for student's EHC Plan will be informed by good career guidance

The Careers Teacher will work closely with the SENCO and other staff to support students in understanding different careers pathways and how to develop the necessary skills, knowledge, experience and qualifications to succeed and fulfil their potential. The school will work with the parents/carers of our students to help them understand what career options are available.

Careers guidance and experience will be tailored to students based on their own aspirations, abilities and needs. Surveys will be conducted to find out individual students' aspirations; the results will be used to personally tailor careers guidance

careers guidance will take account of the full range of relevant education, training and employment opportunities. It will inform students about the ways employees with SEND are supported in the workplace and how jobs can be adapted to fit a person's abilities. Guidance will focus on a student's career aspirations and the post-16 options which are most likely to give the student a pathway into employment or Higher Education

The school will build partnerships with businesses and other employers, employment services and disability and other voluntary organisations. Students will be prepared for encounters with employers and provided with any special support that will allow them to benefit fully from the experience.

When arranging work experience for students, the school will work with the employer to determine any additional support that will be needed during the work placement.

## **8. Linking curriculum learning to careers**

The school will work to encompass careers education and guidance into subjects across the curriculum. All education staff will be asked to support the career development of the students in their role and through their subject teaching

Students are expected to study the core academic subjects at GCSE, including English, Maths and Science

Students will be informed that if they do not achieve a grade 4 or higher in GCSE maths and English by the end of KS4, they will be required to continue working towards this aim as part of their 16-19 study programme

The school will ensure that, by the age of 14, every student has had the opportunity to learn various STEM subjects and their entry into a wide range of careers and enable them to be more effective workers. The same will be applied for every student in their chosen subjects by the end of their course of study.



## **9. Enabling encounters with employers**

The school will engage with local employers, business and professional networks, inviting visiting speakers with whom the students can relate. Every student will be exposed to the world of work by the age of 14

- careers events such as careers talks, careers carousels and careers fairs
- transitions skills workshops such as CV workshops and mock interviews
- mentoring and e-mentoring
- employer delivered employability workshops
- business games and enterprise competitions.

Whilst every effort will be made to assist the students of Bowden House School to experience a workplace environment, much of the planning for leaving school and moving into training or employment will be undertaken in school/college.

## **10. Providing work experience**

Bowden House School will ensure that all students have had at least one experience of a work place by the age of 16 and one further such experience by the age of 18 if they remain a student of Bowden House School

The school will encourage students to experience a wide variety of workplaces and support them to plan for, reflect upon and learn from these experiences

Work experience or volunteering will be designed to meet the needs of individual students

16-19 study programmes will require high-quality and meaningful work experience. A flexible approach will be adopted for younger students, such as the following:

- workplace visits
- work experience (1-2 weeks)
- job shadowing
- career-related volunteering and social action

## **11. Enabling encounters with further education (FE)**

students are required to remain in education or training until their 18<sup>th</sup> birthday

the school will provide students with a range of information and opportunities to learn about education, training and career paths throughout their school life, to prevent last minute decision-making

students will be encouraged to use information tools, such as websites and apps, which display information about a range of opportunities. Education and training providers will have access to all students in Years 8 to 11 and this will be extended to Years 12 & 13 if they remain in the school's post-16 provision.

for the purpose of informing them about approved technical, education qualifications and apprenticeships

the school will ensure that there are opportunities for providers to visit the school and speak to students in Years 8 to 13 by maintaining connections with providers of further education and apprenticeships and arranging regular visits, presentations and workshops, if appropriate

a range of opportunities for visits from providers offering other options, such as FE will also be provided

## **12. Providing personal guidance**

all students will be provided with opportunities for personal guidance interviews with a qualified careers adviser. Such interviews will take place by the time the student reaches age 16 generally at their Leavers Review with the opportunity for a further interview by the age of 18, if appropriate

the careers adviser for LBTH will attend the student's Annual/Leavers Review for Tower Hamlets students. Students from other authorities, are the responsibility of the careers' advisers in the respective LA. Further interviews/support or guidance is followed up by the careers' teacher

careers advisers working with LAC or care leavers will use their personal education plan to focus discussions. These students will have a named adviser who will build a relationship with them to better understand their individual needs. Annual Reviews or PEPs are the most appropriate meetings to discuss career choices

## **13. Information sharing**

The school will provide the relevant information about all students to the LA support services including:

- basic information, such as the student's name and address
- other information that the LA requires to support the student to participate in education or training to track their progress

the school's privacy notice will offer students and their parents/carers the opportunity to ask for personal information not to be shared

LAs will be notified, as early as is possible, whenever a 16 or 17-year-old student leaves an education or training programme before completion. The school will agree on local arrangements for ensuring these duties are met.

In Bowden House School information sharing would be at an Annual or Leavers' Review

## **14. Compliance with legal duties and statutory guidance**

Where someone has a complaint about the school's careers provision, such issues will be handled within school in accordance with the school's Complaints Policy.

Bowden House School will be compliant with the 'Baker Clause' by ensuring that there is an opportunity for a range of education and training providers to access all Year 8 – 13 students for the purpose of informing them about approved technical education qualifications and apprenticeships.

Bowden House School will ensure that provider visits are available to all students in the relevant year groups.

A policy statement detailing the access arrangements to students by education and training providers, will be published on the school's website

## **15. Monitoring and review**

The Governing Body, in conjunction with the Assistant Headteacher and the careers teacher, will review this policy on a bi-annual basis

Any necessary changes to this policy will be communicated to all members of staff

The next review date for this policy is March 2025.

## Provider Access Policy Statement

Under Section 42B of the Education Act 1997, as of 2 January 2018, we have a duty to provide students in Years 8-13 with access to providers of post-14, post-16 and post-18 education and training. This policy statement sets out how we manage access requests from these providers.

### What are students entitled to?

Students must be allowed to:

- learn more about technical, education qualifications and apprenticeship opportunities, as part of a careers programme which informs students of the full range of education and training options available to them at each transition point
- hear from a range of local providers about the opportunities on offer, e.g., technical education and apprenticeships – this can be achieved through individual or group discussions and taster events
- understand how to apply for the full range of academic and technical courses available to them.

### Who handles our access requests?

Any provider wishing to request access should contact our careers co-ordinator, Juliet Hayden, on 01323 893138 or via email on: [jhayden@bowdenhouse.towerhamlets.sch.uk](mailto:jhayden@bowdenhouse.towerhamlets.sch.uk)

### What opportunities are provided to allow access to students?

Via our school careers programme, students will be offered opportunities to attend Careers Fairs during the school year and to speak to their Careers Adviser regarding training/employment options. These will be shared with their parents/carers.

	Autumn	Spring	Summer
Year 8			
Year 9			
Year 10			
Year 11			
Year 12			
Year 13			

### Who should providers contact to discuss events and options?

Providers can speak to our careers teacher, Juliet Hayden, to discuss possible attendance at relevant event

