



# Careers Policy

## and Provider Access

### Statement

Responsibility	Students, Parents and Community	
Status	Statutory guidance	
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## **1 Rationale**

Careers education, information, advice and guidance programmes play a major part in helping young people choose pathways that suit their interests, abilities and individual needs. A robust careers programme helps avoid disengagement, puts school learning into a wider and more relevant context, and helps raise aspirations.

The **Richmond upon Thames School (RTS)** programme helps our students to plan and manage their careers effectively, ensuring progression which is ambitious and aspirational. It promotes equality of opportunity, celebrates diversity and challenges stereotypes. The policy is designed to meet the Gatsby benchmarks and statutory requirements.

## **2 Purpose**

### **2.1 Part 1**

Aims to set our school's approach to providing careers education, information, advice and guidance to our students.

### **2.2 Part 2**

Aims to set out our school's arrangements for managing the access of education and training providers to students for the purpose of giving them information about their offer.

It sets out:

- Procedures in relation to requests for access
- The grounds for granting and refusing requests for access
- Details of premises or facilities to be provided to a person who is given access

## **3 Statutory requirements**

Schools are required to ensure that there is an opportunity for a range of education and training providers to access students in years 7 to 13 for the purposes of informing them about approved technical education, qualifications or apprenticeships.

Schools must also have a policy statement that outlines the circumstances in which education and training providers will be given access to these students.

This is outlined in section 42B of the Education Act 1997. This policy shows how our school complies with these requirements.

## **4 School Vision**

We believe that everybody can achieve excellence. RTS is an inspiring, welcoming place where people are valued as individuals, recognised for their talents, supported in their endeavours and always challenged to achieve their very best at all times. Our vision is to develop confident and happy students who are lifelong learners with an insatiable curiosity about the world around them, prepared for the next stages of their lives.

## **5 Part 1**

### **5.1 Commitment**

The Richmond upon Thames School is committed to providing all students in Years 7-11 with a programme of careers activities and supporting activity. The programme has been developed in line with the eight Gatsby benchmarks for ensuring best practice and to meet the requirements of the Department for Education's statutory guidance 2018.

### **5.1.1 The Gatsby Benchmarks**

1. A stable careers programme
2. Learning from career and labour market information
3. Addressing the needs of each student
4. Linking curriculum learning to careers
5. Encounters with employers and employees
6. Experience of work places
7. Encounters with further and higher education
8. Personal guidance

To ensure the school is delivering the best possible careers guidance will work towards a 'Careers Quality Award', which, once obtained, will be valid for three years.

### **5.1.2 Careers Programme**

The current careers programme is delivered through a combination of methods, including:

- PSHE in Years 7, 8 and 9
- Assemblies, presentations, employer visits, work experience, seminars, masterclasses, workshops, drop down days and 1:1 sessions
- Careers conferences in Year 10 and 11
- Partnership with South London Careers Hub for all year groups and staff CPD
- Partnership with 'Start in London' creating students with employers
- Partnership with Young Enterprise for Year 10
- KS4 enrichment programme
- 1-1 careers meetings delivered by The Education Development Trust ( EDT) for Year 11
- Developing an employability portfolio
- SLT Destinations meetings for all year groups

### **5.1.3 The Employability Portfolio - Start in London**

To enable students to track their progress and have a record of their skills, achievements and goals, they conduct a series of reflective activities which are reviewed by their Academic Tutor and the careers coordinator throughout their time at RTS.

These documents enable students to relate their school experience and factors such as punctuality and subject learning, to the world of work, as well as helping them identify any gaps they have against an employability skill set. It will also support CV writing and interview preparation.

## 5.2 Aims

To help students develop the skills and confidence to make realistic and informed decisions about their futures and to manage the transitions from one stage of their education, training and work to the next.

## 5.3 Objectives

- To ensure that students develop the skills and attitudes necessary for success in adult and working life;
- To make students aware of the range of opportunities which are realistically available to them in continued education and training at 14+, 16+ (and 18+);
- To equip students with the necessary decision-making skills to manage those same transitions;
- To develop in students an awareness of the wide variety of education, training and careers opportunities both locally and nationally;
- To encourage students to make good use of the paper-based, virtual and staff resources available to them, in order that they can make informed and appropriate choices throughout their school journey;
- To foster links between the school, local businesses and further/higher education establishments;
- To enable students to experience the world of work and develop transferable skills;
- To ensure that wherever possible, all young people leave the school to enter employment, further education or training;
- To maintain a culture of high aspirations;
- To promote equality of opportunity, celebrate diversity, challenge stereotypes and ensure all students who require any extra assistance and guidance to reach their potential, receive it.

## 5.4 Learning Outcomes

Students should be able to:

- Assess their achievements, qualities and skills;
- Present this information as appropriate;
- Use this information for personal development;
- Set career and learning targets;
- Recognise and deal accordingly with influences on their attitudes, values and behaviour in relation to work; and
- Recognise the value and impact their activities at school can have on their future.

## 5.5 Implementation

The school guarantees impartial and independent advice via:

- Access for all students and staff to the Start London Careers Platform and other appropriate sources of guidance;
- Promoting the National Careers Service Website and Helpline;
- Access to a wide variety of external speakers offering independent sources of information including several local and national employers, representatives from professional bodies and organisations including Haymarket Media Group, Harlequins, National Physical Laboratory and Richmond upon Thames College Apprenticeships team, representatives of higher education establishments including Esher College and Royal Holloway and former students, who are a valuable resource.

All staff have a part to play in the implementation of this policy through their role as tutors and as subject specialists.

## **5.6 Information and Resources**

Careers information and resources are located in the careers area in the independent learning zone, which contains up-to-date, impartial information presented in a variety of media. It is reviewed and renewed on a regular basis by the Careers Coordinator. Post-16 and University prospectuses are current, and visual displays on the notice boards are kept current in both the ILZ. The careers library can be accessed by students before school, during break and lunch times and after school. Academic tutors can also book time to use it during registration slots and students have some of their timetabled reading and PSHCE lessons based there.

Lesson plans and resources are provided by the careers coordinator to use during Academic Tutor Time, PSHCE lessons and Enrichment sessions (KS4).

There is a KS4 Careers Google Classroom (which forms part of the KS4 Enrichment programme). A variety of careers related websites – from general careers advice to job specific websites; gap year advice and university advice are shared on this Classroom as well as structured lesson resources which students complete during their enrichment sessions. There is also a Post-16 Google Classroom for Year 11 which contains resources and guidance for college and sixth form applications.

## **5.7 Monitoring, Review and Evaluation**

This policy will be reviewed annually as part of the whole-school self-evaluation process and will be reviewed by the Trustees when any additions or amendments are made.

All changes to the careers policy are approved by the school's governing body and who are regularly informed about the progress of the careers programme via visits to the school and reports/presentations delivered by the Careers Coordinator to the teaching and learning governing body committee.

A report will be published on an annual basis, including an account of activities, a review of progress and an evaluation of student and parental responses to provision.

Parents are welcome to give feedback on any aspect of the CEIAG programme to the member of the senior leadership team responsible for Careers and/or the Careers Coordinator.

The Careers Coordinator's work is evaluated at least annually by the line manager from the SLT via the school's quality assurance activities, including lesson observation and work scrutiny.

Student voice activities are conducted with students from various year groups at least once a year.

## **5.8 Recording, Assessment and Reporting**

Students' progress is monitored through the PSHE curriculum, KS4 enrichment lessons and also during dedicated form time careers sessions. Attainment in formal assessments (AP3 and AP6) are shared with students and reflection on their performance is facilitated and logged by form tutors. Academic tutors use the student reflections to help them keep informed of their tutees progress and this can be referred to in meetings with parents

A report on the careers programme is presented to the Trustees annually.

## **5.9 Entitlement**

Every student at the Richmond upon Thames School is entitled to a thorough, personalised and aspirational programme of careers events throughout their time at the school. They are given support to follow whichever route they choose. Every student is made aware of the Richmond upon Thames School's careers student entitlement via assemblies, reminders during their PSHE lessons and their employability profile log.

Parents are welcome to speak to their child's academic tutor, Head of Year, SENDCO or the Careers Coordinator if they have any questions or concerns about their child's progress and participation in careers events. They are entitled to have access to information about the options processes – provided via letter, on the school website and at information evenings.

Each student will have at least one individual careers interview with an independent, Level 6 qualified careers practitioner by the end of Year 11. This advice will be provided through a service level agreement with the Education Development Trust.

## **5.10 SEND provision**

Every student with SEND follows the same programme of careers as their peers, with adaptations and support from the SEND team where appropriate. Since the Richmond upon Thames careers programme is primarily focused on individual choice and personal aspirations it is tailored for young people's needs.

Students with SEND have an interview with the internal careers coordinator in Year 9 before the options process to enable early identification of any needs and necessary adaptations, as well as to recognise the careers aspirations of young people with additional needs. Where any extra intervention is deemed necessary, they are prioritised for a careers appointment with an external, independent careers adviser. If an issue should arise at a later date, as soon as it is recognised the SENDCO requests that the Careers Coordinator organises a further one to one. Students can also self-refer and academic tutors are also able to raise concerns. If a student has an additional need that current provisions cannot fully address, advice will be sought from the National Careers Service, for guidance on providing the best support.

The SENDCO meets with parents/carers to discuss option suitability where their need is likely to have an impact on their choices during the option process.

## **5.11 Students in receipt of Pupil Premium funding**

Personalised support will be given to these students and they will receive extra careers support in KS4 .

## **5.12 Parent Involvement**

Parental involvement is encouraged at all stages. The Richmond upon Thames School recognises that parents/carers remain the biggest influence on a young person's career choices and as such we offer parents help and guidance at critical stages in the students' time with us; for example, in Year 9 with options decisions, and Year 11 with 16+ choices.

Parents also have the opportunity to speak to the Careers Coordinator by phone, by appointment or at any Year 9 to 11 parental consultation events.

### **5.13 Links with the local authority**

The local authority has a duty under section 68 of the Education and Skills Act 2008 to encourage, enable and assist the participation of young people in education or training. In addition, the Education and Skills Act 2008 placed two new duties on local authorities from June 2013 in respect of 16-18 year olds in relation to the raising of the participation age:

- To promote the effective participation in education and training of young people covered by the duty to participate; and
- To have in place arrangements to identify those who are not participating.

The Richmond upon Thames School will work with the Local Authority, including sharing information, to support the above. In particular, in accordance with Section 13 of the above Act, the School will notify the local authority whenever a 16-year-old leaves an education or training programme before completion.

### **5.14 Work Experience**

The objective of Work Experience is to provide students with an opportunity to experience the world of work first-hand, and to develop their employability skills. All students are offered the opportunity of work experience during the Summer Term of Year 10. This is not a compulsory part of the curriculum but is undertaken by the majority of students.

During the week, students will visit an industry placement to support in the development of their communication skills, learn about the expectations of a workplace and possibly develop some skills which are specific to their placement role.

The overall organisation of work experience is undertaken by the Careers Coordinator, who will liaise with the Head of Year 10. The students will be encouraged to arrange their own work experience. The Careers Coordinator will advertise work experience opportunities to the students, who submit a CV and letter of application to apply. The school has established and growing links with many large businesses and organisations e.g. Haymarket Media Group, Harlequins FC and the National Physical Laboratory.

Parents will be informed and communicated with throughout the process. The Careers Coordinator will check that the placement meets with the schools requirements, the students will be treated fairly and they will undertake meaningful work.

All students on placement will be covered by the employers' insurance, where appropriate and places of work will be risk assessed by the Careers Coordinator.

In Year 10 a work experience programme is launched at their Curriculum Information evening for students and parents held in the Autumn Term. Prior to the placement, students will participate in several preparation activities including creating a CV, letter writing and mock interview preparation to ensure that they understand how to approach their placement, and the procedures to follow if there are any problems. Necessary and relevant health and safety information will also be covered. Each student will be visited or telephoned during their placement by a member of staff.

After their Work Experience placement students reflect upon their experience through an evaluation form.



## 5.15 Staff responsibilities

All staff have a duty to play their part in students' progress through the careers curriculum, for example:

- Academic tutors monitoring the progress of their tutee's employability profile;
- Subject teachers linking their curriculum subject to careers and ensuring students realise what skills their subject is promoting, as well as the opportunities a qualification in a subject can provide;
- A teacher delivering careers education via PSHE or enrichment;
- Coordinating or enabling work experience;
- Providing a reference for a student's job or post-16 application;
- Monitoring progress and conducting 1:1 interviews to ensure students are on track and assisting them with post-16 applications, apprenticeships or employment;
- Senior leaders ensuring a whole-school focus on careers education and supporting CEIAG development;
- Coordinating CPD to ensure all relevant staff are trained appropriately with regards to careers.

## 5.16 Staff Training

Opportunities are provided for attending further training courses and these are monitored and reviewed in the annual appraisal.

The school will commission the services of an independent advisor, who will visit the school 4 times a year. The adviser will be at least level 6 qualified and their service level agreement will dictate that his training is kept up to date.

## 6 Safeguarding

Our safeguarding/child protection policy outlines the school's procedure for checking the identity and suitability of visitors.

Education and training providers will be expected to adhere to this policy.

## 7 Links to other policies

This policy should be read in conjunction with the following policies:

Curriculum	Ref: 011
Equality	Ref: 019
Educational visits	Ref: 041

## 8 Part 2 - Provider Access

This section sets out the school's arrangements for managing the access of Providers to students at the school for the purposes 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.

Students in Year 7-13 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
- To understand how to make applications for the full range of academic and technical courses

### 8.1 Procedure

A provider wishing to request access should contact **Ms S Clark** (Careers Coordinator), via **0208 891 2985** or [careers@rts.richmond.sch.uk](mailto:careers@rts.richmond.sch.uk).

### 8.2 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 and/or their parents:

	Autumn Term	Spring Term	Summer Term
<b>Years 7</b>	Curriculum evening for parents		Careers Week : Army activities
<b>Year 8</b>	Curriculum evening for parents/carers		Careers Week : CSI drop down day
<b>Year 9</b>	Curriculum evening for parents	Options Booklet Options Evening SLT Destinations Meetings	Careers Week : Natwest drop down day Young Enterprise - Learn to Earn
<b>Year 10</b>	Esher College speaker Harlequins ENGAGE mentoring (invitation)	National Apprenticeship week	Careers Conference Royal Holloway University Visit Careers Week : Natwest drop down day
<b>Year 11</b>	Post 16 evening Lawyer visit (invitation EDI) SLT Destinations Meetings University of Cambridge talk	EDT careers advisor National Apprenticeship week Careers Conference	Work Experience (after GCSEs)

	Autumn Term	Spring Term	Summer Term
	Workshops – FE and higher apprenticeship applications		

Please speak to our named Careers Leader **Ms Clark**, to identify the most suitable opportunity for you.

### 8.3 Premises and facilities

The school will ensure an appropriate venue, AV and support is provided through the Assistant Head Teacher with responsibility for careers.

Providers are welcome to leave a copy of their prospectus or other relevant course literature for the Careers Coordinator. The Independent Learning Zone is available for students at break, lunchtime and after school.

## 9 Work Experience Procedure

[See appendix 1](#)