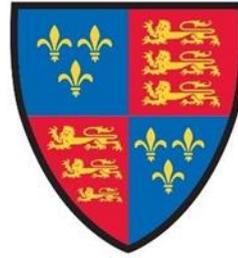




**THE SCHOOLS OF
KING EDWARD VI
IN BIRMINGHAM**



In pursuit of educational excellence for all



**KING EDWARD VI
ACADEMY TRUST
BIRMINGHAM**

Careers Policy	
Committee	Welfare Committee
Policy Type	School Policy
Policy Owner	Kieran Lynch
Statutory	Yes
Publish Online	Yes
Last Review Date	October 2022
Review Cycle	Bi-Annually
Next Review Date	October 2024
Expiry Date	December 2024
Version	1

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1. Aims

King Edward VI Balaam Wood Academy careers education programme provides our pupils with the opportunity to plan and manage their careers effectively, ensuring progression which is ambitious and aspirational. It promotes equality of opportunity, celebrates diversity and challenges stereotypes. It is designed to meet the Gatsby benchmarks and conforms to statutory requirements.

We aim to support pupils to make realistic and informed decisions about their future, by raising aspirations and providing impartial and independent information and guidance.

King Edward VI Balaam Wood Academy is committed to providing all pupils in Years 7-11 with a careers programme which is embedded into the curriculum and includes a variety of enrichment activities. 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 last updated August 2022.

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

2. Objectives

To ensure that pupils:

- develop the skills and attitudes necessary for success in adult and working life

- are aware of the range of opportunities which are realistically available to them in continued education and training at 14+, 16+ and 18+
- are equipped with the necessary decision-making skills to manage those same transitions
- develop an awareness of the wide variety of education, training and careers opportunities both locally and nationally
- use effectively the paper-based, virtual and staff resources available so they can make informed and appropriate choices throughout their school journey
- benefit from links fostered between the school, local businesses and further education establishments
- experience the world of work and develop transferable skills
- leave the school to enter employment, further education or training
- experience a culture of high aspirations, equality of opportunity, in which diversity is celebrated and stereotypes are challenged
- receive extra assistance and guidance to reach their potential, where this is necessary

3. Provision

Careers provision is mapped against the Gatsby benchmarks. The current careers programme is delivered through a combination of methods, including discrete lessons provided within the Personal Development programme in Years 7 through to Year 11. Careers in the curriculum is also embedded throughout all faculty areas. Information is available both in the careers library, via newsletters and in digital format which provides access to information on apprenticeships, universities, the labour market, career pathways and college applications.

At Key Stage 3, this includes, aiming to raise pupil aspirations, exploring stereotypes in the workplace, researching the history of the workplace, and developing personal, social and employability skills. Assemblies and a parent and pupil information evening on choosing options are also provided. Year 8 and 9 pupils have at least one-half day enterprise experience from an external provider.

At Key Stage 4, pupils continue research into careers and pathways into higher education. They develop skills in CV and letter writing, presentations and interviews. This includes a mock interview with an employer; a week's work experience at a self-arranged placement, supported by a parent information evening; assemblies on apprenticeships; A-level; BTEC; T Level and Traineeships. Personal Development form time sessions explore all options Post16. Individual interviews are held with an independent careers practitioner, who also provides guidance on apprenticeships. (for more information see Appendix 1)

Several special events are held, for example the careers fair evening, involving University, apprenticeship and careers representatives, to which Year 7 through to Year 11 pupils and parents are invited. The careers shorts programme, where volunteers from a range of industries present during a 20 minute form time slot on their career pathway and what their current job entails, the routes to this provision and any other further advice and support.

4. Roles and responsibilities

All staff contribute to the implementation of this policy through their role as tutors and as subject specialists. Subject specialists embed careers into their subject area. A range of connections

between Higher Education providers and employers are exploited to support the curriculum through KS3 to KS4.

5. Careers team

Kieran Lynch(DHT): SLT lead and strategic lead for careers – from Jan 2023 Jenny Quinn Lead Practitioner

Yolanda Duckworth: Head of Year 10 and 11, To work with the Lead Practitioner for Careers

Marvet McAnuff: Independent Careers Advisor

Marcus Bernard: Link Governor

6. Monitoring, Recording and Evaluation

Built into the careers programme are opportunities for pupils to self-evaluate and reflect on their learning at key points, such as following work experience and mock interviews during Year 10. All participants in the programme complete surveys following key events including pupils, parents and employers. Leavers' destination information is also analysed. All pupils have access to a report for all activities they have participated in.

7. Careers and SEND provision.

Every pupil with SEND follows the same programme of careers as their peers, with adaption and support from the SEND team where appropriate.

Pupils with SEND have an interview with the internal careers leader by year 9 before the options process to enable early identification of any necessary adaptations or interventions according to need to support their career aspirations. Pupils can self-refer and form tutors are also able to raise concerns. If current provision cannot fully address a pupil's additional need, advice will be sought from the National Careers Service.

The SENDCO meets with parents/carers to discuss option suitability where individual need is likely to have an impact on choices made during the option process. The SENDCO also supports in 121 careers interviews. The SENDCO supports work experience placements, ensuring that providers are aware of individual needs, in order to promote a positive experience.

8. Entitlement

Pupils attending the School, are in their careers programme, entitled to:

- Receive a stable careers programme from Year 7 that continues until they leave school
- Receive relevant careers guidance and have access to independent careers information and guidance, including labour market data where relevant.
- Receive personal advice that helps pupils to achieve their individual career goal – whether this is Higher Education, an apprenticeship or employment.
- Be equipped with the necessary skills to prosper in HE and employment.
- Have the relevant knowledge to make realistic and achievable goals based on their own interests and skills, whilst taking into account local job market information and relevant entry requirements.
- Receive up-to-date information about careers and skill-development opportunities.
- Understand how different subjects help keep different options open.

- Have access to additional help, whether this need is generated from a change of decision, personal circumstances or additional needs.
- Have meaningful and helpful encounters with employers and other education providers.
- Have a minimum of one week's work experience

Pupils are expected to:

- Fully engage with careers lessons and activities.
- Utilise the available careers resources, including the school website.
- Record careers-related skills, participation and research, reflect upon what has been learnt.
- Identify and set goals for the future.
- Actively participate in workshops, presentations and visits from external employers or providers.
- Attend informative events such as Options Evening and the Careers Fair.
- Use study and research spaces such as the careers office and library appropriately and with respect for other users.
- Take advantage of opportunities offered outside school, such as school trips and projects.

Parents are entitled to have:

- Access to links to the National Careers Service information and other independent websites and resources via the school website.
- The opportunity to contact the independent careers advisor, careers lead and careers coordinator.
- Access to information and guidance through parent information evenings including choosing options, college and 6th form applications and work experience.

9. Provider Access Policy Statement

This policy statement sets out the School's arrangements for managing the access of providers to the pupils at the school for the purpose of giving them information about the provider's education, training offer, or skill set and pathway needed for access to the career or education sector that the provider represents. This complies with the school's legal obligations under section 42B of the Education Act 1997, updated Sept 2022.

Pupil entitlement (see Pupils Entitlement section 8)

All pupils in Years 7-11 are entitled to:

- Find out about technical education qualifications and apprenticeship opportunities, as part of a careers programme that provides information on the full range of education and training options available at each transition point.
- Hear from a range of local providers about the opportunities they offer, including technical education and apprenticeships through options events, assemblies, group discussions and taster events.
- Understand how to make applications for the full range of academic and technical courses.

Management of provider access requests

A provider wishing to request access should contact: Jenny Quinn (Lead Practitioner Enrichment) and Careers via 0121 464 9901 or j.quinn@bwa.kevibham.org or Yolanda Duckworth Head of Year 10 and 11 y.duckworth@bwa.kevibham.org

Opportunities for access

We welcome input into our careers provision from employers, employees, Universities, Apprenticeship, Higher and Further education providers. Our connections include former pupils, parents and local employers and providers and we are keen to widen this participation.

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/carers. These include a Careers Fair; mock interviews for Year 10, enrichment days when pupils in KS3 and KS4 receive enterprise and career focused workshops; Career Shorts for all years; a week's work experience for Year 10; assemblies on apprenticeships; A-level options and careers; Outside agencies are also invited to support the curriculum in all subject areas. Some examples are performance poets and authors; visits from HSBC, Bloor Homes, see our website for more details.

Premises and facilities

Rooms and presentation resources will be made available for discussions between the provider and pupils, as appropriate to the activity. This will be discussed and agreed in advance of the visit with the Careers Leader or a member of their team.

Providers are welcome to leave a copy of their prospectus or other relevant literature in the library to be made available in the careers resource section, which is managed by the School Librarian. This resource is available to pupils before, during and after school.

10. Links to other policies

- PSHE Policy
- Curriculum Policy
- Equality, Diversity and Inclusion Statement and Policy
- SEND Policy

Appendix 1: Careers Mapping – NB further activities will be added throughout the year

	Personal Development Lessons	Assemblies/Form Time KS3	Assemblies/Form time KS4	Other Opportunities
Year 7	<ul style="list-style-type: none"> • How to be enterprising, including skills of problem-solving, communication, teamwork, leadership, risk-management, and creativity • Learn about a broad range of careers and the abilities and qualities required for different careers • How to challenge stereotypes, broaden their horizons and how to identify future career aspirations, about equality of opportunity • The link between values and career choices 	<p>Aspirations assemblies' Alumni visitors</p> <p>Aspirations assembly University</p>	<p>Aspirations assemblies' Alumni visitors</p> <p>Aspirations assembly University</p> <p>Post 16 opportunities</p> <p>A Levels</p> <p>BTEC</p> <p>T Levels</p> <p>Traineeships</p> <p>Higher Education - Degrees, Degree Apprenticeships</p> <p>Halesowen College</p> <p>King Edwards VI Five Ways with Alumni</p> <p>Gordan Franks</p> <p>Newman University</p> <p>South and City College</p> <p>Amazing Apprenticeships</p> <p>Local Labour market</p>	<p>All year's enterprise activities HSBC and Bloor Homes and others tbc</p> <p>All years Career Shorts</p> <p>All years Careers across the Curriculum</p> <p>Year 7 and 8 University trips</p> <p>Year 9 and 10 Careers Fair</p> <p>Year 9 and 10 Aim Higher trips and visits</p> <p>Year 9 and 10 Mock Interview day</p> <p>Year 10 Work Experience</p> <p>Year 10 and 11 independent careers meetings</p>
Year 8	<ul style="list-style-type: none"> • Local labour market • Employment, self-employment and voluntary work • Equality of opportunity in life and work, how to challenge stereotypes and discrimination in relation to work and pay - protected characteristics 			

	<ul style="list-style-type: none"> • What are my options post 16 • How to set aspirational goals for future careers and challenge expectations that limit choices 		<p>Volunteering</p> <p>Part Time Jobs</p>	
Year 9	<ul style="list-style-type: none"> • How to demonstrate strengths, how to manage feelings relating to future employment • Different types of employment and career pathways • The local labour market • How to work towards aspirations and set meaningful, realistic goals for the future • GCSE and post-16 options • Young people's employment rights and responsibilities • Skills for enterprise, employability and skills for decision making 			
Year 10	<ul style="list-style-type: none"> • Strengths, skills and attributes • Setting goals at work • Workplace skills • Showcasing personal strengths- including online for potential employers • The college application process CV personal statements 			

	<ul style="list-style-type: none">• Managing online reputation• How will education and jobs affect my finances			
Year 11	<ul style="list-style-type: none">• Post 16 and career pathways - applying for college• Applying for jobs and college, CV Personal Statements• Apprenticeships• Employment rights - part time work whilst studying			