

The Levett School



The Levett School

Positivity | Determination | Reflection | Integrity

Careers Policy

<i>Policy agreed by Governors on:</i>	5 th March 2019
<i>Review date for Governors:</i>	March 2021
<i>Allocated Group/Person to Review:</i>	Careers Leader
<i>Agreed frequency of Review, by allocated person:</i>	Every Two Years
<i>Last Review date:</i>	05/10/20

Lower School, Melton Road, Sprotbrough, Doncaster, DN5 7SB
Upper School, Lansdowne Road, Intake, Doncaster, DN2 6QN



Doncaster
Council

Levett School Careers Policy, Incorporating our Statement on Provider Access

Introduction

Good careers guidance connects learning to the future. It motivates young people by giving them a clearer idea of the routes to jobs and careers that they will find engaging and rewarding.

Good careers guidance widens pupils' horizons, challenges stereotypes and raises aspirations. It provides pupils with the knowledge and skills necessary to make successful transitions to the next stage of their life.

Good careers guidance supports social mobility by improving opportunities for all young people, especially those from disadvantaged backgrounds and those with special educational needs and disabilities.

Levett's school careers programme aims to raise the aspirations of all pupils, whilst being tailored to meet individual need. We will consciously work to prevent all forms of stereotyping in our careers advice and guidance, to ensure that young people from all backgrounds, gender and diversity groups, including those with special educational needs and disabilities, consider the widest possible range of careers possible.

Statutory Guidance

In accordance with the Government's Statutory Careers Guidance and Access for Education and Training Providers, Levett school will:

- Appoint a Careers Leader, the details of whom will be shared on the school website
- Apply the Gatsby Charitable Foundation's Benchmarks (Appendix 2) to develop and improve careers provision, thereby creating a stable careers programme, which meets the requirements of the Benchmarks, showing how they come together into a coherent strategy that is embedded in Levett School structures
- Publish a careers programme (Appendix 1)
- Use Compass, to support the development of our careers programme
- Arrange at least one employer encounter every year, from year 7 upwards, which should include encounters with STEM employers
- Provide ongoing, independent careers guidance from year 8 upwards, from a qualified careers professional.

- Ensure opportunities exist for a range of education and training providers to access all pupils from year 8 upwards, for the purpose of informing them about approved technical education qualifications or apprenticeships
- Facilitate the access of providers to pupils at the school for the purpose of giving them information about the provider's education or training offer.
- Hold regular meetings and input from Enterprise Coordinators
- Seek support from one or more Enterprise Advisers – senior volunteers from local business – who can help unlock relationships with other local businesses

The above complies with the school's legal obligations under Section 42A&B of the Education Act 1997, which also outlines the following Statutory duties:

- All registered pupils at the Levett school are provided with independent careers guidance from year 8.
- Independent careers guidance must be provided, which is presented in an impartial manner, showing no bias or favouritism towards a particular institution, education or work option; includes information on the range of education or training options, including apprenticeships and technical education routes; and is guidance that the person giving it considers will promote the best interests of the pupils to whom it is given.

In addition, the Technical and Further Education Act 2017 requires Levett school to ensure that there is an opportunity for a range of education and training providers to access all pupils in year 8 upwards, for the purpose of informing them about approved technical education qualifications or apprenticeships.

Pupil Entitlement to Providers

All pupils from year 8 upwards 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.

Management of Provider Access Requests

A provider wishing to request access should contact Hayley Johnson, Careers Leader, Telephone: 01302 390761; Email: hjohnson@levett.doncaster.sch.uk

All provider requests will be considered fairly and granted or refused based upon individual merit, ability to fit into the curriculum and specific need at that time.

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, such as:

- Support with Life Skills
- An Event for University Technical Colleges Life Skills
- KS4 options event
- Work experience
- Stem teaching
- Post 16 opportunities explained

Premises and Facilities for Providers

Levett School will make the hall, classrooms or private meeting rooms available for discussions between the provider and students, as appropriate to the activity. The school will also make available specialist equipment to support provider presentations. This will all be discussed and agreed in advance of the visit with the Careers Leader.

Providers are welcome to leave a copy of their prospectus with the Careers Leader, for use within the school.

Linking the Curriculum to Careers

Levett staff will support the school's approach to careers education and guidance. Our curriculum offers opportunities for developing the knowledge and skills that employers need and all staff will act as role models to attract pupils towards their subject/career and the careers that flow from it.

Levett school will ensure students are taught that good maths skills are a necessary element of citizenship, and that studying maths and science can lead to a wide range of career choices, including STEM careers.

Levett School will support students to understand that if they do not achieve a grade 4 or better in GCSE maths and English by the end of key stage 4 they will be required to continue working towards this aim as part of their 16-19 study programme of study. For some students this can mean taking stepping stone qualifications in order to support them as they work towards a GCSE. There are exemptions for some students with Education, Health and Care plans.

Levett schools will ensure that, by the age of 14, every pupil is exposed to the world of work. This should include meeting a range of professionals from STEM occupations which require maths and science qualifications, as well as highlighting the importance of maths to all jobs.

Careers Guidance for Pupils at Levett School with SEND

Levett School will ensure that careers guidance for pupils with special educational needs and disabilities (SEND) is differentiated, where appropriate, and based on high aspirations and a personalised approach.

School will ensure that every pupil, whatever their level or type of need, is supported to fulfil their potential. All staff working will help them to develop the skills and experience, and achieve the qualifications they need to succeed in their careers.

Levett School will also work with families of pupils with SEND to help them understand that different career options are possible, with the right support, for their child.

Careers guidance for pupils with SEND will be based on the pupils' own aspirations, abilities and the need to put the individual with SEND at the centre, whilst working with the family.

Careers guidance for pupils at Levett with SEND should take account of the full range of relevant education, training and employment opportunities, such as traineeships and apprenticeships, supported internships (for young people with Education Health and Care plans) or routes into higher education.

Levett School aims to build partnerships with businesses and other employers, employment services, and disability and other voluntary organisations, to help broaden the pupil's horizons and experience encounters with employers. The opportunity to experience lots of different

work sectors may be particularly helpful to SEND students, who will be prepared well for these experiences, matched carefully to each employer and provided with any special support they may need to benefit fully from the experience.

Vulnerable students

Pupils at Levett Alternative Provision are some of the most vulnerable in the education sector and are at high risk of becoming NEET. They may require additional targeted support to help them achieve their full potential. This includes young people with particular vulnerabilities or who are receiving support to safeguard them and promote their welfare, such as Children in Need (including those who are on child protection plans or who are looked after).

Looked after children and previously looked after children, and care leavers may need particularly strong support to ensure high levels of ambition and successful transition to post-16 education or training. The designated Careers Lead will work closely with the school's designated teacher for looked after and previously looked after children and the Head of the Virtual School, to ensure they know which pupils are in care or who are care leavers; understand their additional support needs and ensure that, for looked after children, their personal education plan can help inform careers advice.

Approval and review

Approved by Governors at Standards & Effectiveness Sub Committee

To be reviewed every two years

Appendix 1: Levett School's Careers Programme/Curriculum

The Levett School Careers Programme

Term 1	<i>Employability</i> <ul style="list-style-type: none">• My Dreams & Aspirations• No Arms, No Legs, No Worries (overcoming barriers)• My Personality• Soft Skills (x3 weeks)• Research a career & a person• Researched career to visit school
Term 2	<i>Money Smart – The Labour Market</i>
Term 3	<i>The World of Work</i>

**All pupils will be given the opportunity to access a range of education and training providers in Year 8 & 9 for the purpose of informing them about approved technical education qualifications or apprenticeships.*

Appendix 2: The Gatsby Benchmarks

Taken from: Holman, J. (2014) Good Career Guidance. London: Gatsby Charitable Foundation

1. A stable careers programme

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.

- 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.

2. Learning from career and labour market information

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.

- 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.

3. Addressing the needs of each student

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.

- 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.

4. Linking curriculum learning to careers

All teachers should link curriculum learning with careers. STEM subject teachers should highlight the relevance of STEM subjects for a wide range of future career paths.

- By the age of 14, every pupil should have had the opportunity to learn how the different STEM subjects 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.

- Every year, from the age of 11, pupils should participate in at least one meaningful encounter* with an employer.

****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***

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.

- 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.
- By the age of 18, every pupil should have had one further such experience, additional to any part-time jobs they may have.

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

- 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

and learning in schools, colleges, universities and in the workplace.

providers. This should include the opportunity to meet both staff and pupils.

□ 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.

***A 'meaningful encounter' is one in which the student has an opportunity to explore what it is like to learn in that environment.**

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.

□ 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.