

## **CAREERS EDUCATION AND GUIDANCE POLICY**

Version 4.0

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Reviewer:

Chris Drugan

Governor Link:

Claire Thomas

## CAREERS EDUCATION AND GUIDANCE POLICY

East Barnet School, Chestnut Grove, East Barnet, EN4 8PU

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### A. Principles

1. East Barnet School's Careers Education and Guidance Policy has been developed and informed by the DfE document October 18: **Careers guidance and access for education and training providers. Statutory guidance for governing bodies, school leaders and school staff.**
2. The school acknowledges that Careers education is an integral part of school life and is founded on the principle that every student is entitled to good quality careers education and guidance and that it can help young people to develop a sense of purpose, raise their aspirations and assist them to progress through learning into and throughout their adult lives.

### B. Requirements

3. East Barnet School will:
  - Provide good quality independent and impartial careers advice to students in Years 8 -13 which inspires them and motivates them to fulfil their potential.
  - Contribute to raising achievement; encouraging students to develop high aspirations and consider a broad and ambitious range of careers.
  - Provide opportunities to work in partnership with employers, training providers, local colleges and others to provide opportunities to inspire students through real-life contact with the world of work and to develop enterprise and employability skills including skills for self-employment. Support inclusion, challenge stereotyping and promote equality of opportunity as well as encourage students to see career development as a life-long process.
  - Ensure that there is an opportunity for a range of education and training providers to access all students in Year 8 to Year 13 for the purpose of informing them about approved technical education qualifications or apprenticeships.

*All requests for access to students in Year 8 to Year 13 from external education and training providers should be addressed to the school's Careers Leader, Mr C. Drugan (Assistant Headteacher) as per the published policy statement, (see appendix 1) which sets out our arrangements for provider access protocol.*

4. East Barnet School will use the eight Gatsby Benchmarks to monitor and improve careers provision, these are:
  - A stable careers programme
  - Learning from career and labour market information
  - Addressing the needs of each pupil
  - Linking curriculum learning to careers
  - Encounters with employers & employees
  - Experiences of workplaces
  - Encounters with Further Education & Higher Education
  - Personal Guidance

5. The school will offer every young person at least seven potential encounters with employers – at least one each year from Year 7 to Year 13. Some of these encounters will be with STEM employers.
6. The school will publish details of their careers programme for young people and their parents, employers and other interested stakeholders.

### C. Procedures for review and evaluation

7. The provision of Careers Education and Guidance is reviewed and evaluated annually and students, parents and other external providers views are sought on the quality of what is delivered and provided, and if necessary, relevant changes are made to the programme of study.
8. The school will use published and non- published destination data at the transition between key stages of education up to when students leave the 6th form to evaluate the effectiveness of the work undertaken to prepare students for these stages in their educational pathway.
9. The school will continually evaluate its programme of careers education through use of the Careers & Enterprise Company’s Compass tool facility to ascertain it is meeting the 8 targets of the Gatsby Benchmark.

### D. Careers Programme

10. The school is committed to providing a planned and stable Careers Education Information Advice and Guidance (CEIAG) programme with clear student outcomes for all students (based on the CDI Framework for Careers, Employability and Enterprise Education 7-19, 2018).
11. The careers programme is based around three areas:
  - 11.1. **Self-Development:** Developing through careers, employability and enterprise education. Students understand themselves and influences on them.
  - 11.2. **Careers Exploration:** Learning about careers and the world of work. Students investigate opportunities in learning and work.
  - 11.3. **Career Management:** Developing your career management and employability skills. Students make and adjust plans to manage change and transition.
12. **Career Development Institute (CDI) Framework:** The School’s careers programme is based on the framework published by the CDI which presents end of key stage learning outcome statements for learners across 17 important areas of careers, employability and enterprise education which can be accessed at: <http://www.thecdi.net/write/BP556-CDI-Framework-web.pdf>.
13. The areas are grouped under three areas:

<b>Self-actualisation</b> Developing yourself to reach your potential through careers, employability and enterprise education.	Self-awareness, self-determination and self-improvement underpin aspiration, ambition and achievement in careers, learning and the world of work.
<b>Living in the wider world</b> Learning about careers and the world of work	Exploring, investigating and understanding the opportunities, responsibilities and experience that careers and the world of work have to offer is a prerequisite for successful planning and development.

<b>Career Management</b> Developing your career management, employability and enterprise skills.	Developing a range of career management, employability and enterprise skills is the key to meeting challenges, making progress and managing change.
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**E. Appendices:**

- Appendix 1 East Barnet School Provider Access Policy
- Appendix 2 The CDI Areas of Learning for Careers, Employability and Enterprise Education
- Appendix 3 Specific provision for each Key Stage

## 1. Introduction

- 1.1. This policy statement 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.

## 2. Pupil entitlement

- 2.1. All pupils in Years 8-13 are entitled:
- 2.2. 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;
- 2.3. 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;
- 2.4. to understand how to make applications for the full range of academic and technical courses.

## 3. Management of provider access requests procedure:

- 3.1. A provider wishing to request access should contact:  
Mr C. Drugan,  
Assistant Head teacher with responsibilities for Career Education  
Telephone: 0208 344 2100 (Ext 139)  
Email: [cdrugan@eastbarnetschool.com](mailto:cdrugan@eastbarnetschool.com)

## 4. Opportunities for access:

- 4.1. 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, but are not limited to:
  - Autumn Term: Sixth Form Transfer Evening
  - Spring Term: Year 9 Options Evening
  - Summer Term: Whole School Careers Fair
- 4.2. Please speak to our Careers Leader to identify the most suitable opportunity for you.

## 5. Granting and Refusing Access

- 5.1. Provider access will be granted on the merits of each application and the benefits such a visit will bring to the students. Each request will also be measured-up against our Safeguarding Policy and suitability of the opportunity, as some industries may not be appropriate for students. We are keen to invite providers from a wide range of industries, whether offering career opportunities, apprenticeships, higher education, or work and study. If a provider is refused access, we will explain in detail the reasons why and whether there are steps that can be taken to improve future access. The decision to grant or refuse access is made by our Careers Leader, however, a provider may appeal a decision to the Headteacher. We have strong, positive relationships with all of our current providers, and we look forward to welcoming new providers on board in the future.

## **6. Premises and Facilities:**

- 6.1. The school will make available, an appropriate space for discussions between the provider and students, as appropriate to the activity. The school will also make available AV and other specialist equipment to support provider presentations.
- 6.2. This will all 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 course literature to be uploaded to the school's online careers resource centre: EBS Careers SharePoint, which is managed by the Careers Administrator.
- 6.3. The online resource centre can be accessed by all students, parents and carers.

The CDI Areas of Learning for Careers, Employability and Enterprise Education

<b>Self-actualisation:</b> Developing yourself to reach your potential through careers, employability and enterprise education	
Self-awareness	Individuals who realistically appraise their qualities and skills, roles and responsibilities, values and attitudes, needs and interests, aptitudes and achievements are better able to understand themselves, make informed choices and relate well to others. Self-awareness is essential for nurturing self-esteem, identity, and personal and mental wellbeing.
Self-determination	Self-determination or self-regulation promotes personal autonomy, self-efficacy and personal agency. It boosts hope, optimism, adaptability and resilience. Self-determination empowers individuals to aspire and achieve.
Self-improvement as a learner	Self-improvement as a learner Self-improvement sustains positive attitudes to learning throughout life. It fosters the skills of planning, review and reflection. Understanding what they have learned, what they need to learn next and how they learn best enables individuals to continue to improve.

<b>Living in the wider world:</b> Learning about careers and the world of work	
Exploring careers and career development	Career exploration expands individuals’ horizons for action and awareness of opportunities. An understanding of career processes and structures enables individuals to make sense of their own careers, understand the career experiences of others and contribute in important ways to the career wellbeing of others
Investigating work and working life	Investigating people’s changing experiences of work enables individuals to understand the meaning and purpose of work in people’s lives. They learn what constitutes good or decent work and how to find it for themselves.
Understanding business and industry	Understanding different sizes and types of business organisation, why they are organised as they are and how they view success enables individuals to prepare for employment and to appraise the contribution of business and industry to community, social and economic life.
Investigating jobs and labour market information (LMI)	Individuals need to know how to access, analyse and act on relevant, objective and up-to-date job and labour market information when thinking about careers, employability and enterprise. They also need to know how to protect themselves from subjective and biased information.
Valuing equality, diversity and inclusion	Individuals need to share in the commitment to equality, diversity and inclusion as a British and international value. By countering stereotyping, discrimination and prejudice, individuals can realise their own ambitions and help others to do the same.
Learning about safe working practices and environments	Learning about safe working practices and environments helps individuals to keep themselves and others healthy and safe at work.

<b>Career Management:</b> Developing your career management, employability and enterprise skills	
Making the most of careers information, advice and guidance	Individuals need to learn how to recognise, access and make effective use of trustworthy sources of information, advice and guidance which are offered on a one to one or small group basis both online and in person. This includes being actively involved in identifying their needs and how they can be met.
Preparing for employability	Preparing for employability is about enabling individuals to gain the skills and experience they need to get, maintain and make progress in employment or self employment including networking, negotiation, self-advocacy and staying healthy.
Showing initiative and enterprise	Showing initiative and enterprise is about helping individuals to make the most of their opportunities, manage risk taking and demonstrate drive and determination, especially in a business sense.
Developing personal financial capability	Being able to calculate and compare the costs and benefits of different living, education, training and employment options, considering any financial support that may be available, is an increasingly important skill for individuals to develop. They need to know how to make budgeting and financial planning decisions about spending, borrowing, saving and investing to safeguard their economic well-being now and in the future. Personal financial management is part of citizenship at KS3 & 4 and interpreting and solving problems in financial contexts is part of maths at KS3 & 4.
Identifying choices and Opportunities	Individuals need to know how to identify and investigate possible choices, progression pathways and qualifications that are in their best interests to consider. This includes being able to respond effectively to unforeseen or unplanned choices and opportunities. Planning and deciding Individuals need to know how to make and carry-out carefully considered and negotiated decisions and plans. This also involves showing persistence and resilience to cope with chance events and any unintended consequences of their decisions and plans.
Handling applications and interviews	Promoting themselves in a way that attracts the attention of selectors and recruiters, as well as managing the applications process, requires that individuals develop a range of self-presentation and marketing skills including the use of digital and social media. This also requires that they develop strategies to cope with set-backs and disappointment.
Managing changes and transitions	Transition confidence and preparedness help individuals to make successful moves such as changing schools, going to university or starting an apprenticeship or employment. Reviewing and reflecting on previous transitions can help individuals to develop the psychological resources to cope with future transitions.

<b>EAST BARNET SCHOOL CAREERS PROGRAMME OVERVIEW</b>	
<b>YEAR</b>	<b>ACTIVITIES</b>
7	<p><b>FOCUS ON: Qualifications, jobs, pay and lifestyle choices/future careers.</b> Looking at what the different types of job sectors and types of employment as well as matching your lifestyle aspiration with actual employment sector pay and the qualifications and skills needed to achieve it.</p> <p>Introduction to careers and registering on Start Profile careers resource</p> <p>Head of Year/Form Tutor check-in dates to monitor access and progression to Start Profile careers resource.</p>
8	<p><b>FOCUS ON: Start Profile Careers Education Resource.</b> Dedicated sessions of using Start Profile career resource. With the support of a trained member of staff, students work through a series of modules that are age and year group appropriate to help develop a greater understanding of the careers available to them locally and nationally as well as the educational pathways required to succeed.</p> <p><b>Soap Challenge Enterprise event:</b> We invite up to 30 employers into school to participate in the challenge and interact with and advise student to provide a meaningful encounter with students as they consider what skills and knowledge are needed to a business. The event includes preparation time to consider the themes of self-employment, business start-up and employability skills.</p> <p>Head of Year/ form tutor check-in dates within form and PSHEE sessions to monitor access and progression to Start Profile careers resource.</p> <p><b>Access to career interview with impartial career advisor.</b></p>
9	<p><b>FOCUS ON: The changing workplace skills needed to succeed:</b> Building on learning from the Soap Enterprise Challenge in Year 8, looking at self-employed and self-start ups. Future technology job opportunities/ working world wide/ further and higher education.</p> <p>Anyone who has not registered and accessed the Start Profile careers resource, will do so, and students will continue to use it on their journey in career discovery as an invaluable resource, particularly in relation to GCSE options.</p> <p><b>Option assemblies and Options evening:</b> Each subject department introduces a subject specific/careers overview to all of the year group in an assembly to help prepare them for option choices. This culminates in an evening event for students and parents.</p> <p>Option booklet with advice on educational pathways at 14 and beyond, focus on STEM and future career choices.</p>

	<p>Head of Year/ form tutor check-in dates within form and PSHEE sessions to monitor access and progression to Start Profile careers resource.</p> <p><b>Access to career interview with impartial career advisor.</b></p>
10	<p><b>FOCUS ON: Preparing for work experience.</b>  External work experience placement for every year 10 student. Teacher and employer led pre planned sessions help to prepare them for the placement. Students focus on developing employability skills including interpersonal skills, interview skills and CV writing.</p> <p>Anyone who has not registered and accessed the Start Profile careers resource, will do so, and students will use this resource in relation to the subjects they are now studying and the pathways that are open to them</p> <p><b>Work Experience:</b> One-week placement with employers and organisations. Reflective journal kept for the duration of the placement with a focus on developing employability skills and to ensure it is a meaningful encounter with an employer. Evaluation of the placement upon their return to school also includes employer feedback and target setting to foster aspiration and build resilience to achieve their goals.</p> <p>Head of Year/ form tutor check-in dates within form and PSHEE sessions to monitor access and progression to Start Profile careers resource.</p> <p><b>Access to a career interview with impartial career advisor.</b></p>
11	<p><b>FOCUS ON: CV writing / employability skills /Post 16 choices.</b></p> <p>Anyone who has not registered and accessed the Start Profile careers resource, will do so, and students will use this resource in relation to the subjects they have been studying and their post-16 options.</p> <p><b>KS4-5 Transition career interview with Impartial Careers Advisor for every student:</b> All students have a one-hour interview and a Career action plan is created for them to access and help them finalise their decision for their post 16 provision.</p> <p><b>RPA and minimising NEET:</b> A designated destination coordinator liaises with the Head of Year and other pastoral staff members and using information from the Impartial Careers advisor’s report identifies student who are at risk of becoming <b>NEET</b> (a student <b>Not in Education, Employment or Training</b>)</p> <p><b>Sixth Form college applications:</b> To aid the transition between leaving EBS and starting college, support is offered to all students considering an application to another 6<sup>th</sup> form college or external provider of training. This can include accompanying students with specific needs on visits to prospective institutions.</p>

	<p><b>Sixth Form Open Evening:</b> Opportunity to meet with subject teachers to discuss 6<sup>th</sup> form options choices.</p> <p>Head of Year/ form tutor check-in dates within form and PSHEE sessions to monitor access and progression to Start Profile careers resource.</p>
12	<p><b>FOCUS ON: All students visit to Royal Holloway University.</b> Takes place during UCAS Week (March) and students attend workshops that introduce them to life at a university.</p> <p>Students have opportunities to visit University Open days of their choice throughout the academic year.</p> <p>Anyone who has not registered and accessed the Start Profile careers resource, will do so. Students are now being prepared for further study or the world of work, and this resource is an invaluable asset to make informed choices upon leaving the EBS Sixth Form.</p> <p><b>Interview skills workshop:</b> Six week programme that aims to develop students employability skills. Includes writing CVs, culminating in mock interviews with external employers to help them develop and improve job applications and interview skills.</p> <p><b>Access to post KS5 career interview with Impartial Careers Advisor.</b></p>
13	<p><b>FOCUS ON: UCAS application process and Personal statement writing.</b> All students will work with a designated tutor to develop their UCAS Personal statement.</p> <p><b>Student finance awareness tutorials:</b> Learning about the financial support available as well as other ways to finance higher education.</p> <p>Anyone who has not registered and accessed the Start Profile careers resource, will do so. Students are now being prepared for further study or the world of work, and this resource is an invaluable asset to make informed choices upon leaving the EBS Sixth Form.</p> <p><b>Access to post KS5 career interview with Impartial Careers Advisor.</b></p>
All years	<p>The school normally arranges at least two lunchtime talks per half term from employers in different employment sectors. Students from across all years are encouraged to sign up attend.</p> <p>The school will promote a career sector each month both on the Careers Sharepoint facility and school careers education notice board.</p> <p>Information about other educational and training providers will be advertised on the school careers notice board.</p>

<p><b>CAREER RESOURCES</b> – below are identified career websites that students can use to access careers information about:</p>
<p>Choosing and researching a range of different career options          Choosing GCSE's and A Levels          Choosing further and higher educational courses          Writing a CV and completing job applications</p>
<p><b>General information</b>  <a href="https://nationalcareers.service.gov.uk/about-us">https://nationalcareers.service.gov.uk/about-us</a>  <a href="https://www.startprofile.com/">https://www.startprofile.com/</a>  <a href="https://www.mykindafuture.com/">https://www.mykindafuture.com/</a>  <a href="http://www.prospects.ac.uk">http://www.prospects.ac.uk</a>  <a href="http://www.notgoingtouni.co.uk">http://www.notgoingtouni.co.uk</a></p>
<p><b>Work experience</b>  <a href="http://www.work-experience.org/">http://www.work-experience.org/</a>  <a href="http://www.my-work-experience.com">http://www.my-work-experience.com</a></p>
<p><b>Apprenticeships</b>  <a href="http://www.apprenticeships.org.uk/">http://www.apprenticeships.org.uk/</a>  <a href="https://amazingapprenticeships.com/">https://amazingapprenticeships.com/</a>  <a href="http://www.direct.gov.uk/en/EducationAndLearning/14To19/OptionsAt16/DG_4001327">http://www.direct.gov.uk/en/EducationAndLearning/14To19/OptionsAt16/DG_4001327</a></p>
<p><b>Gap years</b>  <a href="http://www.yearoutgroup.org/">http://www.yearoutgroup.org/</a>  <a href="http://www.gapyeardirectory.co.uk/">http://www.gapyeardirectory.co.uk/</a></p>
<p><b>Year in Industry / Headstart</b>  <a href="http://www.etrust.org.uk/">http://www.etrust.org.uk/</a></p>

The school will regularly update its SharePoint page on the school intranet. This facility is the live careers page that enables students to access further information about careers education. We will also inform students and parents of updates via the school newsletter, twitter account and school notice boards.

**Measuring and assessing the impact of the careers programme:**

The school will use destination data at key stage transitions as well as regular feedback from pupils, parents, teachers and employers to measure the impact of our careers programme.

**Review of the careers programme:**

We will conduct an annual review of our programme and actively seek feedback from students, parents, teachers and employers to help improve the teaching and learning of careers education.