



Careers Education and Access Policy Dec 2022

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| This policy is called: | Careers Education and Access Policy |
| It applies to: | All staff at Bolder Academy |
| Person responsible for its revision: | Headteacher |
| Status: | Statutory |
| Published on: | The Academy Website |
| Approval by: | Governing Board |
| Review frequency: | Every two years |
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| Date of next approval: | December 2024 |

Introduction

The aims of Bolder Academy's career education and access policy is to:

- Ensure students receive a programme of advice and guidance that is structured and is delivered by individuals with the right skills and experience.
- Adhere to the Gatsby Charitable Foundation's Benchmarks when implementing the career provision.
- Provide co-ordinated external support.
- Employ an appropriately skilled and experienced leader to ensure excellent provision.
- Fulfil statutory duties to secure independent careers guidance.
- Provide opportunities to a range of providers of technical education and apprenticeships to access students to inform them about technical education qualifications or apprenticeships.
- Ensure high numbers of students' progress to positive destinations such as apprenticeships, technical routes, sixth form colleges, further education colleges, universities or employment.

Working with Others

Bolder Academy works closely with Sky, who provide a bespoke provision across each year group. We also work closely with St Marys University and other London based Universities; Teach First and other leading organisations such as DHL and Amazon; the borough's careers network who supports with Apprenticeship providers; and the West London Careers Hub who have provided an enterprise adviser for the Academy.

Moreover, several professionals from a range of industries including construction, medicine and marketing have offered support by providing videos which gives insight into their roles and general career advice. Additional professionals have offered support for lunch-time careers clubs and mentoring to meet student needs.

This policy has also been shaped with support from the Careers Leaders Development Programme – Teach First.

Bolder Academy's Obligations

Bolder is aware of its obligations to meet the Government requirements for careers education. See table below.

| Requirements and expectations on all schools | Government required actions | Bolder Academy Actions |
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| Ongoing (legal duty came into force in September 2012) | Every school must ensure that students are provided with independent careers guidance from year 8 to year 13. | Students from year 7 onwards, from Sept. 2018, will be provided with opportunities to engage with career talks given by visiting speakers. This is achieved through the extended day curriculum and Being Bold days. |
| From January 2018 (legal duty came into force on 2 January 2018) | <p>Every school must ensure that there is an opportunity for a range of education and training providers to access all pupils in year 8 to year 13 for the purpose of informing them about approved technical education qualifications or apprenticeships.</p> <p>Every school must publish a policy statement setting out their arrangements for provider access and ensure that it is followed.</p> | Students from year 7 onwards, from Sept. 2018, will be provided with opportunities to engage with career talks given by visiting speakers (including those who have been on apprenticeship programmes and received a technical education). This is achieved through the extended day curriculum and Being Bold value days. |
| From January 2018 | <p>Every school should begin using the Gatsby Benchmarks to improve careers provision now, and meet them by the end of 2020.</p> <p>For the employer encounters Benchmark, every school should begin to offer every young person seven encounters with employers – at least one each year from year 7 to year 13 – and meet this in full by the end of 2020. Some of these encounters should be with STEM employers.</p> | <p>The extended school provision, links with Sky and the PSHCE curriculum has been mapped against the Gatsby benchmarks. It also ensures that every student has an opportunity to encounter employers once a year.</p> <p>This is achieved through Being Bold value days, clubs and additional mentoring provisions.</p> |
| From September 2018 | Every school should appoint a named person to the role of Careers Leader to lead the careers programme. | Nat Rnic oversees careers across the Academy. nrnic@bolderacademy.co.uk 020 3963 0806 |
| From September 2018 | Every school will be expected to publish details of their careers programme for young people and their parents/carers. | This policy, the extended day programme and the PSHCE programme are published on the Academy's website. |

Governors – Roles and Responsibilities

The Governing Board is aware of its responsibilities that the Academy should:

- Provide clear advice and guidance to the Headteacher on which she can base a strategy for careers education and guidance which meets the legal requirements.
- Ensure careers education is developed in line with the Gatsby Benchmarks.
- Appoint a member of their Governing Board who takes a strategic interest in careers education and guidance and encourages employer engagement.

The Governing Board also understands that arrangements are in place to allow a range of education and training providers to access all students in years 8-13 to inform them about approved technical education qualifications and apprenticeships. The Board will also ensure that a policy statement setting out the arrangements is published.

Responsibilities of Bolder Academy

The careers strategy at Bolder Academy recognises that 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.

Effective careers guidance widens students' horizons, challenges stereotypes and raises aspirations. It provides students with the knowledge and skills necessary to make successful transitions to the next stage of their life. This supports social mobility by improving opportunities for all young people, especially those from disadvantaged backgrounds and those with special educational needs and disabilities.

Importance will be placed on every student meeting education and training providers to understand the full range of educational opportunities that are available to them.

Students at the Academy will be provided with ample opportunities through the extended curriculum to make informed choices regarding:

- an academic option;
- and a technical route, including T levels or an apprenticeship.

Information about progression options will include higher and degree level apprenticeships or higher technical education, including technical degrees.

Information Sharing

Bolder Academy will provide relevant information about all of its students to local authority support services to enable them to gather information about careers. This includes:

- Basic information such as the student's name, address and date of birth.
- Other information that the local authority needs in order to support the young person to participate in education or training and to track their progress. This includes for example: young people's contact details including phone numbers, information to help identify those at risk of becoming NEET post-16, young people's post-16 and post-18 plans and the offers they receive of places in post-16 or higher education.

The Academy's privacy notice is the normal means of offering young people and their parents/carers the opportunity to ask for personal information not to be shared.

The Academy will (once it has students in year 11) notify local authorities whenever a 16 or 17-year-old leaves an education or training programme before completion. This notification will be made at the earliest possible opportunity to enable the local authority to support the young person to find an alternative place.

Careers guidance for Students with Special Educational Needs or Disabilities

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

The Academy will also work with families of students with SEND to help them understand what career options are possible, with the right support, for their child. Careers guidance for students with SEND will be based on the students' own aspirations, abilities and needs.

The Academy will build partnerships with businesses and other employers, employment services, and disability and other voluntary organisations, to help broaden the student's horizons

Linking curriculum learning to careers

Subject teachers will support the Academy's approach to careers education and guidance.

The curriculum offers excellent opportunities for developing the knowledge and skills that employers need and subject teachers are powerful role models to attract students towards their subject and the careers that flow from it. This has been highlighted, where appropriate, in curriculum plans published on the Academy website.

Subject teachers will also seek to highlight career links that can be made to students at the start, or at a suitable point, within the unit of study.

In addition, the Academy will:

- Ensure good maths skills amongst all students.
- Ensure every student is exposed to the world of work (including STEM).
- Ensure students study the core academic subjects at GCSE – English, maths, science, history, geography and a language – the English Baccalaureate (EBacc).
- Make it clear to students 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. There are exemptions for some students with Education, Health and Care plans.

Information regarding events

All events relating to careers are published to students through Microsoft Teams, via email and our careers website.

Parents are also regularly informed about careers activities through our monthly newsletter. Should the need arise, we will also directly contact families for specific events relating to students.

Measuring Impact

Each year the Academy completes a Compass Evaluation – an external review – of our careers programme. This ensures that, as a minimum, all areas of the Gatsby benchmarks are covered.

All career activities that students participate in are tracked and monitored. This is to ensure all receive fair access to opportunities, as well as being able to direct individuals to provision or opportunities of interest. Additionally, regular student voice activities are conducted, so as to ensure the careers provision meets the needs of our students and cohort.

At the end of Year 11 and Year 13, a destinations portfolio will be produced. This will map activities completed against eventual destinations.

Appendix 1: Provider Access Policy

Introduction

This policy statement sets out the Bolder Academy's arrangements for managing the access of providers to student at the Academy for the purpose of giving them information about the provider's education or training offer. This complies with the Academy's legal obligations under Section 42B of the Education Act 1997.

Student Entitlement

All students in years 8-13 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

Procedure

A provider wishing to request access should contact:

office@bolderacademy.co.uk

Opportunities for Access

A number of events, integrated into the Academy's careers programme, will offer providers an opportunity to come into the Academy to speak to students and/or their parents/carers.

Premises and Facilities

The Academy will make the main hall, classrooms or private meeting rooms available for discussions between the provider and students, as appropriate to the activity.

The Academy will also make available AV to support provider presentations. This should be discussed and agreed in advance of the visit.

Providers are welcome to leave a copy of their prospectus or other relevant course literature for distribution.

Appendix 2: The Gatsby Benchmarks

We publish a separate document, on the careers page of our website, as to how Bolder Academy meets each of these Gatsby benchmark criteria.

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| <p>A stable careers programme</p> | <p><i>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.</i></p> | <p>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.</p> <p>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.</p> |
| <p>Learning from career and labour market information</p> | <p><i>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.</i></p> | <p>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.</p> <p>Parents should be encouraged to access and use information about labour markets and future study options to inform their support to their children.</p> |
| <p>Addressing the needs of each student</p> | <p><i>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.</i></p> | <p>A school's careers programme should actively seek to challenge stereotypical thinking and raise aspirations.</p> <p>Schools should keep systematic records of the individual advice given to each pupil, and subsequent agreed decisions.</p> <p>All pupils should have access to these records to support their career development.</p> <p>Schools should collect and maintain accurate data for each pupil on their education, training or employment destinations.</p> |
| <p>Addressing the needs of each student</p> | <p>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.</p> | <p>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.</p> |
| <p>Encounters with employers</p> | <p>Every student should have multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace.</p> | <p>Every year, from the age of 11, pupils should participate in at least one meaningful encounter</p> |

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| <p>Experiences of workplaces</p> | <p>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.</p> | <p>By the age of 16, students should have received at least one experience of a workplace, additional to any part-time jobs they may have.</p> <p>By the age of 18, every pupil should have had one further such experience, additional to any part-time jobs they may have.</p> |
| <p>Encounters with further and higher education</p> | <p>All students should understand the full range of learning opportunities that are available to them. This includes both academic and vocational routes and learning in schools, colleges, universities and in the workplace.</p> | <p>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 providers. This should include the opportunity to meet both staff and pupils.</p> <p>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.</p> |
| <p>Personal Guidance</p> | <p>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. These should be available whenever significant study or career choices are being made.</p> | <p>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</p> |

Appendix 3: Compliance with the 'Baker Clause'

As part of our careers programme, we believe that all of our students should have access to high-quality support and guidance regarding approved technical education qualifications or apprenticeships.

The Academy provides opportunities for students 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.
- 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.
- Understand how to make applications for the full range of academic and technical courses.

Below details a list of the current opportunities students in Year 7 to 10 receive:

| KS3 Provision (year 7-9) | KS4 Provision (year 10 & year 11) |
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| Every student in Year 7 will engage with sessions led by St Marys University for a 'University Taster Day'. | Every student in Year 10 will engage with sessions led by Brunel University. This will include making informed choices at 16+ |
| Every student in Year 8 will engage with sessions led by UCL for a 'Visit and Lecture' | Personal Development sessions and career focused assemblies from a variety of professions. |
| Every student in Year 9 will engage with sessions led by West Thames College. | Students utilise Spark Careers to understand more regarding apprenticeships, technical qualifications and pathways towards vacancies. |
| Personal Development sessions and career focussed assemblies from a variety of professions. | Every student by the end of Year 11 will have received 1:1 careers guidance from a level 6 qualified careers advisor brought in externally through Innervate. |
| Being Bold enrichment activities that include, but are not limited to: computing skill building; journalism and politics; and assisting with primary and nursery schools (Covid permitting). | Every student by the end of Year 11 will have the opportunity to have a physical placement at a workplace as part of our work experience programme. |
| Students utilise Spark Careers and Upskill me to understand more regarding apprenticeships, technical qualifications and pathways towards vacancies. | Virtual and in person talks from industry experts, including DHL who support with an employability programme designed to prepare students post-16 and with apprenticeship pathways. |