



PRENTON HIGH SCHOOL FOR GIRLS

CAREERS POLICY

The careers strategy and careers guidance at Prenton High School 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 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.

1 STATUTORY DUTIES

Section 42A of the Education Act 1997 requires governing bodies to ensure that all registered pupils at the school are provided with independent careers guidance from year 8 (12-13 year olds) to year 13 (17-18 year olds).

The governing body must ensure that the independent careers guidance provided:

- 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;
- is guidance that the person giving it considers will promote the best interests of the pupils to whom it is given.

The Technical and Further Education Act 2017 inserts section 42B into the Education Act 1997 and came into force on 2 January 2018. This new law requires the proprietor of all schools and academies to 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.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/748474/181008_schools_statutory_guidance_final.pdf

2 POLICY STATEMENT

Prenton High School: Provider Access Policy Introduction

This policy statement sets out the school's arrangements for managing the access of providers to students 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.

All pupils 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.

3 MANAGEMENT OF PROVIDER ACCESS REQUESTS PROCEDURE:

A provider wishing to request access should contact:

Charlotte Goode, Careers Lead

Telephone: [07341 867 285];

Email: goodec@prentonhighschool.co.uk

4 OPPORTUNITIES FOR ACCESS:

We actively seek to build partnerships with outside agencies, as a means to broaden our students' horizons and to provide them with exposure to a range of education and career pathways Events, integrated into the school careers programme, will offer providers an opportunity to come into school to speak to students and/or their parents/carers in line with the curriculum plan for careers provision. Access can be arranged via the Careers Lead: Charlotte Goode.

Key Contacts:

Careers Lead: C. Goode goodec@prentonhighschool.co.uk

Deputy Head responsible for Careers: G. Fraser fraserg@prentonhighschool.co.uk

Governor linked to Careers: T. Fazackerley schooloffice@prentonhighschool.co.uk

5 STUDENT ENTITLEMENT

All students in years 8-11 are entitled to:

- planned careers provision which provides information about the full range of education and training options, including technical and apprenticeship routes, at each transition point
- information from a wide range of education and training providers about the opportunities they offer—through options events, assemblies and curriculum events
- understand how to make applications for the full range of academic and technical courses.

6 THE RESPONSIBILITIES OF THE CAREERS LEADER

The Careers Leader at Prenton High School is the single, unified point of responsibility and accountability for careers provision under the following areas:

LEADERSHIP	Leading the team of teachers, administrators, external partners and others who deliver career guidance. Advising the senior leadership team on policy, strategy and resources for career guidance and showing how they meet the Gatsby Benchmarks. Reporting to senior leaders and governors. Reviewing and evaluating career guidance and providing information for school development planning, Ofsted and other purposes. Preparing and implementing a career guidance development plan and ensuring that details of the careers programme are published on the school's website. Understanding the implications of a changing education landscape for career guidance, e.g. technical education reform. Ensuring compliance with the legal requirements to provide independent career guidance and give access to providers of technical education or apprenticeships, to students in school, including the publication of the policy statement of provider access on their website.
MANAGEMENT	Planning the programme of activity in career guidance. Briefing and supporting teachers involved in career guidance. Monitoring delivery of career guidance across the eight Gatsby Benchmarks, using the Compass evaluation tool. Supporting form tutors, providing initial information and advice. Managing the work of others e.g. Careers Advisers and administrative and other staff involved in the delivery of career guidance. Monitoring access to, and take up of, guidance in conjunction with MPLOY. Ensuring colleges and apprenticeship providers have access to the school to share opportunities Managing the careers budget as appropriate.

	Managing their own CPD and supporting the ongoing CPD of colleagues in the careers team.
COORDINATION	<p>Managing the provision of career and labour market information.</p> <p>Managing the careers section of the school's website, ensuring information is accurate and up to date.</p> <p>Liaising with the Learning for Life (PSHE) leader and other subject leaders to plan their contribution to career guidance.</p> <p>Liaising with form tutors, progress leaders, SENCO, designated LAC to identify pupils needing guidance and tailoring in according to need.</p> <p>Referring students to Careers Advisers.</p> <p>Coordinating encounters with employers and work experience.</p> <p>Communicating with students and their parents.</p>
NETWORKING	<p>Establishing and developing links with FE colleges, apprenticeship providers, University Technical Colleges and universities.</p> <p>Establishing and developing links with employers.</p> <p>Commissioning career guidance services where appropriate.</p> <p>Managing links with the LEP and other external organisations.</p> <p>Securing funding for careers related projects if available.</p> <p>Building a network of alumni who can help with the career guidance programme.</p>

7 CAREERS & SEND

The Careers Leader works with the Head of Learning Support (SENCo) and other teachers and professionals in the school to identify the guidance needs of all children with SEND and put in place personalised support. This may include helping students with SEND to understand different career pathways, and enabling them to gain the skills, knowledge and experience they require to achieve their career goals. This may include working 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 should be based on the students' own aspirations, abilities and needs.

Careers guidance for students 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. It should be well informed about ways in which adults with SEN or disabilities can be supported in the workplace (e.g. disability rights, supported employment, ways in which jobs can be "carved" to fit a person's abilities, job coaching, reasonable adjustments for disabled people in the workplace and Access to Work (DWP support)).

8 THE GATSBY BENCHMARKS

The eight benchmarks serve as a framework for improvement in careers provision and underpin careers planning and strategy at Prenton High School. [Appendix 1 The Gatsby Benchmarks at Prenton High School].

The Gatsby benchmarks are:

1. A stable careers programme
2. Learning from career and labour market information
3. Addressing the needs of each pupil
4. Linking curriculum learning to careers
5. Encounters with employers and employees
6. Experiences of workplaces
7. Encounters with further and higher education

8. Personal guidance

9 EXTERNAL PARTNERSHIPS

Prenton High School work with and offer access to the following external providers:

MPLOY- create bespoke employability programmes supported by employers, preparing young people for the world of work and provide impartial and up-to-date careers advice for all students

Shaping Futures- an outreach programme for the Liverpool City Region (LCR) formed by 12 Higher Education (HE) providers and led by the University of Liverpool

Start- a digital careers platform with the latest careers information, advice and tools to help all students to explore and plan for their future

Be Ready- free digital resources for s to access that cover a range of topics to ensure that students are work ready

National Careers Service- government website that provides information, advice and guidance to help students make decisions on learning, training and work

10 TRACKING DESTINATIONS:

Compass is used as a tool to track and evaluate careers provision at Prenton High School. Performance against each of the benchmarks can be evaluated, evidenced and areas for improvement can be identified.

11 MONITORING, REVIEW, EVALUATION AND DEVELOPMENT OF CAREERS PROVISION

- Our partnerships are reviewed regularly.
- Annual review of partnership activities with MPLOY and other external providers.
- Review of all careers events and activities by Careers Leader.
- Quality Assurance observations within Form Time and Learning for Life (PSHE) lessons as part of School Self Evaluation
- Developmental activity is identified annually in the School Development Plan.
- Feedback on the effectiveness of the Careers programme is sought through student voice activity.
- Currently seeking to achieve the Quality in Careers Standard
- Review of the school's adherence to the Gatsby Benchmarks through Compass, an online self-evaluation tool for schools.