

# Richard Barnes Academy

## Careers Strategy

Date	17 <sup>th</sup> January 2023
Date agreed by Head Teacher/SLT Careers Lead	18 <sup>th</sup> January 2023
Date adopted by Governing Body	
Date for Review	

# Our Vision

RBA is an alternative provision where we focus on developing individuals' strengths and celebrating every success.

Our values are at the core of all the work we do at the Richard Barnes Academy.

## Respect

Respect yourself  
Respect our community  
Respect your learning

## Believe

Believe in yourself  
Believe in our community  
Believe in your learning

## Achieve

Achieve for yourself  
Achieve as a community  
Achieve through your learning

## Careers Strategy

### **The Richard Barnes Academy Careers Strategy: 2022**

In the modern world of work careers guidance has become an important part of the school life playing a critical role in preparing our learners for the next stage of their learning or training. Our learners receive impartial and personalised career guidance to meet their individual needs which is designed to give them the necessary skills to access the next phase of their life. Learners at The Richard Barnes Academy are encouraged to explore a wide range of career choices through our information and guidance programme. We aim to prepare our pupils for future opportunities in the world of study and ultimately their working life. Pupils gain knowledge and develop skills in employability awareness.

# Introduction

This strategy details how Richard Barnes Academy (RBA) will approach the design and delivery of an impartial and independent careers programme. Information about the content of the programme can be accessed from the careers section of the website for each of the two campuses.

The careers programme operated by RBA will be driven by the values of the academy and:-

- Providing a programme that is in the best interests of the learners
- Meeting statutory and contractual requirements. See appendix 1

RBA is committed to delivering a programme that is underpinned by the Gatsby Benchmarks which are a nationally recognised indicator of Good Careers Guidance. This involves working closely with the Careers and Enterprise Company, the Cambridgeshire and Peterborough Combined Authority and Growth Works with Skills to work towards achieving 100% across all Benchmarks details of which can be seen in Appendix 2.-

## Careers Programme – operational principals

Careers Education at RBA is integrated into all aspects of the school and is a part the curriculum.

All careers support will be delivered in a way that ensures that it is independent, impartial and delivered in the best interests of the learner. This is designed to enable learners to become effective managers of their careers both during and after their time with RBA

Due to the fact that learners at RBA have different needs and are at different stages in their development careers support will be individualised and differentiated. This will include support with transition and progression into their next learning opportunity.

A governor will be appointed to oversee the development and delivery of the careers programme across both Campuses.

The content and approach to delivery of the Careers Programme for each campus of RBA will be determined by the needs of the students at each campus. Please see the individual campus web page for details of the programme. Each Campus of RBA will have a Careers Leader and a member of the Senior Leadership Team with responsibility for the careers programme

## Careers Programme - priorities

Supporting individual aspirations, attainment and ensuring positive destinations so that no learner is NEET at Post 16.

Developing learners' career management skills, especially those associated with career adaptability, resilience, enterprise and employability.

Providing careers fair for all learners twice a year as part of employer engagement.

Working with parents/carers, alumni and education, community and business partners to meet students' career development needs.

## Engagement with external agencies

To deliver inspirational and real-world careers support RBA will involve external agencies and employers wherever possible. If appropriate learners will be provided with opportunities to engage with employers, other providers of learning and other agencies both inside and outside of the school

RBA will work with the Local Authority to identify and support learners who are at risk of not taking part in post-16 pathways. Agreements will be made over how these learners can be referred for support using a range of education and training support services available locally.

RBA will engage with the Careers and Enterprise Company, the Cambridgeshire and Peterborough Combined Authority and Growth Works with Skills to support the development of the careers programmes at both campuses.

## Evaluation

As with any curriculum area the Careers Programme will be evaluated on an annual basis to ensure that it remains effective and appropriate for the needs of learners. This evaluation will include feedback from the following key stakeholders

- Students
- Employers
- Parents and carers
- School staff

## Roles and responsibilities

### **The governing body is responsible for:**

- Ensuring that all registered learners are provided with independent careers guidance in Key Stage 3 & 4
- Ensuring that arrangements are in place for a range of education and training providers to access learners and inform them about approved technical education qualifications and apprenticeships.
- Ensuring that careers guidance is presented in an impartial manner, showing no bias or favoritism towards a particular institution, education or work option.
- Ensuring that the guidance includes information on the full range of education or training options, including apprenticeships and technical education routes.
- Ensuring the Careers Policy does not discriminate on any grounds, including but not limited to: ethnicity/national origin, culture, religion, gender, disability or sexual orientation.
- Handling complaints regarding this policy as outlined in the school's Complaints Procedure Policy.
- Providing clear advice and guidance to the Head Teacher on which they can base a strategy for careers education and guidance which meets the school's legal requirements.

### **The Careers Leader is responsible for:**

- Managing the provision of careers information.
- Liaising with the Head Teacher and Senior Leadership Team to implement and maintain an effective careers guidance programme.

- Liaising with the RSHE leader and other subject leaders to plan careers education in the curriculum.
- Liaising with SLT, the pastoral team, and the SENCO to identify pupils needing guidance.
- Establishing, maintaining and developing links with FE colleges, apprenticeship providers and employers.
- Negotiating an annual service level agreement with the local FE establishments
- Providing pupils with effective careers guidance and supporting social mobility opportunities for all young people.
- Supporting teachers and tutors providing initial information and advice
- Advising senior leadership on policy, strategy and resources for careers education, information, advice and guidance (CIAG).
- Preparing and implementing a development plan for CIAG.
- Reviewing and evaluating the programme of CIAG.
- Encouraging the training of school staff to promote careers guidance to their pupils.
- Using the Gatsby Benchmarks to improve the school's careers provision and ensure compliance with legal duties, with an ultimate aim to meet all benchmarks.
- Allowing pupils to have access to providers of technical education, such as colleges, and apprenticeships to ensure every pupil is well-informed about their future options at every stage.
- Using the Compass tool for self-evaluating the careers provision the school offers.
- Publishing details of the school's careers programme and a policy statement on provider access on its website.
- Engaging with the SENCO to ensure they know which pupils are in care/are care leavers, to understand their additional support needs and to ensure that any personal education plans can inform careers advice.
- Working closely with the SENCO and other staff to identify the guidance needs of all pupils with SEND and implement personalised support.
- Ensuring that pupils with SEND understand their different career pathways, and enabling them to gain the skills, knowledge and experience they require to achieve their career goals.
- Providing a thorough, personalised career service throughout the school.
- Staying up to date with relevant CPD and developments in the CEIAG sector.
- Producing careers information and guidance through online and hard copy literature, and visual displays in school.
- Arranging meetings and follow-up appointments with pupils.
- Offering services to past pupils for 3 years after their departure from compulsory education.

### **Teaching and support staff are responsible for:**

- Ensuring careers education is planned into their lessons and is shown in planning.
- Attending any relevant CPD or training to ensure they are up-to-date with the school's careers plan.
- Promoting careers guidance in the classroom through visual aids.
- Creating a learning environment that allows and encourages pupils to tackle real life challenges manage risks and develop skills that can be applied to the workplace.

# Appendix 1 - Statutory and Contractual Requirements

- Section 42A, 42B, 45 and 45A of the Education Act 1997
- Section 72 of the Education and Skills Act 2008
- Schedule 4 (15) of the School Information (England) Regulations 2008

Action
<b>Independent and Impartial Careers Guidance</b> - Every school must ensure that pupils are provided with independent and impartial careers guidance from year 8 to year 13 and that it is delivered in the interests of the pupil.
<b>Provider Access Statement</b> – It is mandatory that 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 11 for the purpose of informing them about approved technical education qualifications or apprenticeships. 2 in year 8/9 and 2 in year 10/11. Every school must publish a policy statement setting out their arrangements for provider access and ensure that it is followed. This is known as the ‘Baker clause’.
<b>Careers Leader</b> - Every school and college must appoint a named person to the role of Careers Leader to lead the careers programme. They must be named on the school website with their address, telephone number and email address and be qualified at the appropriate level
<b>Careers Programme</b> - Every school and college will be expected to publish details of their careers programme for young people and their parents. Information about the programme must be published on the website to include: - <ul style="list-style-type: none"><li>• A summary of the careers programme, including details of how pupils, parents, teachers and employers may access information about the careers programme</li><li>• How the school measures and assesses the impact of the careers programme on pupils</li><li>• The date of the school’s next review of the information published</li></ul>

## Appendix 2 – Gatsby Benchmarks

Benchmark	Description
A stable careers programme	Every school and college should have an embedded programme of career education and guidance that is known and understood by pupils, parents, teachers and employers.
Learning from career and labour market information	Every pupil, 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.
Addressing the needs of each pupil	Pupils have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each pupil. A school's careers programme should embed equality and diversity considerations throughout.
Linking curriculum learning to careers	All teachers should link curriculum learning with careers. For example, STEM subject teachers should highlight the relevance of STEM subjects for a wide range of future career paths.
Encounters with employers and employees	Every pupil 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.
Experiences of workplaces	Every pupil 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.
Encounters with further and higher education	All pupils 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.
Personal guidance	Every pupil should have opportunities for guidance interviews with a careers 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. They should be expected for all pupils but should be timed to meet their individual needs.