

# Careers Guidance Policy

The Bythams Primary School



Signed: *umax*.....

(Headteacher)

*3.10.22*

Signed: *heli*.....

(Chair of Governors)

*3/10/22*

## Contents:

### Statement of intent

1. Legal framework
2. Roles and responsibilities
3. Addressing the needs of pupils
4. Curriculum

### Appendices

- a) Provider Access Policy Statement
- b) Careers Survey – Plans for Your Future

## Statement of intent

This policy is underpinned by Sections 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](#) and has due regard to the DfE's statutory guidance, 'Careers guidance and access for education and training providers', which was last updated in [August 2022](#)~~October 2018~~.

The main aims of careers provision at The Bythams Primary School are to:

- Prepare pupils for life post-education.
- Develop an understanding of different career paths and challenge stereotypes.
- Develop an understanding of the differences between school and work.
- Inspire pupils to chase and achieve their dreams.
- Offer targeted support for vulnerable and disadvantaged young people.
- Instil a healthy attitude towards work.

## 1. Legal framework

1.1. This policy has due regard to legislation and statutory guidance, including, but not limited to, the following:

- DfE 'Careers guidance and access for education and training providers' [2022](#)~~2018~~
- Education Act 1997
- Education and Skills Act 2008
- Apprenticeships, Skills, Children and Learning Act 2009
- Equality Act 2010
- Children and Families Act 2014
- Technical and Further Education Act 2017

- The School Information (England) (Amendment) Regulations 2018

## 2. Roles and responsibilities

### 2.1. The Governing Board is responsible for:

- Ensuring that arrangements are in place to allow a range of education and training providers to access all pupils and inform them about approved technical education qualifications and apprenticeships.
- Ensuring that the independent careers guidance is presented in an impartial manner, showing no bias or favouritism towards a particular institution, education or work option.
- Ensuring that the guidance includes information on the 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 headteacher on which they can base a strategy for careers education and guidance which meets the school's legal requirements.

### 2.2. The Headteacher is responsible for:

- Managing the provision of careers information
- Liaising with providers to implement and maintain effective careers guidance.
- Liaising with the PSHE leader and other subject leaders to plan careers education in the curriculum.
- Establishing, maintaining and developing links with employers, where possible.
- Providing pupils with effective careers guidance and supporting social mobility by improving opportunities for all young people.
- Using the Gatsby Benchmarks of:
  - o Addressing the needs of each pupil
  - o Linking learning to careers
  - o Encouraging encounters with employers and employees
  - o Personal Guidance
  - o Encounters with further and higher education to improve the school's careers provision and ensure compliance with legal duties, with an ultimate aim to meet all benchmarks, as appropriate to a primary school.
- Publishing a policy statement on our website.
- Organising workshops for pupils and actively promoting a variety of careers and opportunities through, for e.g. presentation days and assemblies.

- 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.

2.3. To support social mobility, the school will work to raise pupils' aspirations and tackle stereotypical assumptions. Interventions will be used to tackle gender stereotypes; arrangements will be made for pupils to talk to employees who work in non-stereotypical jobs to raise awareness of the range of careers that STEM qualifications lead to.

### 3. Addressing the needs of pupils

3.1. The school's careers programme will aim to raise the aspirations of all pupils whilst being tailored to individual needs. The programme will inform pupils of the range of opportunities available to them, encouraging them to aim higher and make choices relevant to what they feel they can achieve.

3.2. All forms of stereotyping will be prohibited in the careers advice and guidance that is provided, to ensure pupils from all backgrounds, gender and diversity groups, and those with SEND, can consider the widest possible range of careers.

3.3 The school will ensure that visitors act as role models to inspire pupils and encourage aspirational aims.

3.4. Surveys will be conducted to find out individual pupils' aspirations. The results of the surveys will create careers guidance and experience that will be tailored to pupils needs based on their own aspirations and abilities.

3.5. The school will build partnerships with businesses and other employers, employment services, and disability and other voluntary organisations

### 4. Curriculum

4.1. The school will work to encompass careers education and guidance into subjects across the curriculum. All teachers will be asked to support the career development of young people in their role and through their teaching.

4.2. The school will engage with local employers, businesses and professional networks, inviting visiting speakers, as appropriate.

4.3. The school will provide events to support career choices and aspirations. These encounters will include:

- Business games and enterprise competitions.
- Career-related volunteering and social action, including opportunities e.g. working with artists

### 5. Monitoring and review

This policy will be reviewed on an annual basis.

## Access Policy Statement

Who should providers contact to discuss events and options?

Our safeguarding policy sets out the rules for organisations seeking to access the school.

Providers should initially send an email to the school office.

What are the rules for granting and refusing access requests?

We will grant access requests that meet the following criteria:

- Organisations promoting STEM careers.
- Organisations that support the wider curriculum through activities in school.

We will refuse any access request that:

- Require the school to pay fees.
- Offer biased information in favour of one organisation.

What can providers expect once a request has been accepted?

Once we have approved a provider, we will work with them to identify the best method for providing access to our pupils.

We will make the school hall, classrooms and private meeting rooms available to host discussions between providers and pupils. We will also make presentation equipment, such as projectors and televisions, available to providers.

Can providers leave prospectuses for pupils to read?

Providers are welcome to leave a copy of their prospectus and other relevant course literature.

## Careers Survey – Plans for Your Future

This survey is intended to help you begin thinking about your career path when you leave school. This information will also serve as a guide to your teachers in deciding which educational experiences you may benefit from participating in.

Name:	Date:
<b>Job Aspirations</b>	
What do you want to do when you leave school?	
<b>Hobbies</b>	
What do you enjoy doing in your spare time?	
Would you like a job connected to your hobbies? If so, what?	
How could we help you to develop your hobbies?	