



POLICY INFORMATION

Name of Policy/Procedure: **CAREERS**

Current version date: March 2019

Review cycle: As and when required

Next review date: **Autumn 2025**

Reviewed by	Date	Approved
Dean Postlethwaite	May 2019	
Shelley Whitefoot	Summer Term 2022	FGB: 28/06/2022
Shelley Whitefoot	Spring Term 2023	FGB: 29/03/2023
Shelley Whitefoot	Spring Term 2024	FGB: 20/03/2024
Shelley Whitefoot	Spring Term 2025	FGB 2/4/2025
	Autumn Term 2025	

1. Introduction

This policy summarises the statutory guidance and recommendations and outlines the provision of careers education, work experience and provider access. It is in line with the statutory guidance developed by the Department for Education 2018 which refers to sections 42A, 42B and 45A of the Education Act 1997, section 72 of the Education and Skills Act 2008 and the government's careers strategy 2017, including the updated PAL (January 2023)

2. Aims and purpose

- Prepare students for the transition to life beyond secondary school and post 16 (higher education and the world of work).
- Support students in making informed decisions which are suitable and ambitious for them.
- Provide students with well-rounded experiences.
- Develop characteristics eg. social skills, communication, innovation, resilience and leadership which support high achieving students in the curriculum and in their careers.
- Inspire and motivate students to develop their aspirations.
- Ensure that a high number of student's progress to positive destinations such as apprenticeships, technical routes, sixth form colleges, further education colleges, universities or employment.
- Help all students take qualifications that offer them the best opportunity to continue in education or training.

3. Expectations and requirements at Ruskin Community High School

- Ensure all registered students are provided with independent careers guidance from Years 8 to 11 that should:
 - Be impartial
 - Include information on a range of education or training options, including apprenticeships and technical education routes
 - Be adapted to the needs of individual students
- Provide a policy statement that sets out the circumstances in which education and training providers will be given access to students and that this is followed. This must include:
 - Any procedural requirements in relation to requests for access
 - Grounds for granting and refusing requests for access
 - Details of premises or facilities to be provided to a person who is given access
 - Review the policy from time to time
- Use the Gatsby Charitable Foundation's Benchmarks to strategically plan and evaluate careers provision.
- Begin to offer every young person seven encounters with employers – at least one each year from Year 7 to 11 – and meet this in full by the end of 2023. Some of these encounters should be with STEM employers.
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- Publish details of the careers programme for all stakeholders.

Update January 2023

Ruskin will provide at least four encounters with approved providers of apprenticeships and technical education for all our students.

- Provide two encounters for students during the 'first key phase' (Year 8 or 9) that are mandatory for all students to attend.
- Two encounters for students in Years 10 and 11 that are mandatory for all students to attend.

4. Gatsby Charitable Foundation's Benchmarks (please see appendix A)

The school will use the Gatsby Charitable Foundation's Benchmarks to improve careers provision (meet by the end of 2020). They include:

1. A stable careers programme
2. Learning from career and labour market information
3. Addressing the needs of each student
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

5. Statutory duties

The Governing Body will:

- Ensure that the statutory requirements and expectations are met in point 3.
- Provide clear advice and guidance to the Headteacher on which she can base a strategy for careers education and guidance which meets the schools legal requirements, is developed in line with the Gatsby Benchmarks and informed by the requirements set out in this document.
- Have a member of the Governing Board who takes a strategic interest in careers education and guidance and encourages employer engagement.
- Have termly meetings with the Careers Lead to plan, monitor, review and evaluate the careers programme.

We aim to ensure that The Gatsby Benchmarks for Career Guidance are met:

1. Our students have an embedded programme of career education and guidance that is known and understood by students, parents, teachers, governors and employers.
2. Our students and their parents have access to good quality information about future study options and labour market opportunities.
3. Opportunities for impartial career guidance are tailored to the needs of each student. Equality and diversity are considered throughout.
4. Subject teachers link curriculum learning with careers. STEM subject teachers aim to highlight the relevance of STEM subjects for a wide range of career paths.
5. Our students are involved in the evaluation of information, advice and guidance.
6. We aim to give our students multiple opportunities to learn from employers about work, employment and the skills that are required in the work place.
7. We aim for all of our students to have first-hand experiences of the workplace through work visits or work experience.
8. All students to receive impartial 1:1 careers guidance with a Level 6 careers advisor by the end of Year 11.

At Ruskin, we offer students the opportunity to meet with impartial advisors via local colleges and 6th Form. Those at risk of NEET have further interviews and support as needed.

THE GATSBY BENCHMARKS



A Stable
Careers
Programme



Learning from
Career &
Labour Market
Information



Addressing
The Needs of
Each Pupil



Linking
Curriculum
Learning
to Careers



Encounters
with Employers
& Employees



Experiences
of Workplaces



Encounters
with Further &
Higher
Education



Personal
Guidance