

BRANNEL



Careers Education Policy

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Adopted by (body): **Local Governing Body**
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1. Our Aims

This policy aims to set out Brannel School's provision of impartial and informed careers guidance for our pupils. This includes the ways in which pupils, parents, teachers and employers can access information about our careers programme.

High-quality careers guidance is important for our pupils' futures, and our provision aims to:

- Help pupils prepare for the workplace, by building self-development and career management skills.
- Provide experience and a clear understanding of the working world.
- Develop pupils' awareness of the variety of education, training and careers opportunities available to them.
- Help pupils to understand routes to careers that they are interested in and make informed choices about their next step in education or training.
- Promote a culture of high aspirations and equality of opportunity.

2. Statutory Requirements

This policy is based on the Department for Education's (DfE's) statutory [Careers guidance and access for education and training providers](#).

This guidance refers to:

- The Education Act 1997
- The Education and Skills Act 2008
- The School Information (*England) Regulations 2008

This policy is in line with the more recent [Skills and Post-16 Act 2022](#), which came into force on 1 January 2023. It explains that schools must provide a minimum of six encounters with technical education or training providers to all pupils in years 8 to 13.

This policy is in line with the [Education \(Careers Guidance in Schools\) Act 2022](#). This came into force on 1 September 2022, and amended the existing duty in The Education Act 1997.

- Schools must now secure independent careers guidance from year 7 (instead of from year 8, previously).
- Academies in England are now required to provide and publish information about their careers programme on their website.

Schools must also act in line with their statutory duty under the '[Baker Clause](#)' to be impartial and not show bias towards any route, be that academic or technical. This policy should be read in conjunction with our Provider Access Policy, which sets out how Brannel School meets this duty. This can be accessed from the [Policies](#) page of the school website.

3. Roles and Responsibilities

3.1 Careers Leader

Our Careers Leader, with contact information, is named on the [Careers](#) page of the school website. Our Careers Leader works closely with the Senior Leadership Team (SLT) and will:

- Take responsibility for developing, running and reporting on the school's career programme.
- Plan and manage careers activities.
- Manage the budget for the careers programme.
- Support teachers to build careers education and guidance into subjects across the curriculum.
- Establish and develop links with employers, education and training providers, and careers organisations.
- Work closely with relevant staff, including our special educational needs co-ordinator (SENCO) and careers adviser, to identify the guidance needs of all of our pupils with special educational needs and/or disabilities (SEND) and put in place personalised support and transition plans.
- Work with our school's designated lead for looked-after children (LAC) and previously LAC to:
 - Make sure they know which pupils are in care or are care leavers.
 - Understand their additional support needs.
 - Make sure that personal education plans help inform careers advice.
 - Review our Provider Access Policy at least annually, in agreement with the governing board.

3.2 Senior Leadership Team

Our SLT will:

- Support the careers programme.
- Support the Careers Leader in developing a strategic careers plan.
- Make sure the Careers Leader is allocated sufficient time, and has the appropriate training, to perform their duties to a high standard.
- Allow training providers access to talk to pupils in years 8 to 11 about technical education qualifications and apprenticeships and ensure arrangements for this are set out in our Provider Access Policy.
- Network with employers, education and training providers, and other careers organisations.

3.3 The Governing Board

The governing board will:

- Provide clear advice and guidance on which the school can base a strategic careers plan which meets legal and contractual requirements.
- Appoint a member of the governing board who will take a strategic interest in careers education and encourage employer engagement.
- Make sure independent careers guidance is provided to all pupils throughout their education at Brannel School, and that the information is presented impartially, includes a range of educational or training options, and promotes the best interests of every pupil.
- Make sure that a range of education and training providers access pupils in years 8 to 11 to inform them of approved technical education qualifications and apprenticeships.
- Make sure that details of our school's careers programme and the name of the Careers Leader are published on the school's website.
- Make sure that arrangements are in place for the school to meet the legal requirements of the 'Baker Clause', including that the school has published a Provider Access Policy.

4. Our Careers Programme

Brannel School has embedded a careers programme which aims to inform and encourage pupils to consider their career options and take steps to understand their choices and pathways. Statutory independent careers guidance is provided to pupils from year 7 onwards. The programme has been developed to meet the expectations outlined in the Gatsby Benchmarks:

1. A stable careers programme with a careers leader.
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. Experience of workplaces.
7. Encounters with further and higher education.
8. Personal guidance.

The school's careers programme does not show bias towards any particular career path and promotes a full range of technical and academic options for pupils. It is structured in a way that builds upon previous years, and the overarching aim is divided between the Key Stages so that pupils are encouraged to think appropriately about their future.

Every student at Brannel School is entitled to high quality careers education, information, advice and guidance. We provide all students with a range of opportunities to:

- Develop aspirations through internal and external programmes and in-class learning.
- Be inspired through mentoring and engagement with external providers in the form of conferences, workshops and workplace visits.
- Succeed through work experience and preparation for their future beyond school.

Our strategy and annual plan—which includes a summary of activity for each year group—can be viewed on the [Careers](#) page of the school website.

4.1 Pupils with Special Educational Needs or Disabilities (SEND)

We expect that the majority of pupils with SEND will follow the same careers programme as their classmates, with adjustments and additional support as needed. No information will be given to pupils without SEND that is not also offered to our pupils with SEND.

Our Careers Leader will work with teachers and, where appropriate, professionals from relevant organisations, to identify the needs of our pupils with SEND and put in place personalised support and transition plans. This may include meetings with pupils and their families to discuss education, training and employment opportunities, supported internships and transition plans into higher education.

4.2 Access to our Careers Programme Information

A summary of our school's careers programme is published on our school website, including details of how pupils, parents, teachers and employers can access information about the careers programme.

Pupils, parents, teachers and employers can request any additional information about the careers programme by contacting the Career Leader.

4.3 Assessing Programme Impact

Our careers programme is designed around the Gatsby Benchmarks, and we use the [Careers and Enterprise Company's](#) tools to audit our careers provision and to keep track of careers related activity. We evaluate our school against the Gatsby Benchmarks using Compass Plus, an online self-evaluation tool.

A key measurable success indicator for our Careers Programme is student destinations. Each year we identify and analyse the destinations of our Year 11 students taking into account their prior attainment. For Year 11 students, we record pathways including Level 2 courses, Level 2 apprenticeships, Level 3 courses, and Level 3 apprenticeships. Our goal is to track students for three years from the end of Year 11, identifying and reviewing where students leave or change courses/apprenticeships.

We are keen to get the views of students on the careers advice they receive during their time at Brannel. We ask all Year 11 students to complete an on-line survey to find out their views on individual elements of the careers programme and their overall assessment of the programme.

Our Enterprise Advisers and Governor Careers Champion will meet representative groups of students from all year groups to find out more about what they like and dislike about the careers programme and ways they believe it can be improved.

We value the views of our parents on how well we have helped them to support their child make rational informed career decisions.

5. Links to School Policies

This policy links to the following policies which can be found on the [Policies](#) page of the school website:

- Provider Access Policy
- Child Protection and Safeguarding Policy
- SEN and Disability Policy
- Educational Visits (Terms and Conditions)

6. Monitoring and Review

This policy, the information included, and its implementation will be monitored by the governing board and reviewed annually. The next review date is: Spring Term 2024.

Should you require further information, please contact

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