



# **Careers Education and Provider Access Policy**

BRANSTON  
COMMUNITY ACADEMY

Reviewed: Spring 2022

Next Review date: Spring 2024

## CAREERS EDUCATION AND GUIDANCE

### **1 INTRODUCTION**

Careers Information Advice and guidance (IAG) forms an essential part of the curriculum for all students from Years 7-13. The programme is integrated into the active tutorial work delivered by the tutors, supported by the Pastoral Team Leaders and the work of the Careers Guidance Service. The cross-curricular aspects of IAG are mapped by the Careers Co-ordinator to ensure a whole school approach. The subject endeavours to help prepare students for the opportunities, challenges and responsibilities of adult and working life, and consequently making a vital contribution to our general school aims.

The Academy believes that all students should be entitled to experience the world of work at least once at first hand during the later years of compulsory education. The delivery of careers in our school is both formal and informal and permeates the whole Curriculum.

### **2 GENERAL AIMS**

- (a) To develop positive attitudes and values in the students and thereby enhance their personal and social development;
- (b) To enhance the partnership between the Academy, the parents and the local community;
- (c) To develop a curriculum by collaborative planning which has a coherent structure, breadth, balance, relevance, continuity, progression and a global dimension;
- (d) To deliver the cross-curricular themes by a variety of teaching/learning styles and to provide a motivating context and which a holistic and relevant approach to learning will reinforce and generalise concepts, skills and attitudes across the curriculum.

### **3 SPECIFIC AIMS**

- (a) To develop in students and parents:
  - (1) a growing awareness of the large variety of possible education, training and careers opportunities available today;
  - (2) an awareness of the need to be flexible as two or more careers will become even more common place.
- (b) To develop in students and parents an awareness of the requirements, both academic and experiential, for certain careers and further education. This can lead to students setting targets and developing a purpose to their studies.
- (c) All students should have the opportunity to participate in at least one Work Experience Placement within their last few years of compulsory education. The Work Experience Placement will last between 1 week.
- (e) To develop in students a realisation of their own potential and realistic prospects.
- (f) To develop in students a broad skills base for future career success and flexibility, i.e.
  - (1) good reasoning skills to make informed decisions and opinions;
  - (2) good literacy skills necessary to complete application forms and to send letters;
  - (3) good discussion skills to facilitate good interview techniques in later life. This is achieved by encouraging constructive discussion, of all types, in the classroom;
  - (4) the Work Experience Placement can help students develop self-awareness, self-confidence and the ability to work with others.
- (g) To develop both the quality and quantity of links between the Academy and local business.
- (h) To contribute to the Active Tutorial Programme resources.

## 4 ENTITLEMENT

We believe that all students should be entitled to guidance and support to make sound career decisions. The core components of the student entitlement are:

- (a) Access to individual guidance dialogues with tutors and careers advisors
- (b) A programme of careers education (See Appendix A).
- (c) Work experience and work related activities.
- (d) Open access to a well-stocked careers resource centre.
- (e) Tutor and Careers Advisor support to negotiate a career plan where relevant and necessary.

All students are aware of their entitlements through individual information leaflets and notices around the Academy.

## 5 IMPLEMENTATION

These objectives relate directly to the aims of Careers education and are intended to show how the aims are actually put into practice.

### 1 INFORMAL ACTIVITIES

Careers education is as much a part of everyday life as any other aspect of human development. The Careers Department can exploit this in discussion with the students in order to emphasise the relevance of the activities.

- (a) Careers identified by students within the Academy.  
Teacher, Caretaker, Support staff, Kitchen staff, Gym staff, ICT Technician, Hairdresser etc.
- (b) Careers identified by students from the schemes of work  
Scientists, Artists, Sportspeople, Vets, Doctors, Dancers, Composers etc.
- (c) Careers identified by students from visitors to the Academy and visits out of Academy.  
Nurse, Doctor, Dentist, Armed Forces, Police Officer, Fire Officer, Postal Officer, Coach Driver etc.
- (d) Careers identified by students from their family and friends  
Too many to mention, but these can be integrated into Active Tutorial Work when the family is discussed.

### 2 FORMAL ACTIVITIES

- (a) Various forms of experiencing a work place:  
Including
  - (1) formal work experience
  - (2) work observation;
  - (3) work based projects;
  - (4) visits to local and national businesses;
  - (5) work placements with teachers.
- (b) Careers Preparation Day: involvement of outside speakers and businesses in integrated programme developing student skills and awareness of work experience and careers-related issues, e.g. what employers look for in an employee, Health and Safety in the workplace and Awareness of the local labour market. Employers may include: Siemens, Dynex, Branston with FACE, LCC Care Sector, Lincolnshire Co-op Ltd, Lincolnshire Police, RAF, Streets, Bishop Grosseteste University, Lincoln College with PK Motors.
- (c) Visits to schools of further and higher education are arranged for students.
- (d) Structured skills based activities that take place during the active tutorial programme. Students develop the skills that are needed for when looking for and applying for a job or Academy course.  
The activities cover issues such as:  
Making written or 'phone enquiries,  
Completing application forms,

Writing a personal profile and a CV,  
Participating in an interview.

- (e) Year 8 'Real Game Day' gives students an opportunity to explore various career paths, the message "the more qualifications gained the better the job you can get" is emphasised.
- (f) Learn to Earn – Year 9 Careers Day

- 3 The IAG programme is delivered through the active tutorial work combined with individual discussions with personal tutors and Careers Advisers. Aspects of the IAG programme are also delivered through individual National Curriculum subjects where such links are considered to be beneficial, relevant and appropriate. Taught elements of the programme are co-ordinated by the Pastoral Team Leaders and the Careers Co-ordinator.
- 4 The Academy has strong relations with the Careers Guidance Service who are fully integrated into the careers Information Advice and Guidance programme providing regular opportunities for impartial individual interviews and group discussions, and participating in team planning and review meetings in accordance with the Service level agreement with the Academy.
- 5 Every effort is made to ensure that all options are presented in an open, even handed and fair way, and support given to the students to help them make considered choices about careers, training and educational opportunities available to them. All careers information is checked to ensure that as far as possible it is objective, impartial and free of bias.
- 6 The importance of parental support in shaping the career and education choices of young people is recognised and therefore they are invited to attend guidance meetings and have access to the careers advisors at parents meeting from Year 9 to Year 13.
- 7 Annual review meetings take place between the Pastoral Team Leaders, Careers Co-ordinator and members of the year tutor teams to ensure progression and continuity, and to enable student learning experiences and achievements to be built upon. Students are encouraged to participate in this process through tutorial discussion and individual reviews.
- 8 All staff involved in career work receive induction and are given support by the careers co-ordinator and Careers Guidance Service. They are encouraged to participate in further training.

## 6 RESOURCES

- 1 The Academy has a well-stocked library containing careers, education and training literature and a range of prospectus for opportunities at local post-16 providers. There is also access to IT for a range of career based software: Kudos, Higher ideas and National Careers Service
- 2 Students are encouraged to use the Careers Library facilities and have open access during Wednesday lunchtimes. This is advertised around the Academy by posters and in weekly notices.
- 3 Year 9 students are introduced to the resources and facilities available as part of their tutorial careers work prior to choosing their KS4 options.
- 4 Year 9 – Year13 students have the opportunity to a one-to-one interview with the Careers Guidance Service where impartial IAG is offered. Students are identified using careers questionnaires, referral system or at their/parent's request.
- 5 Impartial Careers Information and Advice is also available on Wednesday lunchtimes, as part of a drop-in session, for all year groups, by the Careers Guidance Staff

## **7 ASSESSMENT AND EVALUATION**

- 1 The Careers Guidance programme will be assessed by a variety of methods. These will include evaluation of the career days and work experience.
- 2 The career programme is reviewed and evaluated during the summer term by the Careers co-ordinator, the Pastoral Team Leaders and the Careers Advisors.

## **8 REVIEW**

The Careers Co-ordinator will review and develop any necessary changes (In line with the Gatsby Benchmarks) and amendments to policy and procedures and recommend any changes to the senior management team (DI Assistant Principal with responsibility for Careers Education) during the summer term.

### **ECONOMIC AND INDUSTRIAL UNDERSTANDING**

We aim to help students at all stages in their lives to understand the economic and industrial aspects of the world and to take on an active and constructive role in society.

More specifically it is about empowerment, relationships, rights and responsibilities. It is also about economic and industrial systems, structure and the forces of economic and industrial change.

#### **1 SPECIFIC AIMS**

- 1 To develop the knowledge, skills and attitudes which enable students to:
  - (a) explore the economic aspects of their present lives and the organisation of production, consumption and distribution;
  - (b) develop an understanding of the economic systems and how their lives are shaped local, regional, national and international economic forces;
  - (c) exercise their rights and responsibilities and play an active role in the economy as producer consumer and citizen;
  - (d) prepare for the challenges, opportunities and experiences of the world of work and participation in industrial democracy.
- 2 To empower the students to:
  - (a) make balanced and informed choices and decisions with regard to economic issues, industrial relations, the use and allocation of resources, problems and events;
  - (b) critically evaluate alternative choices and decisions;
  - (c) eventually participate in democratic decision making processes at work and in the economy and society e.g. by participating in a Academy council;
  - (d) understand and use economic terminology;
  - (e) eventually perform their future roles as producers, consumers and citizens effectively.

## **WORK EXPERIENCE POLICY**

The Academy recognises that all students are entitled to experience the world of work at first hand during the last eighteen months of compulsory education.

### **1 AIMS**

To help students to develop their key skills in particular:

- (a) Communication
- (b) Improving their own learning and performance
- (c) Working with others
- (d) Problem solving
- (e) To enable students to apply skills and to deepen knowledge and understanding of concepts learned in the classroom.
- (f) To improve attainment by making learning more relevant.
- (g) To promote students personal and social development.
- (h) To develop their understanding of work, and the economic and industrial understanding.
- (i) To broaden the range of options considered by a student on leaving Academy at 16+ or at 18+.
- (j) To introduce students to the knowledge and skills of a particular occupational area before committing themselves to training.
- (k) To help students make the transition from Academy to work.
- (l) To help students to understand some of the rights, responsibilities and obligations associated with work including equal opportunities.

### **2 PRE-WORK EXPERIENCE**

- 1 Students are prepared, briefed and debriefed in Tutorial sessions. The briefing includes reference to:
  - (a) The relevance of work experience to the curriculum.
  - (b) The supervision of students during work experience by Academy staff and more importantly their line manager.
  - (c) Aspects of health and safety.
  - (d) The students responsibilities and rights with regard to equal opportunities.
- 2 Work experience placements::
  - (a) Students are encouraged to find their own work experience placement to allow them to exercise choice. Support is given for those students unable to find a suitable placement.
  - (b) They are considered to conform to the different aspects of equal opportunities.
  - (c) Considered to conform to the requirements of the 1974 Health and Safety at Work Act. An appropriate member of the Education Business Partnership visits the business before the placement is accepted.
  - (d) Parents are informed as to the purpose of and arrangements for Work Experience. This is done by means of letter in which they are encouraged to offer help in procuring placements, followed by a further letter, Job Description and student/parent agreement outlining the terms and conditions of the placement and the agreement of such.
  - (e) There is a hardship fund available for those students on the Free School Meals register to help with transport costs.
  - (f) All necessary insurance is arranged.

### **3 DURING WORK EXPERIENCE**

- 1 Each student is visited at least once, or contacted by telephone if a visit is inappropriate.
- 2 During a visit to see a student, the supervising teacher talks to both student and line manager to assess the students' progress and the suitability of the placement.



- 3 Students have a Work Experience Diary which they are expected to keep up to date. This contains useful information, which they will collect over the course of the week. They will have to use a variety of skills to access the information.

#### **4 POST-WORK EXPERIENCE**

- 1 Cross curricular links with English take place where students write about their experiences.
- 2 De-briefing takes place with tutors, and students are awarded certificates accrediting them with achieving a higher or basic level according to the supervisor's report – Standard/Merit/Distinction.
- 3 The suitability of the placements is reviewed and information passed on to the Lincoln Schools Work Experience Consortium.

#### **5 STUDENT ENTITLEMENT**

- 1 All students will receive adequate preparation, briefing, debriefing and follow up for work experience through the tutorial programme.
- 2 The place of work experience is communicated to the students, parents and placement providers.
- 3 The preparation programme includes sessions on:
  - (a) Health and Safety
  - (b) Equal Opportunities
  - (c) Skills for Interviews
  - (d) Key Skills Awareness
  - (e) Completing Application Forms
  - (f) Writing Letters of Application
  - (g) Completing a CV
  - (h) Completing a work experience log book.
- 4 The Academy will ensure that as far as possible the student will get the placement of their choice.
- 5 Students will write contact their placement employer prior to the week of work experience.
- 6 All students take part in a debrief with their tutors and peers.

#### **6 THE WORK EXPERIENCE CO-ORDINATOR**

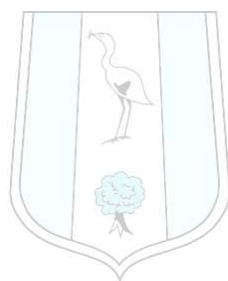
- 1 Will ensure that all employers have completed a Declaration of Employers' Liability and Public Liability through the Lincoln and District Work Experience Consortium or as a Academy/student arranged placement.
- 2 Will attempt to match the wishes expressed by the student to the placement.
- 3 Will act as the Academy's contact point for students and placement providers.
- 4 Will ensure that all students receive a log book as well as the help required to complete it correctly.
- 5 To encourage placement providers to provide quality experience by putting in place a planned programme to meet the students aims and objectives, including induction and health and safety.
- 6 To ensure all organisations offering placement opportunities to young people will be aware that they will be required to adhere to the regulations and responsibilities laid down in the Health and Safety at Work Act (1974) and the Equality Act 2010. This includes providing positive action and support to specific disadvantaged young people.
- 7 To ensure that all students are monitored during their week on placement by staff and/or the Career Advisors. They will in turn provide a report back to the Work Experience Co-ordinator.

## **7 ASSESSMENT AND EVALUATION**

- 1 The programme will be evaluated by the students through the use of the Work Experience Log Books, in conjunction with discussions with tutors.
- 2 The programme will also be evaluated by feedback from placement providers, staff and Careers Advisors. This will be done by evaluating the programme against its stated aims and objectives to ensure continuous improvement to achieve the quality required.
- 3 The work will be accredited by the Work Experience Certificate

## **8 REVIEW**

The policy will be reviewed at the end of the summer term, and at the conclusion of Work Experience.



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## **CAREERS DEPARTMENT ADDITIONAL NEEDS POLICY**

Students who have special needs have the same entitlements as mainstream students.

### **1 Provision for statemented students**

- (a) Additional needs students who have a statement of educational needs for moderate learning difficulties are encouraged to use the facilities in mainstream Academy. They have group sessions and individual interviews with Careers Advisors both in the Careers Centre and within the confines of the additional needs department where there is a designated computer with relevant software.
- (b) All tutorial work is done as part of the larger mainstream tutor groups and special provision is made for students at the tutor's discretion.

### **2 Provision for non-statemented students**

- (a) The Careers Department provides for other students with special educational needs through liaison with the Pastoral Team Leaders and tutors. Careers tutorial work is adapted where necessary by the tutors or Pastoral Team Leaders and Careers Advisors are notified of any students with additional needs.
- (b) The Careers Department endeavours to differentiate when there is planned intervention by the teacher and careers advisor with the intention of maximising the achievements of students based on their differing individual needs.

### **ALL RESOURCES SHOULD:**

- 1 Staff aim to use familiar language and every day examples in discussions with the students and reading support where necessary.
- 2 be easy to understand and well designed
- 3 be in many different forms. Texts, booklets, computer software, CD ROM, tape/video recordings are all available for student use either in the careers centre.
- 4 be easily accessible. The tutorial work is stored in the resources room, whilst the career based books and leaflets can be found in the careers centre

### **ALL TASKS SHOULD:**

- 1 be suitable for the abilities of the students
- 2 match the student's interests. We review the responses that students make on their module evaluation sheet regarding the work they enjoyed or did well at. The Head of Careers liaises with the Pastoral Team Leaders following the student's response and adjusts the material accordingly
- 3 allow for some choices to be made by the students. Teachers guidance will help students make choices in a variety of ways e.g. a study route, the outcome of a project, the style of oral or written work.

### **SUPPORT CAN BE:**

- 1 from the tutor
- 2 from appropriate resources. This may be texts etc.

### **LEARNING ENVIRONMENT**

- 1 students are treated during tutorial, as part of a tutor group. They are encouraged to work in a variety of different ways i.e. as part of a large group, small group and as an individual
- 2 all students from Years 9 to 11 are entitled to work in several group sessions with the careers advisor, as well as individual interviews.

## **PROVIDER ACCESS POLICY**

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

### **1. Student entitlement**

#### **1.1 Students 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 evenings, assemblies and group discussions and taster events.
- To understand how to make applications for the full range of academic and technical courses.

### **2. Premises and facilities**

The school will make the main hall, classrooms or private meeting rooms available for discussions between the provider and students, as appropriate to the activity. The school will also make available AV and other specialist equipment to support provider presentations. This will all be discussed and agreed in advance of the visit with the Careers Leader or a member of their team.

Providers are welcome to leave a copy of their prospectus or other relevant course literature at the Careers Resource Centre, which is managed by the school librarian. The Resource Centre is available to all students at lunch and break times.

### **3. Management of provider access requests**

#### **3.1 Procedure**

A provider wishing to request access should contact *Mr A Wright, Vice-Principal*,  
Telephone: 01522 880400; Email: *Enquiries@branstonca.lincs.sch.uk*

#### **3.2 Opportunities for access**

A number of events, integrated into the school careers programme, will offer providers an opportunity to come into school to speak to pupils and/or their parents:

*(See table on next page)*

	Autumn Term	Spring Term	Summer Term
<b>Year 8</b>		Real Game Day	
<b>Year 9</b>		Learn to Earn Day Careers Assembly Careers ATW & discussion with tutors on options choices	Enterprise Day Talk from BG University re types of courses 50 students visit BG University
<b>Year 10</b>	Work Experience assembly Careers Prep day assembly	Careers Preparation Day Work Experience week	ATW – The world of work, Health and Safety at work Careers interviews
<b>Year 11</b>	Talk from the College/alternative providers	Careers interviews	
<b>Year 12</b>	Assemblies on post 18 routes Tutorial work around work experience and future plans	Apprenticeship Fair UCAS Convention Individual careers interviews	University Taster Day Work Experience Week Industry Conference
<b>Year 13</b>	Assemblies on post 18 routes Tutorial work around work experience and future plans UCAS/Apprenticeship work in tutorials	Apprenticeship Fair Individual Careers interviews	

Please speak to Mr A Wright to identify the most suitable opportunity for you.

The school policy on safeguarding sets out the school's approach to allowing providers into school as visitors to talk to our students.

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## APPENDIX A

### Education Overview

#### KS3

#### Y7

**BCA Snack Bar Challenge:** Skills used/developed/ learned:

- Team work, Independent work, research, planning, communication, leadership (Employability skills) Evaluation completed.

**Employer assembly**

#### Y8

**Active Tutorial Work** - Research topic: Skills used/developed/ learned:

- Team work, Independent work, research, planning, communication, leadership (Employability skills)

**The Real Game** - Aims

- For students to make the links between working hard in school/gaining qualifications/ having choices in the future. Evaluation completed.

**Employer assembly**

#### Y9

**Active Tutorial Work - Careers Package** - Aims:

- For students to think about KS4 option choices
- For students to recognise their qualities/skills

**Options evening** –

- the opportunity for parents/students to discuss KS4 courses and where they could lead, with subject teachers

**Visit to Bishop Grosseteste** - First Steps 2 study – Aims

- An introduction to HE
- Motivation for KS4/5
- 50 (max) students. Open to all Y9 – Priority given to Pupil Premium students and those whose parents did not attend university. Thereafter first come basis.

**Initial introduction to Work Experience** – Aims

- Initial introduction so that students can start to think about their preferred type of placement and which organisation could offer this.
- To be ready for September so that students can start to apply for their chosen placement

**Enterprise Day** (Run by Business Dept) – Aims –

- To build on some of the previously learned skills/information gained from Y8 Real Game Day
- Motivation for KS4

## **KS4**

## **Y10**

### **Work Experience**

- Introduction to Work Experience assembly
- Students encouraged to research/find their own placement in their area of interest
- Research and apply for placements – meeting set deadlines
- Students out for 1 week
- Student reflection/evaluation completed
- Record books evaluated by tutors and certificate levels awarded (Standard, Merit, Distinction). Certificates issued to all who return record book.
- 2 students per tutor group nominated for the work experience award, vouchers awarded in recognition, further certificates presented (in final assembly) for winner and 2 runners up

### **Careers Preparation Day**

- Introduction to Careers Preparation Day assembly
- To prepare for the world of work/work experience
- To develop team building/transferrable, employability skills
- Interview tips, career info from guest employers (students choose 2 employers from those attending)
- H&S in the workplace.
- Careers Preparation Day takes place, followed by student evaluation.

### **LTGA Construction Week event for 1 Day**

Offered to Construction students only

### **Health & Care Event**

Offered to Health & Social Care students and those with an interest in health related careers only

### **Early intervention Careers Guidance interviews**

Offered to the most vulnerable students including Pupil Premium and Additional Needs. Referred by Head of School to Julie Thompson–(time restraints permitting)

**Active Tutorial Work** – Careers work – Various modules to coincide with above planned activities/life skills

## **Y11**

### **Post 16 Education Information**

- Tutors deliver Power Point presentation/discussion re Post 16 options.
- All students issued with a questionnaire to provide information about their Post 16 Education ideas, timeline, guide for writing a cover letter, guide for CV writing.
- Completed questionnaires reviewed and information collated
- 1:1 Careers guidance interviews offered (Provided by Complete Careers) to those students we feel would most benefit, priority given to all Pupil Premium/Statemented/Additional Needs and those students who have identified as needing help with their ideas. Monitored and updated regularly.
- Students and tutors advised of date/time of Careers guidance interviews by email (school and/or personal) giving notice of 1 week.
- Students that are confident with their post 16 education ideas will have a Careers guidance meeting with a staff member to ensure that they are putting plans in place.
- A referral system is also in place for 1:1 interview - tutors to Head of School – Julie Thompson

### **External Education Providers**

- are given access to those students wanting specific Post 16 course/s /apprenticeship information

### **6<sup>th</sup> Form Options Evening:**

- the opportunity for parents/students to discuss courses/options with subject teachers

### **Health & Care event (half day)**

- Offered to Health & Social Care students and those interested in health related careers

### **Follow-up Careers Questionnaires**

- Issued to all students asking for details of Education Provider/Courses applied for, interview dates and any offers received. Information reviewed by JT, this allows identification of any further intervention required. Appropriate action taken where necessary. Intended destination data completed from information received in this document.

### **Active Tutorial Work**

- Careers work - Various modules – Post 16 options/life skills



## **KS5**

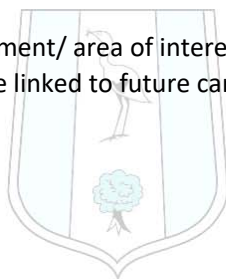
### **Y12/13**

#### **Careers Guidance Interviews**

- All students issued with a questionnaire requesting information about their Post Y13 ideas/plans
- Questionnaires reviewed and info collated
- 1:1 Careers guidance interviews (Provided by Complete Careers) offered to those students we feel would most benefit, priority given to all Pupil Premium/Statemented/Additional Needs and those students who have identified as needing help with their ideas. Monitored and updated regularly.
- Students and tutors advised of date/time of Careers guidance interviews by email (school and/or personal) giving notice of 1 week.
- Students that are confident with their post 16 education ideas will have a careers guidance meeting with a staff member to ensure that they are putting plans in place.
- A referral system is also in place for 1:1 interview - tutors to Head of School – Julie Thompson

#### **Introduction to Work Experience (assembly)**

- Students encouraged to find their own placement/ area of interest
- Research and apply for placements Should be linked to future career plans/university aspirations wherever possible
- Students out for 1 week
- Student reflection/evaluation completed



#### **Health & Care event**

- Offered to Health & Social Care students and those interested in a health related career

#### **Apprenticeship Fair**

- Open to students hoping to gain an apprenticeship after Y12/13

#### **Active Tutorial Work**

- CV Writing and Applications
- Personal Finance
- Researching/Applying for Post Y13 options University/Careers
- Charity/ Voluntary work

Potential for **extended work experience** placements