



RIPPLEVALE SCHOOL

Careers Policy

Date of issue: 22.04.2022

Review Cycle: Annual

Next Review Date: September 2022

Ripplevale School is owned and operated by Cavendish Education.

This policy is one of a series of school policies that, taken together, are designed to form a comprehensive statement of the school's aspiration to provide an outstanding education for each of its students and of the mechanisms and procedures in place to achieve this. Accordingly, this policy should be read alongside these policies. In particular it should be read in conjunction with the policies covering equality and diversity, Health and Safety, safeguarding and child protection.

All of these policies have been written, not simply to meet statutory and other requirements, but to enable and evidence the work that the whole school is undertaking to ensure the implementation of its core values:

Ripplevale School provides a caring learning environment where our students make meaningful progress, relative to their individual starting points. Our aim is to encourage them to develop appropriate personal, social and employable skills enabling them to become confident, independent and aspiring young people

While this current policy document may be referred to elsewhere in Ripplevale School documentation, including particulars of employment, it is non-contractual.

The school's policies, unless the specific context requires otherwise, the word "parent" is used in terms of Section 576 of the Education Act 1996, which states that a 'parent', in relation to a child or young person, includes any person who is not a biological parent but who has parental responsibility, or who has care of the child. Department for Education guidance [Understanding and dealing with issues relating to parental responsibility](#) considers a 'parent' to include:

- all biological parents, whether they are married or not
- any person who, although not a biological parent, has parental responsibility for a child or young person - this could be an adoptive parent, a step-parent, guardian or other relative
- any person who, although not a biological parent and does not have parental responsibility, has care of a child or young person

A person typically has care of a child or young person if they are the person with whom the child lives, either full or part time and who looks after the child, irrespective of what their biological or legal relationship is with the child.

The school employs the services of the following consulting companies to ensure regulatory compliance and the implementation of best practice:

- Peninsula BrightHR
- Peninsula BusinessSafe (Health and Safety)
- Atlantic Data (DBS)
- Educare (online CPD)

Ripplevale School is committed to safeguarding and promoting the welfare of children and young people and expects all staff, volunteers, pupils and visitors to share this commitment.

All outcomes generated by this document must take account of and seek to contribute to safeguarding and promoting the welfare of children and young people at Ripplevale School.

The policy documents of Ripplevale School are revised and published periodically in good faith. They are inevitably subject to revision. On occasions a significant revision, although promulgated in school separately, may have to take effect between the re-publication of a set of policy documents. Care should therefore be taken to ensure, by consultation with the Senior Leadership Team, that the details of any policy document are still effectively current at a particular moment.

Introduction

Ripplevale School provides a relevant and engaging careers curriculum which meets the differing needs and requirements of our pupils. This is developed throughout a pupil's time at the school from Year 8 and is always supportive of their abilities, strengths and skills.

Aims and purpose

Prepare pupils for the transition to life after Ripplevale School.

Support pupils in making informed decisions which are appropriate for them

Provide pupils with well-rounded experiences

Develop personal characteristics such as social skills, communication, independence, self esteem and resilience

Inspire and motivate pupils to develop themselves as individuals and live as independently as is possible

This policy summarises the statutory guidance and recommendations. It then outlines the provision of careers education, work experience and provider access.

Statutory requirements and recommendations

The careers provision at Ripplevale School is in line with the statutory guidance and the 'Careers Guidance and Access for Education and Training Providers' July 2011, developed by the Department for Education, which refers to Section 42A and 45A of the Education Act 1997. This states that all schools should provide independent careers guidance from at least 12 years (or at least 10 ½ if educated with senior pupils) and that this guidance should:

- be impartial
- include information on a range of pathways, including apprenticeships
- be adapted to the needs of the pupil

In addition, the school is compliant with the careers guidance that the government set out for delivery from 5 January 2018: 'Careers Guidance and Inspiration for young people in schools.' This states that all schools must give education and training providers the opportunity to talk to students about approved technical qualifications and apprenticeships. Further information relating to this is set out later in this document, under Provider Access.

Careers Provision at Ripplevale School

All pupils have access to the following:

- Careers programme and preparing for life after Ripplevale School is a fundamental aspect of our curriculum including Life skills programme.
- Visitors in to school and offsite visits support pupils in developing their understanding of a range of different Post 16 and Post 18 pathways.
- All pupils from Year 7 and 8 have access to advice and guidance from our CXK advisor (or EBP).
- All pupils from Year 7 have access to UniFrog website, which is a whole-school careers and destinations platform. It allows students to compare apprenticeships, School Leaver Programmes, and Further Education courses. Students can record their activities and competencies and create and send applications.
- All pupils in Year 9,10,11,12 and 13 access an individual meeting with CXK advisor and school careers leader to explore future pathways
- Pupils have access, through partnerships with local colleges, to relevant taster days and open days at local colleges, including their Special Provision departments.
- One-to-one meetings with families, the school Careers Leader and CXK Advisor informs individual routes into Post 16 and Post 18 provision and appropriate and meaningful work experience opportunities
- Pupils have the opportunity, if appropriate, to undertake Work Experience and work based placements and opportunities during Key Stage 4 and 5.

The overall organisation of work experience is undertaken by the school Careers Leader who liaises with the Secondary School team to ensure the most relevant and engaging opportunities are taken. Families are informed and communicated with throughout the process and a work experience agreement form and work experience information form are completed. All pupils on placement are covered by the employers' insurance and places of work are risk assessed by the Careers Leader in liaison with the CXK work experience database.

Careers provision is mapped on Gatsby Benchmark recording system to monitor progression.

Providers Access Policy Statement

Introduction

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

Pupil entitlement

All pupils 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 events, assemblies and group discussions and taster events;

- to understand how to make applications for the full range of academic and technical courses.

Management of provider access requests

Procedure: A provider wishing to request access should contact Jamie Lovett, Deputy Head, Ripplevale School, Chapel Lane, Ripple. CT14 8JG

Tel No: 01304 373866

Email: info@ripplevaleschool.co.uk

Opportunities for access

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

Life Skills, careers days and enrichment activities supporting subjects in the curriculum provide opportunities to visit, and , invite speakers into the school.

Assembly and class group opportunities to meet professionals and visiting speakers

School to arrange taster day visits to local colleges for Year 10 and Year 13 students

Careers Lead and student meetings with families, the school Careers Leader and CXK Advisor informs individual routes into Post 16 and Post 19 provision and appropriate and meaningful work experience opportunities

Access to Unifrog website to research careers and further education placements and to record applications and activities.

Premises and facilities

The school will make the main hall, classrooms or meeting spaces 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 with Jamie Lovett, Careers Programme Lead. This will be made available to pupils and families as appropriate.