



RIPPLEVALE

SCHOOL

Careers Policy

Date of issue: 22.05.2023

Review Cycle: Annual

Next Review Date: September 2024

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.

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1. Aims

This policy aims to set out our 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're interested in, and to make informed choices about their next step in education or training
- Promote a culture of high aspirations and equality of opportunity
- Inspire and motivate pupils to develop themselves as individuals and live as independently as is possible
- Develop personal characteristics such as social skills, communication, independence, self esteem and resilience

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](#). Whilst this guidance is directed at maintained schools, academies, further education colleges and sixth form colleges, Ripplevale School aims to comply.

This guidance refers to:

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

This policy is also in line with the more recent [Skills and Post-16 Act 2022](#), which came into force on **1 January 2023**. It explains that our school must provide a minimum of **6 encounters** with technical education or training providers to all pupils in years 8 to 13. For more detail on these encounters, see our provider access policy statement, [provider policy access statement](#)

This policy is also 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, so that our school must now secure independent careers guidance from year 7 (instead of from year 8, previously)

The above guidance requires that schools publish information about their careers programme on their website. This policy includes this information and shows how our school complies with this requirement.

We also act in line with our 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 statement, which sets out how our school meets this duty, and can be found [provider policy access statement](#)

3. Roles and responsibilities

3.1 Careers leader

Our careers leader is Jamie Lovett, and they can be contacted by phoning 01304 373866 or emailing info@ripplevaleschool.co.uk Our careers leader is a member of 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 teacher 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, for LAC, their personal education plan can help inform careers advice
- Review our school's provider access policy statement at least annually, in agreement with our governing board

3.2 Senior leadership team (SLT)

Our SLT will:

- Support the careers programme
- Support the careers leader in developing their strategic careers plan
- Make sure our school's 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 7 to 13 about technical education qualifications and apprenticeships, and set out arrangements for this in our school's provider access policy statement
- 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 secondary education and that the information is presented impartially, includes a range of educational or training options and promotes the best interests of pupils
- Make sure that a range of education and training providers can access pupils in years 7 to 13 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 statement

4. Our careers programme

Our school has a careers programme that aims to inform and encourage pupils to consider their career options, and take steps to understand their choices and pathways. We provide statutory independent careers guidance to pupils from year 7 onwards.

Our 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

Our programme doesn't 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. We provide aims, objectives and activities for each year group.

Our careers programme is delivered through a number of methods, including:

- Weekly Careers lessons for years 7-13
- 3 scheduled careers days across the school year
- Guest speakers
- Visits to post 16 and 18 provision and further education providers
- Teacher led discussion
- Virtual and face to face employer encounters
- Work experience
- Impartial advice and guidance from SEN trained careers advisor yearly from years 7-13
- All students have UNIFROG access

Key Stage 3

Our Key Stage 3 careers programme will support pupils in their planning and choices of GCSE subjects. This includes:

- Increase pupils' awareness of career/work opportunities
- Increase pupils' understanding of the link between education, qualifications and work opportunities

- Complete a session of impartial advice and guidance
- Have access to two providers of vocational and technical qualifications
- Have meaningful employer encounters
- Reduce gender specific career/role stereotypes
- Engage parents/carers in the process

Key Stage 4

Our Key Stage 4 careers programme aims to help pupils research and understand their choices and routes into education and training. This includes:

- Develop employability skills
- Experience the world of work through work placement
- Be aware of and effectively apply for options post 16
- Be given direct access to employers and training providers Complete a session of impartial advice and guidance
- Have access to two providers of vocational and technical qualifications
- Have meaningful employer encounters

Key Stage 5

Key Stage 5 careers programme supports pupils in planning for their future, including university and alternative pathways. This includes:

- Make informed choices about the full range of options available
- Experience the world of work through work placement
- Complete a session of impartial advice and guidance
- Have access to two providers of vocational and technical qualifications
- Have meaningful employer encounters
- Develop their future career ideas and plans
- Make a successful transition to adult life

4.1 Pupils with special educational needs or disabilities (SEND)

All students at Ripplevale school have SEND. It is expected that they will all be able to access a careers programme meeting the Gatsby benchmarks with adjustments and additional support as needed.

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.

Our careers leader may, as appropriate, invite adults with disabilities to visit and share their experience and advice.

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 Jamie Lovett (Deputy Head/Careers Leader) 01304 373866, Info@ripplevaleschool.co.uk

4.3 Assessing the impact on pupils

Our career programme is designed so pupils can give feedback, and their progress measured as they move through the Key Stages. We measure and assess the impact of the programme's initiatives by:

- Pupils complete annual surveys to feedback the impact of the careers programme has had on them
- School leavers are contacted for destination updated each year for three years after leaving.
- School governors' report is completed three points per year and updates them on the action plan to meet the Gatsby benchmarks.
- Parents and employers are welcome to feedback or comment to info@ripplevaleschool.co.uk
- The school is using the 'Compass evaluation tool' to assess ongoing progress in relation to the eight Gatsby Benchmarks
- The careers lead completes reviews of the programme throughout the school year based on the programme's performance against the Gatsby Benchmarks and action planning next steps. [Gatsby Benchmark Tracking December 2023](#)
- The school has a 'Careers Programme' in place to outline the events and activities being planned in relation to this year's priorities and the eight Gatsby Benchmarks.
- Review of the objectives of the programme with a focus on outcomes for learners & assessing if the objectives have been met
- Review of the delivery of the programme and evidence of impact on pupils through pupil questionnaires and lesson observations.
- Adapting the programme based on student feedback to continuously improve it.
- Monitoring and using information from: attainment, progress, options pathways, Student destinations post 16 e.g. Sixth form, College or apprenticeship.
- Feedback from other stakeholders such as; parents/carers, teachers, governors, employers
- Are we making the best use of the resources we have allocated for careers work? (Termly)
- Are the timings of interventions, events and activities appropriate and effective?
- Review impacts of different guidance interventions, e.g. one-to one CXK interviews, informal career chats, small group work, drop-in sessions.
- Evaluation of FE provider talks and encounters with technical qualification providers.
- Year 9 options process- students making choices related to career aspirations.

- The learning outcomes and grades achieved at the end of KS3 & KS4
- Are students succeeding in their next steps in their education, training or employment.

5. Links to other policies

This policy links to the following policies:

- [Provider Policy Access Statement](#)
- [Child Protection Policy](#)
- [Safeguarding Policy](#)
- [Curriculum Policy](#)

6. Monitoring and review

This policy, the information included, and its implementation will be monitored by the careers lead and reviewed annually.

The next review date is: May 2024