

Careers At Philpots Manor School



**The Philpots Manor School Careers Strategy
2022 – 2024
Updated September 2022**

Our Vision

Is to be an outstanding school that empowers each and every learner to channel their interests, talents and passions to become independent, educated, skilled and respectful citizens who are equipped to live happy, sociable and fulfilled lives.



Careers at Philpots Manor School

Philpots Manor School believes in a holistic approach to learning in a safe, happy and dynamic environment that empowers children and young people to develop their knowledge, skills, creativity, social communication and flexible thinking. Our personalised pathways enable each and every learner to move into adulthood, employment and lifelong learning with confidence.

Our Careers Strategy: Introduction

Our commitment

There has never been a time when careers guidance has been as important for young people as it is today. At Philpots Manor we have a critical role to play in preparing our learners for the next stage of their education or training and beyond. Our learners will be embarking upon a career pathway, which is more challenging and complex than that faced by previous generations. Global opportunities and increasing technological advances will result in young people having several careers during their working life and potentially working in a career that does not currently exist.

With the greater choices of education, training and employment, our aim is to prepare learners for these ever-changing opportunities, responsibilities, and experiences and to equip them with the skills to manage the choices, changes and transitions ahead of them.

Our Values

Our key values at Philpots Manor School are for each and every pupil to channel their interests, talents and passions to become independent, educated, skilled and respectful citizens who are equipped to live happy, sociable and fulfilled lives.

We do that through;

Providing quality assured aspirational educational pathways to meet the needs of all learners.

Equipping all learners to develop a personalised set of strategies to help them self-regulate in a range of social situations which they may find challenging.

Ensuring that good emotional health is at the heart of a thoughtful and robust pastoral programme.

Leaders, staff and pupils understand and behave as responsible citizens who recognise and celebrate individual and collective achievements in their communities.

Entitlement

We have a whole school approach to careers education with every member of staff helping to deliver quality and impartial Careers Education, Information, Advice and Guidance, allowing learners to access the necessary information to help them make informed decisions about their futures. Our careers programme throughout the year supports our careers education curriculum and in line with the most recent careers guidance strategy (December 2017), our careers plan supports the achievement of the eight Gatsby benchmarks. Careers Education at Philpots Manor School is not just a stand-alone strand; it is integrated into every area of the school and woven into the school curriculum. Our aim is that learners understand how what they are being taught will link to their future pathways.

We work closely with the Southern Inclusion Cluster Group of SEND/SEMH and SENCOs from within the Coast to Capital LEP Enterprise Advisor Network and The Careers and Enterprise Company.

We source independent careers advice from a range of external providers to support us with one-to-one interviews for all KS4 pupils.

Aims and Objectives

The careers education, information and guidance programme are designed to meet the needs of each and every learner at Philpots Manor School. It is differentiated to ensure progression through activities that are appropriate to our learners' stages of career learning, planning and development.

The main aims of the careers provision at Philpots Manor School are to:

- Develop and maintain a culture of high aspirations through a fully embedded careers education, advice, information and guidance programme.
- To raise and track learners' engagement within the careers programme during their journey through Philpots Manor School and evaluate to ensure that learners are supported in raising their aspirations whilst being mindful of the ever-changing and competitive world around them.
- Build a continuously increasing and relevant network of partners and providers who can engage learners in developing their career pathways. These partners will work in partnership with subject areas/key stages to develop collaborations enabling opportunities for learners to see clear links between their subject learning and the world of work.

Legal framework

This policy has due regard to legislation and statutory guidance, including, but not limited to, the following:

- DfE 'Careers guidance and access for education and training providers' 2018
- Education Act 1997
- Education and Skills Act 2008
- Apprenticeships, Skills, Children and Learning Act 2009
- Equality Act 2010
- Children and Families Act 2014
- Technical and Further Education Act 2017

Roles and responsibilities

The management body is responsible for:

- Ensuring that all registered learners are provided with independent careers guidance by the end of year 11
- Ensuring that arrangements are in place to allow a range of education and training providers to access all learners and inform them about approved technical education qualifications and apprenticeships. A policy statement will set out these arrangements. [Appendix 1](#)

- Ensuring that the independent careers guidance is presented in an impartial manner, showing no bias or favoritism towards a particular institution, education, or work option.
- Ensuring that the guidance includes information on the range of education or training options, including apprenticeships and technical education routes.
- Ensuring the Careers Policy does not discriminate on any grounds, including but not limited to: ethnicity/national origin, culture, religion, gender, disability or sexual orientation.
- Handling complaints regarding this policy as outlined in the school's Complaints Procedure Policy.
- Providing clear advice and guidance to the Head Teacher on which they can base a strategy for careers education and guidance which meets the school's legal requirements.

The careers leader is responsible for:

- Managing the provision of careers information.
- Liaising with the Head Teacher and the careers adviser to implement and maintain effective careers guidance.
- Liaising with the PSHE leader and other subject leaders to plan careers education in the curriculum.
- Liaising with Heads of Year, mentors, the pastoral team, and external agencies to identify pupils needing guidance.
- Referring pupils to careers advisers.
- Establishing, maintaining and developing links with FE colleges, universities, apprenticeship providers and employers.
- Providing pupils with effective careers guidance and supporting social mobility by improving opportunities for all young people.
- Supporting teachers of careers education and tutors providing initial information and advice.
- Monitoring teaching and learning in careers education, and the access to and take up of career guidance.
- Advising senior leadership on policy, strategy and resources for careers education, information, advice and guidance (CEIAG).
- Preparing and implementing a development plan for CEIAG.
- Reviewing and evaluating the programme of CEIAG.
- Encouraging the training of school staff to promote careers guidance to their pupils.
- Using the [Gatsby Benchmarks](#) to improve the school's careers provision and ensure compliance with legal duties, with an ultimate aim to meet all benchmarks.
- Allowing pupils to have access to providers of technical education, such as colleges, and apprenticeships to ensure every pupil is well-informed about their future options at every stage.
- Self-evaluating the careers provision the school offers.
- Publishing details of the school's careers programme and a policy statement on provider access on its website.

The careers adviser/leader is responsible for:

- Reporting regularly to the careers leader, regarding pupil progress and the effectiveness of the school's

career plan.

- Providing a thorough, personalised career service throughout the school.
- Staying up-to-date with relevant CPD and developments in the CEIAG sector.
- Producing careers information and guidance through online and hard copy literature, and visual displays in school.
- Attending regular meetings with the careers leader to discuss the school's career plan.
- Arranging meetings and follow-up appointments with pupils.
- Offering services to past pupils for up to a year after their departure from compulsory education.

Teaching and support staff are responsible for:

- Ensuring careers education is planned into their lessons and is shown in planning.
- Attending any relevant CPD or training to ensure they are up-to-date with the school's careers plan.
- Promoting careers guidance in the classroom through visual aids.
- Creating a learning environment that allows and encourages pupils to tackle real life challenges, manage risks and develop skills that can be applied to the workplace.

Addressing the needs of pupils

The Philpots Manor School careers programme will aim to raise the aspirations of all learners whilst being tailored to

individual needs. The programme will inform learners of the range of opportunities available to them, encouraging them to aim higher and make choices relevant to what they feel they can achieve.

All forms of stereotyping will be prohibited in the careers advice and guidance that is provided, to ensure learners from all backgrounds, gender and diversity groups, can consider the widest possible range of careers.

Comprehensive and accurate records will be kept to support the career development of learners. Destination data will be retained by the school for at least three years. Information about destinations, e.g. the percentage of pupils attending different settings will be published on Philpots Manor School website.

Targeted support

The school will work with the LA to identify learners who need targeted support or those who are at risk of not participating in post-16 pathways. Agreements will be made over how these learners can be referred for support drawn from a range of education and training support services available locally.

Group 1 and Group 2 – Pupil Centered careers education

The Philpots Manor School will ensure that careers guidance is differentiated, if appropriate, and based on high aspirations and a personalised approach.

For the purposes of careers planning, the four SEND groupings defined in the SEND Code of practice are put

back together and then divided into two SEND Career groups according to whether they will be taking GCSEs/Level 2 Qualifications or not.

Career SEND Group One – Students with communication/interaction or cognition and learning difficulties who typically will not take GCSEs/Level 2 Qualifications and who should expect to achieve positive career outcomes.

Career SEND Group Two – Students with SEND – Social, emotional, and mental health difficulties (SEMH) /Behaviour Sensory and/or Physical needs who typically will take GCSEs/Level 2 Qualifications and can enjoy the same positive career outcomes as their peers but face significant challenges to achieve them

The careers leader will work closely with staff to support learners with understanding different career pathways and how to develop the necessary skills, knowledge, experience and qualifications to succeed and fulfil their potential. The school will work with families of learners to help them understand what career options are available.

Surveys will be conducted to find out individual learners' aspirations. The results of the surveys will create careers guidance and experience that will be tailored to learners needs based on their own aspirations and abilities.

Careers guidance will take account of the full range of relevant education, training and employment opportunities. It will inform learners about the ways employees with SEND are supported in the workplace, and how jobs can be adapted to fit a person's abilities.

The school will build partnerships with businesses and other employers, employment services, and disability and other voluntary organisations. Learners will be prepared for encounters with employers and provided with any special support that will allow them to benefit fully from the experience.

Careers guidance will focus on a learners's career aspirations and the post-16 options which are most likely to give the learner a pathway into employment or FE.

Learners will have the opportunity to hear from adults with disabilities who have succeeded in their careers as part of the school's successful careers strategy.

When arranging an experience of the workplace for learners, the school will work with the employer to identify any additional support that will be needed during the work placement.



Careers At Philpots Manor School

The Gatsby Benchmarks

An overview of the Gatsby Benchmarks

The Gatsby Benchmarks set out a framework for schools to deliver 'good career guidance'.

1. A stable careers programme	Every school should have an embedded programme of career education and guidance that is known and understood by students, parents, teachers, governors and employers.
2. Learning from career and labour market information	Every student, and their parents, should have access to good quality information about future study options and labour market opportunities. They will need the support of an informed adviser to make best use of available information.
3. Addressing the needs of each student	Students have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each student. A school's careers programme should embed equality and diversity considerations throughout.
4. Linking curriculum learning to careers	All teachers should link curriculum learning with careers. STEM subject teachers should highlight the relevance of STEM subjects for a wide range of future career paths.
5. Encounters with employers and employees	Every student should have multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace. This can be through a range of enrichment activities, including visiting speakers, mentoring and enterprise schemes.
6. Experiences of workplaces	Every student should have first-hand experiences of the workplace through work visits, work shadowing and/or work experience to help their exploration of career opportunities and to expand their networks.
7. Encounters with further and higher education	All students should understand the full range of learning opportunities that are available to them. This includes both academic and vocational routes and learning in schools, colleges, universities and in the workplace.
8. Personal guidance	Every student should have opportunities for guidance interviews with a Careers Adviser, who could be internal (a member of school staff) or external, provided they are trained to an appropriate level. These should be available whenever significant study or career choices are being made.

Provider Access Policy

Aims

This policy statement aims to set out Philpots Manor School arrangements for managing the access of education and training providers to learners for the purpose of giving them information about their offer.

It sets out:

- Procedures in relation to requests for access
- The grounds for granting and refusing requests for access
- Details of premises or facilities to be provided to a person who is given access

Statutory requirements

Schools are required to ensure that there is an opportunity for a range of education and training providers to access students in years 7 to 13 for the purposes of informing them about approved technical education, qualifications or apprenticeships.

Schools must also have a policy statement that outlines the circumstances in which education and training providers will be given access to these students.

This is outlined in section 42B of the [Education Act 1997](#).

This policy shows how our school complies with these requirements.

Learner entitlement

All learners at Philpots Manor School are entitled to:

- Find out about technical education qualifications and apprenticeship opportunities, as part of our careers programme which provides information on the full range of education and training options available at each transition point
- Hear from a range of local providers about the opportunities they offer, including technical education and apprenticeships
- 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

Philpots Manor School	Careers Lead	Elaine Payne	01342 810268 ext 266 07930 890138
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Opportunities for access

A number of events, integrated into our careers programme, will offer providers an opportunity to come into school to speak to students and/or their parents/carers. Philpot's provides a dynamic and comprehensive range of opportunities. The table below is an illustration of the kind of opportunities presented.

	Autumn Term	Spring Term	Summer Term
Year 7/8	<ul style="list-style-type: none">• Employer visits	<ul style="list-style-type: none">• National Careers Week	<ul style="list-style-type: none">• Workplace visits
Year 9	<ul style="list-style-type: none">• Employer visits• College visits	<ul style="list-style-type: none">• National Careers Week• National Apprenticeship Week	<ul style="list-style-type: none">• Workplace visits
Year 10	<ul style="list-style-type: none">• Employer visits• College visits	<ul style="list-style-type: none">• National Careers Week• National Apprenticeship Week• Business Breakfast	<ul style="list-style-type: none">• Workplace visits
Year 11	<ul style="list-style-type: none">• Employer visits• College visits	<ul style="list-style-type: none">• National Careers Week• National Apprenticeship Week• Business Breakfast	<ul style="list-style-type: none">• Workplace visits

Safeguarding

Our safeguarding/child protection policy outlines the school's procedure for checking the identity and suitability of visitors.

Education and training providers will be expected to adhere to this policy.

Premises and facilities

Philpots Manor School will make the main hall and classrooms available for discussions between the provider and learners, as appropriate to the activity. Where a provider wishes to deliver a presentation, we can support with the AV equipment – this must be discussed and agreed in advance of the visit with our careers lead. Providers are welcome to leave a copy of their prospectus or other relevant course literature with our staff who will distribute the relevant information to our learners. Providers are welcome to provide virtual material which we can distribute via email or official school social media.

Monitoring arrangements

The school's arrangements for managing the access of education and training providers to students is monitored by Designated Safeguarding Lead.

Date:	
Date approved by Management Committee:	
To be reviewed:	October 2024

Policy Written by:	Elaine Payne
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