

Careers Guidance Policy



Legislation / guidance that informs this policy

- Careers Guidance and Inspiration in Schools (Gov.Uk 2014... updated March 2015)
- Education Act (1997) sections 42A and 45A
- Education and Skills Act (2008)

Other Red Balloon policies that should be read in conjunction with this one

- PSHEE policy

Statement of Intent

Red Balloon Centres seek to ensure that all students are prepared for 'life in modern Britain'. Staff aim to provide experiences that enable students to develop the necessary values and attributes they need to become successful employees and entrepreneurs and to flourish in an ever changing 'employment world' eg resilience, determination, flexibility, interpersonal skills.

Responsibility for implementation

Coordinators must ensure that high quality careers advice is available to all students over the age of 13: this responsibility may be delegated to an appropriately trained member of staff.

Centre practice

Local trustees and managers from 'Group' will work with coordinators to ensure that practice is of the highest possible standard. They will seek to ensure that all careers work /guidance:

- is presented in an impartial manner;
- includes information on the full range of post-16 education or training options, including apprenticeships;

- promotes the best interests of the students to whom it is given.

Careers guidance will be delivered as a core element of the PSHEE curriculum. In addition to this, representatives of employers and training agencies will be invited to meet students and provide information and students will be encouraged (accompanied if required) to attend local events at FE colleges and other appropriate establishments.

Where students express a specific interest in a career path, staff will seek to support them to access appropriate information through a range of sources (eg the internet, library, local representatives) and, should it be feasible and appropriate, seek appropriate work placement or experience.

Red Balloon Centres will work to prevent all forms of stereotyping in the advice and guidance they provide. Staff will seek to ensure that students from all backgrounds and diversity groups consider the widest possible range of careers, including those that are often portrayed as primarily for one or other of the sexes.

All centres will:

- liaise with local employers and FE providers as appropriate;
- make clear to students that any student who does not achieve a 'C' or better in maths or English by the end of key stage 4 may be required to continue studying these subjects at school, college or as an apprentice (no institution will receive public funding to teach them up to the age of 19 unless they continue to work towards achieving level 2 in those core subjects);
- ensure that students understand the range of opportunities available to those who elect to study maths and science subjects, and strive to ensure that girls appreciate and understand the opportunities available equally as well their male peers;
- offer students the opportunity to develop entrepreneurial skills for self-employment and ensure that they understand that this is a viable career option;
- ensure that students consider both university and apprenticeship options;
- ensure that all students understand the requirement to continue in education or training until their 18th birthday, but also ensure

that they understand that this requirement does not mean that they must remain in school and that they can choose how they continue to participate by means of:

- o full-time study in a school or college or with a training provider;
- o an apprenticeship, traineeship or supported internship;
- o full-time work or volunteering (20 hours or more) combined with part-time accredited study;
- ensure all students are aware of the out-of-school opportunities that may help them with their career aspirations, such as the National Citizen Service and relevant voluntary and local community activities;
- work with their local JobCentre Plus to develop a smoother pathway between education and work.

Red Balloon notes and supports the requirement to inspire students to have high aspirations alongside the requirement for sound advice. All centres will have high expectations of all students and encourage all students to hold such expectations for themselves. Where possible, and appropriate, students will be provided with access to / knowledge of role models who have striven to overcome potential disadvantage in their lives.

All centres will ensure that students and parents are aware of, and able to access, the support offered by the National Careers Service (which includes job market information and job profiles - <https://nationalcareersservice.direct.gov.uk> - contact number 0800 100 900). All centres will contact the National Careers Service to establish whether there are local opportunities available through the service.

Red Balloon staff will seek always to inspire students to 'aim high'. Also they will create opportunities for students to experience the sorts of challenges that 'work' will make upon them. Thus they will be given the opportunity to manage risk, and to develop team building and problem solving skills.

Centres will make students aware of the range of online resources available to them to aid self-assessment of skills and career options.

Centres have purchased a licence with 'Fast Tomato' so that students can access bespoke online guidance.

Centres will seek to ensure that they secure independent guidance that includes information on the full range of education and training options, including apprenticeships and vocational pathways. This should encompass good, appropriate local further education, apprenticeships, and vocational education opportunities. Centres will ensure that pupils are informed about the options available, including:

- Post-14 - GCSEs; options offered by local university technical colleges (new academies backed by employers and universities specialising in one or two curriculum areas) and studio schools (new academies offering more practical learning opportunities); opportunities for 14 year old enrolment at local colleges.
- Post-16 - A levels, advanced general qualifications, apprenticeships, employment combined with training, supported internships, tech levels and traineeships.

Liaison with local authorities

Centres will provide information to the pertinent local authority as required to support students to continue participating in education or training. This will include information to help identify those students at risk of becoming 'not in education, employment or training' (NEET) post-16, young people's post-16 plans and the offers they receive along with their current circumstances and activities. However, centres will ensure that they do not provide this additional information if a student aged 16 or over, or the parent of a student aged under 16, has instructed them not to share information of this kind with the local authority.

Centres will also work in partnership with local authorities to ensure they know what services are available, and how young people can be referred for support. All educational establishments have a duty under the Education and Skills Act (2008) to notify local authorities, or the service provider of the local authority, whenever a 16 or 17 year old leaves an education or training programme before completion.

Support for SEND / vulnerable students

Centres will liaise with local authorities to identify and offer continued support to SEND students or those who appear vulnerable to failing to access post-16 provision. Centres will make use of the local offer published by the local authority setting out details of SEND provision (including the full range of post-16 options) and support available to children and young people with SEN and disabilities to help them prepare for adulthood, including getting a job.

Where a student has an Education Health and Care Plan, all reviews of that plan from year 9 onwards will include a focus on preparing for adulthood, including employment, independent living and participation in society. Local authority caseworkers / practitioners will always be invited to those review meetings.

Monitoring the quality of Red Balloon work in this area

Centres will satisfy themselves of the quality of any external organisation they plan to work with, and will use quality standards where these are available. They will monitor and evaluate the activity taking place, whether that involves school staff, volunteers or external providers. Centres will also collect, and respond to, feedback from students about the quality of such work.

Alongside the monitoring of the input of external agencies, centres will track the progress of students who leave their provision at the end of key stage 4 (for a further three years, and possibly longer) and use the data generated to inform future practice.

Policy updated Sept 2018 by Bob Sproson, Director of Education - for annual review.