

Careers Guidance Policy



Legislation/guidance that informs this policy

- Careers Guidance and Access for Education and Training Providers (DfE, 2018)
- Education Act (1997) sections 42A, 42B and 45A
- Education and Skills Act (2008)

Other Red Balloon policies to be read in conjunction with this one

- Personal, Social, Health and Economic Education
- Transition
- Work Placement

Statement of Intent

Through effective careers guidance, Red Balloon seeks to widen students' horizons, raise their aspirations and challenge stereotypes. We aim to equip every student with the knowledge, skills and attributes necessary to make successful transitions to the next stage of their lives and to flourish in an ever-changing employment environment.

Responsibility for Implementation

The Head/Coordinator is responsible for ensuring that high-quality careers guidance is available to all students. This responsibility may be delegated to a designated and appropriately-trained member of staff.

Practice

Although 'Careers Guidance and Access for Education and Training Providers' (DfE, 2018) is not statutory in independent schools, Red Balloon has regard to this guidance. Accordingly, where appropriate and relevant to the particular needs and circumstances of our students, we are using the Gatsby Benchmarks to develop careers provision.

Red Balloon aims to support every student to consider a broad range of opportunities and never to believe that their gender or sexual preference should limit their career options. In providing careers advice and guidance, staff work to prevent all forms of stereotyping. Red Balloon seeks to ensure that students from all backgrounds, gender and diversity groups (including those with special educational needs or

disabilities) consider the widest possible range of careers, including those often portrayed as primarily for one or other of the sexes.

Red Balloon aims to inspire students to have high aspirations. Staff have high expectations of all students and encourage them to hold such expectations for themselves. Where possible, and appropriate, students are provided with access to/knowledge of role models who have striven to overcome potential disadvantage in their lives.

Red Balloon seeks to provide access to independent, accurate and up-to-date careers guidance that:

- is presented in an impartial manner, with no bias towards a particular institution, education or work option;
- includes information on the full range of post-16 education or training options, including apprenticeships;
- enables students to make informed choices about a broad range of career options;
- helps to encourage students to fulfil their potential;
- promotes the best interests of the students to whom it is given.

Careers guidance is delivered on an ongoing basis, both through the PSHEE curriculum and through tailored sessions for individuals or small groups as appropriate. It includes learning about different education and training opportunities and helping students to understand how their strengths, weaknesses and interests relate to the world of work.

Students are encouraged (accompanied if required) to attend events at local FE colleges and other appropriate establishments. When students express a specific interest in a career path, Red Balloon staff seek to support them to access appropriate information through a range of sources (eg. the internet, local representatives) and, if feasible and appropriate, seek relevant work placement or experience.

Within the careers guidance provided, Red Balloon staff:

- build links and liaise with local employers and FE providers, particularly their admissions and personal support staff, to ensure that they understand the

- students' needs and put appropriate support in place (eg. individualised taster sessions);
- ensure that students understand that studying STEM subjects can lead to a wide range of career choices and help female students to appreciate the opportunities available as well as their male peers;
 - offer students the opportunity to develop entrepreneurial skills for self-employment and ensure they understand that this is a viable career option;
 - ensure 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;
 - ensure that students and parents are aware of the information, advice and support offered by the National Careers Service, including labour market information, which can be accessed via website (<https://nationalcareersservice.direct.gov.uk>), web chat or helpline (0800 100 900);
 - make students aware of the range of online resources available (eg. websites, apps) to aid self-assessment of skills and provide information about career pathways;
 - seek to ensure that they secure independent guidance that includes information on the full range of education and training options, which encompass appropriate local further education, apprenticeships, and vocational education opportunities;
 - ensure that students consider both university and apprenticeship options;
 - inform students about the post-16 options available, including A levels, advanced general qualifications, apprenticeships, employment combined with training, supported internships, tech levels and traineeships;
 - ensure that all students understand both the requirement to continue in education or training until their 18th birthday and that this does not mean that they must remain in school; they can choose how to participate, by means of:
 - full-time study in a school, college or with a training provider;
 - an apprenticeship, traineeship or supported internship;
 - full-time work or volunteering (20 hours or more) combined with part-time accredited study;
 - make clear to students that if they do not achieve a Grade 4 or better in GCSE maths or English by the end of Key Stage 4, they will be required to continue working towards this aim as part of their 16-19 study programme;

Liaison with local authorities

Red Balloon provides relevant information to the local authority as required to support students to participate in education or training. This includes information to help identify those students at risk of becoming 'not in education, employment or training' (NEET) post-16, students' post-16 plans and the offers they receive, along with their current circumstances and activities. However, Red Balloon does 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.

Red Balloon staff 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

We seek to identify the guidance needs of all students with SEND, based on each individual's aspirations, abilities and needs, and to support them to fulfil their potential. This may include working with the families of students with SEND where appropriate.

If a student has an Education, Health and Care Plan, reviews of that plan from year 9 onwards include a focus on preparing for adulthood, including employment, independent living and participation in society. Relevant representatives of the local authority are always invited to attend these review meetings.

Red Balloon liaises with local authorities to identify young people who are in need of targeted support or at risk of not participating post-16. This includes those with particular vulnerabilities or additional needs, including special educational needs or disabilities (SEND). Staff 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 young people with SEND to help them prepare for adulthood, including getting a job.

Monitoring Careers Guidance

Red Balloon staff satisfy themselves of the quality of any external organisation they plan to work with, using quality standards if available. They monitor and evaluate the support provided to students, whether by staff, volunteers or external providers. Red

Balloon also collects, and responds to, feedback from students about the quality of its careers guidance.

Students (and their parents/carers) are approached for permission to be tracked at six months (the national second term benchmark), 18 months and three years post-transition to monitor the success of placements. Red Balloon uses the data generated to inform future practice.

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