# Careers Policy

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| **Date** | **Sept 2022** | |
| **Review Date** | **Sept 2025** | |
| **Chair of Governors** | **Mr K Lewis** | _____ |
| **Headteacher** | **Mrs L Morris** | _____ |

## 1. Introduction

1.1 The Education Act 2011 requires schools to secure access to independent careers guidance for pupils in Years 9-11. Careers guidance must be presented in an impartial manner and promote the best interests of the pupil. Careers guidance must also include information on all options available in respect of 16-18 education or training, including apprenticeships and other work-based education and training options. Ysgol Nantgwyn endeavours to follow the guidance in all related curriculum and guidance documents (CEIAG/PSE/WRE/WBQ/Successful Futures) that are pertinent to Wales and wider best practice across the UK and the globe.

1.2 The school is committed to providing a planned programme of careers education, information and guidance for all pupils in Years 7-11 in partnership with Careers Wales and RCT Education, Employment & Training (EET). In addition, career and employment awareness/raising opportunities and opportunities to increase career aspirations will also be explored from Nursery to Yr 6.

1.3 Careers Education, Information, Advice & Guidance (CEIAG) is underpinned by the school's policies and guidance for teaching and learning, assessment, recording and reporting achievement, PSE, Enterprise and Work Related Education, equal opportunities, health and safety, and additional learning needs (ALN). The policy will be guided by the Gatsby benchmarks and conform to statutory requirements.

## 2. Objectives

2.1 This policy is underpinned by our long-term vision and core values; fostering well-being, promoting success, raising aspirations and improving the life chances of our pupils. Our Careers programmes will embed equality and diversity throughout and actively challenge stereotypical thinking. We are committed to implementing a careers programme that enables pupils to understand and develop careers choices and ensures that careers education is seen as part of the overall curriculum offer for all years.

In particular we intend our pupils to:

- Develop a broad understanding of the world of work and an ability to respond to changing opportunities in the labour market
- Develop independent research skills so that they can make good use of information and guidance
- Develop and use their self-knowledge when thinking about and making choices
- Develop their understanding of employability skills and how to enhance these as individuals
- Develop the skills they need to review achievements, plan future actions, make decisions, present themselves well and cope with change and transition.

2.2 The careers programme is designed to meet the needs of pupils at Ysgol Nantgwyn and opportunities for support and advice are tailored to the needs of the individual. Our programme is differentiated to ensure progression through activities that are appropriate to pupils' stages of career learning, planning and development. Our Careers Programme is published on our school's website and is evaluated as part of our ongoing school evaluation.

Pupils are entitled to independent careers education and guidance that is impartial and confidential. It is our responsibility to ensure that pupils have access to information and advice about all pathways - including academic and vocational routes.

2.3 We recognise the important role that parents and carers have in their child's career development and through the use of Classcharts, both pupils and their parents/carers will be able to access their records and access good quality information about future study options, careers paths and job opportunities on our school website.

2.4 We are committed to retaining the Careers Wales' Mark as recognition for our CEIAG.

**3. Pupil Entitlement**

3.1 At Ysgol Nantgwyn we plan activities, experiences and learning opportunities for our pupils around the eight Gatsby Benchmarks:

1. A Stable Careers Programme
2. Learning from Career and Labour Market Information
3. Addressing the Needs of Each Pupil
4. Linking Curriculum Learning to Careers
5. Encounters with Employees and Employers
6. Experiences of Workplaces
7. Encounters with Further and Higher Education
8. Personal Guidance

Our Gatsby Lead, Kate Owen, is responsible for auditing and overseeing the implementation of our Careers Programme against the Gatsby benchmarks

**4. Roles and responsibilities**

4.1 The school has appointed a Career Leader who is identified in the leadership roles and responsibilities, and has direct responsibility for the leadership of CEIAG. The Assistant Headteachers for Middle and Upper School, the Head of Faculty for Life and the faculty careers ambassadors are responsible for coordinating the careers programme across the school. They work closely with the school's Careers Wales' Advisor, Lorna Mackintosh and are responsible to the Assistant Headteacher. Pupil guidance is internally managed through the school's Raising Standards Lead. Work experience/shadowing/work visits is planned and implemented by the Careers Lead who works with the careers team and local businesses. The Assistant Headteacher for Lower School will work closely with the Head of Faculty for Life to ensure there is a progressive and aspirational scheme/programme in place to engage younger children with the workplace and raise aspirations. All faculties have appointed Careers Ambassadors who lead the development of Careers Education within their Faculty:

English Faculty – Jodie Thomas Hartley

Languages & Culture Faculty – Angharad Thomas

Life Faculty – Jon Owen

Maths Faculty – Mark Bamber

STEM Faculty – Adrian Evans

4.2 All staff are expected to contribute to the careers learning and development of pupils in their different roles. The implementation of the Careers programme will be monitored and reviewed by the Careers Leader. Careers guidance will be delivered by a Level 6 or above qualified career development professional (Lorna Mackintosh) from Careers Wales who is based at the school and through information held in the Library, which is maintained by the Careers Wales' Advisor.

4.3 The careers programme is embedded in all Schemes of Learning and includes careers education lessons, careers guidance activities (group work and individual interviews), information and research activities, work-related learning, action planning and recording achievement. Careers lessons are a part of the whole school's Wellbeing Programme. Other focused events, e.g. a Post 16 Education Fair are advertised on the school calendar. Work experience preparation and reflection take place in Wellbeing lessons and other parts of the curriculum as appropriate.

4.4 At Ysgol Nantgwyn we are proud to be partnered with the Principality Building Society as members of the Business Class programme. This is a tried and tested programme, developed by Business in the Community, that builds lasting partnerships between business and schools in Wales. These partnerships are based firmly on the needs of the school and the priorities of the business and will transform the life chances of young people and develop talented employees for the future. By bringing business and schools together in a structured way, Business Class improves young people's understanding of the world of work and their awareness of career choices, and develops their employability skills. Business Class provides holistic support to help schools develop a more effective environment for our pupils.

4.5 Staff training needs for planning and delivering the careers programme will be identified in the staff development plan/CPD audit with support provided and activities planned to meet them. All staff and education partners should be expected to have regard to the 2019 code of ethics of the Career Development Institute (https:www.thecdi.net/Code-of-Ethics)

**Workload Impact Assessment**

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| **Policy name:** | **Accessibility Plan** |
| **Date of assessment:** | |
| **Assessed by:** | |

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| The policy complies with and is consistent with the teachers' contractual entitlements. |
| The policy and any related procedures were introduced following full consultation with the each union. |
| The policy and any related procedures include a specific statement regarding workload impact. |
| The policy has been piloted/trailed/evaluated to enable an assessment of workload impact to be made. |
| The impact of the policy and related procedures is that they have not added additional hours of working |
| The policy does not duplicate any other existing policy. |
| All policy has been reviewed in order to access whether any outdated and unnecessary. |
| The College has identified the resources necessary to support the policy, including staff time, any additional staffing and appropriate equipment. |
| Implementation of this policy will not result in any additional meetings/activities that have not been identified within the College calendar, published and revised in consultation with the Unions. |
| All staff (including the headteacher) have had training to ensure that the policy and any related procedures are carried out without increasing workload burdens. |
| The policy and related procedures are reviewed regularly to ensure that additional workload burdens have not been added over time. |