Careers Education, Inspiration and Employability Policy

Mission Statement

The work of all at Francis Barber is focused on:

Inspiring and supporting young people to achieve the best outcomes and engage with their futures by providing a second chance in education

" We aim to transform the lives of young people by providing bespoke and specialist education of the highest standard"

This policy summarises the statutory guidance and recommendations. It will then outline the provision of careers education, work experience and provider access.

FBPRU Careers Lead - Mrs R Eddolls (Deputy Head)

2023/24 Career highlights

KS4

Career Opportunity	Year Group	Date
Interview Skills Day	Year 11	October 2023
The World of Insurance Career Day, Ascot Racecourse	Year 11	October 2023
Work Experience Week	Year 11	November 2023
Lakers Law Firm	Year 11	March 2024
South Thames College Taster Day	Year 11	March 2024
Work and Pensions Apprenticeship advice sessions	Year 11	May 2024
Apple Career's Day	Year 10	June 2024
Macquarie - global financial services - world at work day	Year 10	June 2024

KS3

Career Opportunity	Year Group	Date

South Thames College - routes 16+	KS3	February 2024
Retrofit Apprenticeship Day	KS3	May 2024
Enterprise Project	KS3	July 2024

Introduction

Francis Barber PRU (FBPRU) provides a relevant and engaging careers curriculum which meets the differing needs and requirements of our pupils. This is developed throughout a pupil's time at the school and is always supportive of their abilities, strengths and skills.

Statement of Intent

This policy is written considering several key policies and statutory guidance, including:

- Framework for careers, employability and enterprise education - CDI (January 2020)
- Careers guidance and access for education and training providers - Statutory guidance for governing bodies school leaders and school staff - DfE (October 2018)
- Education Act 2011 and statutory guidance for governing bodies, Gatsby Benchmarks of Good Careers Guidance (2018)
- Ofsted Inspection Framework (2016)
- DfE Principles of good practice- section 10 of the statutory guidance

The careers policy describes the planned provision in FBPRU to enable pupils to learn about careers, and employability so that they can manage their own development and make life choices and decisions that will benefit their own wellbeing and contribute to the wellbeing of others.

Aims, Commitment and Vision

'Our aim is for all our young people to leave school ready to move into the next phase of their lives"

All staff at Francis Barber have high and challenging expectations of our pupils and place achievement of their full potential at the heart of our educational aspirations. We aim to support the ambitions of our pupils and to support them through provision of unbiased information, advice and guidance based on their individual needs.

We pride ourselves in our commitment to educating the whole person and helping our pupils to understand the importance of responsibility, compassion, competition, fairness and honesty in all things that they do.

Our planned and progressive careers, employability/work related, enterprise programme is provided through keyworking time, the Prince's Trust accreditation and curriculum, related activities and workshops. We also offer 1:1 advice from outside organisations, assemblies, curriculum activities, specific career events for all year groups.

At FBPRU we are committed to:

- Providing pupils with well-rounded experiences
- Developing personal characteristics such as social skills, communication, independence and resilience
- Preparing pupils for transition to life after FBPRU
- Working in partnership with external guidance providers to ensure that pupils have access to impartial and unbiased guidance about education, employment or training at relevant transition points.

Gatsby Benchmarks

The 8 Gatsby Benchmarks are a framework for good careers guidance, developed to support schools in providing pupils with the best possible careers information, education, advice and guidance. There are 8 guidelines about what makes the best provision for careers education in schools and colleges. They form part of the Government's Career Strategy, Dec 2017. The benchmarks are based on best practice from across the world and are challenging but achievable. (http://www.goodcareerguidance.org.uk)

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 employers and employees
6. Experiences of workplaces
7. Encounters with further and higher education
8. Personal guidance

Technical education and apprenticeships

FBPRU is committed to ensuring pupils in years 8 to 11 have opportunities to learn about technical education and apprenticeships. These events are held in school and pupils are also invited to a range of industry world of work days.

- To contribute to strategies for raising achievement, especially by increasing motivation

- To support inclusion, challenge stereotyping and promote equality of opportunity
- To encourage participation in continued learning, including higher education and further education
- To contribute to economic prosperity of individuals and communities
- To meet the needs of all our pupils through appropriate differentiation
- To focus pupils on their future aspirations
- To involve parents and carers
- To ensure that all pupils progress to further education, employment and training.

All pupils at Francis Barber have access to the following:

- A challenging, bespoke curriculum - preparing for life after FBPRU is a fundamental aspect of our curriculum
- Visitors in school and offsite visits that support pupils in developing their understanding of a range of different post 16 pathways
- Careers talks with Keyworkers.
- Relevant careers events through the GLA Careers Cluster
- School partnership with external agencies through GLA and Prince's Trust
- Careers talks and experiences
- Work Experience - Year 11

Management & Delivery

At FBPRU we recognise the importance of putting in place effective arrangements for the management and delivery of the programme.

Roles and Responsibilities

All staff are expected to promote and support CEIAG throughout the school and signpost any pupils to the Careers Lead for further advice.

SENCO team responsibilities:

- Incorporate CEIAG in transition annual reviews for pupils
- Organise CEG related events
- Ensure CEIAG is included in the school development plan in line with national and local objectives
- Establish links with places of employment

Careers Leader's responsibilities:

- Lead, coordinate and manage the provision of careers across all year groups
- Networke, maintain and develop employer links and relationships
- Report to and advise senior leadership on policy, strategy and resources for careers

- Liaise with Wandsworth council and relevant Local Authorities on placements and H&S issues

- Coordinate the contribution of partner agencies

- Organise and evaluate CEIAG events

Subject Leaders' and subject teachers' responsibilities:

- Incorporate CEIAG into their and their teams' lessons by developing and highlighting work related skills (SL)

- Raise awareness of education and career opportunities related to their subject area and upskill their teams as necessary

- Publish a poster or similar showing how their subject links to careers and display it outside each of the subject classrooms across both sites

- Organise a subject related talk or workshop for their subject for KS3 and KS4 pupils (SL)

- Organise a subject related trip or experience for their subject for KS3 and KS4 pupils (SL)

Pastoral Managers' (Yr 11) responsibilities:

- Organise and lead Interview Skills Day and Work Experience
- Complete PAWS (Participation Across Wandsworth) report and share with relevant borough colleagues and Careers Lead
- Liaise with Dalligo Foundation and feedback to Keyworkers so they can update the destinations spreadsheet
- Signpost any potential NEET pupils to SLT/Heads and offer bespoke sessions to improve outcomes
- Support Keyworkers to complete Wandsworth's early NEET intervention link to ensure pupils at risk of NEET are supported throughout Year 11

Keyworkers' responsibilities:

- Use keyworking time and other sessions to meet with keygroup regularly to ensure they have independent, unbiased careers advice

- Work with outside agencies such as Dallaglio Foundation, Work and Pension Apprenticeship, and update the FBPRU destinations document regularly

- Share these applications with parents/carers and the pupils' professional networks

- Identify pupils who may need additional support on their career pathways and make referrals to Careers Lead.

- Signpost potential NEET pupils to Career Lead and Heads and professional network

Staff Development

All staff are expected to contribute to the career learning and development of pupils in their different roles. To meet the training needs that arise from this we will hold CPD sessions in regards to the 2019 code of ethics of the CDI.

Funding and Resourcing

Work related learning is highly regarded by the leadership and Governors and the activities are funded where required.

FBPRU will explore sources of external funding where appropriate to the needs of the pupils

Teaching, Learning and Assessment

We recognise the importance of basing our approach to teaching, learning and assessment on evidence of what works in career education and guidance. We work closely with the CDI framework and Careers in the Curriculum by the CEC which emphasises the importance of creating rich learning environments and designing compelling learning experiences for our pupils. Dialogic teaching, enquiry-based learning, first-hand experiences and reflective learning are an important part of this.

Information, Advice and Guidance

We will ensure that all pupils have access to independent and impartial career guidance to ensure they have access to information and advice about all pathways. We know that the most able pupils should have access to Sixth Form and similar open evenings, and university talks and visits.

Monitoring, Reviewing, Evaluating and Reporting

The implementation of the careers programme will be monitored and reviewed by our Careers Lead, SLT and SL . Feedback from these evaluations are used to inform future careers planning and provision. Governors will receive regular feedback. We gather information from careers guidance meetings and collect destination data for post-16. Our aim is to monitor our pupils' destinations for up to 3 years after leaving Francis Barber PRU.

Stakeholders and Partners

Parents/Carers

We recognise the important role that parents/carers have in their child's career development and we want to acknowledge them as co-partners in the career development of their child and be supported in developing the confidence and capability to support their child's planning and

decision making. Parents/Careers are invited to Individual Progress Review meetings, Academic Review sessions, GCSE results day and other parental meetings.

Careers Support Agencies

FBPRU have an annual agreement with the following support agencies:

- Careers & Enterprise Company
- Dallaglio Foundation
- Ask Apprenticeships
- Career's Hub
- Apprenticeships – Work and Pension
- Prince's Trust

We are also very keen to form and build new partnerships with other support agencies and will be adding to this database throughout the academic year.

Employers, Community Partners and Learning Providers

We are committed to collaborative work with employers, FE and HE, local learning providers, and apprenticeship providers. We ensure that we maintain the principals of engagement to ensure that our pupils are exposed to as many options as possible. We aim to ensure that most, if not all, the information and qualifications on offer are labour market led, which emphasises our commitment to designing a career and employment pathways for our pupils with and for employers, helping our pupils on their employability journey and the expectations around respect for equality, diversity and inclusion and access to decent work.

Date last reviewed	24th May 2024
Designated member of staff	Rachel Eddolls
Date of next review:	May 2025