

THOMAS MILLS HIGH SCHOOL



POLICY DOCUMENT 59 – APPROVED 13/07/2021

POLICY ON CAREERS GUIDANCE AND PROVIDER ACCESS

Vision Statement

*We, the staff and governors, aspire
to ensure that all our students,
irrespective of ability
and regardless of anyone's doubts,
achieve their potential in full;
and we aspire in this way to make Thomas Mills High School
the best in the country.*

Thomas Mills High School is an Academy and a company limited by guarantee incorporated in England & Wales
under number 7605059

The Trustees reaffirm their long-standing commitment to ensuring high quality careers guidance that promotes pupils' and students' best interest and meets their real needs.

1. Introduction.

- 1.1 The Education Act 2011 places a statutory duty on maintained schools to secure access for pupils to *independent and impartial careers guidance* that promotes the best interests of the pupils to whom it is given and includes information on all options available to them, including apprenticeships and other work-based learning. The DfE re-issued statutory guidance in January 2018 on how this should be implemented, to which schools must have regard in carrying out the new duty. This relates to the Careers Strategy, December 2017, also: specifically, to make sure that all young people at secondary school get a programme of advice and guidance that is stable, structured and delivered by individuals with the right skills and experience.
- 1.2 The duty on schools, to secure independent careers guidance for all year 8-13 pupils, is intended to expand advice and guidance for young people so they are inspired and motivated to fulfil their potential. Schools should help every pupil develop high aspirations and consider a broad and ambitious range of careers. Inspiring every pupil through more real-life contacts and volunteering with the world of work can help them understand where different choices can take them in the future.
- 1.3 Schools also have a duty to provide opportunities to a range of providers of technical education and apprenticeships to access pupils to inform them about technical education qualifications or apprenticeships.
- 1.4 Schools must continue to work with local authorities to support more vulnerable young people including those with special educational needs, and those who are disengaged or at risk of disengaging.
- 1.5 Schools can measure the effectiveness of their careers and inspiration activity by considering both the attainment and the destinations of their pupils. Success will be reflected in higher numbers progressing to apprenticeships, universities – including selective universities, traineeships, and other positive destinations such as employment or a further education college. This will help to close the gap in destinations between young people from disadvantaged backgrounds and others.
- 1.6 Schools can use the Destination Measures data, published by the Department for Education, to assess how successfully their pupils make the transition into the next stage of education or training, or into employment.
- 1.7 The use of co-ordinated external support and the work of an appropriately skilled Head of Careers and Work Experience, Mrs Sandra Treeby, is overseen by a member of the Senior Management Team, Assistant Headteacher (Sixth Form).

2. Definitions.

- 2.1 **Advice and Guidance** refers to a coherent programme of activities that inform, inspire and motivate young people, preparing them for work and helping them to understand where different education and training choices could take them in the future.

- 2.2 **Independent** “is defined as external to the school”. The School does not interpret this to mean that it has no role in quality assuring an independent service provided to its pupils.
- 2.3 **Impartial** “is defined as showing no bias or favouritism towards a particular education or work option”.
- 2.4 **Promote the best interests of the pupils to whom it is given** is interpreted in this School (in accordance with our Vision Statement) to include a requirement that advice must not depress pupils’ reasonable aspirations/possible attainment. It must take into account their potential life-long careers not just their immediate 16+, 17+ or 18+ placements.

3. The Role of the School.

- 3.1 The school will be mindful of and work towards the non-statutory Gatsby Benchmarks in order to monitor and improve its careers provision.

These are:

- a stable careers programme
- learning from career and labour market information
- addressing the needs of each student
- linking curriculum learning to careers
- encounters with employers and employees
- experiences of work places
- encounters with further and higher education
- personal guidance

The school will refer to further guidance on the benchmarks in the Careers guidance and access for education and training providers document, January 2018.

- 3.2 The school will secure and (when necessary) pay for independent and impartial careers guidance advice. This may take many different forms, including information evenings, outside speakers in PSHE and general studies programmes, careers fairs, meetings with mentors, transition meetings for vulnerable and SEN pupils and advice given on work experience programmes as well as face-to-face interviews with an independent adviser.
- 3.3 In order to provide for the real needs and circumstances of our pupils, face-to-face interviews with independent advisers will be provided for those pupils to whom the School deems it to be the most suitable form of support, including (where relevant) those with SEN or disabilities and those for whom the Pupil Premium is paid. This will be in addition to interviews offered by the School’s own careers staff, where information will also be given in an impartial way.
- 3.4 The school will provide information and verbal briefings on pupils to help independent advisers and mentors to understand their potential outcomes and current performance and will expect this information to be given due consideration and to be used in confidence.
- 3.5 The school will quality assure careers guidance, including that offered independently, to ensure that pupils are receiving advice that is impartial and is relevant to their needs, and will raise any concerns that might emerge in good time with advisers.

- 3.6 The school will provide a range of careers activities, including work-related learning and work experience (for all Year 10 pupils and for Sixth Form students by negotiation).
- 3.7 The school works with a range of other schools, further education and higher education providers, and work-based training and apprenticeship providers in order to ensure that pupils have access to a range of options at each stage of their education. The School also accepts pupils from other schools into its Sixth Form.
- 3.8 Pupils will have access from School to on-line advice, including the National Careers Service website - [Careers advice - job profiles, information and resources | National Careers Service](#). Pupils will also be advised of the NCC telephone helpline number.
- 3.9 The school will evaluate its success in supporting pupils to take up education and training which offers good long term prospects through analysis of internal destination measures and DfE destination measures data. This data will be shared with the local authority.
- 4 This Policy will be reviewed annually in accordance with the *Handbook of Governance* and its implementation will be monitored by the Senior Management Team.

Related Policies

SEND Policy
Equality Policy
Common Curriculum Policy
Safeguarding and Child Protection Policy
Provider Access Policy – **Annex A**

Annex A

THOMAS MILLS HIGH SCHOOL

Introduction

This policy statement sets out the school's arrangements for managing the access of providers to pupils at the school for the purpose of giving them information about the provider's education or training offer. This complies with the school's legal obligations under Section 42B of the Education Act 1997.

Pupil entitlement

All pupils in years 8-13 are entitled:

- to find out about technical education qualifications and apprenticeships opportunities, as part of a careers programme which provides information on the full range of education and training options available at each transition point;
- to hear from a range of local providers about the opportunities they offer, including technical education and apprenticeships – through options events, assemblies and group discussions and taster events;
- to understand how to make applications for the full range of academic and technical courses.

Management of provider access requests

A provider wishing to request access should contact Mrs Sandra Treeby, Head of Careers and Work Experience

Telephone: 01728 726684 ; Email: streeby@thomasmills.suffolk.sch.uk

Opportunities for access

The careers programme is currently being updated and will be published soon. As opportunities for visitors coming into school and for students going out on work experience are limited at this time due to current Covid restrictions, we are reviewing these opportunities on a regular basis.

Premises and facilities

The school will make the main hall, classrooms or private meeting rooms available for discussions between the provider and students, as appropriate to the activity. The school will also make available AV and other specialist equipment to support provider presentations. This will all be discussed and agreed in advance of the visit with the Assistant Headteacher (Sixth Form) or Head of Careers and Work Experience.

Providers are welcome to leave a copy of their prospectus or other relevant course literature with the school for display in the Careers Resource Area in the Library or other appropriate place. The Library is available to all pupils and students at lunch and break times.