

# Benjamin Britten School



## Careers Guidance Policy

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Benjamin Britten Academy of Music and Mathematics  
Blyford Road  
Lowestoft  
Suffolk  
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### Introduction

This policy has been written in accordance with *Careers Guidance and Access for Education and Training Providers 2023*, issued under Section 45A of the Education Act 1997, and The Education (Careers Guidance in Schools) Act 2022.

Benjamin Britten School has a duty and commitment to ensure that independent careers information, advice and guidance:

- Is provided for all students from Year 7 to Year 11;
- Is presented in an impartial manner, showing no bias or favouritism towards a particular institution, education or work option;
- Includes information on a range of education or training options, including apprenticeships and technical education routes;
- Is guidance that we consider will promote the best interests of the students to whom it is given and gives them a clear idea of the routes to the opportunities, jobs and careers that they will find engaging and fulfilling

The school's careers programme has been developed in accordance with the Gatsby Charitable Foundation's eight 'benchmarks', which places the following responsibilities on schools:

1. To provide a stable careers programme
2. To provide learning from career and labour market information (LMI)
3. To address the needs of each student
4. To link curriculum learning to careers
5. To provide encounters with employers and employees
6. To provide experiences of workplaces
7. To provide encounters with further and higher education organisations
8. To provide opportunities for personal careers information, advice and guidance

In addition to this, the school's careers programme observes the six learning areas identified in the Career Development Institute's framework for careers, employability and enterprise education which can be accessed here: <https://www.thecdi.net/New-Career-Development-Framework>

## The 'Baker Clause'

The Skills and Post-16 Education Act 2022 establishes a specific set of minimum legal requirements for provider access, meaning each student in Years 8-11 will receive at least four opportunities to engage with technical education providers by the time they finish school. More information on this can be found in our Provider Access Policy, available on the school website.

## Objectives

Benjamin Britten School is committed to ensuring that the delivery of careers information, advice and guidance fulfils the following objectives:

- It equips students with the skills, knowledge and confidence to make well-informed and realistic decisions;
- It increases social mobility by widening students' horizons, providing them with experiences and opportunities, challenging stereotypes and raising aspirations;
- It meets the needs of all students and provides additional support for students from disadvantaged backgrounds, students with SEND, disabled students, students in care, young carers and students from traveller communities;
- It links curriculum learning to progression routes into further and higher education and careers;
- It engages students with a wide range of employers, both local and national, and prepares them for what the labour market may look like in the future;
- It develops soft skills and qualities in students which serve to smooth the transition from secondary school into further education and work; and
- It is informed by the Destination Data sharing exercise to ensure we are guiding our pupils into a sustained education or apprenticeship destination. We also use this information to assess whether the qualifications we offer our students gives them the best possible progression opportunities.

## Implementation

In Year 7, students are introduced to the key concepts and terminology they will come across throughout their careers education. They begin the programme by writing a letter to their future selves and learning about self-awareness, helping them to understand the scope of careers education, that it is not just about informing them of potential job opportunities in the future, but helping them to understand that it is a process of personal development and making decisions unique to themselves and their individual abilities, interests and aspirations. A mixture of written work, group discussion, activities and specialist careers software is utilised during careers lessons. Classroom work is supplemented with access to a hub of resources in their Careers Google Classroom and workshops provided by external organisations and speakers.

In Year 8, careers guidance is focused primarily on recognising the aspirations and ambitions of the individual. Students develop a sense of self-determination and taking responsibility for the direction they choose to pursue. They are also taught about the value of equality, diversity and inclusion in the workplace and the kinds of

barriers some may face in accessing education and training, including stereotyping, discrimination and challenges faced through different forms of adversity. A mixture of written work, group discussion, activities and specialist careers software is utilised during careers lessons. Classroom work is supplemented with access to a hub of resources in their Careers Google Classroom, workshops provided by external organisations and speakers, trips to further and higher education providers and visits to places of work and industry.

In Year 9, self-awareness and ambition is developed further with students considering the option subjects they would like to study at GCSE level. Careers lessons focus on the importance of choosing subjects which they are both interested in and will benefit from with respect to their longer-term goals. Again a mixture of written work, group discussion, activities and specialist careers software is utilised during careers lessons. This is supplemented with a Year 9 Options (information) Evening at which students and parents/ carers have the opportunity to speak to further and higher education providers. In addition, students have access to a hub of resources in their Careers Google Classroom, participate in workshops provided by external organisations and speakers, trips to further and higher education providers and visits to places of work and industry. As students develop their understanding of the skills and qualities required for different types of careers, they begin to work on a personal action plan of self-improvement and making the most of the opportunities available to them. They also consider the wider meaning and purpose of work, the contribution of business and industry towards society and communities and the effect this has on the individual in terms of their social, economic, physical and mental wellbeing.

In Year 10, students develop their understanding of post-16 options available and take steps to enhance their employability skills. Through a variety of resources and software, students explore the range of courses and subjects on offer from further and higher education providers and increase participation in workshops, trips and events hosted by external providers. Students become familiar with the ethos and working environments of these providers along with the transition process from secondary school to further education. Careers lessons focus on expanding horizons by exploring the vast range of options available to students, including vocational pathways, technical education and apprenticeships. Classroom work will also look at developing self-presentation skills in the run up to their work experience placements in the summer term. This is delivered through activities aimed at increasing levels of confidence and organisation, enhancing interview skills, managing interpersonal working relationships and looking at ways to promote themselves to prospective employers and recruiters, both on paper and through the use of digital and social media. Again, careers guidance within the classroom is supplemented with access to a hub of resources in their Careers Google Classroom, workshops provided by external organisations and speakers, including a 'Preparing for Work Experience' drop-down day, trips to further and higher education providers and visits to places of work and industry.

In Year 11, each student has at least one 1-1 careers appointment with the school's Careers Lead in the autumn term. During this, the Careers Lead and student discusses possible progression routes and the application process. Support is given with filling in application forms and writing personal statements. Students are

provided with resources and literature to take home so that they may also discuss the decision with parents and carers. Parents/carers and students also have the opportunity to discuss progression routes directly with further education and higher education providers at the school's Supporting Success Evening. Also in attendance on this evening are external providers of extra-curricular programmes which all students are encouraged to pursue in recognition of the value these opportunities can contribute to them realising their full potential. Students are encouraged to make use of the 1-1 revision and careers support and resources available to them during after-school prep, within which they can also create CVs and access help to look for part-time summer jobs. As with previous years, careers guidance is supplemented with access to a hub of resources in their Careers Google Classroom, workshops provided by external organisations and speakers, trips to further and higher education providers and visits to places of work and industry.

Students in all year groups have access to the Careers Pod, located in the school Library, which hosts a wealth of resources and information. Any student can also contact a member of the Careers team at any point throughout the school year to receive individual advice and guidance if they wish.

Further information on the delivery of careers guidance at Benjamin Britten School and how it works in relation to the eight Gatsby Benchmarks, can be located in the Provider Access Policy published on the school website.

## **Roles and Responsibilities of School Staff**

### **Governors and Senior Management**

Governors and senior management are responsible for promoting a school environment in which all students are encouraged to strive for high standards of personal and educational achievement. Governors and senior management are responsible for supporting the Careers Lead with the implementation of this Careers Guidance Policy and ensuring continued access to high quality careers resources and extra-curricular opportunities which help to dismantle the barriers to equality, inclusion and social mobility. Senior management are responsible for working in conjunction with the Careers Lead to regularly monitor and evaluate the effectiveness of careers guidance.

### **Careers Lead**

The Careers Lead is responsible for implementing the careers delivery programme, producing schemes of work and managing resources for different year groups, organising involvement from external agencies, arranging trips and events, making careers information available for students, parents and carers through a multi-platform method, monitoring and evaluating the effectiveness of the careers programme in conjunction with senior management and ensuring delivery continues to follow published guidelines from the Department for Education, the CDI and the Gatsby Charitable Foundation. The Careers Lead is responsible for working with other staff members to monitor the effectiveness of the careers programme for students from disadvantaged backgrounds or with a disability, including SEND. The Careers Lead is responsible for producing and reviewing the Careers Guidance Policy and the Provider Access Policy.

## **Teachers**

Teachers are responsible for assessing students' work and monitoring their academic progress; where possible teachers should discuss academic progress in line with the impact it has on a students' chosen progression route. Teachers are responsible for linking curriculum learning to careers and discussing the types of career opportunities available within their subject specialism. Teachers are responsible for assisting the Careers Lead in identifying workshops and opportunities which may promote progression into their field of interest, identifying students who have a natural flair for the subject and those who would benefit from participating in these opportunities.

## **Support Staff**

Upon request, support staff are responsible for signposting students, and where relevant their parents and carers, to the careers information and guidance available to them in school. Support staff are responsible for liaising with the Careers Lead over students they feel require additional support and enlisting the assistance of the Careers Lead when it comes to arranging events which would benefit from the attendance of external providers and organisations.

We also consider it important for support and encouragement to be provided by parents and carers within the home environment. Parents and carers are advised to make use of careers information published on the school website and attend out-of-school-hours events with their child where possible.

## **Partner Organisations**

We regularly work with the following organisations:

- Neaco
- Lowestoft Sixth Form College
- East Norfolk Sixth Form College
- Easton College
- University Technical College Norwich
- East Coast College
- University of East Anglia
- University of Suffolk
- University of Cambridge
- National Citizen Service

## **Relationship to other Policies**

This policy works in conjunction with the commitments made to students of Benjamin Britten School in the following policies: the Provider Access Policy, the Equality Information and Objectives Statement and the Special Educational Needs Policy. A copy of these documents can be found on the school's website.

## **Monitoring and Evaluation**

The school uses a self-evaluation tool, developed by Gatsby and the Careers & Enterprise Company, called 'Compass+'. Compass+ works by asking schools to answer a series of questions about what careers provision they offer. On completing the questions, the school will receive a confidential report showing how they compare to the Gatsby Benchmarks and use the results to enhance areas where provision could be increased. The school also uses careers software Unifrog, which allows the school to record each engagement each pupil has had and produces dashboards on how the school is meeting the Gatsby Benchmarks. Students are invited to participate in end-of-year surveys through an online link sent to their school email address. We also welcome feedback from students, parents and carers at any point throughout the year; contact details for the school's Careers Lead can be found below.

### **Further information**

If you would like to discuss anything in this Careers Guidance Policy, please contact the school's Careers Lead, Miss A. Stanley, at Benjamin Britten School through the following contact details:

By post: Benjamin Britten School  
Blyford Road,  
Lowestoft,  
Suffolk  
NR32 4PZ

By telephone: 01502 582312

By email: [careers@benjaminbritten.school](mailto:careers@benjaminbritten.school)