

Careers Guidance and Access for Education Policy

Reviewed by: Tina Hobday
Reviewed on: August 2024
Next review: August 2025

Related policies and paperwork:

PSHE and SMSC Education Policy (including British Values Statement), Curriculum Policy, The Education Act 1997, The Education and Skills Act 2008, The School Information Regulations 2008, Careers guidance and access for education and training providers, DfE January 2003.

Endorsement

Full endorsement is given to this policy by:

Name: Joel Chalfen

Position: Cambridge Steiner School Trustee



Signed:

Date:

Aims

This policy aims to set out our school's provision of impartial and informed careers guidance for our pupils. This includes ways in which pupils, parents, teachers and employers can access information about our careers programme.

High-quality careers guidance is important for our pupils' futures, and our provision aims to:

- Help pupils prepare for the workplace, by building self-development and career management skills;
- Provide experience and a clear understanding of the working world;
- Develop pupils' awareness of the broad variety of education, training and careers opportunities available to them;
- Help pupils to understand routes to careers that they're interested in, and to make informed choices about their next step in education or training;
- Promote a culture of high aspirations and equality of opportunity to enable pupils to fulfil their potential.

While CWS is not required to comply with recent Skills and Post-16 Act 2022, where 6 encounters must be provided, we aim to follow this as guidance to improve our careers advice and support.

Roles and responsibilities

Our careers leader is Tina Hobday, and they can be contacted by phoning 01223 882727 or emailing teachingandlearning@waldorfcambridge.uk.

The Career Lead will:

- Take responsibility for developing, running and reporting on the school's career programme;
- Plan and manage careers activities;
- Manage the budget for the careers programme;
- Support teachers to build careers education and guidance into subjects across the curriculum;
- Establish and develop links with employers, education and training providers, and careers organisations;
- Work closely with relevant staff, including our special educational needs co-ordinator (SENCO) and careers adviser, to identify the guidance needs of all our pupils with special educational needs and/or disabilities (SEND) and put in place personalised support and transition plans;
- Work with our school's designated teacher for looked-after children (LAC) and previously LAC to:
 - Make sure they know which pupils are in care or are care leavers ;
 - Understand their additional support needs;
 - Make sure that, for LAC, their personal education plan can help inform careers advice.

The Teachers will:

- Support the careers programme;
- Support the careers leader in developing their strategic careers plan;
- Make sure our school's careers leader is allocated sufficient time, and has the appropriate training, to perform their duties to a high standard;
- Allow training providers access to talk to pupils in years 8 to 11 (class 7 to 10) about technical education qualifications and apprenticeships, and set out arrangements for this in our school's provider access policy statement;
- Network with employers, education and training providers, and other careers organisations.

The Trustees will:

- Provide clear advice and guidance on which the school can base a strategic careers plan which meets legal and contractual requirements;
- Appoint a member of the governing board who will take a strategic interest in careers education and encourage employer engagement;
- Make sure independent careers guidance is provided to all pupils throughout their secondary education (11 to 18 year-olds) and that the information is presented impartially, includes a range of educational or training options and promotes the best interests of pupils;
- Make sure that a range of education and training providers can access pupils in years 8 to 11 (class 7 to 10) to inform them of approved technical education qualifications and apprenticeships;
- Make sure that details of our school's careers programme and the name of the careers leader are published on the school's website.

Our Careers Programme

Our school has an embedded careers programme that aims to inform and encourage pupils to consider their career options and take steps to understand their choices and pathways.

We provide statutory independent careers guidance to pupils from year 7 (Class 6) onwards.

Our programme has been developed to meet the expectations outlined in the **Gatsby Benchmarks**:

1. A stable careers programme with a careers leader
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. Experience of workplaces
7. Encounters with further and higher education
8. Personal guidance

Our programme doesn't show bias towards any particular career path, and promotes a full range of technical and academic options for pupils. It is structured in a way that builds upon previous years, so that pupils are encouraged to think appropriately about their future. Our careers programme is delivered through a number of methods, including lessons and curriculum, guest speakers, events, displays, teacher or class-led discussion.

The school has a careers register which is used to provide curriculum relevant visits from adults from a range of backgrounds (cultural and social) and careers. They are invited to talk to the children and their biographies and how they came to make the choices that they did, as well as information about their careers. Each class curriculum has been mapped to show points where careers information and advice is integrated. A summary is shown below.

Class	Indicative content from curriculum
Class 3	Curriculum covers traditional trades – carpentry, pottery, blacksmithing, construction, tailoring, cabinet making, instrument making, farming etc. The class will visit a range of trades people and crafts people at their workshops, they will have a chance to see them at work and to ask any questions they might have about what the job entails and why they chose this job. Includes a residential visit to a farm, tending animals and working the land, and talking with farmers and asking questions.
Class 4	Visit to Cambridge University as part of their local geography/history block, this is an opportunity to convey the importance of higher educational institutions and the opportunities that they offer. Children also learn about local businesses.
Class 5	Visits to museums on ancient history, provides an opportunity to learn about working in heritage. Visiting the University Botanical Gardens provides an opportunity to meet the gardeners there and ask them about their job.
Class 6	During the Business Maths block in class 6, the class will run their own little business, learning how to keep accounts, to budget, to build creative and entrepreneurial skills by developing their own products to sell. They learn how to add value to goods through transforming them. Selling their wares at local fairs will give them a first hand experience of being a market trader. Visits to archaeological digs on Hadrian's wall will give them a chance to meet archaeologists. In Science, every opportunity will be taken to discuss the practical applications of experiments done and how scientists work.

Class 7	Algebra lessons include the application of algebra within the world and how this relates to the job market. Electronics provides an opportunity to explore working with technology. Pupils complete one day of work shadowing during a school holiday and report back to the class on their experiences.
Class 8	Pupils run their own café or a similar enterprise with teacher's support. They gain real practical work experience, learn about customer service, managing a business, health and safety, writing risk assessments, food hygiene and keeping accounts.
Class 9	Lessons, talks and visits on post-16 options, accessing and using Labour Market Information, CV and covering letter writing guidance. Resources e.g., lmiforall.org.uk/explore_lmi/ to support pupils exploring their interests. Pupils complete a minimum of 1 week Work Experience. Pupils attend UCAS careers event and other local post-16 and HE events. Pupils Develop key employability skills during community work supporting younger children with festivals and events. They complete fundraising for charity and other initiatives. Visits to a diverse range of providers are advertised and encouraged, and facilitated if there are groups of pupils interested in specific areas or courses. Curriculum relevant visits e.g. nuclear power station with opportunities to talk to individuals working in that field or area.
Class 10	Pupils attend UCAS careers event and other local post-16 and HE events. Visits to a diverse range of providers are advertised and encouraged, and facilitated if there are groups of pupils interested in specific areas or courses.

Class	Specific careers support
Class 7	Pupils will receive a 1-to-1 careers advice meeting with the Careers lead to discuss their strengths, interests and what they might want to do in the future. The Career lead then supports with actions to support their plans.
Class 8	Class 8 projects provide an opportunity to explore, study and develop skills in an area that they are most interested in. Each child will have a mentor who is an expert in the field to guide them in their work. Through working closely with their mentor throughout the year, they get a chance to ask them about their job and choice of career path.
Class 9	Pupils will receive a 1-to-1 careers advice meeting with the Careers lead to discuss their strengths, interests and what they might want to do in the future. The Career lead then supports with actions to support their plans. Level 2 Diploma Independent Project – chosen area of interest with a mentor in this area to guide and support their work. Regular meetings and opportunities to discuss their career path, and ask questions.
Class 10	Pupils will receive a 1-to-1 careers advice meeting with the Careers lead to support applications to post-16 providers. This may include support with application writing, mock interviews or presentations.

Student outcomes

Students will be able to:

- Try out different work opportunities;
- Gain an insight into the Labour market;
- Gain an understanding of skill sets and how skills are transferrable;
- Understanding of transferable skills, hard skills and how to promote themselves using CV's/application forms/interviews;
- Develop the skills employers look for – resilience, teamwork, problem solving;
- Have access to resources to assist in career exploration;

- Access to impartial information on options Post 16 and beyond.

Inclusion, Equality and Diversity

We expect that the majority of pupils with SEND will follow the same careers programme that meets the Gatsby Benchmarks as their classmates, with adjustments and additional support as needed.

Our careers lead will work with teachers and, where appropriate, professionals from relevant organisations, to identify the needs of our pupils with SEND and put in place personalised support and transition plans. This may include meetings with pupils and their families to discuss education, training and employment opportunities, supported internships and transition plans into higher education.

Our careers lead may, as appropriate, invite adults with disabilities to visit and share their experience and advice.

No information will be given to pupils without SEND that is not also offered to our pupils with SEND.

Monitoring and measuring impact

Our career programme is designed so pupils can give feedback, and their progress measured as they move through the Key Stages. We measure and assess the impact of the programme's initiatives by:

- Surveys and feedback from pupils and parents – annually in June
- Leavers' information
- Policy and its implementation are monitored by the Trustee responsible for careers, and reviewed annually, the next review date is: 23rd November 2023.

The policy, the information included, and its implementation will be monitored by the Quality of Education committee and reviewed annually.