



**Ash Grove**  
School

Belief Courage Honesty

# Careers Policy



Part of the

**Oak**



Learning Partnership

Author:	A Warburton
Approver:	D Herbert
Owner:	A Warburton
Date:	September 2024
Next review:	September 2025

**Changes History:**

Version	Date	Amended by:	Substantive changes:	Purpose
1.0	December 2021		New document	First release
1.1	February 2025	H Simms	New template and name	



## Introduction

Careers education, information, advice, and guidance (CEIAG) is an essential part of the support we offer to students at Ash Grove School. Effective careers support is a vital part of the curriculum and helps to prepare young people for the opportunities, responsibilities and experiences they will encounter as they prepare for transition within the PRU or their transition to a post-16 destination and beyond. As options for young people become more varied and complex, it is vital that we support our students to develop the knowledge and skills they need to make informed choices for their future. Whilst the structured programme is clearly defined, it is incumbent on all members of staff to take the opportunities, when they arise, to support the delivery of CEIAG provision both within and beyond the taught curriculum.

This policy sets out how career activities are delivered at school and explains what stakeholders can expect from the careers programme.

## Aims and objectives

The Ash Grove School careers programme aims to:

- encourage students to be aspirational, ambitious, broaden their horizons and explore their own future career prospects throughout their time at school.
- ensure students' readiness to take their next step in their learning or career.
- embed and deliver an aspirational Careers curriculum across all key stages.

Ash Grove School is a member of the Greater Manchester Combined Authority Careers Hub. As a member of the Careers Hub, we are actively working towards the recommendations of the Gatsby Benchmarks (see references). As a member of the Hub, we are working toward Gatsby Benchmarks, to develop a model of good practice in relation to careers provision in our school. Where Ash Grove School commissions Alternative Provision from our partner providers, we will collaborate with these partners to ensure that their policies and procedures develop in line with our own to meet the stated aims of this policy.

The objectives for the careers programme are as follows:

- helping students to understand the changing world of work.
- facilitating meaningful encounters with employers for all students
- supporting positive transitions to an appropriate post-16 destination
- enabling students to develop research skills to find out about career opportunities.
- utilising the School's Experience framework and its associated interventions and curricula to help students to develop the skills, attitudes and qualities needed to make a successful transition into the world of work.
- encouraging participation in continued learning, challenging the young people to identify their route to a future career via traineeships, apprenticeships or further and higher education.
- supporting inclusion, challenging stereotyping, and promoting equality of opportunity

- contributing to strategies for raising achievement, particularly by increasing motivation.
- To continuously raise aspirations through a Careers curriculum designed to inspire our young people to reach their potential and achieve their goals.

## **Statutory requirements and recommendations**

The careers provision at Ash Grove School is in line with the statutory guidance developed by the Department for Education, which refers to Section 42A and 45A of the Education Act 1997. From September 2012, all schools have a legal duty to provide independent careers guidance from Years 8 -13. This guidance should:

- be impartial.
- include information on a range of pathways, including apprenticeships.
- be adapted to the needs of the pupil.

In addition, the school is compliant with the careers guidance that the government set out for delivery from 2 January 2018: 'Careers Guidance and Inspiration for young people in schools.' This states that all schools must give education and training providers the opportunity to talk to students about approved technical qualifications and apprenticeships. Further information relating to this is set out later in this document, under Provider Access.

## **Pupil Entitlement**

All pupils are entitled to be fully involved in an effective CEIAG programme. Students are encouraged to take an active role in their own career development, so the careers programme emphasises student participation with a focus on personal and social development; learning about careers and the world of work; and developing employability skills. During their time at school, all pupils can expect:

- the support they need to make the right choices for Key Stage 4 and beyond into their post-16 destination.
- access to up-to-date and unbiased information on future learning and training, careers, and labour market information.
- support to develop the self-awareness, personal development and career management skills needed for their future.
- formal CEIAG sessions covering employability skills, post-16 options, the world of work, the job market and the skills needed for the future.
- a meaningful encounter with a representative from the world of work each school year; this could be through work experience, Careers Week activities, assemblies, careers talk (in or outside lessons), projects and visits.
- to hear from a range of education and training providers, including colleges, universities, and apprenticeship organisations (where appropriate); this could include visits and taster days, as well as assemblies, talks and meetings at school.
- the opportunity to relate what they learn in lessons to their life and career beyond school.
- the opportunity to talk through their career and educational choices with staff including teachers, leaders, and support staff.

- access to one-to-one guidance with a trained, impartial careers adviser, by appointment; this is available, through our work with Connexions
- the school to keep parents/carers informed of their progress and provide parents/carers with information to support students' career planning and decision-making.
- to be asked their views about the service they have received to ensure that the service continues to meet the needs of the students.

## **Parental involvement**

Young people do not make career decisions in isolation and parents/carers can have a substantial impact, as well as a clear interest in the right outcomes for their young person. The school is keen to foster parental involvement in the careers programme, wherever possible.

Parents/carers are invited into school to discuss their child's progress at review points. Pupils' career aspirations will be collected after each meeting and updated on a central database. Permission will be sought to share this information with Bury Council to allow them to undertake their statutory duties to track and support young people in danger of not being in education, employment, or training. The students' careers aspirations will be used to allow discussions around progress relating to next steps, career ideas and career planning, as well as academic progress.

Parents/carers are kept up to date with career-related events and activities affecting their child via communication with the Leadership for their child's provision. With the pupil's agreement, a copy of action plans from one-to-one careers meetings will be sent home. Parents/carers will be encouraged to contact the school leadership team, should they have any questions or concerns.

## **Equal opportunities**

The school is keen to promote equal opportunities, challenge stereotypes and address limiting beliefs. All students can access advice and guidance tailored to their needs with support to explore options that suit their preferences, skills, and strengths. All members of staff work to facilitate early-identification of students requiring additional support, with no limit placed on how many times a student might see a careers adviser should additional support be necessary to avoid the student from becoming NEET. Where appropriate careers advisers work with the SENDCo to support Education, Health and Care planning which supports students who may be facing other challenges.



