

## Careers and Futures Policy

The Green Room Foundation is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

Owner:DJ/WDJ/KRM/6DJ

Date Created	Date of 1st Review Due	Date Reviewed	Version	Next Review Due
February 2020	February 2020	June 2020	2	June 21
		October 2020	3	October 21
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		January 2022	5	January 23

### 1. INTRODUCTION

This policy aims to clearly set out what pupils, their parents/carers and other stakeholders can expect from our careers programme, as well as how it will be managed and delivered to have the greatest possible impact for our pupils.

The Green Room provides a bespoke, pupil-centred approach, which promotes equality of opportunity, inclusion and diversity. Our pupils are encouraged to take control over their own choices and destiny, with their ambitions and interests at the forefront of what we do. As options for young people become more varied and complex, it is vital that we support them to develop the knowledge and skills they need to make informed choices about their future. Our careers education and guidance is integrated into the curriculum and based on a partnership with pupils and their parents/carers.

### 2. VISION & VALUES

The Green Room School is committed to providing a structured careers programme, that is tailored to the needs of individuals and focussed on unlocking potential, raising aspirations and improving the life chances of all our pupils. Our ambition is that all of our pupils leave the Green Room equipped to thrive in the next stage of their lives and on into the future. We aspire to 0% of Green Room pupils being or becoming NEET after they leave any of our provisions.

### **3. STATUTORY REQUIREMENTS & EXPECTATIONS**

The school is committed to fulfilling its statutory duties in relation to careers education and guidance, which are listed in Annex A.

A young person's career is their pathway through learning and work. All young people need a planned programme of activities to help them make decisions and plan their careers, both in school and after they leave. The 1997 Education Act places a duty on schools to give students in Years 7 - 11 access to careers education, information and guidance. The Green Room School endeavours to follow the guidance in The National Framework for CEG 11-19 in England, the National Curriculum programmes of study for PSHE and citizenship, and the QCA guidance on Work Related Learning for All at Key Stage 4 and 5.

### **4. LEARNER ENTITLEMENT**

The destinations of all our learners are of paramount importance and we ensure that every pupil has a meaningful plan in place for the next stage of their journey after The Green Room. This may include work experience, apprenticeships, traineeships, supported internships, employment or further education.

Every pupil is entitled to a high quality careers programme as part of their overall education, which will be delivered in line with the Gatsby Eight Benchmarks for Careers Excellence:

- To plan and provide a stable careers programme for our learners
- To provide pupils with relevant labour market information (LMI)
- To address the needs of all pupils
- To link curriculum learning to careers
- To provide opportunities for pupils to encounter employers and employees
- To support pupils and obtain work experience placements
- To provide opportunities for pupils to encounter further and higher education
- To provide personal guidance to all pupils on careers education

By the end of their time at The Green Room, all pupils should be well equipped to enter the next stage of their life. To this end, we ensure that our pupils:

- Understand the different post-16 options open to them, including employment, apprenticeships, traineeships, supported internships and further education.
- Have up to date industry knowledge about various sectors of employment.
- Possess an up to date CV and covering letter that highlights any work experience, formal employment and voluntary services undertaken.
- Have accumulated a number of hours of work experience within a local business, or a variety of different work places.
- Have an appreciation of interview technique, personal presentation and personal hygiene expectations.
- Have opportunities to visit further (and, where relevant) higher education providers, such as college open days, to explore options open to them.
- Are travel independent, knowing how to use public transport to reach a job or further education.

This policy should be read in conjunction with other relevant Green Room School policies, including for: PSHE/SRE; SEN & Accessibility; and Equality.

## **5. MANAGEMENT & DELIVERY**

We recognise the importance of putting in place effective arrangements for the management and delivery of our careers programme, which operates across the school whilst being tailored to the needs of specific pupils.

Our detailed Careers Plan breaks down how different strands of the careers programme will be implemented, identifies staff responsibilities and monitors progress in delivery.

The Green Room School's [Passionate about Work Framework](#) sets out the Four Pillars of Passionate Work, which draws inspiration from Live Your Legend. It recognises that many of our learners will always stand out. It embraces this and encourages our pupils to find their own path and pursue their passions.

### **5.1 Roles & Responsibilities**

The Governing Board is responsible for ensuring that the school is meeting its statutory requirements and that our careers programme is being delivered in line with our vision and values.

The Senior Leadership Team is responsible for strategic oversight of the careers programme and ensuring that suitable time and resources are available for its effective delivery.

Careers Leaders are responsible for day-to-day management of the careers programme, monitoring and reporting on its delivery, and providing advice and support to staff.

Subject leaders are responsible for ensuring that careers education is woven into their schemes of work and delivered in line with the whole school careers programme.

All staff are expected to contribute to the careers learning and development of pupils in their different roles as teachers, LSAs and coaches.

## **5.2 Staff Development**

In their various roles, all staff have a key part to play in delivering our careers programme and supporting pupil development. To meet the training needs that arise from this, all staff take part in regular CPD, which includes different aspects of careers education, and are routinely asked for input on areas they would like further training in. Careers Leaders are also on hand to provide bespoke advice or support where needed.

## **5.3 Funding & Resourcing**

Funding for our careers programme is allocated annually in the school budget. Where relevant, the school will explore sources of external funding for specific activities or projects.

## **5.4 Teaching, Learning & Assessment**

We recognise the importance of basing our approach to teaching, learning and assessment on evidence of what works in career education and guidance.

Our curriculum aims to re-engage pupils with their education by giving learning a real-life context and purpose. To that end, learning about careers is woven into all areas of the curriculum, including STEM subjects and our Construction and Land-Based BTECs.

Educational trips and visits are also designed to give pupils an insight into different sectors and employment opportunities, as well as the chance to engage with employers.

## **5.5 Information, Advice and Guidance**

The Green Room School provides independent, impartial careers guidance, as well as tailored information and advice for each pupil about all the pathways open to them. Our aim is to help each of our pupils make informed decisions about their futures. This includes, but is not limited to, career guidance delivered by a Level 6 or above qualified career development professional (careers adviser) who upholds the professional standards of the Career Development Institute (see section 6.2).

Careers information and general guidance will be delivered to all year groups, for example as part of PSHE lessons and in circle times. We also aim to provide bespoke experiences of workplaces, college open days and visits to align with pupils' interests as well as to give a wider perspective of what is available and different routes into employment.

Each pupil has a dedicated coach who supports them pastorally during their time at the school. Part of this role is to keep abreast of each pupil's thinking about their future plans and to share suitable information and advice to help shape and ground their ideas.

We maintain strong links with our alumni who can always rely on our support as well as providing inspiration for our current pupils.

## **5.6 Monitoring, Reviewing, Evaluating and Reporting**

The implementation of our careers programme will be monitored by Careers Leaders using the Green Room Careers Plan, with progress being kept under regular review by the Senior Leadership Team.

Feedback on specific aspects of the careers programme is regularly sought from pupils, parents/carers, teachers and employers to identify areas for improvement and further development.

Detailed records are kept of each pupil to track progress in their careers learning, college and workplace experiences, as well as their personal development, e.g. in relation to increased confidence, improved attitude and reduced anxiety.

The effectiveness of our careers programme will be kept under regular review at SLT level, with a more formal evaluation taking place every three years. The Governing Board will be kept apprised of progress with implementation and delivery of the programme.

## **6. STAKEHOLDERS & PARTNERS**

### **6.1 Parents/carers**

We recognise the important role that parents/carers have in their child's career development and as a school we aim to partner with them to deliver the best outcomes for our pupils. Recognising the complexity of the post-16 landscape, we seek to support parents/carers in developing the confidence and capability to support their child's planning and decision-making.

Information for parents is available through the school's website, as well as through regular parent meets, as part of each pupil's annual review process, at school open days, etc.

### **6.2 Careers support agencies**

The school has an annual agreement with The Prospect Trust to provide professional careers guidance to pupils in Year 11.

We also work closely with the SEND teams in different local authorities to provide the best advice and support to pupils as they make their post-16 transitions.

### **6.3 Employers, community partners and learning providers**

The Green Room School is committed to working collaboratively with employers, local colleges and other learning providers and apprenticeship/traineeship providers, as well as other relevant organisations such as the Local Enterprise Partnership (LEP).

All pupils benefit from visits to different workplaces, as well as employer and employee visitors to the school. As they progress into Years 10 and 11, they are offered bespoke work experience opportunities and, as appropriate, visits to colleges and/or apprenticeship providers, to enhance their understanding around different career pathways.

The Green Room School's Baker Clause Policy sets out arrangements for provider access.

### **6.4 Enterprise**

All pupils at the Green Room School will have opportunities to take part in a variety of enterprise activities, which involve engaging with the local community and hosting

events such as a Christmas Fayre.

As part of our Sixth Form - GR6 - GR Enterprise gives pupils the opportunity to work as part of a small business start up and enterprise company. We run a number of schemes that pupils can actively apply for on the GR Futures Hub. These include:

- The GR Market Garden

Working as part of an expanding team to help maintain and harvest produce from our school's allotment sites. This product is then marketed and sold at community mini markets and events held out of the Swan pub. Pupils can gain experience in growing, marketing and retailing fresh fruit and vegetables. Proceeds made go to help fund charity work in Ghana.

- The Green Canteen

The Green Room's version of meals on wheels. With the ever expanding industry of food delivery services, the Green Canteen is a staff and pupil led enterprise that gives invaluable experience in food preparation, delivery and customer service. Members of the Swan community can pre-order food days in advance that is then ridden from the GRW kitchen to the Swan. Pupils and staff work together to deliver speedy service and great grub.

- GR Trinket and Treasures

Trinkets and Treasures is the school's boutique goods service offering handmade trinkets. Pupils make handmade crafts that are sold through Trinkets and Treasures throughout the year. Goods are created around the yearly calendar and offer pupils experience in production creation, marketing, social media advertising and retail.

## **6.5 WINGS Programme**

The GR6 wings programme offers post-16 students a flexible package of therapeutic intervention, distance teaching, organised work experience and 1:1 careers coaching to help the individual access work. The WINGS programme is designed to meet the individual needs of each applicant, offering extra support to those in danger of becoming NEET and still unsure of their chosen future.

## **7. POLICY APPROVAL**

This policy is approved by the Co-CEO of The Green Room Foundation

Date

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Co-CEO

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## Annex A: Statutory responsibilities and expectations

Colleges have a legal requirement to provide all college learners with guidance materials and a wide range of up-to-date reference materials relating to careers education and career opportunities. (Section 45 of the 1997 Education Act).

The 2002 Education Act requires schools to provide a balanced and broadly-based curriculum which:

- a) promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and
- b) prepares pupils at the school for the opportunities, responsibilities and experiences of later life.

Schools and colleges have a public sector duty to promote equality of opportunity, foster good relations across all people, eliminate harassment and discriminatory practices and support children with protected characteristics (2010 Equality Act).

The statutory career guidance duty (2011 Education Act, subsequently extended) requires schools to ensure that all students are provided with independent careers guidance from year 8 to year 11 which is presented in an impartial manner, provides information on the range of education or training options, including apprenticeships and other vocational pathways and is guidance that the person giving it considers will promote the best interests of the students to whom it is given.

*Statutory guidance: Careers guidance and access for education and training providers* (DfE, 2018)

<https://www.gov.uk/government/publications/careers-guidance-provision-for-young-people-in-schools>

All 16- to 18-year-olds (and 19- to 25-year-olds with a current EHC Plan) in college must have access to independent careers guidance (as set out in their funding agreement).

*Guidance: Careers guidance for colleges* (DfE, 2018)

<https://www.gov.uk/government/publications/careers-guidance-for-colleges--2>

All young people in England are required to continue in education or training between the ages of 16 and 18. They can do this in three ways: full time study in a school, college or training provider; an apprenticeship, traineeship or supported internship; full time work or volunteering (20 hours or more) combined with part time accredited study.

2018 Access to Providers - New legislation (2018, paras 61-69) requires all maintained schools and academies to provide opportunities for a range of education and training providers to have access to pupils from Y8-13. (For further details and an example of a policy statement see Statutory Guidance 2018, pp. 29-31, 33).

All ESFA funded education for 16 to 19-year-olds should be delivered as a study programme which combines qualifications and other activities, and which is tailored to each student's prior attainment and career goals.

Every school and college is expected to publish information about their careers programme, including the name of their Careers Leader (Statutory Guidance, 2018).

### Ofsted

Schools and colleges are expected to be accountable to Ofsted for their performance. In full inspections, inspectors are required to make judgements about careers. Inspectors are legally required to comment on the careers guidance provided to learners at colleges.

The education inspection framework (2019) ([https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/801429/Education\\_inspection\\_framework.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/801429/Education_inspection_framework.pdf)) provides clear evidence of what inspectors expect. Included in the Quality of Education judgement on impact, for example, they are looking for evidence that "learners are ready for the next stage of education, employment or training. Where relevant, they gain qualifications that allow them to go on to destinations that meet their interests, aspirations and the intention of their course of study". The Personal Development judgement has much that is implicitly related to personal career development and an explicit statement that inspectors will evaluate the extent to which "at each stage of education, the provider prepares learners for future success in their next steps". Similarly, the Leadership and Management judgement has much that is implicitly related to careers including the statement that inspectors will evaluate the extent to which "leaders engage effectively with learners and others in their community, including – where relevant – parents, carers, employers and local services".

### Gatsby

The DfE's guidance to schools and colleges states that all schools and colleges should aim to meet the Gatsby Foundation's Benchmarks of "Good Career Guidance" by the end of 2020 (para.17, p.14)

For further information:

Gatsby Good Career Guidance <https://www.gatsby.org.uk/education/focus-areas/good-career-guidance>

The Careers & Enterprise Company Gatsby benchmark toolkits for:

- schools [https://www.careersandenterprise.co.uk/sites/default/files/uploaded/gatsby\\_benchmark\\_toolkit.pdf](https://www.careersandenterprise.co.uk/sites/default/files/uploaded/gatsby_benchmark_toolkit.pdf)
- special schools [https://www.careersandenterprise.co.uk/sites/default/files/uploaded/1051\\_the\\_send\\_gatsby\\_benchmark\\_toolkit.pdf](https://www.careersandenterprise.co.uk/sites/default/files/uploaded/1051_the_send_gatsby_benchmark_toolkit.pdf)
- colleges [https://www.careersandenterprise.co.uk/sites/default/files/uploaded/1073\\_thegatsbybenchmarktoolkit\\_colleges\\_online3.pdf](https://www.careersandenterprise.co.uk/sites/default/files/uploaded/1073_thegatsbybenchmarktoolkit_colleges_online3.pdf)

### Quality in Careers Standard

The DfE guidance strongly recommends that all schools should aim to achieve accreditation under the Quality in Careers Standard (para.22, p.16).

Quality in Careers Standard <http://www.qualityincareers.org.uk>

## REFERENCES

The Gatsby Benchmarks

<http://www.gatsby.org.uk/education/focus-areas/good-career-guidance>The Career

Development Institute Careers Framework

<http://www.thecdi.net/New-Careers-Framework-2015>

Careers guidance and access for education and training providers

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/672418/Careers\\_guidance\\_and\\_access\\_for\\_education\\_and\\_training\\_providers.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/672418/Careers_guidance_and_access_for_education_and_training_providers.pdf)

Careers strategy: making the most of everyone's skills and talents

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/664319/Careers\\_strategy.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/664319/Careers_strategy.pdf)

DfE's Careers Strategy (December 2017)

Statutory Guidance for careers (January 2018)

[https://www.thecdi.net/write/Briefing\\_Paper\\_-\\_Developing\\_a\\_Careers\\_Policy\\_-\\_Final.pdf](https://www.thecdi.net/write/Briefing_Paper_-_Developing_a_Careers_Policy_-_Final.pdf)