

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: **WCA/KRM/CSC**

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February 2020	February 2020	June 2020	2	June 21
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		January 2024	7	January 2025
		February 2025	8	February 2026
		February 2026	9	February 2027

1. INTRODUCTION

This policy aims to clearly set out what students, 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 students.

The Green Room provides a bespoke, student-centred approach, which promotes equality of opportunity, inclusion and diversity. Our students are encouraged to take control of their own choices and futures, 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 in collaboration with students, staff and their parents/carers.

2. VISION & VALUES

The Green Room Foundation is committed to providing a structured careers programme, which is tailored to the needs of individuals and focussed on unlocking potential, raising aspirations and improving the life chances of all our students. Our ambition is that all of our students leave The Green Room equipped to thrive in the next stage of their lives and on into the future. We strive to achieve 0% NEET across the Green Room Foundation's three provisions. (GRW, GRK and GRC)

3. STATUTORY REQUIREMENTS & EXPECTATIONS

The provision 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. A planned programme of activities, experiences and curriculum is made available to all of our students to help them make decisions and plan their careers, both in the Green Room and after they leave. The 1997 Education Act places a duty on provisions to give students in Years 7 - 11 access to careers education, information and guidance. The Green Room Foundation 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 student has a meaningful plan in place for the next stage of their journey after The Green Room. This may include work experience, apprenticeships, supported internships, employment or further education.

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

- To plan and provide a stable careers programme for our learners
- To provide students with relevant labour market information (LMI)
- To address the needs of all students

- To link curriculum learning to careers
- To provide opportunities for students to encounter employers and employees
- To support students gain experience in the workplace.
- To provide opportunities for students to encounter further and higher education
- To provide personal guidance to all students on careers education

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

- Understand the different post-16 options open to them, including employment, apprenticeships, 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 a wide variety of workplace encounters, including work experience within a local business.
- 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 Foundation 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 provision whilst being tailored to the needs of specific students.

The Green Room Foundation's [Careers Programme 22/25](#) sets out our plans in more detail. We encourage our students to find their own path and pursue their passions.

5.1 Roles & Responsibilities

Our Trustees are responsible for ensuring that the provision 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 provision careers programme.

All staff are expected to contribute to the careers learning and development of students 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 student 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 provisions budget. Where relevant, the provision 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 students 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 a range of vocational BTECs.

Educational trips and visits are also designed to give students 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 Foundation provides independent, impartial careers guidance, as well as tailored information and advice for each student about all the pathways open to them. Our aim is to help each of our students 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 also 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 student's interests as well as to give a wider perspective of what is available and different routes into employment.

Each student has a dedicated coach who supports them pastorally during their time at the provision. Part of this role is to keep abreast of each student'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 students.

5.6 Monitoring, Reviewing, Evaluating and Reporting

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

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

Detailed records are kept of each student to track progress in their career experiences and knowledge, 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. Trustees 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 provision we aim to partner with them to deliver the best outcomes for our students. 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 provision's website, as well as through regular parent meets, as part of each student's annual review process and at The Green Room open days. We strive to foster positive relationships with all of our parents/carers, which facilitates an open and collaborative approach to support each student's future plans.

6.2 Careers support agencies

The Green Room Foundation has an annual agreement with The Prospect Trust to provide professional careers guidance to students in Year 11.

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

6.3 Employers, community partners and learning providers

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

All students benefit from visits to different workplaces, as well as employer and employee visitors to the provision. 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 Foundation's *Provider Access Policy* sets out arrangements for ensuring that all students have sufficient, high quality access to a range of providers of approved technical education qualifications and apprenticeships.

6.4 Enterprise

All students at the Green Room Foundation 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 College - GRC - GR Enterprise gives students the opportunity to work as part of a small business start up and enterprise company. We run a number of schemes that students 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 provision's allotment sites. This product is then marketed and sold at community mini markets and events held out of the Swan pub. Students 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 student 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. Students and staff work together to deliver speedy service and great grub.

7. POLICY APPROVAL

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

Date

CEO

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) 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
- special schools 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

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 (2024 review)

<https://cdn.gatsbybenchmarks.org.uk/app/uploads/2024/11/gatsby-summary-for-leaders>

[-schools.pdf](#)

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

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

DfE's Careers guidance and access for education and training providers (May 2025)

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

Career Development Institute

https://www.thecdi.net/write/Briefing_Paper_-_Developing_a_Careers_Policy_-_Final.pdf