



Careers Policy & Careers Programme

Last Review Date: August 2023

Approved by Governors: 25 Sept 2023

Next Review Date: September 2024

Reviewer: Wasim Arif

Introduction

Careers education, information, advice and guidance (CEIAG) is an essential part of the support we offer to students at Selly Park Girls' School. Effective careers support can help to prepare young people for the opportunities, responsibilities and experiences of life; it can help them to make decisions and manage transitions as learners and workers. 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 for their future. As a result, the careers programme has a whole-school remit designed to complement the rest of the school curriculum.

The careers programme is mapped to the Gatsby benchmarks which are non-statutory but support schools and colleges by providing a framework around which they can develop their careers programme in line with their legal requirements to provide independent careers guidance to all 11- to- 18- year olds and students aged up to 25 with an education, health and care plan. The benchmarks also support schools to fulfil their statutory duty to enable access of training providers to showcase to students what technical education and apprenticeships can offer. 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 Selly Park careers programme aims to:

- A. Provide a comprehensive careers programme mapped against the Gatsby benchmarks preparing students for their next stage and the world of work.
- B. Encourage students to be ambitious, broaden their horizons and explore their own career aspirations throughout their life at school.
- C. Ensure students' readiness to take their next step in their learning or career.

The objectives for the careers programme are as follows:

1. helping students to understand the changing world of work.
2. facilitating meaningful encounters with employers for all students.
3. supporting positive transitions post-16.
4. enabling students to develop the research skills to find out about opportunities.
5. helping students to develop the skills, attitudes and qualities to make a successful transition into the world of work.
6. encouraging participation in continued learning, including further and higher education and technical education qualifications including apprenticeships, T-levels and degree apprenticeships.
7. supporting inclusion, challenging stereotyping promoting equality of opportunity.
8. Contributing to strategies for raising achievement by increasing motivation.

The Careers Programme and Impact

Selly Park Girls' School is proud to offer a comprehensive careers programme which is mapped to the Gatsby benchmarks and is one of the few schools in the country which has met all of the 8 Gatsby benchmarks above all national averages. As a result of a comprehensive careers programme provided by the school, 97% of students in 2022 stayed in education or entered employed, above the national average of 94% and Birmingham average of 93%.

A breakdown of how the school's career programme is meeting the Gatsby benchmarks is shown below:

BENCHMARK	SELLY PARK SUMMARY INFORMATION
<p>1) A stable Careers programme</p>	<p>At Selly Park, we have a stable careers programme which is embedded into the school culture as careers education, information, advice and guidance forms an integral part of student life at Selly Park Girls' School.</p> <p>Students in all year groups are timetabled 30-minute careers focused sessions each half-term (15 hours of careers provision) which are age-appropriate which take students through the stages of career planning from age 11 right through to planning post-16 options linked to the Gatsby benchmarks via the Unifrog platform. The annual careers day is a drop down day for all year groups (25 hours of careers provision) indeed we had over 35 providers in school on our last careers day on 5th January 2023 with students in year 7 to year 11 benefiting from encounters with employers, technical education providers, further education and higher education providers during the day.</p> <p>In addition, KS4 students benefit from additional careers support with impartial careers advice (190 hours of impartial careers advice provided to Year 11 students and Year 10 from YETI as well as Year 10 work experience for one week (25 hours of careers provision). Thus, in total the school provides over 250 hours of dedicated careers provision to students. The positive comments in the Ofsted report plus our awarding of the Prospects Quality in Careers Award is further validation of excellent careers practice within the school.</p>
<p>2) Learning from Career and Labour market information</p>	<p>At Selly Park, we focus on learning from career and labour market with careers activities focus on local and national labour market information and trends and areas of shortages are shared with students with the school website having local links as well as national labour market information provided by LMI for all. For example, students have been learning that the Greater Birmingham and Solihull Local Enterprise Partnership has identified five key growth areas within the region: Life Sciences, Creative Industries, Energy Technologies, Advanced Manufacturing and Engineering and Business, Professional and Financial Services.</p>

3) Addressing the needs of each pupil	<p>Careers advice and provision is differentiated to help support the needs of individual pupils with a SEND-First strategy in place to support the needs of SEND learners. Disadvantaged and vulnerable pupils have an enhanced careers offer provided to them to widen their awareness so they are better prepared for the world of work and future careers. The school's spiral careers curriculum is age-appropriate which take students through the stages of career planning from age 11 right through to planning post-16 options linked to the Gatsby benchmarks via the Unifrog platform.</p>
4) Linking curriculum learning to careers	<p>Links between the curriculum and careers at Selly Park are strong as they are fully embedded into our school culture. Teachers continue to enhance these links and have used the Birmingham Careers Hub's My Learning My Future resources to teach students about careers and pathways in 27 different subjects and 12 LMI growth areas in the West Midlands during lessons. In addition, all departments map all careers learning linked to the curriculum in lessons using the Birmingham Grid with 76 examples this year.</p>
5) Encounters with employers and employees	<p>Encounters with employers and employees is central to the careers programme. Our annual careers day, careers fairs as well as assemblies and trips allow students to encounter employers and employees. In recent years we have had encounters with technical education providers such as Make UK and Amazing Apprenticeships and employers such as Shakespeare Martineau, Channel 4, NHS and the Royal Navy amongst others.</p>
6) Experience of workplaces	<p>All Year 10 pupils have the opportunity to attend one-week work-based learning placement in the summer term. In addition, Year 10 and Year 11 pupils are given an opportunity to attend College and Training work places for 'taster' sessions of post 16 options. Pupils will be accompanied to a Sixth Form College for a taster session to help them make informed post 16 choices.</p>
7) Encounters with further and higher Education	<p>The school has long-standing relationships with further and higher education providers with excellent links with all local universities, colleges and sixth-forms. The school was nominated by IntoUniversity for its work to promote higher education in 2021 and this year alone had CV workshops kindly offered by Solihull College to full taster days at Joseph Chamberlain College and more. We also have had encounters with higher education providers including a talk about degrees and degree apprenticeships from Aston university and an inspirational talk from a Selly Park Star and former alumni Zuhaira who inspired studies about her studies at Oxford university.</p>
8) Personal guidance	<p>All KS4 pupils have at least two individual careers interviews with an external and impartial careers adviser from YETI. Pupils are given individual action plans to help with their post 16 options and choices with SEND students given priority and additional careers advice and support as necessary. The school provides 190 hours of impartial careers advice provided to KS4 students.</p>

Careers Programme Partners

EMPLOYERS	BAKER CLAUSE ENCOUNTERS WITH TECHNICAL EDUCATION PROVIDERS	ENCOUNTERS WITH FURTHER EDUCATION PROVIDERS	ENCOUNTERS WITH HIGHER EDUCATION PROVIDERS
1. Shakespeare Martineau 2. Channel 4 3. Royal Navy 4. British Army 5. NHS 6. Sampad Arts 7. Birmingham Hippodrome 8. John Sisk Construction 9. Birmingham MAC	10. Bishop Challoner T Levels 11. Ask Apprenticeships 12. Birmingham City Council 13. Birmingham City Apprenticeships 14. British Academy of Jewellery 15. MAKE UK 16. Access Creative College 17. National College for Advanced Transport and Infrastructure 18. Reflections Training 19. BOA 20. HOET 21. Skills Training 22. UCB 23. Apprenticeship Works	23. BMET 24. Cadbury College 25. Sandwell College 26. South and City College 27. King Edward Stourbridge College 28. Solihull College 29. Solihull 6th Form College 30. Swanshurst School 31. Joseph Chamberlain College 32. King Edwards Camp Hill Girls 33. Halesowen College	34. Aston University 35. Newman University 36. Birmingham City University 37. University of Birmingham 38. University of Oxford

Student Entitlement

All students are entitled to be fully involved in an effective CEIAG programme with student entitlement by each year group as below:

YEAR 11	Ensure Selly Park students are ready to take their next step in their learning or career as they enter KS5 by supporting positive transitions post-16 personalised as per Year 11 action plans.
YEAR 10	Encourage KS4 students to be ambitious, broaden their horizons including considering further and higher education and technical education qualifications including apprenticeships and preparing for work experience in Year 10.
YEAR 9	Prepare students for their future focusing on option choices and how to manage KS3-KS4 transition by making informed GCSE choices in Year 9.
YEAR 8	Introduction to careers enabling students to research careers to find out about opportunities available to them
YEAR 7	Research skills, jobs and the world of work with a focus on relating what they learn in lessons to their life and career beyond school.

A new careers programme using the Unifrog platform mapped to our character virtues and the new CDI framework and Gatsby benchmarks is attached in **Appendix A** which details how the careers programme supports students from Year 7 to Year 11 with key aims by year shared with students and parents during the academic year.

Students are encouraged to take an active role in their own career development, so the careers programme emphasises student participation with a focus on self-development; learning about careers and the world of work and developing career management and employability skills. During their time at school, all students can expect:

- The support they need to make the right choices for Key Stage 4/GCSE, after Y11.
- Access up-to-date and unbiased information on future learning and training, careers and labour market information.
- Support to develop the self-awareness and career management skills needed for their future.
- Career lessons from Y7 to Y11 covering options after school, the world of work, the job market and the skills needed for the future and exposure to additional careers events.
- A meaningful encounter with a representative from the world of work each school year; this could be through work experience careers day 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; this could include visits and taster days, as well as assemblies, talks and meetings at school.
- The opportunity to link what they learn in lessons to life and career beyond school.
- The opportunity to talk through their career and educational choices with staff including form tutors and the careers team.
- Access to one-to-one guidance with a trained, impartial careers adviser, by appointment; this is available to students of any year group with priority given to KS4 students.
- The school to keep parents/carers informed of their progress and provide parents/carers with information to support students' career planning and decision-making. Parents/carers can attend careers meetings, by prior arrangement.
- To be asked their views about the service they have received to ensure that the service continues to meet the needs of the students.

Years 7, 8 & 9- Key activities: KS4/GCSE options choices

Lessons will include what work is, how salaries relate to different jobs, stereotyping around jobs, how to find out about jobs, the skills needed for work, jobs of the future, the geography of jobs. Activities will support the KS4/GCSE options process. By the end of Year 9, all students will have had the opportunity to:

- Be introduced to career resources to help them understand their preferences and the options open to them.
- Develop their self-awareness of academic and technical education pathways.
- Hear from or talk to representatives from the world of work as well as from technical education providers as per the Baker clause.
- Receive support to make the right KS4/GCSE choices, including assemblies, parents' events, meeting with senior staff at school and a careers meeting.

Year 10- Key activities: Work experience and mock interviews

Lessons include preparing to find and carry out work experience placements; CVs, applications and interview technique in preparation for mock business interviews; an introduction to post-16 options.

By the end of Year 10, all students will have had the opportunity to:

- Develop their self-awareness and career management skills, including writing a CV
- Benefit from one week work experience in the workplace
- Be interviewed by someone from the world of work
- Experience a taster day in a sixth form or college setting
- Be introduced to the different post-16 pathways including technical education pathways as per the Baker clause.

Year 11- Key activities: post-16 applications

Students will learn how to write a personal statement for post-16 applications, hear from guest speakers in assembly about sixth form, college and apprenticeships; attend group sessions discussing the different post-16 pathways and key considerations when choosing post-16 options. By the end of Year 11, all students will have had the opportunity to:

- Use a range of sources of information including Unifrog to explore post-16 options
- Attend events in school and out of school where they can speak to employers, colleges, training providers and universities
- Develop their self-awareness and career management skills
- Continue to develop the skills needed for a successful transition
- Have at least one meeting (one-to-one) with a careers adviser and apply for post-16 options and consider back-up plans, as necessary

Provider Access Legislation

The updated provider access legislation (PAL) is now in place (January 2023). It specifies schools must provide at least six encounters with approved providers of apprenticeships and technical education for all of their students:

- Two encounters for pupils during year 8 or year 9 that are mandatory for pupils to attend.
- Two encounters for pupils during 10 or year 11 that are mandatory for all pupils to attend.
- Two encounters for pupils during year 12 or year 13 that are mandatory for the school to put on but optional for pupils to attend.

This new legislation will become a key mechanism to further help learners understand undertake, not just apprenticeships, but wider technical education options such as T Levels and Higher Technical Qualifications. Provider Access Legislation (which is a development of the 'Baker Clause') stipulates that schools must allow colleges and training providers access students to discuss non-academic routes that are available to them.

2023 Provider Access and Baker Clause Mapping

During the 2022-2023 academic year the school met the Baker Clause as follows:

- Year 7 officially are not included in the Baker clause legislation; however, our Year 7 did have a chance to encounter technical education providers during the careers day on 5th January 2023. In Year 8 students will have their first Baker clause encounter focused on an introduction to apprenticeships during the 2024 careers day being planned on 8th February.
- Year 8 benefited from an introduction to apprenticeships workshop with Apprenticeship Works, in year 9 students will have a further Baker clause encounter during the 2024 careers day being planned on 8th February.
- Year 9 benefited from an introduction to T-levels workshop with Halesowen College, in year 10 students will have a further Baker clause encounter during the 2024 careers day being planned on 8th February likely to focus on apprenticeships.
- Year 10 benefited from an interactive apprenticeships workshop with Amazing Apprenticeships, in year 11 students will have a further Baker clause encounter during the 2024 careers day being planned on 8th February likely to focus on degree apprenticeships.
- Year 11 benefited from two encounters the first with Make UK which was a STEM workshop including career routes into STEM careers and the second a higher education talk from Aston University which included a focus on the degree apprenticeships route.

The school is keen to work with providers who are able to support the school to meet our careers aims as below and meet the requirements of the Baker Clause. We welcome colleges, training providers and employers to speak to students in years 8 - 13 to discuss apprenticeships and technical educational routes.

We also welcome the same opportunities for our year 7 students. Please contact w.arif@sellyparkgirls.org for more information and next steps.

Career Guidance Meetings

Students are entitled to appropriate guidance to meet their individual needs. All students at school can request an appointment with the careers adviser from YETI or attend the lunch-time drop-ins with Mr. Franks. In practice Year 10s and Year 11s are most likely to access the service. Students are identified for careers meetings based on need with KS4 SEND students given priority and through needs-based and self-referral.

Needs-Based Referral

The referral procedure works as follows:

- Heads of Year, Pastoral Managers, SENCO/Inclusion Team identify students who would benefit from early intervention, for example students with lack of direction or lack of motivation; students with SEND; certain students receiving pupil premium funding; or those who have potential to become NEET (Not in Employment, Education or Training).
- In Y11, form tutors' priority rates any students based on their readiness to make post-16 decisions and the support they might need throughout the post-16 options process.
- Students complete their own careers questionnaire in Y11 where they're asked about their career and post-16 ideas. Students are also seen in small groups early in Year 11 to discuss and explore the different progression routes where the careers adviser can identify students who might need further support.

The outcome of all these activities allows the careers adviser to prioritise students for interviews, helping to ensure that pupils of all abilities can access the support they need. For those students identified as being at risk of NEET, further interventions are arranged as appropriate for each student. This support could include visits to colleges and training providers, contact with parents, support from other agencies and ongoing contact as the student leaves school.

Self-Referral

Students may refer themselves for a careers meeting at any point, directly via the careers office or via a Form Tutor, Pastoral Manager, Careers leader or Head of Year. An appointment with the adviser will then be arranged. Students are made aware of the careers adviser through assemblies and via form tutors.

The careers adviser will record action plans. Students will receive a copy and parents and staff have the option to see this information so they can support the process using Unifrog. If a student is absent or fails to attend, an alternative time will be arranged.

Careers Information

Career information for students is primarily shared electronically via the Unifrog careers platform which is accessible to student, teachers and parents and during in-school careers activities as well as through relevant displays and cascaded via form tutors or through year group assemblies. The careers library includes a range of university prospectuses, career guides, apprenticeship and employer information.

Employer Links and External Providers

Selly Park Girls' School is part of the Birmingham Careers Hub and works closely with employers, higher education and professionals to prepare students for their careers and the world of work. Last academic year we developed new careers partnerships with a partnership with Shakespeare Martineau formed as a result of positive parental engagement.

Links with employers, businesses and other external agencies continue to grow through the Selly Park and wider Community; by building on local community connections; as well as through the support of the school's Enterprise Advisor (brokered through Careers & Enterprise Company). A range of external providers are invited into school to support the careers programme. These might include local colleges, universities, training providers, apprenticeship organisations, employers, school alumni, or staff from various projects. Any employer interested in working with the school especially those offering technical education opportunities in line with the Baker Clause are strongly encouraged to work with the school with full details in the separate Provider Access Policy and can contact Mr Arif on 0121 472 1238 or via email at w.arif@sellyparkgirls.org

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 actively engaged with engaging parents within the careers programme via information sent electronically from the Unifrog platform and via Arbor and conducts parental voice on its impact using Forms and is keen to foster parental involvement in the careers programme, wherever possible.

Last academic year we were successful in forging a new careers partnership thanks to external parental involvement and this remains a key strength of the careers programme. Recent parental feedback of the careers programme is very positive and is ongoing with parents receiving regular information related to careers activities their daughter has been involved in during the last academic year.

Events for Parents and Carers

Parents/carers are invited into school to discuss their daughter's progress at Parents Evening which can include careers information and is attended by the YETI careers

advisor. Form tutors collect students' career aspirations annually to allow discussions around progress relating to next steps, career ideas and career planning, as well as academic progress.

Representatives of the careers team and education and training providers attend events for specific year groups. In addition, specialist events for parents include the year 9 Options Evening which focus on next steps including an enhanced focus on opportunities made available via the apprenticeship route from Level 2 to degree apprenticeships.

Parents/carers are kept up to date with career-related events and activities affecting their daughter via letters and texts home, the school website/portal and social media. Parents/carers are welcome to attend careers meetings, by prior arrangement and, in some cases, will be asked to attend. They are also welcome to make contact with the Careers Team at school, should they have any questions or concerns.

SEND-First Strategy and Support for Students with Special Educational Needs and Disabilities (SEND)

The school is dedicated to supporting all students and is especially proud of its proactive SEND-First careers strategy aimed at meeting the needs of students with special education needs and disabilities (SEND). The SEND-First strategy ensures all SEND students are given due priority with additional careers support and opportunities this ranges from bespoke and additional careers advice given at year 11 on the full range of education and training options, including apprenticeships to recently year 8 SEND students being involved in an aspiration raising trip to Birmingham City University where they took part in lectures and met staff and students with a view to preparing students for their next steps.

The school is part of the Birmingham Careers Hub and has additionally joined the SEND Careers Hub and is committed to ensuring all SEND students are provided with good careers opportunities to help them prepare for adulthood as per the SEND Toolkit and the world of work.

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. The careers team work on early-identification of students requiring additional support, with no limit placed on how many times a student might see a careers adviser. The careers advisers work with the SENCo to support Education, Health and Care planning and the inclusion team to support students who may be facing other challenges.

Selly Park Stars & Alumni

The school is proud to have launched an alumni network with alumni involvement increasing with the Selly Park Stars initiative which involves former students who return to Selly Park to inspire current students. Year 7 were inspired to aim high via

an inspirational talk by Sabra Khan who is a director of Sampad, an arts company involved in high profile projects across the country this year and Zuhaira Islam delivered an inspirational talk to Year 11 about her studies and life at Oxford university during the careers day. In addition, female role models from lawyers to engineers, doctors to teachers are invited to raise aspirations and demonstrate what is possible after Selly Park Girls' School, while non-traditional routes are supported and encouraged. The destinations of school-leavers are monitored and trends identified.

Monitoring and Evaluation

When monitoring the success of the careers programme, the school considers formal and informal measures mapped to the Gatsby Benchmarks as well as other qualitative and quantitative data and hard and soft outcomes for students.

The careers programme is evaluated in a number of ways, including:

- Compass Tool is completed regularly and updated upon completion of tasks in school which provides evidence of how the school is meeting the Gatsby benchmarks
- Student destination figures provide evidence of the success of the careers programme
- Student feedback on their experience of the careers programme and what they gained from it
- Staff feedback on careers day and careers activities etc.
- Gathering feedback from external partners such as employers, post-16 providers and from parents.
- Examples include regular review and monitoring with key careers partners including Unifrog, YETI and the Birmingham Careers Hub

The monitoring and evaluation of the careers programme is a real strength as evidenced by the school achieving the Quality in Careers Standard Award.

Student, Parent and Employer Feedback

Students, parents and employers are all very positive regarding the careers opportunities provided by the school as evident by the comments below:

- I found the routes into policing interesting and the possibility of degree apprenticeships- Teacher
- I think that this was an ideal opportunity to promote the BCTG group and to talk to the students about vocational pathways, including Apprenticeships and Traineeships – Employer
- The employability workshop helped my daughter with understanding the importance of a CV and what an employer looks for in an employee- Y11 Parent
- Aston helped me decide my route to medicine – Year 11 Student

- Attending the careers fair helped me because I found out more about equivalents to A levels and now understand more about the courses I want to do in college and university! – Year 10 Student
- It helped me see that I can suit a lot more and different typed of courses than I originally thought and now I am bustling with ideas and feel the need to research – Year 9 Student
- This has helped me by boosting my confidence of having more faith in myself and having more information about my career and what job I would like to focus on – Year 8 Student
- The apprenticeship talk was very informative and pitched at the girls level-Teacher
- The alumni pupil Zuhaira talking to year 11s was really engaging – Teacher

Staff Development & Resources

Teachers deliver careers activities during half-termly focused lessons and are introduced to the concepts, aims and benefit from key CPD on a regular basis. The careers leader attends careers conferences and careers network meetings to keep up to date with best practice and legislation. The school is committed to providing the resources to enable an effective careers programme, including adequate staffing, staff training and resources.

Careers Team Information and Contact Details

The Careers Leader is responsible for taking a strategic lead and direction for careers work, this role is undertaken by Mr. W Arif. The school contracts a qualified independent Careers Adviser Mr M Franks with quality assurance from Mr P Small to offer career guidance. This service is provided by YETI. Any employer interested in working with the school especially those offering technical education opportunities a la the Baker Clause are strongly encouraged to work with the school and can contact us as below:

Careers Leader/ Senior Assistant Head Teacher in charge of careers Mr W. Arif - w.arif@sellyparkgirls.org

This policy was formally approved by the Governing Body on:

This policy will be monitored and reviewed on an annual basis, to ensure that current legislation and best practice is recorded

Chair of Governors

Date

Head Teacher

Date

Review Date