

## Careers Policy

Written November 2019 – Review date November 2024

### **1.0 Introduction**

- 1.1 Bradford Christian School recognises that every child should leave school prepared for life in modern Britain, and that “School is the best place where all students, whatever their family background can get unbiased information, advice and guidance on the whole range of career pathways” – John Holman; Senior Advisor , Gatsby Foundation.
- 1.2 Bradford Christian School is committed to providing a comprehensive careers education programme across the school which complies with the school’s legal obligations under Section 42B of the Education Act 1997 and fulfils the 8 Gatsby Benchmarks
  - A stable careers programme
  - Learning from career and labour market information
  - Addressing the needs of each student
  - Linking curriculum learning to careers
  - Encounters with employers and employees
  - Experiences of workplaces
  - Encounters with further and higher education
  - Personal guidance
- 1.3 The school will recognise the following within its careers programme:
  - The equality of opportunity for all students in respect of gender, race and ability.
  - The value of diversity and the importance of challenging stereotypes
  - The need for confidentiality and impartiality

### **2.0 Aims: At the heart of our careers programme is a desire to inspire young people about the world of work.**

#### **We aim:**

- 2.1 To enable students to become more independent through self-development, helping them to understand themselves and the influences upon them, recognise their strengths and the areas in which they need to improve, their skills and motivations, their values and personal qualities as they complete their personal profile to map their career learning.
- 2.2 To enable students to investigate and raise their aspirations through career related learning opportunities and work experience recognising the range of options and career paths open to them.
- 2.3 To enable students to make plans and transition from this stage of education to the next planned stage of their career path.
- 2.4 To provide a personalised approach that treats all students as individuals and provides for their particular requirements and aspirations. Specifically we recognise that students with SEND needs will

require a more personalised approach which will include regular communication with the SENCO and AP head, reference to individuals EHC plan and carefully managed and planned transition arrangements.

### 3.0 Statutory Requirements;

3.1 All pupils in Years 7-11 are entitled:

- To independent careers guidance
- To find out about technical education qualifications and apprenticeships opportunities, as part of a careers programme which provides information on the full range of education and training options available at each transition point;
- To hear from a range of local providers about the opportunities they offer, including technical education and apprenticeships – through options events, assemblies and group discussions and taster events; some of these will include science, technology, engineering and mathematics (STEM) options
- To understand how to make applications for the full range of academic and technical courses available to them.

3.2 We will use the Gatsby Benchmarks to improve our careers provision and aim to meet those benchmarks by the end of 2022. On an annual basis Bradford Christian School will complete the benchmark tool to measure progress against the Gatsby Benchmarks.

3.3 Bradford Christian School has appointed a careers lead to lead the careers programme. That lead is Mark Prothero.

3.4 We will publish details of our careers programme to our student and their parents. This information will be published within this policy on the school webpage. The timetable for our careers program can be seen below.

### 4.0 Implementation

4.1 In **EYFS** students will explore occupations including public services, trades and professions as an integral part of their topic work through play this will include the provision of dress up opportunities and investigating work environments through setting up play areas such as hairdressers shop, café, construction areas etc. Links will be made to parents occupations as a living example for students. Stories containing positive role models will be used to introduce occupations and to introduce diversity and inclusion.

4.2 In **primary** students will explore occupations including public services, trades and professions as an integral part of their topic work through investigating work environments and career opportunities. We will aim to raise the aspirations of our students and aim to inform pupils of the range of opportunities available to them, encouraging them to aim higher and make choices relevant to what they can achieve. We will challenge stereotyping to ensure pupils from all backgrounds, gender, diversity groups, and those with SEND, can consider the widest possible range of careers. Links will be made to parents' occupations as a living example for students. Stories containing positive role models will be used to introduce occupations

4.3 In **middle school**:

Y5&6 Term 1 Topic: My interests, strengths and weaknesses

- Y5&6 Term 2 Topic: Aspirations and career focus for this term. Using the specific career focus produced material, students explore possible job and career prospects in that career area.
- Y5&6 Term 3
- Y7&8 Term 1 Overview of post 16 options including A levels, Applied general qualifications e.g. BTECs, technical/vocational qualifications, apprenticeships, traineeships and supported internships
- Y7&8 Term 2 Making Options for study in upper School topic: Aspirations and career focus for this term. Using the career focus produced material, students explore possible job and career prospects within that career area.
- Y7&8 Term 3 **Health & Safety in the workplace. Employment Rights & Responsibilities.**

**Assemblies:**

- Term 1 Money and Work with a guest speaker: "Let me tell you about my job."
- Topics Other aspects of careers advice is given through some of our topics; for example, *The NHS* is a careers based topic. In the music topic, a career in music is explored through guest speakers.

4.4 In **upper** school:

- Y9 Term 1 3 lesson careers module, In finance looking at jobs, wage slips, bank accounts, budgeting and saving.
- Y9 Term 2 3 lesson careers module, in finance, careers research
- Y9 Term 3 Planning for work experience, in finance, research into careers, necessary qualifications and pathways, A level options, apprenticeships and college courses
- Y10 Term 1 Prepare for work experience and have the opportunity to go out on one week's work experience in accordance with our work experience policy. Will do some career profiling using Fast Tomato
- Y10 Term 2 3 lesson careers module, will complete questionnaires on the National Careers service website, skills health check.
- Y10 Term 3 3 lesson careers module, Follow up based on the report produced by Skills Health Check using websites such as Indeed
- Y11 Term 1 One to one hour long interview on next steps with external Careers Advisor, late in term 1 / early term 2
- Y11 Term 2 3 lesson careers module – Careers my next step.
- Y11 Term 3 will have opportunities to visit local Further Education and sixth form colleges, other school UTCs, Studio schools and other training providers regarding A level, Applied General, technical and vocational and apprenticeships.


4.5 In the **AP**

- Acorn** Class Y5-8 Study of Inventors and Scientists, ASDAN - Key Steps Course, New Horizons Course
- Oak Class Y9-10 ASDAN - Transition Challenge Course, Living Independently Short Course, Workright Course and New Horizons Course. National Careers Service Website: Skills Tests and Career Profiling, Researching Careers— Pathways, Qualifications.

Work Experience Programme - Some of our students may spend some time in a workplace which will be adapted/supported according to the individual SEND needs.

## 5.0 Review

- 5.1 This policy should be read in conjunction with the:
- Work Experience Policy
- 5.2 Legislation and resources that have been used to compile this policy:
- Section 42B of the Education Act 1997
  - The Gatsby Benchmark
- 5.3 This policy was written in November 2019 and will be reviewed annually in consultation with SLT, this latest review being completed in January 2024.

Formally agreed through compliance:	<b>24th January 2024</b>
Signed Jane Prothero – Head Teacher	
Review Date:	<b>November 2024</b>