

Draft BETHANY SCHOOL CAREERS POLICY

INTRODUCTION

According to the document, **Careers guidance and access for education and training providers, July 2021**, [Careers guidance and access for education and training providers - GOV.UK](#) “High quality careers education and guidance in school or college is critical to young people’s futures. It helps to prepare them for the workplace by providing a clear understanding of the world of work including the routes to jobs and careers that they might find engaging and rewarding. It supports them to acquire the self-development and career management skills they need to achieve positive employment destinations. This helps students to choose their pathways, improve their life opportunities and contribute to a productive and successful economy.”

As a Christian School we believe that God teaches us about work through His word, His own work, and in creation. One of our nine whole school topic themes is ‘work’. This ensures that jobs, careers, employment and the Biblical attitude towards work is embedded in our whole school curriculum.

‘Whatever you do, work at it with all your heart, as working for the Lord not for human masters, since you know that you will receive an inheritance from the Lord as a reward. It is the Lord Christ you are serving.’ Colossians 3 v23-24

Another document, Good Career Guidance, [Transforming Careers Guidance | Gatsby Education](#) produced by Gatsby, includes the following eight benchmarks that are used as a framework of best practice:

1. A stable careers programme
2. Learning from career and labour market information
3. Addressing the needs of each student
4. Linking curriculum learning to careers
5. Encounters with employers and employees
6. Experiences of workplaces
7. Encounters with further and higher education
8. Personal guidance

This policy has been produced with regard to these documents. Bethany School is committed to providing a planned programme of careers education, information and guidance across the school which complies with the schools legal obligations under section 42B of the education act 1997 and works towards fulfilling the 8 Gatsby Benchmarks.

OBJECTIVES

- The careers programme is designed to meet the needs of students at Bethany school and to inspire them about the world of work in line with our Christian beliefs that God Himself works, and has given work as a good gift to his people.
- We aim for students to develop their skills and interests relating to career options and be enabled to transition well from Bethany School to the next stage in their education and career path.
- Our careers programme is differentiated to provide relevant progression through activities that are appropriate to students’ stages of career learning, planning and development.
- We recognise the need to promote inclusion and equality of opportunity for all students in respect of race, gender and ability.
- We will provide personalised and independent careers guidance which is impartial and confidential.
- We enable visits to local providers and give information about a range of opportunities for post 16 next steps including college courses, 6th forms, apprenticeships and higher education.

- We publish details of our careers programme in the careers policy available on our website and work closely with parents to assist with meeting these aims.

IMPLEMENTATION AND ASSESSMENT

David Charles is responsible for co-ordinating the careers programme, as well as planning and implementing work experience.

Careers education is planned, monitored and evaluated by David Charles using Compass which helps us to understand how our school's careers activity compares to the Gatsby Benchmarks. Tracker, a tool for building and managing our careers plan, is a benefit of being part of the network. [Info | Compass](#).

All staff contribute to the careers' education and guidance programme as it is embedded throughout the curriculum. Assessment is undertaken through end of term assessments and reported via the usual profile system.

CURRICULUM

EYFS and Primary

In Reception and Year 1 pupils explore occupations including public services, trades and professions throughout many of the 9 topic themes and particularly in the work and people topics. This includes provision of role play opportunities, dress up and play. Visits from parents and other relevant trips provide a living example, and stories are used. We ensure inclusion and diversity is promoted.

Throughout Year 2-Year 6 pupils have further opportunities to explore the world of work, starting with God's work, the work of creation and people throughout history, and how we can work for him using the gifts he has given us today. Pupils continue to consider the careers of people around them and their own aspirations for future employment. Family afternoons and guest speakers provide chances to hear about and visit a variety of workplaces. Stereotyping is challenged to ensure pupils from all backgrounds, gender, diversity groups and those with SEND can consider the widest range of possible careers.

Year 7-9

Senior class pupils develop career skills throughout the curriculum with particular emphasis in the work, communication and nations topics. They complete personality and career suitability testing and consider team roles, marketing and finance. They have hands-on experience by setting up their own business, the 'Bethany Enterprise' where they work together to manufacture and sell a product and evaluate the process by way of assessment. They continue to have visits from alumni and parents to talk about a range of career and study options in tutor time and family afternoons. Stereotypes and prejudice are considered particularly in worldview studies where we seek to ensure all pupils' career aspirations are encouraged. Pupils have a one-to-one meeting with the Careers lead in year 9 to assist with choosing GCSE options in light of strengths and future plans of study. In World View Studies (PSHE grid) pupils consider the skills and attributes necessary for work, as well as practicing goal setting, problem solving and confidence building. They consider employability skills and how their online presence may impact their work.

GCSE class

In Year 10/11 work continues to assist pupils develop career goals and transition to the next steps of post 16 education. They plan and prepare for 4 days of work experience in Year 10 which gives them invaluable real-life experience (See appendix 1). In Year 11 pupils and parents attend a transition meeting providing information about applying for Key stage 5, and discussing the range of subjects, technical, vocational, academic and apprenticeships options available. Pupils visit the local university careers fair and attend 6th

form and college open evenings with support from parents. Pupils also have a confidential interview with an external careers advisor to help them identify potential future careers. In year 11 they are supported to complete the application process using Sheffield Progress which includes writing a personal statement and identifying their relevant experience. They have the opportunity to write a CV and use the national careers service website skills health check and continue to hear from visiting speakers and attend family afternoons.

This policy is based on the policy and practice (with adaptation) being established at Bradford Christian School and we hereby acknowledge their help in sharing their journey and practice with us in this process.

Policy Adopted by Governors on: _____

Policy Last Reviewed on: _____

Policy Due for Review on: _____

Appendix 1: Work Experience

In Year 10 students with the help of their parents should be considering their long-term futures and the calling of God on their lives. The experience of work may help in many ways to increase the pupil's perceptions of work in general, and of particular occupations.

Year 10 students will undertake a week of work experience during the Spring term. Parents will be asked to research a placement for their child over the summer prior to the start of Year 10. The school will then liaise with the work experience provider and undertake checks on H&S and insurance.

The aim of the placement is to promote personal development in a pupil's character including:

- Growth in self confidence
- Ability to communicate with a wider range of ages and types of people.
- Ability to appreciate the nature of the secular work environment.
- Development of initiative.

It enables students to practice a range of core vocational skills in a working environment.

It enables students to perceive the levels of competence and expectation, which are regarded as adequate for the demand of work.

It assists students in developing a realistic view of their potential and career prospects.

It tests the ability to co-operate with others in the teamwork that most forms of employment require.

It provides an opportunity to taste the world of work, followed by debriefing and further careers guidance.

Roles and responsibilities

The school will -

Have a named person responsible for coordinating work experience this involves sending and collating Health and Safety forms (Appendix 2) on arranged placements and ensuring that paperwork is signed and agreed by all parties. At Bethany School this person is Mr David Charles.

Ensure that students and parents are fully involved in the process by locating and arranging a placement themselves, and parents ensuring that the information required by the school relating to the employer has been completed. In the unlikely event that a placement is clearly unsuitable, a decision will be made between the school and the parents as to the course of action to follow. Either for the placement to continue with increased input and liaison from the school or for the placement to be terminated and an alternative found where possible.

Encourage student input into the experience through preparation of a C.V. to be sent to the placement provider and interactive discussion sessions aimed at raising awareness of the work place.

Prepare students for their placement. There will be brief sessions prior to the placements, to advise students on what to expect and how to conduct themselves, and to make students aware of health and safety issues and their responsibilities in this area. In some cases students may be asked to provide a C.V, or brief paragraph stating their interests in, and abilities in a particular area.

Contact the student and placement provider during the placement.

Provide an opportunity for the student to be debriefed after the placement. Students will be expected to keep a diary of their experiences, and will have the opportunity to feed back to their class during 'Tutor time' on their return to school. Students will also be expected to write a letter of thanks to the employer for the time they have spent with them.

The placement provider will -

- Adhere to the relevant legislation guidelines.
- Allow students to make a preliminary visit.
- Have a planned induction programme which covers health and safety and conditions of work.
- Through the students, supply the parents with information about risks to health and safety and measures taken to prevent or control them.
- Discuss and review the student's learning objectives.
- Provide the student with a mentor.
- Provide a worthwhile and relevant experience.
- Supervise the student at all times.
- Provide written feedback to the student and teachers.
- Seek feedback on the quality of the placement.

This policy should be read in conjunction with:

- Health and Safety Policy
- Safeguarding Policy

Appendix 2 - Y10 Work Experience Health and Safety Form

To be completed by the Family:

Student name:	
Student date of birth:	
Student contact details:	
Parent/Carer name:	
Parent/Carer emergency contact details:	
Student declaration: I agree to attend this placement for the 5 days agreed and complete it to the best of my ability.	
Student Signature:	Date:
Parent/Carer declaration: I agree to my son/daughter attending this placement.	
Parent/Carer Signature:	Date:

To be completed by the Employer:

Placement Company Name:	
Placement (type of company/nature of business):	
Placement address:	
Name of person responsible for the student during their work experience:	
Contact telephone no:	
Contact e-mail:	
Does your business have Employers Liability Insurance?	Yes/No
Employers are required to provide work experience students with a suitable induction to their work place at the start of their placement. Please confirm if this will be done:	Yes/No
Does your business have a Health and Safety Policy?	Yes/No
Does your business have a Fire Safety Policy?	Yes/No
Are there any risks associated with working within your company that the school and student need to be aware of?	
Is there anything that the student needs to complete before taking up their work placement?	
Please provide the following information:	
Start and finish times:	
Days of work:	
Dress Requirements:	
Employer Declaration: I confirm that the information above is correct. I undertake responsibility for the Health and Safety and Welfare of the young person during the period of their work experience	
Signed:	Date:

Bethany School Contact details:

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