



## Careers Policy

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An academy within:



“Learning together, to be the best we can be”



# 1. Introduction

This policy sets out the school's arrangements for promoting a progressive career provision that is linked to North Ridges core REACH values of respect, enjoy, achieve, community and to be happy and safe.

We believe that the curriculum offer should support forward thinking and empower individuals to overcome barriers for a brighter future. The best way to prepare our young people for the future is to ensure all pupils have access to an outstanding educational experience, tailored to individual need which supports their next steps post-16/19.

Our effective and impartial career programme, together with a rich curriculum, places our students' best interests at the centre of everything we do. We aim to support the aspirations of all our learners and ensure they gain the skills, competencies and experiences they require to progress in their learning and the world of work. By aligning our careers provision to the Gatsby and CDI frameworks, we can give our students the knowledge and the cultural capital they need to flourish and succeed as individuals, so they can reach their full potential.

# 2. Intent

Through the Careers Education Programme, the school aims to support and assist pupils to:

- Assess their potential in respect of abilities, interests and needs/values.
- Develop their ability to make an informed choice about further education/employment that is achievable, realistic and sustainable for their future.
- Be aware of a range of life and occupational opportunities in a context of social and economic change.
- Navigate transition by providing familiarisation visits, exposing them to alternative environments and assisting them towards the independence required to access these provisions.
- To develop and support students to have a clear understanding of the world of work and their place within it.
- Providing advice, information, guidance and support which will encourage further engagement with all stakeholders such as parents/carers, families, staff and employers.
- Supporting all students as they learn about the world of work, their adaptability, resilience, transferrable skills, qualifications and their own life goals such as happiness and wellbeing.



- Challenging perceptions and raising aspirations so that students know how to look beyond their immediate environment to new and exciting possibilities.

### 3. Implementation

The above aims are delivered through a variety of methods, including but not limited to:

- Curriculum delivery through PSHE, STEM, and subject specific content.
- Visits to colleges, further education and training providers.
- Opportunities within the curriculum for enterprise, for example, Christmas/Easter/summer fairs.
- Drop-in opportunities both with school-based staff and external advisers.
- National careers week
- In setting work experience – based at The Bridge. Student access a café and horticultural experiences.
- Individualised & accredited learning programmes which meet students' needs and supports pupils with the development of their own personalised careers journey and results in sustainable transitions and destinations
- A range of up-to-date resources which supports the ever changing and evolving world of work landscape and includes (where appropriate) STEM, PSHE, meaningful FE/HE and employer encounters, WEX/VWEX, opportunities including bespoke support to identified cohorts ensuring they understand their options and are able to reach their full potential.
- Planned, access from external providers who can fully inform students about the range of Post 16 options, Post 19 options, alternative qualifications and pathways.
- Individualised support with career aspirations, as students develop personal strengths such as career management skills, improving attainment, adaptability, resilience, enterprise and engagement. Helping them to recognise the link between school and work, and the value of lifelong learning.
- Close working relationships with all stakeholders including community and local business networks, Enterprise Adviser, Enterprise Co-ordinator, etc.

### 4. Impact

- Students are well prepared and feel empowered to make reasonable decisions about their future
- Students are able to make clear informed decisions about their future choices due to a wide range of experiences and opportunities.



- Data such as destination, shows a range of positive outcomes, as students move successfully, at all transition points, onto sustainable pathways.
- Students develop competencies and employability skills. They become motivated, understanding they can contribute to school, the community and society
- Increased and positive engagement with all stakeholders, via a range of communication methods.
- Students will make an informed decision about Post 16 options relevant to their area of interest, abilities, and strengths.
- Students will have completed familiarisation visits to their identified Post 16/19 provider and have developed links with key staff that will support them when they begin, supporting sustainability and ensuring their individual needs are being met. Aiding sustainability in chosen provision.
- Students will have developed independence skills in completing applications and having interviews, preparing them for further applications and interviews.
- Students will have had workplace encounters; they will understand what it is like to work in a variety of settings and expectations.
- Students will have had an interview with a Level 6 Careers Advisor, providing independent careers advice and an action plan on next steps.
- Students, Parents/Carers and School staff will have worked together to ensure a holistic approach to supporting the student's journey through to Post 16 providers.