

Saint Joseph's Catholic Primary Voluntary Academy

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Careers Guidance Policy

January 2022
Updated 2023

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Throughout this policy the terms school and academy are interchangeable.

Date	Review Date	Coordinators	Nominated Governor
January 2022	January 2023	Mrs. K. Melling	Richard Mellows

We acknowledge the School Standards and Framework Act 1998 that clearly states that all maintained schools must have in place a careers policy that outlines how we promote careers and aspirations among our pupils.

We wish to work closely with the School Council and to hear their views and opinions as we acknowledge and support Article 12 of the United Nations Convention on the Rights of the Child that children should be encouraged to form and to express their views.

We as a school community have a commitment to promote equality. Therefore, an equality impact assessment has been undertaken and we believe this policy is in line with the Equality Act 2010.

Legislation and Guidance

- DfE 'Careers guidance and access for education and training providers' 2018
- Education Act 1997
- Education and Skills Act 2008
- Apprenticeships, Skills, Children and Learning Act 2009
- Equality Act 2010
- Children and Families Act 2014
- Technical and Further Education Act 2017
- The School Information (England) (Amendment) Regulations 2018

Curriculum

Aspirations and careers guidance are subjects that are taught through a 'drip feed' approach and by use of the Skillsbuilder and Go Givers Curriculum.

Teachers should always look for opportunities to challenge aspirations and raise awareness of career options available in a way that promotes equality.

Go givers is taught using PSHCE objectives and is planned onto the 'we are' Curriculum. Skillsbuilders is a full school program focusing on careers and aspirations that encourages the children to develop the skills they will need in the work place, this is a national initiative and the coordinator attends training as available.

Roles and Responsibilities

Role of the Governing Body

- Ensuring that arrangements are in place to allow a range of education and training providers to access all pupils and inform them about approved technical education qualifications and apprenticeships.
- A policy statement will set out these arrangements.
- Ensuring that the independent careers guidance is presented in an impartial manner, showing no bias or favoritism towards a particular institution, education or work option.
- Ensuring that the guidance includes information on the range of education or training options, including apprenticeships and technical education routes.
- Ensuring the Careers Policy does not discriminate on any grounds, including but not limited to: ethnicity/national origin, culture, religion, gender, disability or sexual orientation.
- Handling complaints regarding this policy as outlined in the school's Complaints Procedure Policy.
- Providing clear advice and guidance to the headteacher on which they can base a strategy for careers education and guidance which meets the school's legal requirements.
- Ensuring that the funding is in place to support and implement this policy
- Ensuring that all policies are available to parents.
- Ensuring that this policy is reviewed and implemented regularly and in accordance with legislation.

Role of the Head Teacher

- Managing the provision of careers information.
- Liaising with the headteacher and the careers adviser to implement and maintain effective careers guidance.
- Liaising with the PSHE leader and other subject leaders to plan careers education in the curriculum.
- Liaising with tutorial managers, mentors, the SENCO,
- Establishing, maintaining and developing links with employers, where possible.
- Providing pupils with effective careers guidance and supporting social mobility by improving opportunities for all young people.
- Publishing a policy statement on our website.
- Organising workshops and learning days for pupils.
- Creating a learning environment that allows and encourages pupils to tackle real life challenges, manage risks and develop skills that can be applied to the workplace.
- To support social mobility, the school will work to raise pupils' aspirations and tackle stereotypical assumptions.
- Opportunities within school will be used to tackle gender stereotypes; arrangements will be made for pupils to talk to employees who work in non-stereotypical jobs to raise awareness of the range of careers to which a variety of qualifications lead.

Role of the SLT

The coordinator will:

- lead the development of this policy throughout the school;
- work closely with the Headteacher;
- Provide guidance to all personnel on careers and aspirations guidance;
- Ensure that school personnel have appropriate training in delivering Skillsbuilder and Go Givers.
- Monitor planning and special events and encourage an atmosphere where high aspirations are encouraged.
- Challenge stereotypes and offer guidance and training as necessary.

Role of School Personnel

School personnel will:

- Ensure that children have the knowledge, skills and understanding they need to raise their aspirations.
- Teach lessons and provide activities that fit with the skillsbuilder and Go Givers curriculum and activities.
- Take every opportunity to break stereotypes through day to day teaching and interactions with children.
- Attend training and implement the curriculum set by the subject co-ordinator.

Role of Pupils

Pupils must:

- be aware of and comply with this policy;
- listen carefully to all instructions given by the teacher;
- ask for further help if they do not understand;
- treat others, their work and equipment with respect;
- support the school mission statement;
- liaise with the school council;
- take part in questionnaires and surveys

Role of the School Council

The School Council will be involved in:

- discussing improvements to this policy during the school year;
- reviewing the effectiveness of this policy with the Head teacher or a senior teacher.

Role of Parents

Parents must:

- be aware of and support this policy;
- be asked to take part periodic surveys conducted by the school;
- support the school mission statement

Raising Awareness of this Policy

We will raise awareness of this policy via:

- the School Prospectus
- the school website
- the Staff Handbook (signpost to folder on school network)
- communications with home such as newsletters and texts to parents

Equality Impact Assessment

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation.

This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this school.

Monitoring the Effectiveness of the Policy

The effectiveness of this policy will be reviewed every two years (or when the need arises) by the Head of Academy or Executive head teacher or a senior teacher and the necessary recommendations for improvement will be made to the Governors.

Headteacher	<i>E. Mc Cullagh</i>	Date:	January 2023
Chair of Governing Body:	<i>R. Mellows</i>	Date:	January 2023

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Initial Equality Impact Assessment

Please complete an initial equality impact assessment once this policy has been customised to suit your purposes.

Policy Title	The aim(s) of this policy	Existing policy (✓)	New/Proposed Policy (✓)	Updated Policy (✓)
Anti- Bullying	✓			✓

This policy affects or is likely to affect the following members of the school community (✓)	Pupils	School Personnel	Parents/carers	Governors	School Volunteers	School Visitors	Wider School Community
	✓	✓	✓	✓	✓	✓	✓

Question	Equality Groups															Conclusion										
Does or could this policy have a negative impact on any of the following?	Age			Disability			Gender			Gender identity			Pregnancy or maternity			Race			Religion or belief			Sexual orientation			Undertake a full EIA if the answer is 'yes' or 'not sure'	
	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS		
		✓				✓				✓				✓				✓				✓				✓
Does or could this policy help promote equality for any of the following?	Age			Disability			Gender			Gender identity			Pregnancy or maternity			Race			Religion or belief			Sexual orientation			Undertake a full EIA if the answer is 'no' or 'not sure'	
	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS		
	✓				✓				✓				✓				✓				✓					✓
Does data collected from the equality groups have a positive impact on this policy?	Age			Disability			Gender			Gender identity			Pregnancy or maternity			Race			Religion or belief			Sexual orientation			Undertake a full EIA if the answer is 'no' or 'not sure'	
	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS		
	✓				✓				✓				✓				✓				✓					✓

Preliminary EIA completed by	Date	Preliminary EIA approved by	Date
E. McCullagh	July 2020	R. Colley	July 2020

Conclusion	We have come to the conclusion that after undertaking an initial equality impact assessment that a full assessment is not required.
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