



**MANCHESTER
SECONDARY PRU**

Careers Policy

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Under the public sector equality duty, all schools/academies must have due regard to the need to eliminate discrimination, harassment and victimisation and any other conduct prohibited by the Equality Act 2010; to advance equality of opportunity between those who share a relevant protected characteristic and those who do not share it and to foster good relations across all protected characteristics. This means schools/academies must take into account equality considerations when policies are being developed, adopted and implemented. The HR and People team regularly reviews all policies and procedures which are recommended to schools/academies to ensure compliance with education and employment legislation including the Equality Act 2010. Consultation with schools/academies is an important part of this review process. Headteachers, Principals and Governing Bodies are asked to contact the HR and People team via the HROne Helpline if they believe there are any negative equality impacts in their school/academy in relation to the application of this policy/procedure.

Careers Policy Statement including Provider Access Policy Statement

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Careers Policy

Introduction

Careers education, information, advice and guidance (CEIAG) is an essential part of the support we offer to students at Manchester Secondary PRU. Effective careers support is a vital part of the curriculum and helps to prepare young people for the opportunities, responsibilities and experiences they will encounter as they prepare for transition within the PRU or their transition to a post-16 destination and beyond. As options for young people become more varied and complex, it is vital that we support our students to develop the knowledge and skills they need to make informed choices for their future. Whilst the structured programme is clearly defined, it is incumbent on all members of staff to take the opportunities, when they arise, to support the delivery of CEIAG provision both within and beyond the taught curriculum.

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 Manchester Secondary PRU careers programme aims to:

- encourage students to be ambitious, broaden their horizons and explore their own career aspirations throughout their time at school
- ensure students' readiness to take their next step in their learning or career.

Manchester Secondary PRU is a member of the Greater Manchester Combined Authority Careers Hub – Bridge GM. As a member of the Careers Hub we are actively working towards the recommendations of the Gatsby Benchmarks (see references).

Where Manchester Secondary PRU commissions Alternative Provision from our partner providers, we will work with these partners to ensure that their policies and procedures develop in line with our own to meet the stated aims of this policy.

The objectives for the careers programme are as follows:

- helping students to understand the changing world of work
- facilitating meaningful encounters with employers for all students
- supporting positive transitions to an appropriate post-16 destination
- enabling students to develop the research skills to find out about career opportunities
- utilising Manchester's Curriculum for Life framework to help students to develop the skills, attitudes and qualities needed to make a successful transition into the world of work

- encouraging participation in continued learning, challenging the young people to identify their route to a future career via traineeships, apprenticeships or further and higher education
- supporting inclusion, challenging stereotyping and promoting equality of opportunity
- contributing to strategies for raising achievement, particularly by increasing motivation

Statutory requirements and recommendations

The careers provision at Manchester Secondary PRU is in line with the statutory guidance developed by the Department for Education, which refers to Section 42A and 45A of the Education Act 1997. From September 2012, all schools have a legal duty to provide independent careers guidance from Years 8 -13. This guidance should:

- be impartial
- include information on a range of pathways, including apprenticeships
- be adapted to the needs of the pupil.

The school's arrangements for managing the access of providers to students at Manchester Secondary PRU for the purpose of giving them information about the provider's education or training offer complies with the school's legal obligations under Section 42B of the Education Act 1997 and the updated amendment to the Technical and Further Education Act 2017.

Pupil entitlement

All students in year 8-11 are entitled:

- 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;
- To understand how to make applications for the full range of academic and technical courses.

Management of the Provider Access requests Procedure

We welcome provider wishing to speak to our students about future pathways. Providers who wish to request access should contact Kath Barratt Lead for CEIAG:

k.barratt@mspru.manchester.sch.uk Tel: 0161 696 7957

Opportunities for Access

A number of events, integrated into the school careers programme, will offer providers an opportunity to come into school to speak to students.

Please speak to our CEIAG Lead to identify the most suitable opportunity for you.

Student entitlement

All students are entitled to be fully involved in an effective CEIAG programme. Students are encouraged to take an active role in their own career development, so the careers programme emphasises student participation with a focus on personal and social development; learning about careers and the world of work; and developing employability skills.

During their time at school, all students can expect:

- the support they need to make the right choices for Key Stage 4 and beyond into their post-16 destination
- access to 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
- formal CEIAG sessions covering employability skills, post-16 options, the world of work, the job market and the skills needed for the future
- a meaningful encounter with a representative from the world of work each school year; this could be through work experience, Careers Week activities, assemblies, careers talks (in or outside lessons), projects and visits
- to hear from a range of education and training providers, including colleges, universities and apprenticeship organisations (where appropriate); this could include visits and taster days, as well as assemblies, talks and meetings at school or virtual events
- the opportunity to relate what they learn in lessons to their life and career beyond school
- the opportunity to talk through their career and educational choices with staff including Centre Managers and teachers
- access to one-to-one guidance with a trained, impartial careers adviser, by appointment; this is available, through our partnership with The Manchester College Careers and Welfare team, to students in the autumn and spring terms of Year 11. A meeting with an adviser independent of the school can also be requested by students, their families and centre managers
- the school to keep parents/carers informed of their progress and provide parents/carers with information to support students' career planning and decision-making
- to be asked their views about the service they have received to ensure that the service continues to meet the needs of the students.

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 keen to foster parental involvement in the careers programme, wherever possible.

Parents/carers are invited into school to discuss their son/daughter's progress at Review Days. Students' career aspirations will be collected after each IAG meeting and updated on a central database. The students' careers aspirations will be used to allow discussions around progress relating to next steps, career ideas and career planning, as well as academic progress.

The PRU has a data sharing agreement with the Manchester City Council to allow them to undertake their statutory duties to track and support young people in danger of not being in education, employment or training.

Parents/carers are kept up to date with career-related events and activities affecting their son/daughter via communication with the Centre Managers for their child's Centre. With the student's agreement, a copy of the action plan from one-to-one careers meetings will be sent home. Parents/carers will be encouraged to contact the Centre Managers, should they have any questions or concerns.

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. All members of staff work to facilitate early-identification of students requiring additional support, with no limit placed on how many times a student might see a careers adviser should additional support be necessary to avoid the student from becoming NEET. Where appropriate careers advisers work with the SENCo to support Education, Health and Care planning which supports students who may be facing other challenges.

Monitoring and evaluation

The destinations of school-leavers are tracked regularly to ensure that support is sign-posted for students who have difficulty with their post-16 transition. Monitoring has allowed trends to be identified and support pathways developed for students who fail to maintain their EET placement.

When monitoring the success of the careers programme, the school considers formal and informal measures, qualitative and quantitative data and hard and soft outcomes for students.

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

- student feedback on their experience of the careers programme and what they gained from it
- staff feedback on careers sessions, mock interviews etc
- gathering feedback from external partners and from parents
- quality assurance of careers input through internal and external QA processes
- student destination figures post-16
- Compass + which is a tool to track and report on our careers programme

References

The Gatsby Benchmarks

www.gatsby.org.uk/education/focus-areas/good-career-guidance

The Career Development Institute Careers Framework

<http://www.thecdi.net/Careers-Framework-2018>

Delivery of the Careers Programme

Careers Education

Throughout our subject curriculum, students will have the opportunity to participate in activities that use the context of work to develop the knowledge, skills and understanding that will be useful in their future workplace. Furthermore, subject teachers will inform students how their learning in the classroom relates to the world of work and future careers.

Key Stage 3

- Be introduced to careers resources including online support and LMI using Xello (GMACs)
- Develop self-awareness
- Subject specific lessons with a careers focus during Careers Weeks
- Hear from or talk to representatives from the world of work
- Hear from or talk to providers of technical and vocational education
- STEM events and projects are a key part of the KS3 curriculum

Key Stage 4

- Employability skills delivered by TMC
- Develop self-awareness and identify career aspirations
- Be introduced to the range of post-16 pathways and use a range of resources to investigate options
- Sessions to support CV building and Letter of Application writing.
- Subject specific lessons with a careers focus during Careers Weeks.
- Mock Interviews
- Use of careers resources including online support and LMI using Xello (GMACs)
- Hear from or talk to providers of technical and vocational education

Manchester Secondary PRU does not currently support traditional blocks of work experience for the whole cohort. The school does, however, put a great deal of emphasis on developing personalised learning experiences and as a consequence a block of work experience may be considered where it is identified as an appropriate intervention for a particular student. Where a work experience placement is identified a work experience agreement form and work experience information form must be completed. All pupils on placement will be covered by the employers' insurance and places of work will be risk assessed by the Careers Leader.