

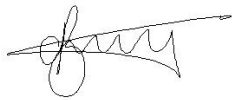

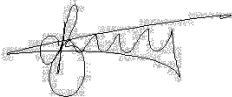
Careers Policy



**THE LADDER
SCHOOL**

Redefining alternative provision



Date of Creation (first edition)	April 2020
Date for Review	April 2023
Date posted on website	June 2021
Policy updates and amendments	April 2022
Member of staff responsible for the policy	Georgina Cooke
Date adopted for the Local Governing Body	April 2022
Signed by Principal	
Signed by Chair of Governing Body	
Signed by Principal	

Version Control

Version	Author	Date	Changes Made
1.0	TL	April 2020	First Edition
1.1	TL	May 2021	Reference to virtual work experience
1.2	TL	April 2022	Reformatting and amendment to name of Careers Lead
1.3	GC	June 22	Including benchmarks

Mission Statement

The Ladder School is a safe, well ordered and caring environment for learning. It delivers high quality education to all its students and supports them to develop their individual potential for growth, self-worth and self-control.

High quality outstanding teaching, and clear and consistent guidance and support, facilitates students in succeeding in education. Our broad and balanced academic and vocational curriculum will provide students with access to a broad range of accredited qualifications as well as educational and social experiences, which will address their learning and emotional needs (including SEND and Mental Health support). Our purpose is to support every student to develop their true potential, make positive contributions to their families and find fulfilment in employment.

Values

1. Alternative Provision doesn't mean a dumping ground...it's mainstream with the reasonable adjustments to succeed
2. High standards and high expectations are incredibly important and are the corner stones to a successful school
3. The Ladder School should become the go-to place for educators from across the country to see best practice
4. Good simply isn't good enough
5. Learning is about a journey and there is more than one way to get to the destination
6. Qualifications, manners, respect and opportunity should be the foundations for students that need a second chance.

School Ethos



**High
Standards**

**Daring to
Dream**

**Traditional
Values**

Success

**Personalised
Support**

High standards – students are pushed to achieve beyond their potential, and staff work to ensure everything that we do is better than people expect.

Daring to Dream – students at The Ladder School may have been in an educational setting where they lacked aspiration to be successful, at The Ladder School we challenge students to reach their potential and go on to further education and employment.

Traditional Values – some things often get forgotten in education, at The Ladder School we pride ourselves on mutual respect, good manners, making a positive contribution, supporting one another and an orderly, litter free environment.

Success – can come in many virtues, at The Ladder School we celebrate the small steps every day and tell students when they are doing well. We ensure that students can have a successful future.

Personalised Support - all students at The Ladder School have a Learning Coach who guides them, sets them bespoke targets and supports them in making social and academic progress.

STATEMENT OF INTENT

This policy is underpinned by Sections 42A and 45A of the Education Act 1997, and has due regard to the DfE's statutory guidance, 'Careers guidance and access for education and training providers', which was last updated in October 2018.

The main aims of careers provision at The Ladder School are to:

- Prepare Instil a healthy attitude towards work.
- pupils for life post-education.
- Develop an understanding of different career paths and challenge stereotypes.
- Develop an understanding of the differences between school and work.
- Inspire pupils to chase and achieve their dreams.
- Help pupils to access information on the full range of post-16 education and training opportunities.
- Support pupils after leaving school.
- Offer targeted support for vulnerable and disadvantaged young people

1. LEGAL FRAMEWORK

- 1.1. This policy has due regard to legislation and statutory guidance, including, but not limited to, the following:

- 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

2. ROLES AND RESPONSIBILITIES

2.1. The governing board is responsible for:

- Ensuring that all registered pupils are provided with independent careers guidance from Year 9 to Year 11
- 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. An annual Careers Programme will set out these arrangements.
- Ensuring that the independent careers guidance is presented in an impartial manner, showing no bias or favouritism 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 Complaint's Policy.
- Providing clear advice and guidance to the Principal on which they can base a strategy for careers education and guidance which meets the school's legal requirements.

2.2. The Careers Leader is responsible for:

- Managing the provision of careers information.
- Liaising with the Principal and the Careers Enterprise Adviser to implement and maintain effective careers guidance.
- Liaising with the lead for Skills and other subject leaders to plan careers education in the curriculum.

- Liaising with pastoral staff to identify pupils needing guidance.
- Referring pupils for independent, impartial careers advice.
- Establishing, maintaining and developing links with FE colleges, universities, apprenticeship providers and employers.
- Negotiating an annual service level agreement with SIPS for providing work experience placement checks.
- Providing pupils with effective careers guidance and supporting social mobility by improving opportunities for all young people.
- Supporting teachers of careers education and tutors providing initial information and advice.
- Monitoring teaching and learning in careers education, and the access to and take up of career guidance.
- Advising senior leadership on policy, strategy and resources for careers education, information, advice and guidance (CEIAG).
- Preparing and implementing a development plan for CEIAG.
- Reviewing and evaluating the programme of CEIAG.
- Encouraging the training of school staff to promote careers guidance to their pupils.
- Using the Gatsby Benchmarks to improve the school's careers provision and ensure compliance with legal duties, with an ultimate aim to meet all benchmarks.
- Allowing pupils to have access to providers of technical education, such as colleges, and apprenticeships to ensure every pupil is well-informed about their future options at every stage.
- Using the Compass Tool for self-evaluating the careers provision the school offers.
- Publishing details of the school's careers programme and a policy statement on provider access on its website.
- Engaging with the designated teacher for LAC and previously LAC to ensure they know which pupils are in care/are care leavers, to understand their additional support needs and to ensure that any personal education plans can inform careers advice.
- Close work with the Pastoral Team to identify the guidance needs of all pupils with SEND and implement personalised support.
- Ensuring that pupils with SEND understand their different career pathways, and enabling them to gain the skills, knowledge and experience they require to achieve their career goals.

2.3. The careers adviser is responsible for:

- Reporting regularly to the SLT, regarding pupil progress and the effectiveness of the school's career plan.
- Providing a thorough, personalised career service throughout the school.
- Staying up-to-date with relevant CPD and developments in the CEIAG sector.
- Producing careers information and guidance through online and hard copy literature, and visual displays in school.
- Organising workshops for pupils and actively promoting the careers service in-house at open evenings, presentation days, assemblies and parents' evenings.
- Developing incentives and initiatives which actively encourage pupils to sign up to the school's career service.
- Attending regular network meetings with other careers leaders in the Trust and within the Black Country to discuss the school's career plan.
- Providing an open-door service for pupils to drop in and discuss their options.
- Arranging meetings and follow-up appointments with pupils who are interested in the careers service.
- Offering services to past pupils for up to a year after their departure from compulsory education.
- Coordinating with the designated teacher to work with the relevant virtual school head (VSH) to ensure a joined-up approach to identifying and supporting career ambitions is achieved.

2.4. Teaching staff are responsible for:

- Ensuring careers education is planned into their lessons.
- Attending any relevant CPD or training to ensure they are up-to-date with the school's careers plan.
- Promoting careers guidance in the classroom through visual aids.
- 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.

3. A STABLE CAREERS PROGRAMME

- 3.1. The school will have its own careers programme in place which meets the requirements of the eight Gatsby Benchmarks. The programme will be reviewed **termly** against the benchmarks to ensure it remains on target.

- 3.2. A careers leader will be appointed to ensure the leadership and coordination of a high-quality careers programme. The careers leader is recruited alongside the suggested requirements to ensure the role is correctly fulfilled. The name and contact details of the careers leader will be published on the school website.
- 3.3. A Careers Lead will be appointed to support the Careers Leader and to provide individual, tailored careers guidance to pupils. The Careers Lead is Gina Cooke
- 3.4. Details of the school's careers plan will be published on the school website inviting pupils, parents, teachers, governors and employers to provide feedback.
- 3.5. The Principal will work with enterprise coordinators to build careers and employer engagement plans to broaden the range of guidance that pupils have access to.

4. LABOUR MARKET INFORMATION

- 4.1. The school will ensure every pupil, and their parents, has access to good-quality information about future study options and labour market opportunities.
- 4.2. Pupils and their parents will be referred to the National Careers Service which offers information and professional advice via a website, helpline and web chat.
- 4.3. The school will ensure pupils and their parents understand the value of finding out about the labour market, and support them in accessing this information. Pupils and their parents will be provided with information on the benefits of understanding the labour market, including the salaries and promotion opportunities for different jobs, and the volume and location of vacancies across different sectors.
- 4.4. The school will ensure that all pupils, by the age of 14, have accessed and used information about career paths and the labour market to inform their decisions on study options.
- 4.5. The school will provide pupils with the necessary links and information that will enable them to access this. Access will be monitored to review whether pupils are making the most of the service, and if not, what can be done to ensure they do.
- 4.6. The school will make use of local enterprise partnerships to provide pupils with presentations and workshops on the local labour market and employer expectations. The information provided through the partnership will be used to shape career guidance and workshops in schools.
- 4.7. To support social mobility, the school will work to raise pupils' aspirations and tackle stereotypical assumptions. Interventions 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 that STEM qualifications lead to.

5. ADDRESSING THE NEEDS OF PUPILS

- 5.1. The school's careers programme will aim to raise the aspirations of all pupils whilst being tailored to individual needs. The programme will inform pupils of the range of opportunities available to them, encouraging them to aim higher and make choices relevant to what they feel they can achieve.
- 5.2. All forms of stereotyping will be prohibited in the careers advice and guidance that is provided, to ensure pupils from all backgrounds, gender and diversity groups, and those with SEND, can consider the widest possible range of careers.
- 5.3. Comprehensive and accurate records will be kept to within the online Careers Tracking software Compass Plus. The school will allow access to this information, should a pupil or their parent request it.
- 5.4. Destinations data will be retained by the school for at least three years.

Information about destinations, e.g. the percentage of pupils attending sixth form or college will be published on the school's website alongside the school's careers programme.
- 5.5. The school will collect and analyse destinations data to assess how well the careers programme is countering stereotypes and raising aspirations. The data will be reviewed by the Principal and Careers Leader on a termly basis who can then base further development of the school's career guidance plan on the results and areas of success or failure.

6. TARGETED SUPPORT

- 6.1. The school will work with the Local Authority to identify pupils who are in need of targeted support or those who are at risk of not participating in post-16 pathways. Agreements will be made over how these pupils can be referred for support drawn from a range of education and training support services available locally.

The school will work in partnership with their commissioning schools and Local Authorities, as well as post-16 providers, to provide support and advice on transitional pathways into Further Education or training.
- 6.2. The school will work with Jobcentre Plus under their 'Support for Schools' programme.

- 6.3. The school will ensure that pupils understand the programmes available to support them and the financial costs associated with staying in post-16 Further Education.
- 6.4. To support pupils who are likely to need support with post-16 participation costs, such as those with SEND, the school will work with the Local Authority and local post-16 education or training providers to share pupil data and ensure these pupils receive such support.
- 6.5. The school will ensure that pupils are aware of the 16-19 Bursary Fund, which has been devised to support those individuals with financial hardship. Pupils will be advised of how to access this funding and who they should speak to in order to find out more information.

7. PUPILS WITH SEND

- 7.1. The school will ensure that careers guidance is differentiated, if appropriate, and based on high aspirations and a personalised approach.
- 7.2. The Careers Leader will work closely with staff to support pupils with understanding different career pathways and how to develop the necessary skills, knowledge, experience and qualifications to succeed and fulfil their potential. The school will work with families of pupils to help them understand what career options are available.
- 7.3. Surveys will be conducted to find out individual pupil's aspirations. The results of the surveys will create careers guidance and experience that will be tailored to pupils needs based on their own aspirations and abilities.
- 7.4. Careers guidance will take account of the full range of relevant education, training and employment opportunities. It will inform pupils about the ways employees with SEND are supported in the workplace, and how jobs can be adapted to fit a person's abilities.
- 7.5. The school will build partnerships with businesses and other employers, employment services, and disability and other voluntary organisations. Pupils will be prepared for encounters with employers and provided with any special support that will allow them to benefit fully from the experience.
- 7.6. Careers guidance will focus on a pupil's career aspirations and the post-16 options which are most likely to give the pupil a pathway into employment or HE.
- 7.7. The SEND local offer will be utilised; annual reviews for a pupil's EHC plan will be informed by good careers guidance.

Pupils with SEND will have the opportunity to hear from adults with disabilities who have succeeded in their careers as part of the school's successful careers strategy.

- 7.8. When arranging work experience for pupils, the school will work with the employer to determine any additional support that will be needed during the work placement.

8. CURRICULUM

- 8.1. The school will work to encompass careers education and guidance into subjects across the curriculum. All teachers will be asked to support the career development of young people in their role and through their subject teaching.
- 8.2. The school will ensure that every pupil is exposed to the world of work from the age of 14.
- 8.3. Pupils are expected to study the core academic subjects at GCSE, including English, Maths, Science and a range of vocational subjects.
- 8.4. Pupils will be informed that if they do not achieve a grade 4 or higher in GCSE Maths and English by the end of KS4, they will be required to continue working towards this aim as part of their 16-19 study programme.
- 8.5. The school will engage with local employers, businesses and professional networks, inviting visiting speakers, particularly alumni with whom pupils can relate to.
- 8.6. Every year, from the age of 14, pupils will participate in at least one meaningful encounter with an employer; at least one of these encounters will be with a STEM employer or workplace. These encounters will include:
 - Careers events such as careers talks, careers carousels and careers fairs.
 - Transitions skills workshops such as CV workshops and mock interviews.
 - Mentoring and e-mentoring.
 - Employer delivered employability workshops.
 - Business games and enterprise competitions.

9. WORK EXPERIENCE

- 9.1. The school will ensure that all pupils have had at least 1 experience of a work place by the age of 16 and at least 2 if with us Post 16. These might include:
 - Workplace visits
 - Work experience (1-2 weeks)
 - Job shadowing
 - Career-related volunteering and social action

10. FURTHER EDUCATION (FE)

- 10.1. Pupils are required to remain in education or training until their 18th birthday.
- 10.2. The school will provide pupils with a range of information and opportunities to learn about education, training and career paths throughout their school life, to prevent last minute decision-making.
- 10.3. Pupils will be encouraged to use information tools, such as websites and apps, which display information about opportunities. Education and training providers will have access to all pupils in Years 9 to 11 for the purpose of informing them about approved technical education qualifications and apprenticeships.
- 10.4. The school will ensure that there are opportunities for providers to visit the school and speak to pupils in Years 9 to 11, by maintaining connections with providers of FE and apprenticeships, and arranging regular visits, presentations and workshops.
- 10.5. A range of opportunities for visits from providers offering other options, such as FE will also be provided.
- 10.6. A policy access statement will be published on the school website and will include:
 - Any procedural requirements in relation to requests for access.
 - Grounds for granting and refusing requests for access.
 - Details of premises or facilities to be provided to a person who is given access.

11. PERSONAL GUIDANCE

- 11.1. All pupils will be provided with opportunities for personal guidance interviews with a qualified Careers Adviser. Such interviews will take place by the time the pupil reaches age 16.
- 11.2. Careers advisers will meet the professional standards outlined by the Career Development Institute. The school will integrate personal guidance interviews within the pastoral system so that they can be followed up by the form tutors or equivalent.
- 11.3. Careers advisers working with pupils with SEND will use the outcome and aspirations in the EHC plan to focus discussions.
- 11.4. Careers advisers working with Looked After Children or care leavers will use their personal education plan to focus discussions. These pupils will have a named adviser who will build a relationship with them to better understand their individual needs.

12. INFORMATION SHARING

- 12.1. The school will provide the relevant information about all pupils to the Local Authority support services including:
- Basic information, such as the pupil's name or address.
 - Other information that the Local Authority requires to support the pupil to participate in education or training to track their progress.
- 12.2. The school's privacy notice will offer pupils and their parents the opportunity to ask for personal information not to be shared.
- 12.3. Local Authorities will be notified, as early as is possible, whenever a 16- or 17-year-old pupil leaves an education or training programme before completion. The school will agree on local arrangements for ensuring these duties are met.

13. MONITORING AND REVIEW

- 13.1 The board of Trustees in conjunction with the Principal and Careers Leader, will review this policy on an annual basis, taking into account the success of supporting pupils in accessing post-16 education and training.
- 13.2 The Principal will make any necessary changes to this policy, and will communicate these to all members of staff.
- 13.3 The next review date for this policy is **May 2023**

The last Benchmark evaluation took place on 15th June 2022, the results are below. **Please note this is a snapshot in time and does not include the activities that are planned in for this academic year, it is based purely on what was already in place/had already happened. We have put several sustainable measures in place to ensure we reach the Benchmarks over the forthcoming academic year and will continue to do so.**

	Benchmarks	Gatsby Score as at 18/3/20
1	Every school should have a stable, structured careers programme that has the explicit backing of the senior management team, and has an identified and appropriately trained person responsible for it. The careers programme should be published on the	76%

	<p>school's website in a way that enables students, parents, teachers and employers to access and understand it.</p> <p>The programme should be regularly evaluated with feedback from students, parents, teachers and employers as part of the evaluation process.</p>	
2	<p>By the age of 14, all students should have accessed and used information about career paths* and the labour market* to inform their own decisions on study options. Parents should be encouraged to access and use information about labour markets and future study options to inform their support to their children.</p>	100%
3	<p>A school's careers programme should actively seek to challenge stereotypical thinking and raise aspirations. Schools should keep systematic records of the individual advice given to each student, and subsequent agreed decisions.</p> <p>All students should have access to these records to support their career development.</p> <p>Schools should collect and maintain accurate data for each student on their education, training or employment destinations.</p>	90%
4	<p>All teachers link curriculum learning with careers.</p> <ul style="list-style-type: none"> • Science, technology, engineering and mathematics (STEM) subject teachers highlight the relevance of STEM subjects for a wide range of future career paths. • By the age of 14, every student has had the opportunity to learn how the different STEM subjects help people to gain entry to a wide range of careers. • All subject teachers emphasise the importance of succeeding in English and maths. 	100%
5	<p>Every student should have multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace.</p> <ul style="list-style-type: none"> • Students should participate in at least one meaningful encounter* with an employer every year between years 7-13. 	100%

	<ul style="list-style-type: none"> • Work with your regional LEP to make sure you are aligning to the strategic economic plan of the region. 	
6	<p>By the age of 16, every student should have had at least one experience of a workplace, additional to any part-time jobs they may have.</p> <p>By the age of 18, every student should have had one further such experience, additional to any part-time jobs they may have.</p>	100%
7	<p>By the age of 16, every student should have had a meaningful encounter* with providers of the full range of learning opportunities, including Sixth Forms, colleges, universities and apprenticeship providers. This should include the opportunity to meet both staff and students. By the age of 18, all students who are considering applying for university should have had at least two visits to universities to meet staff and students.</p>	70%
8	<p>Every student should have opportunities for guidance interviews with a career adviser, who could be internal (a member of school staff) or external, provided they are trained to an appropriate level. Every student should have at least one such interview by the age of 16, and the opportunity for a further interview by the age of 18.</p>	100%

The Ladder School Year 10 Careers Survey

This survey is intended to help you begin thinking about your career path when you leave school. Each year, this survey information will be updated to reflect your changing perspective on your aspirations as you get closer to leaving school. This information will also serve as a guide to your teachers in deciding which classes and educational experiences you should have to help you be successful in the kind of life you want to have after secondary school.

Name:		Date of birth:	
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Please tick as many boxes as you wish below, and answer the relevant questions, to indicate what you would like to do following completion of your GCSEs.

Employment Option

<input type="checkbox"/> Job role	
What kind of job role appeals to you?	
What support and qualifications, if any, do you think you need to achieve this career path?	

Further Education Option

<input type="checkbox"/> Sixth Form	
Which Sixth form?	
What would you like to study?	
What support and qualifications, if any, do you think you need to begin your chosen programme of study?	



<input type="checkbox"/> College	
Which college?	
What would you like to study?	
What support and qualifications, if any, do you think you need to begin your chosen programme of study?	

Training Option

<input type="checkbox"/> Apprenticeships and Traineeships	
Which sector?	
What support and qualifications, if any, do you think you need to begin your chosen apprenticeship?	

Armed Services

<input type="checkbox"/> Military Services	
Which branch?	Army / Navy / RAF
What support and qualifications, if any, do you think you need to begin your chosen military course?	

Hobbies



What do you enjoy doing in your spare time?

--

Do you wish to pursue a career in relation to any of these hobbies? If yes, please indicate below.

--

How could the school help you to develop your hobbies?

--

Work Experience

What field of work do you want to work in?

--

What geographical area would you like to work in?

--

Can you arrange your own placement?

--

If 'yes', where will you be working?

--



The Ladder School Year 11 Destinations Survey

This survey is intended to gain an insight into the career paths of pupils who have completed their time of study at The Ladder School. This survey will also support our school in providing evidence for how our current careers programme has impacted on past pupils. Please fill in the questions below and return the survey back to the school.

Name:		Date of birth:	
Year group:		Date:	
Address:			

1. STUDY	
Are you applying or have you applied for a place at a college? (If 'no' - please go to Section 2)	Yes / No
Have you been offered a place at a college? (Please circle)	Yes / No
Which college has offered you a place?	
What is the title of the course you will be studying?	
Is the course full time?	Yes / No
What career path do you wish to pursue with your chosen programme of study?	
What qualifications do you need to achieve to start the course you have been offered?	1. 2. 3. 4. 5.
Are you confident that you will achieve the grades necessary for the course?	Yes / No
What is your plan B if you do not achieve the grades needed?	



2. EMPLOYMENT

Are there any job roles you wish to pursue? (Please circle)	Yes / No
If you answered 'yes' please give details of your desired job role. If you answered No, please go to Section 3 .	
Have you secured a job?	Yes / No
What is the job title?	
What is your role?	
Is this job role what you aspired to achieve during your time at our school? (Please circle)	Yes / No

3. APPRENTICESHIP OR TRAINEESHIP

Have you applied for and secured an Apprenticeship or Traineeship?	Yes / No
If yes, which provider is this with? If NO, go to Section 4	
Have you secured a placement?	Yes / No
If yes, which company is this with?	
How many days per week will you spend at your placement?	
How many days per week will you spend at your college / training provider?	

4. NEET

I am not in education, employment or training	True / False
Please provide an email address where further support and guidance might be sent to you.	



CAREERS AUDIT

Employment related skill	Description	Was this included in my careers advice?
Self-management	<p>Ability to take the responsibility for setting and achieving personal goals:</p> <ul style="list-style-type: none"> • I can evaluate my performance in tasks. • I am able to accept and deal with authority. • I can accept feedback in a constructive manner. • I am able to set goals and manage my school work and social life. 	Yes / No
Initiative and enterprise	<p>Ability to seek/take advantage of opportunities:</p> <ul style="list-style-type: none"> • I can identify opportunities and act on them. • I am willing to take risks and learn from mistakes. 	Yes / No
Learning	<p>Ability to achieve new skills and/or knowledge:</p> <ul style="list-style-type: none"> • I am open to new tasks and use knowledge to further my technical skills. • I can use different methods to learn new things. • I am able to access information on courses to further my learning. 	Yes / No
Communication	<p>Ability to express and understand information:</p> <ul style="list-style-type: none"> • I can speak to a group confidently. • I have debated in front of large audience. • I can speak and write in another language. • I can follow verbal instructions. 	Yes / No
Teamwork	<p>Ability to work effectively with others to get things done:</p> <ul style="list-style-type: none"> • I can work with other people to sort out a problem. • I can work/collaborate with others on group tasks. • I am able to value the work of others and share resources. 	Yes / No
Planning and organisation	<p>Ability to coordinate and prioritise tasks and resources:</p> <ul style="list-style-type: none"> • I am able to make decisions. • I can manage my time and priorities. • I can collect, analyse and organise information using appropriate methods. • I am able to organise equipment and materials needed for a task. 	Yes / No

