



SHIRELAND BIOMEDICAL

UNIVERSITY TECHNICAL COLLEGE

Careers Policy

2024-2025

Updated: November 2024

Date of next review: September 2025

Statement of Intent

The main aims of the career provision at Shireland Biomedical UTC are to:

- Prepare students 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 students to follow and achieve their dreams.
- Provide students with opportunities to access information on the full range of post 16 education and training opportunities.
- Support students who are leaving school.
- Offer targeted support for vulnerable and disadvantaged young people

The careers programme at SBU is designed to build on local and national strengths, offering students a range of experiential learning opportunities including work experience, enterprise days, employer engagement and impartial careers advice and guidance.



Legal framework.

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Education Act 1997
- Education and Skills Act 2008
- Apprenticeship, Skills, Children and Learning Act 2009
- Equality Act 2010
- Children and Families Act 2014
- Technical and Further Education 2017
- The School Information (England) (Amendment) Regulations 2018
- DFE (2023) 'Careers guidance and access for education and training providers.'

This policy operates alongside the following school policies:

- Complaints procedure
- Provider Access Policy Statement
- Data Protection Policy
- Child Protection and Safeguarding Policy
- Records Management Policy

Roles and Responsibilities

The governing board is responsible for:

- Ensuring that all registered students are provided with independent careers advice from Year 8 to Year 13.
- Ensuring that arrangements are in place to allow a range of education and training providers to access all students and inform them about approved technical education qualifications and apprenticeships.
- Ensuring the careers guidance is presented impartially, showing no favouritism towards a particular institution, education or work option.
- Ensuring that the guidance includes information on the full range of education or training options, including apprenticeships and technical education, including T-Levels.
- Ensuring that any guidance provided promotes the best interests of our students.
- Ensure that this policy does not discriminate on any grounds.
- Handling complaints regarding this policy as outlined in the schools' 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.

The careers leader is responsible for:

- Managing the provision of careers information
- Taking responsibility for the development, management and reporting of the school's careers programme.
- Planning careers activities, managing the careers budget and where necessary, managing and coordinating other staff involved in the delivery of careers guidance.
- Establishing and developing links with employers, education and training providers and careers organisations.
- Liaising with the headteacher to implement and maintain effective careers guidance.
- Liaising with the PSHE leader and other subject leaders to plan careers education in the curriculum establishing and developing links with FE colleges, universities, apprenticeship providers and employers.
- Providing students 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 SLT on policy, strategy and resources for careers education, information and guidance (CEIAG)
- Prepare and implement a development plan for CEIAG
- Review and evaluate the programme of CEIAG
- Use Gatsby Benchmarks to improve the school's career provision and ensure compliance with legal duties, with an aim to meet all benchmarks.
- Publish details of the school's careers programme and a policy statement on provider access on its website.
- Ensure that students with SEND understand their different career pathways and enable them to gain skills, knowledge and experience they require to achieve their career goals.
- Provide a thorough, personalised careers service throughout the school.
- Stay up to date with relevant CPD and developments in the CEIAG sector.
- Produce careers information and guidance via online and hard copy.
- Actively promote careers within school via open evenings, presentations, assemblies, focus days and parent's evenings.
- Attend regular meetings with the careers leader to discuss the school's career plan.

- Provide an open-door service for students who wish to discuss options.

Teaching staff are responsible for:

- Ensuring careers education is planned into their lessons.
- Attending any relevant CPD or training to ensure that they are up to date with the schools careers plan.
- Promoting careers guidance in the classroom through visual aids.
- Being good role models for students in their area of work or specialism.
- Create a learning environment that allows and encourages students to tackle real life challenges, manage risks and develop skills that can be applied to the workplace.

The programme will be reviewed termly against the benchmarks to ensure that it remains on target.

The approach taken by SBU is to ensure that all staff are aware of the importance of careers education within school for all students from year 7-13. We ensure that students have access to learning opportunities which are progressive and strengthen the impact of careers. Students at SBU develop resilience as they progress through the careers programme, whilst continually striving to meet their aspirations.

Contextual background

SBU has 428 students in years 7, 8, 9, 12 and 13. SBU is based in Sandwell which is highly socio-economically deprived area of the West Midlands. 44% of our students are disadvantaged. The proportion of disadvantaged students is higher than the national average. We have several students who require additional support through SEND provision or EHCP plans. Our careers provision can identify this and provide opportunities that remove barriers and allow these students to make progress.

Curriculum

Curriculum entitlement: Learners in years 7-13 are entitled to independent and impartial careers advice and guidance that is provided by a number of partners. SBU will work with our partners to promote the best interests of our learners to ensure that all options on education are available to students.

Curriculum overview: The intent of our careers curriculum is that all students receive a wide range of Careers Education, Information, Advice and Guidance (CEIAG) in every year and is based on three themes, stipulated by the Career Development Institute:

1. Self-development
2. Careers exploration
3. Careers management.

Our careers provision is based around us meeting the Gatsby Benchmarks. These are:

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

The careers programme at SBU is delivered through years 7 to 13 and is implemented via:

- Careers focus days
- Careers workshops

- Guest speaker sessions
- Personal Development Programme
- Careers trips
- One to one careers interviews with our careers advisor
- Work experience in KS4 and KS5.
- Group talks held by employers, universities and training providers
- Skills development activities
- Engagement in competition and careers events
- Visits to universities and careers events.

KS4 and KS5 Options: Year 9 students attend a Careers Focus Day offering a further insight to Careers and Enterprise Education. Following on from this, all students and their families attend a Year 9 Options Evening with a 1:1 meeting with a member of the Senior Leadership Team or Head of Department to discuss their chosen courses ahead of starting their lessons in the Spring Term of Year 9.

In Year 11 students will have the opportunity to consider their education pathway post-16. Year 11 work closely with their tutors, subject teachers and our careers adviser to understand how their skills, qualities and attributes are best utilized in progressing forward. Students receive a variety of opportunities considering the following pathways:

- Full time study at a college, sixth form or training provider
- Full time work or volunteering combined with part time education or training
- An apprenticeship
- A traineeship

Students receive impartial advice on their options, including access to universities and local Colleges and Apprenticeship providers. Students are offered the opportunity to discuss their chosen pathway with the Careers Adviser from Connexions.

Technical Education: The Technical and Further Education Act 2017 states that all schools and academies must ensure that there is an opportunity for a range of education and training providers to access all pupils in year 8 to year 13. Education and training providers will find this information on the school's website including details on which staff members to contact. Following the completion of their GCSEs students will be offered guidance around the provision available to study T Levels; a technical qualification which includes core theory, skills for an industry area and industrial placement. Students are also provided the opportunity to discuss Post 16 apprenticeships during the career advisor meetings.

LMI Labour Market Information (LMI) is accessible via the Careers Hub site for students and staff to interact with. LMI is used to identify career opportunities for our students and support access to education within our local area. All staff have received CPD around LMI information and the importance of sharing this with students. Students will receive advice and guidance from external visitors around LMI and how this can inform their future career plans.

SEN Provision: Students with identified needs including those with SEN or as having an EHCP plan have a tailored careers provision delivered via the inclusion department. Students receive independent careers guidance on a regular basis whilst following an employability pathway to prepare them for adulthood.

EAL Provision: Students at SBU speak a broad range of different languages and it is important to recognise that for our students this does not limit their access to the curriculum. For a small number of students who arrive to the academy with no or limited English language we are able to provide students with an education at the INA Centre which is based at Shireland Collegiate Academy in Smethwick.

Work experience: SBU recognises the importance of work experience which takes place in KS4 and KS5. Work experience plays a central part in students forming realistic and sensible career ideas. Experience in the workplace better informs our student decisions and will increase aspirational career goals. The Work Experience programme is modified annually as the economic climate changes to provide an opportunity for a meaningful experience for all students at the Academy.

Destinations at KS5 are recorded. Alumni students visit school to support in annual careers and subject specific events.

Implementation

Management: Staffing includes one member of SLT with responsibility for the strategic overview of Careers. There is currently a Connexions Careers Adviser contracted for one day a week. The CEIAG team comprises:

Mr Rob Till: Governor

Mrs Kayleigh Steed: Assistant Principal

Staffing

Staff Member	Position	Responsibilities
Mr Gulfam Shahzad	Principal	<ul style="list-style-type: none"> • Strategic support and challenge of careers leader decisions
Mrs Kayleigh Steed	Assistant Principal	<ul style="list-style-type: none"> • Strategic leadership of careers across the Academy • Prepare and implement careers strategy • Development of careers action plan • Analysis of destination data • Review, monitor and evaluate careers • Report to SLT and Governors on careers SCA CEIAG Policy 2024-2026 6 • Advise SLT and Governors on policy, strategy and resources for careers <ul style="list-style-type: none"> • Academy's careers strategy and action plan • Provision of a planned and progressive careers programme • Devise schemes of work for careers education • Monitor careers provision and student engagement with the careers programme • Liaise with tutors, Head of Years, SENCO to identify and support students with targeted and timely careers guidance • Secure student access to independent, timely, personal careers guidance • Establish, maintain and develop relationships with employers, FE, HE, training and apprenticeship providers • Promote careers across the curriculum; liaise with Heads of Year, Heads of Department, Senior Teachers and Careers Champions to plan careers education • Lead careers CPD for staff • Brief and support staff involved with delivery of careers programmes • Secure student access to independent, timely, personal careers guidance • Extra-curricular and enrichment tracking and analysis; termly reports to SLT and Governors

		<ul style="list-style-type: none"> • Maintain careers resources; ensure a broad suite of quality, unbiased resource is available on all pathways; monitor the usage of each resource type and explore if and how information sources can be improved; research available careers resources; ensure resources are up to date and relevant • Maintain employer and external partnership database • Ensure auditing against compass+ and tracker completion • Maintain own CPD
Alison Danks	Careers Enterprise Advisor	<ul style="list-style-type: none"> • To support the Academy in meeting the Gatsby Benchmarks • To support and advise inclusion as part of the Black Country Hub • To support and advise on developing employer links through the Black Country Open Doors Initiative
Mr Rob Till	Chair of Governors. Careers Link	<ul style="list-style-type: none"> • Actively promoting the career strategy and programme with the governors and wider stakeholders
Inclusion support for students	Inclusion	<ul style="list-style-type: none"> • Generate individual career action plans as part of the Education Health and Care plan • Liaise with senior teacher (careers) to ensure that students with special educational needs and disabilities can access the careers programme • Provide support to SEN students to help them generate their individual careers action plans • Review SEN student career action plans with their parents to ensure they are engaged and supportive of the plans
Personal Development	Careers provision	<ul style="list-style-type: none"> • Ensure they are familiar with the Academy's action plan and its 4 strategic objectives • Engage with Academy careers CPD • Work with the senior teacher (careers) to deliver 'passport to careers' (L4L), 'Transition toolkit' (Years 10, 11) and 'professional pathways' (Year 12, 13) • Encourage students to think positively about their career prospects and what they could be doing to enhance their life chances • To work with the Senior teacher (careers) in identifying to provide additional support for targeted groups; identifying vulnerable groups and students at risk of becoming NEET • Feedback specific student needs (or opportunities) to the senior teacher (careers) • Support students with accessing Careers Adviser personal guidance
KS3, 4 and 5 teaching staff	Careers Delivery	<ul style="list-style-type: none"> • Ensure they are familiar with the Academy's career action plan and its 4 strategic objectives • Engage with Academy careers CPD • Promote the link of curriculum learning to careers within their subject area • To demonstrate the links of curriculum learning to careers in SOW, lesson planning, classroom-based displays and online resources

		<ul style="list-style-type: none"> • To promote careers in their curriculum areas through different activities, such as events, talks, visits and experiences • Support the development of employability skills by connecting subject curriculum to Personal Development curriculum • Promote progression routes within their curriculum area • Signpost students to appropriate careers advice and information
--	--	---

Resources

Careers budget – financial budget is provided annually to support in the delivery of careers and initiatives by departments.

Focus Day budget -allocation of financial support to fund careers led focus days.

Staff development

To best understand the needs of the staff, during Autumn Term 2 CPD, staff have undergone a staff training needs analysis. This will be analysed and will inform our CPD plan moving forwards.

The monitoring of the workforce CPD would involve:

- Staff feedback from INSET
- Careers Champions surveys throughout the year
- Student evaluation of careers provision throughout the year
- Learning walks, to include focus on classroom displays, students' written work

Evaluation of the CPD plan for the workforce will focus on the following strategies:

- Learning walks throughout the year should see a development and greater use of careers examples linked to curriculum
- SOW evaluation at the end of the academic year should show examples of careers embedded into curriculum
- Subject Hubs would show examples for students of curriculum links to careers
- Compass+ would show an increase in the attainment of Gatsby benchmark 4
- Tracker+ would show a wide range of subject events and activities, which would be greater in number and range than the previous Tracker evaluation report
- Student feedback at transition stages would show a greater understanding and knowledge of how subject choices are linked to career aspirations

Careers review

This policy is reviewed every year. SBU is committed to the monitoring and evaluation of the Careers provision for our students. The main methods used in monitoring the careers programme include:

- Learning walks
- Auditing lesson observation notes
- Auditing 'planning bank' lesson plans
- Student surveys following careers organized events
- Feedback from external visitors
- Contribution to the Whole School RAP

The evaluation of the success of careers provision at SBU has both short-term and long-term goals. We are committed to transformational change to our students, and this is reflected in our evaluation techniques. Not all successes will be easily measurable, yet we are determined to use data in a way that provides knowledge and meaning to the careers that we provide. In addition to evidence gained from learning walks, the main methods of evaluation include:

- Success rate of 'passport to careers' competencies being met
- Examination attainment at Key Stage 4
- Reduction in NEET at Key Stage 4
- Destination data at Key Stage 4
- Examination attainment Key Stage 5
- Russell Group University destination data
- Reduction in NEET at Key Stage 5
- Destination data at end of Key Stage 5
- Career pathways 3 years after leaving school