



**Careers Policy**

**Babington House School**

Date of Policy	Review Date	Reviewed By	Approved By
March 2024	March 2025	P Showell E Paterson SLT	SLT

## 1. Aims

This policy aims to set out our school's provision of impartial and informed careers guidance for our pupils. This includes the ways in which pupils, families, teachers and employers can access information about our careers programme.

High-quality careers guidance is important for our pupils' futures, and our provision aims to:

- Help pupils prepare for the workplace, by building self-development and career management skills
- Provide experience and a clear understanding of the working world
- Develop pupils' awareness of the variety of education, training and careers opportunities available to them
- Help pupils to understand routes to careers that they are interested in, and to make informed choices about their next step in education or training
- Promote a culture of high aspirations and equality of opportunity

## 2. Entitlement

Students are entitled to careers education and guidance that is impartial and confidential. It will be integrated into their experience of the whole curriculum based on a partnership with students and their families. The programme will promote equality of opportunity, inclusion, and diversity.

Our Careers Education, Information and Guidance programme will:

- Provide all students access to professional independent advice with Mrs. Taylor
- Give access to comprehensive, accurate and up to date careers information about opportunities in education, training, and employment
- Provide links to the curriculum via careers learning within subject areas
- Provide the opportunities for students to fully develop their employability skills and to fully explore and evaluate their career options.

Our careers programme is delivered through a number of methods, including:

- UniFrog online platform, Steps booklets, teacher-led discussion, displays, events and guest speakers.
- **From September 2023** the school will fully adopt Unifrog as our careers platform and provision.

For the Careers Provision Map see – **Appendix 1**

## 3. Statutory requirements

This policy is based on the Department for Education's (DfE's) statutory [Careers guidance and access for education and training providers](#).

This guidance refers to:

Section 42A, 42B, 45 and 45A of the Education Act 1997

Section 72 of the Education and Skills Act 2008

Schedule 4 (15) of the School Information (England) Regulations 2008

Also compliant with: -

This policy is in line with the Provider Access Legislation which came into force on **1 January 2023**.

For the Provider Access Policy Statement - Please see **Appendix 2**

The above guidance requires that schools publish information about their careers programme on their website. This policy includes this information and shows how our school complies with this requirement.

## **4. Roles and responsibilities**

### **4.1 Careers leader**

Our careers leader is Emma Paterson, and they can be contacted by emailing [epaterson@babingtonhouse.com](mailto:epaterson@babingtonhouse.com).

Our careers leader and the senior leadership team (SLT) and will:

- Take responsibility for developing, running and reporting on the school's career programme
- Plan and manage careers activities
- Manage the budget for the careers programme
- Support teachers to build careers education and guidance into subjects across the curriculum
- Establish and develop links with employers, education and training providers, and careers organisations
- Work closely with relevant staff, including our special educational needs coordinator (SENCO) and careers adviser, to identify the guidance needs of all of our pupils with special educational needs and/or disabilities (SEND) and put in place personalised support and transition plans
- Work with our school's designated safeguarding lead i/c of looked-after children (LAC) to:
  - Make sure they know which pupils are in care or are care leavers
  - Understand their additional support needs
  - Make sure that, for LAC, their personal education plan can help inform careers advice

### **4.2 Senior leadership team (SLT)**

Our SLT will:

- Support the careers programme
- Support the careers leader in developing their strategic careers plan
- Make sure our school's careers leader is allocated sufficient time, and has the appropriate training, to perform their duties to a high standard
- Allow training providers access to talk to pupils in years 7 to 13 about a range of education qualifications and apprenticeships
- Network with employers, education and training providers, and other careers organisations

### **4.3 The governing board**

The governing board will:

- Provide clear advice and guidance on which the school can base a strategic careers plan which meets legal and contractual requirements

- Appoint a member of the governing board who will take a strategic interest in careers education and encourage employer engagement
- Make sure independent careers guidance is provided to all pupils throughout their secondary education (11- to 18-year-olds) and that the information is presented impartially, includes a range of educational or training options and promotes the best interests of pupils
- Make sure that a range of education and training providers can access pupils in years 7 to 13 to inform them of approved education qualifications and apprenticeships
- Make sure that details of our school's careers programme are published on the school's website
- Make sure that arrangements are in place for the school to meet the legal requirements of the 'Baker Clause' (exploring non-academic routes)

#### **4.4 Staff**

All staff are expected to contribute to the careers programme through their roles as tutors and subject teachers. Careers education is planned, monitored and evaluated by the Careers Leader.

Staff CPD is offered to relevant staff as opportunities arise. CPD supports the school development plan. Key staff also attends regional careers events and local networking meetings to share good practice, with other local secondary schools.

### **5. Our careers programme**

Our school has an embedded careers programme that aims to inform and encourage pupils to consider their career options and take steps to understand their choices and pathways. We provide statutory independent careers guidance to pupils from year 7 onwards.

Our programme has been developed to meet the expectations outlined in the **Gatsby Benchmarks**:

1. A stable careers programmer
2. Learning from career and labour market information
3. Addressing the needs of each pupil
4. Linking curriculum learning to careers
5. Encounters with employers and employees
6. Experience of workplaces
7. Encounters with further and higher education
8. Personal guidance

Our programme doesn't show bias towards any particular career path, and promotes a full range of technical and academic options for pupils.

It is structured in a way that builds upon previous years, and the overarching aim is divided between the Key Stages so that pupils are encouraged to think appropriately about their future. We provide aims, objectives and activities for each year group.

### **5.1 Pupils with special educational needs or disabilities (SEND)**

We expect that the majority of pupils with SEND will follow the same careers programme that meets the Gatsby Benchmarks as their classmates, with adjustments and additional support as needed.

Our careers leader will work with teachers and, where appropriate, professionals from relevant organisations, to identify the needs of our pupils with SEND and put in place personalised support and transition plans. This may include meetings with pupils and their families to discuss education, training and employment opportunities, supported internships and transition plans into higher education.

Our careers leader may, as appropriate, invite adults with disabilities to visit and share their experience and advice.

No information will be given to pupils without SEND that is not also offered to our pupils with SEND.

### **5.2 Access to our careers programme information**

A summary of our school's careers programme is published on our school website including details of how pupils, families, teachers and employers can access information about the careers programme.

Pupils, families, teachers and employers can request any additional information about the careers programme by contacting the Careers Leader.

### **3.3 Assessing the impact on pupils**

Our career programme is designed so pupils can give feedback, and their progress measured as they move through the Key Stages. We measure and assess the impact of the programme's initiatives through **UniFrog** as a learning pathway and online tool; surveys; feedback from pupils, families, teachers and employers.

## **6. Links to other policies**

This policy links to the following policies

- Safeguarding Policy
- Curriculum Policy
- PSHE/RSE Policy
- SMSC Policy

## **7. Monitoring and Evaluation**



Careers education is monitored on a regular basis by SLT and the Careers Leader. We also gain feedback from organisations that we work with and encourage staff, students and our families to provide feedback regularly. This allows us to monitor and evaluate the current provision across the school.

## **8. Review**

This policy, the information included, and its implementation will be monitored by the Careers Leader, Senior Leadership Team, and the governing body. The policy will be renewed annually.

The next review date is **MARCH 2025**

## Appendix 1 – Babington House School Careers Provision Map

Babington House School Careers Provision Map			
Working towards the 8 Gatsby Benchmarks		Using the CDI Framework	
1. A stable careers programme 2. Learning from Career and labour market information 3. Addressing the needs of each pupil 4. Linking curriculum learning to careers 5. Encounters with employers and employees 6. Experience of workplaces 7. Encounters with further and higher education 8. Personal guidance		 <a href="https://www.thecdi.net/write/CD1_85-Framework_poster-web.pdf">https://www.thecdi.net/write/CD1_85-Framework_poster-web.pdf</a>	
<a href="#">Gatsby Benchmarks   The Careers and Enterprise Company</a>			
Autumn Sept - Dec	Spring Jan - Mar	Summer Apr - Jul	
7 <ul style="list-style-type: none"> <li>• Careers Session during tutor time including Unifrog, speakers and STEP's booklets</li> </ul>	<ul style="list-style-type: none"> <li>• Careers Session during tutor time including Unifrog, speakers and STEP's booklets</li> <li>• National Apprenticeship Week - Careers Session</li> <li>• University/Apprenticeship presentations</li> </ul>	<ul style="list-style-type: none"> <li>• All students invited to attend the Careers Fair</li> <li>• National Careers Week - Careers session</li> </ul>	<ul style="list-style-type: none"> <li>• Careers Session during tutor time including Unifrog, speakers, STEP's booklets</li> </ul>
(GBM 2,3,4)	(GBM 2,3)	(GBM 2,3,5)	(GBM 2,3)
8 <ul style="list-style-type: none"> <li>• Careers Session during tutor time including Unifrog, speakers and STEP's booklets</li> </ul>	<ul style="list-style-type: none"> <li>• Careers Session during tutor time including Unifrog, speakers and STEP's booklets</li> <li>• University/Apprenticeship presentations</li> <li>• National Apprenticeship Week - Careers Session</li> </ul>	<ul style="list-style-type: none"> <li>• All students invited to attend the Careers Fair</li> <li>• National Careers Week - Careers session</li> </ul>	<ul style="list-style-type: none"> <li>• Careers Session during tutor time including Unifrog, speakers, STEP's booklets</li> </ul>
(GBM3)	(GBM 2,7)	(GBM 2,4,5,7)	(GBM 2,3,4)
9 <ul style="list-style-type: none"> <li>• Careers Session during tutor time including Unifrog, speakers and STEP's booklets</li> </ul>	<ul style="list-style-type: none"> <li>• Careers Session during tutor time including Unifrog, speakers and STEP's booklets</li> <li>• University/Apprenticeship presentations</li> <li>• National Apprenticeship Week - Careers Session</li> </ul>	<ul style="list-style-type: none"> <li>• All students invited to attend the Careers Fair</li> <li>• Year 9 Options Preparation activity</li> <li>• National Careers Week - Careers session</li> </ul>	<ul style="list-style-type: none"> <li>• Careers Session during tutor time including Unifrog, speakers, STEP's booklets</li> </ul>
(GBM3)	(GBM 2,3,7)	(GBM 2,4,5,7)	(GBM 6)
10 <ul style="list-style-type: none"> <li>• Careers Session during tutor time including Unifrog, speakers and STEP's booklets</li> </ul>	<ul style="list-style-type: none"> <li>• Careers Session during tutor time including Unifrog, speakers and STEP's booklets</li> <li>• National Apprenticeship Week - Careers Session</li> <li>• ASK Programme apprenticeship awareness assembly</li> </ul>	<ul style="list-style-type: none"> <li>• All students invited to attend the Careers Fair</li> <li>• National Careers Week - Careers session</li> <li>• 1:1 independent careers meetings</li> </ul>	<ul style="list-style-type: none"> <li>• Careers Session during tutor time including Unifrog, speakers and STEP's booklets</li> <li>• Independent Careers Interviews</li> <li>• Year 10 Work Experience Programme</li> </ul>
(GBM 2,5,7)	(GBM 2,7)	GBM 2,4,5,7)	(GBM 2,3,6)
11 <ul style="list-style-type: none"> <li>• Careers Session during tutor time including Unifrog, speakers and STEP's booklets</li> <li>• Independent Careers Interviews</li> <li>• University/College/Apprenticeship Assemblies</li> <li>• Sixth Form Open Evening</li> </ul>	<ul style="list-style-type: none"> <li>• Careers Session during tutor time including Unifrog, speakers and STEP's booklets</li> <li>• National Apprenticeship Week - Careers Session</li> <li>• Independent Careers Interviews</li> <li>• ASK Programme apprenticeship awareness assembly</li> </ul>	<ul style="list-style-type: none"> <li>• All students invited to attend the Careers Fair</li> <li>• National Careers Week - Careers session</li> </ul>	<ul style="list-style-type: none"> <li>• Exams</li> </ul>
(GBM 2,3,5,7,8)	(GBM 2,3,8)	(GBM 3,4,5,7)	(GBM 8)
12 <ul style="list-style-type: none"> <li>• Careers Session during tutor time including Unifrog, speakers and STEP's booklets</li> <li>• 1 to 1 independent careers meetings</li> <li>• weekly UCAS and next steps lessons</li> </ul>	<ul style="list-style-type: none"> <li>• Careers Session during tutor time including Unifrog, speakers and STEP's booklets</li> <li>• National Apprenticeship Week - Careers Session</li> <li>• UK University &amp; Apprenticeship Fair trip to Tottenham Stadium</li> </ul>	<ul style="list-style-type: none"> <li>• All students invited to attend the Careers Fair</li> <li>• University trip</li> <li>• National Careers Week - Careers session</li> </ul>	<ul style="list-style-type: none"> <li>• Careers Session during tutor time including Unifrog, speakers, STEP's booklets</li> <li>• University/College/Apprenticeship Assemblies</li> <li>• Year 12 Work Experience Programme</li> </ul>
(GBM 2,5,7)	(GBM 2,3,4,5,7)	(GBM 2,4,5,7)	(GBM 2,3,5,6)
13 <ul style="list-style-type: none"> <li>• Careers Session during tutor time including Unifrog, speakers and STEP's booklets</li> <li>• Weekly UCAS and next step support including university interview support</li> <li>• 1 to 1 independent careers meetings</li> <li>• Support with apprenticeship applications</li> <li>• Mock interview workshop with the ASK Project</li> </ul>	<ul style="list-style-type: none"> <li>• Careers Session during tutor time including Unifrog, speakers and STEP's booklets</li> <li>• National Apprenticeship Week - Careers Session</li> <li>• UK University &amp; Apprenticeship Fair trip to Tottenham Stadium</li> </ul>	<ul style="list-style-type: none"> <li>• All students invited to attend the Careers Fair</li> <li>• National Careers Week - Careers session</li> <li>• UK Uni &amp; Apprenticeship Search Fair at Tottenham Stadium</li> </ul>	<ul style="list-style-type: none"> <li>• Exams</li> </ul>
(GBM 2,3,5,7,8)	(GBM 2,3,5,7)	(GBM 2,4,5,7,8)	(GBM 8)

## **Appendix 2 - Provider Access Policy Statement**

### **1. Rationale**

High quality careers education and guidance in school or college is critical to young people's futures. It helps to prepare them for the workplace by providing a clear understanding of the world of work including the routes to jobs and careers that they might find engaging and rewarding. It supports them to acquire the self-development and career management skills they need to achieve positive employment destinations. This helps students to choose their pathways, improve their life opportunities and contribute to a productive and successful economy.

As the number of apprenticeships rises every year, it becomes increasingly important that all young people have a full understanding of all the options available to them post-16 and post-18 including wider technical education options such as T-Levels and Higher Technical Qualifications.

### **2. Commitment**

Babington House School is committed to ensuring there is an opportunity for a range of education and training providers to access students, for the purpose of informing them about approved technical education qualifications and apprenticeships.

Babington House School is fully aware of the responsibility to set students on the path that will secure the best outcome which will enable them to progress in education and work and give employers the highly skilled people they need. That means acting impartially, in line with the statutory duty, and not showing bias towards any route, be that academic or technical.

Babington House School endeavours to ensure that all students are aware of all routes to higher skills and are able to access information on technical options and apprenticeships (The Department of Education, July 2021: "Baker Clause": supporting students to understand the full range of education and training options, and the Provider Access Legislation, January 2023).

[Careers guidance and access for education and training providers - January 2023](#)

### **3. Aims**

Babington House School policy for Access to other education and training providers has the following aims:

- To develop the knowledge and awareness of our students of all career pathways available to them, including technical qualifications and apprenticeships.
- To support young people to be able to learn more about opportunities for education and training outside of school before making crucial choices about their future options.
- To reduce drop out from courses and avoid the risk of students becoming NEET (Young people not in education, employment or training).

### **4. Student Entitlement**

Babington House School fully supports the statutory requirement for students to have direct access to other providers of further education training, technical training and apprenticeships. The school will comply with the new legal requirement to put on at least six encounters with providers of approved technical education qualifications or apprenticeships. This will be done in assemblies in National Apprenticeship Week and National Careers Week, in addition to providers attending careers events at Babington House School.

All pupils in years 8 to 13 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. For pupils of compulsory school age these encounters are mandatory and there will be a minimum of two encounters for pupils during the ‘first key phase’ (year 8 to 9) and two encounters for pupils during the ‘second key phase’ (year 10 to 11). For pupils in the ‘third key phase’ (year 12 to 13), particularly those that have not yet decided on their next steps, there are two more provider encounters available during this period, which are optional for pupils to attend

## 5. Development

This policy has been developed and is reviewed annually by the Careers Leader and Line Manager (Mrs E Paterson and Mr P Showell) based on current good practice guidelines by the Department for Education.

### Links with other policies

It supports and is underpinned by key school policies including those for Careers, Child Protection, Equality and Diversity, and SEND.

- Safeguarding Policy
- Curriculum Policy
- PSHE/RSE Policy
- SMSC Policy

## 6. Equality and Diversity

Access to other providers is available and promoted to allow all students to access information about other providers of further education and apprenticeships. Babington House School is committed to encouraging all students to make decisions about their future based on impartial information.

## 7. Requests for access

Requests for access should be directed to Mrs Paterson, Careers Leader. Mrs Paterson may be contacted by telephone or email, [epaterson@babingtonhouse.com](mailto:epaterson@babingtonhouse.com), Tel 0208 467 5537 Ext 300.

	Autumn Term	Spring Term	Summer Term
<b>Year 8</b>	○ Event for university/technical college talk	○ Careers Fair	○ Event for apprenticeship provider talk
<b>Year 9</b>	○ Event for university/technical college talk	○ Careers Fair ○ Early Jan – Event for college/apprenticeship provider to attend – Pre-options	○ No encounters – legislation requires encounters to take place by 28 February if in year 9



<b>Year 10</b>	<ul style="list-style-type: none"> <li>○ Apprenticeship Awareness Assembly</li> </ul>	<ul style="list-style-type: none"> <li>○ Careers Fair</li> <li>○ Apprenticeship Awareness Assembly</li> </ul>	<ul style="list-style-type: none"> <li>○ Post 16 assembly - FE college</li> <li>○ Year 10 Work Experience</li> </ul>
<b>Year 11</b>	<ul style="list-style-type: none"> <li>○ Post 16 careers interviews</li> <li>○ Apprenticeship Awareness Assembly</li> </ul>	<ul style="list-style-type: none"> <li>○ Careers Fair</li> <li>○ Post 16 careers interviews</li> </ul>	<ul style="list-style-type: none"> <li>○ No encounters – legislation requires encounters to take place by 28 February if in year 11</li> </ul>
<b>Year 12</b>	<ul style="list-style-type: none"> <li>○ Year 12 UCAS programme</li> </ul>	<ul style="list-style-type: none"> <li>○ Careers Fair</li> <li>○ UK University &amp; Apprenticeship Search Fair</li> <li>○ Year 12 UCAS programme</li> </ul>	<ul style="list-style-type: none"> <li>○ Year 12 Work Experience</li> <li>○ Year 12 UCAS programme</li> </ul>
<b>Year 13</b>	<ul style="list-style-type: none"> <li>○ Year 13 UCAS programme</li> </ul>	<ul style="list-style-type: none"> <li>○ Careers Fair</li> <li>○ UK University &amp; Apprenticeship Search Fair</li> <li>○ Year 13 UCAS programme</li> </ul>	<ul style="list-style-type: none"> <li>○ No encounters – legislation requires encounters to take place by 28 February if in year 9</li> </ul>

## 8. Grounds for granting requests for access

Access will be given for providers to attend during school assemblies, timetabled Careers lessons, and Careers or Raising Aspirations events that Babington House School is arranging. Students may also travel to visit another provider as part of the trip to be organised in partnership with Babington House School

## 9. Details of premises or facilities to be provided to a person who is given access

Babington House School will provide an appropriate room or assembly hall to be agreed. All rooms have computers, projectors and screens provided. Computer rooms can also be arranged. The Careers Leader will organise this, working closely with the provider to ensure the facilities are appropriate to the audience. Appropriate safeguarding checks will be carried out. Providers will be met and supervised by a member of the Careers Team who will facilitate.

## 10. Live/Virtual encounters

Babington House School will consider live online encounters with providers where requested, and these may be broadcast into classrooms or the school assembly hall. Technology checks in advance will be required to ensure compatibility of systems.

## 11. Babington House School Families

Parental involvement is encouraged, and parents may be invited to attend the events to meet the providers.

## 12. Management

The Careers Leader coordinates all provider requests and is responsible to his/her senior management line manager.

### **13. Complaints Procedure**

Any complaints about this policy should be raised to Mr P Showell, email: [pshowell@babingtonhouse.com](mailto:pshowell@babingtonhouse.com)

Mr P Showell will raise the complaint to Mr T Lello Headteacher of Babington House School.

### **14. Providers who have been invited into Babington House school to date include:**

- NatWest Bank
- London South East Colleges
- Ravensbourne University
- Royal Institute of Chartered Surveyors
- The Education Development Trust

### **15. Destinations of previous pupils from Babington House School include:**

- Loughborough University
- Bexley Grammar
- Fashion Retail Academy
- University of Exeter
- Inspire Hair & Beauty Academy

### **16. Monitoring review and evaluation**

The Policy is monitored and evaluated annually by the Careers Leader, SLT and the school governors.

***Policy Coordinator: Mrs E Paterson, Careers Leader***

***Policy Reviewed: March 2024***