

Frederick Bremer School



Careers and Progression Policy 2021-22

Person Responsible	Kelly Padley
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Ratified by Governors on	16 th March 2022
This policy is communicated by the following means	Information Hub and Website



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Ratified



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Policy Overview

High quality Careers Education and Guidance are an essential element of the support that young people need to help them make informed and independent decisions about their educational and career pathways. At Frederick Bremer we are committed to providing all our pupils with a planned Careers & Progression programme which offers appropriate information, advice, guidance and opportunities to support their academic progression and promote career aspirations. As such it is our aim to ensure that each of our pupils are provided with all the support necessary to achieve their best possible educational outcome and access to appropriate pathways into employment.

Policy Aims

Our Careers & Progression Policy has been developed to:

- Provide an outline of the roles and responsibilities of staff, pupils and parents/carers in supporting the effective delivery of our planned Careers & Progression programme.
- Provide an outline of the core purpose and aims of the school’s planned Careers & Progression programme
- Provide an outline of the Careers & Progression programme and how/when this is delivered to pupils throughout the academic year

This policy should be read in conjunction with the our ‘Provider Access Policy Statement’ which is available through the school website.

Academic fulfilment is a key determinant of career success and, therefore, the content of this policy is directly linked to the overall aims of the school. Successfully achieving the aims stated within this policy will, therefore, support pupils as they strive to ‘be the best they can be’.

Roles & Responsibilities

Opportunities to discover and explore potential progression routes and career pathways are integrated across the curriculum and all staff, therefore, have a responsibility to ensure they make full use of all such opportunities. Distinct elements of the programme are also delivered by nominated post-holders who hold specific responsibility for the planning and delivery of such activities.

Careers & Progression Leader

The Careers & Progression Leader is responsible for the planning, delivery and evaluation of all extra-curricular elements of the Careers & Progression programme. They are supported by the Careers Advisor and overseen by the SLT link for Careers and Progression. The school’s Careers & Progression Leader can be contacted using the following details:

Role	Careers and Progression Leader
Contact Name:	Mrs Elaine Seymour
Contact Number	020 8498 3361
Contact E-mail	careers@bremer.waltham.sch.uk

Wellbeing Programme Leader

The wellbeing programme leader is responsible for the planning, delivery and evaluation of designated elements of the wellbeing curriculum which are directly linked to the school’s Careers & Progression programme.



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Heads of Department

Heads of department are responsible for ensuring that the planned curriculum within their subject area incorporates a range of opportunities for pupils to discover and explore progression routes and careers related to this subject. This should include information about potential career opportunities within the relevant subject area as well as opportunities for pupils to develop an understanding of how the skills/knowledge they are developing can support them within their future career and academic progression.

All Staff

All staff at Frederick Bremer are jointly responsible for ensuring that pupils engage with all elements of the Careers & Progression programme. All staff are also asked to support pupils with exploring their potential progression routes and career options through signposting opportunities offered to them by different elements of the school.

Pupils

All pupils participating in activities within the Careers & Progression programme are expected to 'be the best they can be' at all times and are, therefore, expected to engage positively with all events within the programme. Pupils are also actively encouraged to access the extended support offered to them through the Careers Library, online/printed resources and our external partners.

Parents & Carers

As with all elements of their child's education, parents and carers are asked to ensure they actively support the school in achieving its aims, including ensuring that their child engages fully with the range of opportunities offered to them.

The Six Learning Areas for Lifelong Career Development

Our Careers & Progression programme is designed to meet the needs of all pupils at Frederick Bremer. As pupils move through the school from year 7 to 11, different elements of our programme provide access to activities and information that support pupils to make informed decisions about their progression routes and careers opportunities. We have based our approach following the Career Development Institutes Career Development Framework. The activities and opportunities we provide to our pupils aim to meet this framework and the Gatsby Career Benchmarks for Secondary Schools.

For a positive career you need to:

Grow throughout life		
Grow throughout life by learning and reflecting on yourself, your background, and your strengths		
Key Stage 3	Key Stage 4	Post 16
being aware of the sources of help and support available and responding positively to feedback	responding positively to help, support and feedback	actively seeking out help, support and feedback
being aware that learning, skills and qualifications are important for career	positively engaging in learning and taking action to achieve good outcomes	taking responsibility for their learning and aiming high
being willing to challenge themselves and try new things	recognising the value of challenging themselves and trying new things	seeking out challenges and opportunities for development
recording achievements	reflecting on and recording achievements, experiences and learning	reflecting on and recording achievements, experiences and learning and communicating them to others
being aware of heritage, identity and values	considering what learning pathway they should pursue next	planning their next steps in learning and work
	reflecting on their heritage, identity and values	discussing and reflecting on the impact of heritage, identity and values



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Explore possibilities

Explore the full range of possibilities open to you and learn about recruitment processes and the culture of different workplaces

Key Stage 3	Key Stage 4	Post 16
being aware of the range of possible jobs	considering what jobs and roles are interesting	developing a clear direction of travel in their career and actively pursuing this
identifying common sources of information about the labour market education system	researching the labour market and the education system	actively seeking out information on the labour market and education system to support their career
being aware of the main learning pathways (e.g. university, college and apprenticeships)	recognising the main learning pathways and considering which one they want to follow and how they will access and succeed in it	having a clear understanding of the learning pathways and qualifications that they will need to pursue their career
being aware that many jobs require learning, skills and minimum qualifications	researching the learning and qualification requirements for jobs and careers that they are interested in	actively researching and reflecting on workplaces, workplace culture and expectations
being aware of the range of different sectors and organisations where they can work	researching the range of workplaces and what it is like to work there	analysing and preparing for recruitment and selection processes
being aware of the range of ways that organisations undertake recruitment and selection	researching how recruitment and selection processes work and what they need to do to succeed in them	

Manage career

Manage your career actively, make the most of opportunities and learn from setbacks

Key Stage 3	Key Stage 4	Post 16
being aware that career describes their journey through life, learning and work	recognising the different ways in which people talk about career and reflecting on its meaning to them	being able to describe the concept of career and say what it means to them
looking forward to the future	building their confidence and optimism about their future	building their confidence and optimism about their future and acting on it
imagining a range of possibilities for themselves in their career	making plans and developing a pathway into their future	actively planning, prioritising and setting targets for their future
being aware that different jobs and careers bring different challenges and rewards	considering the risks and rewards associated with different pathways and careers	considering the risks and rewards of different pathways and career and deciding between them
managing the transition into secondary school and preparing for choosing their GCSEs	taking steps to achieve in their GCSEs and make a decision about their post-16 pathway	managing the transition into the post-16 learning context and preparing for post-18 transitions
learning from setbacks and challenges	thinking about how they deal with and learn from challenges and setbacks	being proactive about being resilient and learning from setbacks



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Create opportunities		
Create opportunities by being proactive and building positive relationships with others		
Key Stage 3	Key Stage 4	Post 16
<p>developing friendships and relationships with others</p> <p>being aware that it is important to take initiative in their learning and life</p> <p>being aware that building a career will require them to be imaginative and flexible</p> <p>developing the ability to communicate their needs and wants</p> <p>being able to identify a role model and being aware of the value of leadership</p> <p>being aware of the concept of entrepreneurialism and self-employment</p>	<p>developing friendships and relationships and reflecting on their relationship to their career</p> <p>starting to take responsibility for making things happen in their career</p> <p>being able to reflect on and change their career ideas and the strategies that they are pursuing to achieve them</p> <p>being willing to speak up for themselves and others</p> <p>being able to discuss roles models and reflect on leadership</p> <p>researching entrepreneurialism and self-employment</p>	<p>building and maintaining relationships and networks within and beyond the school</p> <p>being proactive about their life, learning and career</p> <p>being creative and agile as they develop their career pathway</p> <p>representing themselves and others</p> <p>acting as a leader, role model or example to others</p> <p>considering entrepreneurialism and self-employment as a career pathway</p>

Balance life and work		
Balance your life as a worker and/or entrepreneur with your wellbeing, other interests and your involvement with your family and community		
Key Stage 3	Key Stage 4	Post 16
<p>being aware of the concept of work-life balance</p> <p>being aware that physical and mental wellbeing are important</p> <p>being aware of money and that individuals and families have to actively manage their finances</p> <p>being aware of the ways that they can be involved in their family and community</p> <p>being aware of different life stages and life roles</p> <p>being aware of rights and responsibilities in the workplace and in society</p> <p>recognising the injustices caused by prejudice, stereotypes and discrimination in learning and workplaces</p>	<p>reflecting on the different ways in which people balance their work and life</p> <p>reflecting on their physical and mental wellbeing and considering how they can improve these</p> <p>recognising the role that money and finances will play, in the decisions that they make and, in their life and career</p> <p>recognising the role that they play in their family and community and considering how that might shape their career</p> <p>considering how they want to move through different life stages and manage different life roles</p> <p>developing knowledge of rights and responsibilities in the workplace and in society</p> <p>identifying what they can do, individually and with others, to challenge prejudice, stereotyping and discrimination in learning and workplaces</p>	<p>planning for the kind of balance of work and life that they want</p> <p>taking action to improve their physical and mental wellbeing</p> <p>beginning to manage their own money and plan their finances (e.g. thinking about student loans)</p> <p>actively shaping their involvement in their family and community as part of their career planning</p> <p>planning for different life stages and considering the different life roles that they want to play</p> <p>being aware of their role in ensuring rights and responsibilities in the workplace and in society</p> <p>taking action to challenge prejudice, stereotypes and discrimination in learning and workplaces when they encounter them</p>



See the big picture

Explore the full range of possibilities open to you and learn about recruitment processes and the culture of different workplaces

Key Stage 3	Key Stage 4	Post 16
<p>being aware of a range of different media, information sources and viewpoints</p> <p>being aware that there are trends in local and national labour markets</p> <p>being aware that trends in technology and science have implications for career</p> <p>being aware of the relationship between career and the natural environment</p> <p>being aware of the relationship between career, community and society</p> <p>being aware of the relationship between career, politics and the economy</p>	<p>evaluating different media, information sources and viewpoints</p> <p>exploring local and national labour market trends</p> <p>exploring trends in technology and science</p> <p>exploring the relationship between career and the environment</p> <p>exploring the relationship between career, community and society</p> <p>exploring the relationship between career, politics and the economy</p>	<p>evaluating different media, information sources and viewpoints and reflecting on the best way to get information for their career</p> <p>exploring and responding to local and national labour market trends</p> <p>exploring and responding to trends in technology and science</p> <p>exploring and responding to the relationship between career and the environment</p> <p>exploring and responding to the relationship between career, community and society</p> <p>exploring and responding to the relationship between career, politics and the economy</p>



How does the Benchmark support pupils to...

	Grow throughout life	Explore possibilities	Manage career	Create opportunities	Balance life and work	See the big picture
1. A stable careers programme	The careers programme should include learning outcomes to identify and communicate the connection between what activities take place and the overall vision, purpose and aims of the programme. These outcomes can also be used to aid in the evaluation of the programme.					
2. Learning from career and labour market information	Provide examples of the value of learning and qualifications and their connection to career.	Encourage exploration and analysis of information about the labour market.	Illustrate common career challenges and examine how they can be overcome.	Encourage exploration of entrepreneurship, and self-employment as a career route.	Raise awareness of rights and responsibilities and provide examples of different work-life balance.	Provide labour market data, policies and issues for analysis and discussion.
3. Addressing the needs of each student	Shows how recording achievements can support lifelong learning and reflection.	Use destinations data to provide institutionally specific labour market information, career stories and alumni contacts that can be fed back into the career programme. Identifies how to differentiate delivery to meet the needs of particular students including pupil premium and SEND learners.			Challenge stereotypes and their relationship to life roles, work-life balance and career destinations.	
4. Linking curriculum learning to careers	Use the Framework to audit other subjects' curricula, highlighting existing career learning content and identifying opportunities to address career. In many cases it will be possible to identify existing learning outcomes in other subjects which align closely with the six areas in the Framework.					
5. Encounters with employers and employees	Encourage visiting speakers to talk about their experience in education, their qualifications and their professional development.	Encourage visiting speakers to talk about the roles that are available in their workplace and sector.	Encourage visiting speakers to discuss the way in which they have managed their career.	Invite entrepreneurs and other speakers who have changed the opportunities that were open to them through their actions.	Encourage visiting speakers to talk about what they do when they are not at work and how they balance the demands on their time.	Invite politicians, campaigners, trade unionists and other experts to talk about the politics of career.
6. Experiences of workplaces	Prepare pupils for experiences of work by helping them to develop questions to find out about the roles available in the workplaces that they are visiting, what qualifications people need to get those roles and how you progress within the organisation.			Offer enterprise competitions and other experiences of entrepreneurship.	Encourage pupils to use their experiences of work to find out about how others balance work with life.	Support pupils to think about how the organisations that they are visiting operate, what they contribute to society and the economy and what they might be lauded or criticised for.
7. Encounters with further and higher education	Use these encounters to support pupils to think about the relationship between learning, work and career.	Create opportunities for pupils to find out about the full range of educational and training pathways.	Discuss the way in which a commitment to lifelong learning (including returning to learning) can open up new opportunities and support progression.		Recognise learning as a part of life which people need to make time for.	Discuss the politics and economics of the education system, including who pays and why.
8. Personal guidance	Use personal guidance interviews as an opportunity to reflect on what activities pupils have participated in, what career learning they have done, how this contributes to their longer term life goals and what further support they need to put their plans into action.					



Programme Delivery

The table below outlines the framework for careers education for each year group. However, it is important to note that unique and bespoke careers opportunities are securely embedded into student leadership opportunities which are continuously developing and evolving, the enrichment offer which develops throughout the academic year and through a student-led curriculum in all subjects. The table below is exemplary not exhaustive.

Benchmark 1: A Stable Careers Programme Frederick Bremer's Programme of Careers Education Information Advice & Guidance <i>The following document provides a framework for annual planning</i>							
	Benchmark 2 Learning from career and labour market information (LMI)	Benchmark 3 Addressing the needs of each pupil	Benchmark 4 Linking curriculum learning to careers	Benchmark 5 Encounters with employers and employees	Benchmark 6 Experience of workplaces	Benchmark 7 Encounters with further and higher education	Benchmark 8 Personal guidance
Year 7	LMI information taught in Wellbeing lessons Introduction to the Unifrog platform	Wellbeing Mentoring	Drop Down Days Subject related posters in curriculum areas Subject led lessons	Aspirations Event Opportunity to explore a range of careers		Aspirations Event Opportunity to talk to a range of colleges and universities	
Year 8	LMI information taught in Wellbeing lessons	Wellbeing Mentoring	Drop Down Days Subject related posters in curriculum areas Subject led lessons	Aspirations Event Opportunity to explore a range of careers		Aspirations Event Opportunity to talk to a range of colleges and universities	
Year 9	LMI information taught in Wellbeing lessons Unifrog platform	Wellbeing Mentoring Careers Interview 1:1 appointment with careers advisor supporting GCSE Options, tailored to the individual needs of the pupils	Drop Down Days Subject related posters in curriculum areas Subject led lessons	Careers Panel workshops Assemblies led by employers and employees		Assemblies led by HE providers	Careers Interview 1:1 appointment with careers advisor supporting GCSE Options, tailored to the individual needs of the pupils



	Benchmark 2 Learning from career and labour market information (LMI)	Benchmark 3 Addressing the needs of each pupil	Benchmark 4 Linking curriculum learning to careers	Benchmark 5 Encounters with employers and employees	Benchmark 6 Experience of workplaces	Benchmark 7 Encounters with further and higher education	Benchmark 8 Personal guidance
Year 10	Apprenticeship Workshops LMI information taught in Wellbeing lessons	Apprenticeship Workshops Summer term Careers interview 1:1 appointment with careers advisor. Tailored to the individual needs of the pupils Wellbeing mentoring	Drop Down Days Subject related posters in curriculum areas Subject led lessons	Visits to a range of employers Mock Interview Day	Simmons & Simmons Young Talent Programme Work Experience	Visits to HE and FE providers	Summer term Careers interview 1:1 appointment with careers advisor. Tailored to the individual needs of the pupils
Year 11	LMI information taught in Wellbeing lessons	Personal Statement Workshops Application Support Workshops Wellbeing mentoring	Subject related posters in curriculum areas Subject led lessons	National Citizenship Service Assembly	National Citizenship Service 'The Challenge'	Progression Evening FE Provider Presentations and Visits	Lunchtime and afterschool 'drop in sessions' available with Careers advisor



Links to other Organisations

To help us provide high quality opportunities to our pupils we have developed a strong and ever-growing network of partnership organisations. Current employer and educational links include:

Simmons & Simmons	Offering opportunities for pupils to participate in the Young Talent Programme (developing employability skills and experience of the work environment)
My Kinda Future	Offering a wide range of opportunities for pupils to explore the world of work through school events and independent engagement opportunities.
BEAL 6th Form	Offers the opportunity for Frederick Bremer pupils to attend a College experience day and/or support with applications in Year 11.
Sir George Monoux College	Offers the opportunity for Frederick Bremer pupils to attend a College experience day and/or support with applications in Year 11.
Leyton 6th Form	Offers the opportunity for Frederick Bremer pupils to attend a College experience day and/or support with applications in Year 11.
NCC Provider Partnership	Offers the opportunity for Frederick Bremer pupils to participate in a range of College experiences, including the chance to network with current pupils across the college partnership.
Waltham Forest College	Offers the opportunity for Frederick Bremer pupils to attend a College experience day and/or support with applications in Year 11.
National Citizenship Service	Offers pupils the opportunity to complete a 3 week programme of adventure activities and skill development projects following the end of the GCSE Exams.
Amazing Apprenticeships	Offers pupils the opportunity to learning about the different apprenticeship routes available to them.
London Enterprise Adviser Network East	Connects schools and colleges with employers and entrepreneurs so that all young Londoners are aware of the career pathways and opportunities available to them.
Waltham Forest Digital and Creative Careers Cluster	Empowers pupils through a range of immersive activities that inspires them to explore opportunities in 'new economy' sectors.
Unifrog Online Platform	Offers all the available information in one single, impartial, user-friendly platform that helps students to make the best choices.

Staff Development

Professional development needs of all staff for planning and delivering the Careers Education & Guidance programme will be identified through consultation with individual members of staff. We are committed to ensuring that all necessary training and support is provided to ensure the delivery of a high-quality programme. All staff are trained on the use and delivery of Unifrog Online Platform supporting career choices and destinations.

Monitoring, Review and Evaluation

Monitoring and evaluation of the planned activities within the Careers Education and Guidance programmes is completed annually by the Careers Team to ensure that the planned activities achieve our ambitions. In accordance with this process, we welcome feedback on our programme from all stakeholders and consider this when reviewing (annually) our Careers Guidance Policy.