



# CAREERS POLICY

REVIEWED 3RD MAY 24  
RATIFIED 7TH MAY 24

## REGULATIONS

PART 1: Quality of Education

**TO BE READ IN CONJUNCTION WITH:**

Assessment, Teaching and Learning Policy, Curriculum Policy, SRE Policy

## Careers Policy

### 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, parents, 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're 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. 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:

The Education Act 1997

The Education and Skills Act 2008

The School Information (\*England) Regulations 2008

This policy is also in line with the more recent Skills and Post-16 Act 2022, which came into force on 1 January 2023. It explains that our school must provide a minimum of 6 encounters with technical education or training providers to all pupils in years 8 to 13.

This policy is also in line with the Education (Careers Guidance in Schools) Act 2022. This came into force on 1 September 2022, and amended the existing duty in The Education Act 1997, so that:

Our school must now secure independent careers guidance from year 7 (instead of from year 8, previously)

We also act in line with our statutory duty under the 'Baker Clause', to be impartial and not show bias towards any route, be that academic or technical. This policy should be read in conjunction with our provider access policy statement, which sets out how our school meets this duty, and can be found on our website and in the policy file located in reception.

### 3. Roles and responsibilities

#### 3.1 Careers leader

Our careers leader is Sarah McCarthy and they can be contacted by phoning 01538 361886 or emailing [smccarthy@hopedale.org.uk](mailto:smccarthy@hopedale.org.uk). Our careers leader works closely with 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
- 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 co-ordinator (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 teacher for looked-after children (LAC) and previously 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

### **3.2 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 8 to 13 about technical education qualifications and apprenticeships, and set out arrangements for this in our school's provider access policy statement
- Network with employers, education and training providers, and other careers organisations

### **3.3 The Proprietorial board**

The proprietorial board will:

- Provide clear advice and guidance on which the school can base a strategic careers plan which meets legal and contractual requirements
- 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 8 to 13 to inform them of approved technical education qualifications and apprenticeships
- Make sure that details of our school's careers programme and the name of the careers leader 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', including that the school has published a provider access policy statement

## **4. 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 programme with a careers leader
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.

Our careers programme is delivered through a number of methods, including: lessons, tutor-led discussion, displays, careers fairs and guest speakers.

### **Key Stage 3**

Our Key Stage 3 careers programme will support pupils in their planning and choices of GCSE subjects. This includes:

#### **Year 7**

It is our aim that all pupils have a basic introduction and complete a Career Interest form with myself a Careers Interest Discussion / Drop in session available for Information and Q & A.

#### **Year 8**

It is our aim that all pupils in year 8 have an introduction and complete an initial discussion about their future employment aspirations.

These sessions run in conjunction with PHSE lessons in which pupils begin to investigate future jobs and Careers.

Drop in sessions available for information and Q & A.

#### **Year 9**

In year 9 all pupils attend an IAG session during which they will have the opportunity to revisit and discuss interests, as well as reviewing and updating form 1 from year 8. A further discussion will take place in the summer term where we will begin to set some goals together. (Form 2)

Year 9 pupils are supported to begin to develop their own personal pathway.

Drop in sessions available for Information or Q and A.

### **Key Stage 4**

Our Key Stage 4 careers programme aims to help pupils research and understand their choices and routes into education and training. This includes:

#### **Year 10**

In year 10 pupils begin work on B-Tec qualifications. As part of their course they will be required to assess their own skills and interests identify potential career paths and investigate skills for employment. Pupils have the opportunity to search and apply for jobs attend mock interviews and prepare to attend work based experience/ volunteering.

These in class activities run in conjunction with drop in sessions and continued development of their personal pathway.

#### **Year 11**

Pupils continue to develop their own self-assessment and work skills through their B-Tec courses, Colleges, Training providers, Internships and Apprenticeships.

Pupils are supported to attend Careers fairs and College visits and taster days to ensure a seamless transition into college along with ongoing IAG.

Work Experience and Volunteering opportunities in preparation to Further Education and Independence focus post Hopedale.

### **Key Stage 5**

Our Key Stage 5 careers programme supports pupils in planning for their future, including university and alternative pathways. This includes:

#### **Year 12 & 13**

All year 12 & 13 pupils will continue with their studies according to their own personal pathways and are supported to investigate and develop progression opportunities into FE or working life.

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

We expect that the majority of pupils with SEND will follow the careers programme that meets the Gatsby Benchmarks.

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.

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

A summary of our school's careers programme is published on our school website in the form of this policy], including details of how pupils, parents, teachers and employers can access information about the careers programme.

Pupils, parents, teachers and employers can request any additional information about the careers programme by contacting the school.

#### **4.3 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 by: surveys; leavers' information; feedback from pupils, parents, teachers and employers; evaluations

#### **5. Links to other policies**

This policy links to the following policies [outline any links to other relevant policies you have]:

Accessibility Plan

Child protection and safeguarding policy

Curriculum policy

Assessment, Teaching and Learning Policy

#### **6. Monitoring and review**

This policy, the information included, and its implementation will be monitored by the proprietorial board and reviewed annually.

The next review date is: Summer term 24