



Careers Policy

Written by: Janine Dix **Date:** August 2021

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1 Introduction

Careers education, information, advice and guidance (CEIAG) is an essential part of the support we offer to pupils at the academy. Effective careers support can help to prepare young people for the opportunities, responsibilities, and experiences of life; it can help them to make decisions and manage transitions as learners and workers. As options for young people become more varied and complex, it is vital that we support them to develop the knowledge and skills they need to make informed choices for their future.

2 Aims

This policy aims to set out our academy'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
- Provide pupils with well-rounded experiences
- Develop characteristics such as: social skills, communication, innovation, resilience and leadership which support pupils in the curriculum and in their careers.

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:

- 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. For more detail on these encounters, see our provider access policy statement, which you can find on our website.

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 academy must now secure independent careers guidance from year 7 (instead of from year 8, previously)
- As an academy in England, we're now required to provide and publish careers guidance

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

This policy complies with our funding agreement and articles of association.

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 academy meets this duty, and can be found on our website.

4. Roles and responsibilities

4.1 Careers leader

Our careers leader is Olivia Leaney and she can be contacted by phoning 01246 237640 or on 07548 837344 or emailed at olivia.leaney@nedsc.derbyshire.sch.uk. Our careers leader is a member of the extended leadership team and will:

- Take responsibility for developing, running and reporting on the academy'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 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 academy'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
- Review our academy's provider access policy statement at least annually, in agreement with our governing board

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 academy'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

4.3 The governing board

The governing board will:

- Provide clear advice and guidance on which the academy 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 8 to 13 to inform them of approved technical education qualifications and apprenticeships
- Make sure that details of our academy's careers programme and the name of the careers leader are published on the academy's website

Make sure that arrangements are in place for the academy to meet the legal requirements of the 'Baker Clause', including that the academy has published a provider access policy statement.

5. Our careers programme

Our academy 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.

Our pupils may come to roll as and when they are permanently excluded and so may have had independent careers advice given at their previous school. Pupil's are encouraged to think appropriately about their future through our weekly 'Futures' lessons.

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

- explicit weekly timetabled 'Futures' lessons provided within the curriculum from years 7 through to year 11
- enrichment activities such as face-to-face 10-12 week sessions with an external Employability Worker from the DEBP
- The academy works with the D2N2 Local Enterprise Partnership (LEP) to forge stronger links with employers, businesses, and other external agencies. The academy plays a role in the local community and has an ambition to further develop its local community connections.
- access to employability activities, visits to workplaces, talks and interactions with employees and external/independent providers.
- Work experience placements as part of weekly timetables for year 10 and 11
- Careers links in assemblies and in the tutor time programme.

Key Stage 3

The aim for KS3 pupils is to realise their own skills, abilities and personal attributes that make them employable. Pupils will study positive communication, motivation for work and appropriate behavioural traits that are required for employment. If pupils are on roll at the end of year 9, they will be allocated an educational pathway for KS4 which may include the option for vocational alternative provision.

Key Stage 4

The aim for KS4 pupils is to experience a long term work placement and the world of work. All year 11 pupils have a standard offer of work experience for a day per week. Our Key Stage 4 careers programme aims to help pupils research and understand their choices and routes into education and training. Pupils will find careers of interest, plan journeys to work, produce CVs, complete application forms and letters of interest. They will complete activities in order to achieve the ASDAN Short course in Careers and Experiencing Work. The programme includes:

- High Education
- Colleges
- Self employment
- Apprenticeships

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 academy's careers programme is published on our academy website 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 our Careers Lead, Olivia Leaney.

5.3 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:

- leavers' post 16 destinations
- feedback from pupils about off site visits
- Evaluations of pupil's interviews with the level 6 careers advisor and their action plans
- Completion of the ASDAN Short course in Careers and Experiencing Work

6. Links to other policies

This policy links to the following policies:

- Provider access policy statement
- Safeguarding and Child protection policy
- Work experience policy
- Curriculum policy

7. Monitoring and review

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

The named Careers Lead monitors pupil progress in careers and the future destinations of pupils. They also monitor the academy's overall strategy against this policy and updates the Gatsby Benchmark Statement published on the academy website.

Destinations are reported annually to the Local Governing Board (LGB) and published on the academy's website.