# CAREERS EDUCATION GUIDANCE POLICY

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SLT Lead:  P Turner

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## Contents

1. Aims ..... 2
2. Statutory requirements ..... 2
3. Roles and responsibilities ..... 3
4. Our careers programme ..... 4
Key Stage 3 ..... 5
Key Stage 4 ..... 5
Key Stage 5 ..... 6
6. Monitoring and review ..... 7

## 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. For more detail on these encounters, see our provider access policy statement, which you can find on the school 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 school 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 school 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 school meets this duty, and can be found on our school website.

## 3. Roles and responsibilities

## 3.1 The governing board

The governing board will:

- Actively engage in setting the direction for a whole-school approach to careers guidance with the headteacher, to make sure it is aligned with the school's vision, priorities and development plans
- Provide clear advice and guidance on which the school can base a strategic careers plan which meets legal and contractual requirements
- Maintain strategic oversight of the school's legal and contractual requirements for careers guidance and hold senior leaders to account for delivering against those requirements
- Appoint a member of the governing board who will take a strategic interest in careers education and encourage employer engagement
- Make sure that 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 arrangements are in place for the school to meet the legal requirements of the provider access legislation, including that the school has published a provider access policy statement
- Make sure that details of our school's careers programme and the name of the careers leader are published on the school's website

## 3.2 Headteacher

The headteacher will:

- Work with the governing board to set the direction for a whole-school approach to careers guidance, making sure it is aligned with the school's vision, priorities and development plans
- Support the careers team to deliver the school's careers programme
- Build careers into staff development for teachers and support staff, and make sure that the careers leader, careers adviser and senior leaders receive training and development to deliver high-quality careers provision
- Make sure that personal guidance is provided to pupils by a qualified careers adviser
- Network with employers, education and training providers, and other careers organisations

## 3.3 Senior leadership team (SLT)

The SLT will:

- Support the careers programme
- Support the careers leader in developing their strategic careers plan
- Make sure the careers leader is allocated sufficient time and budget, and has the appropriate training, to perform their duties to a high standard
- Support the careers adviser to deliver personal guidance to pupils, making sure it's well-resourced
- Work closely with the careers leader and careers adviser in the overall development and evaluation of the careers programme.
- Network with employers, education and training providers, and other careers organisations.

## 3.4 Careers leader

Our careers leader is Peter Turner and they can be contacted by phoning 0113 390 0770 or emailing turnerp@tmhs.rklt.co.uk. Our careers leader will:

- Take responsibility for planning and delivering the careers programme and work towards meeting the Gatsby Benchmarks in a meaningful way
- Coordinate and manage careers activities and the budget for these
- Work with the SLT to make sure the careers programme is informed by a strategic careers plan aligned to the school's priorities
- Engage parents and carers throughout
- Establish and develop key relationships to drive progress and continuously improve the careers programme
- Establish and develop links with external employers, education and training providers, and careers organisations
- Use and sequence labour market information (LMI) throughout the careers programme, tailoring it to individual circumstances
- Support the careers adviser to work with relevant staff, including the SENCO, subject teachers and pastoral teams
- 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
    - Engage with the relevant virtual school head and ensure a joined-up approach to identifying and supporting pupils' career ambitions
- Evaluate and continuously improve the careers programme, drawing on feedback from all stakeholders and the destinations of pupils
- Review our school's provider access policy statement at least annually, in agreement with our governing board

### 3.5 Careers adviser

Our careers leader is Debbie Pasfield. They will:

- Support pupils to make effective career decisions
- Work with the careers leader and SENCO to identify the needs of pupils with SEND and provide personalised support
- Contribute to the overall development and evaluation of the careers programme

## 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.

All subjects link curriculum learning with careers. Additionally, our PSHE curriculum includes information on careers and employability.

Every pupil will receive at least 1 personal guidance meeting with a careers adviser by age 16. Every pupil will receive a further meeting by age 18.

Information about personal guidance support, and how to access it, will be communicated to pupils, parents and carers, and other stakeholders, including through the school website

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 personal development lessons, in which a key theme which runs across KS3, 4 and 5 is being successful in life. Please see below for more detail on the objectives and activities for each key stage. In addition to the Personal Development curriculum, we run a form programme which retains a focus on specific aspects of a students career pathway, from looking at the range of options at P16 and P18 to researching different careers, pathways and their links to specific subjects. Using platforms such as Unifrog and Compass +, students provide us with their P16 and P18 intentions, which enables us to provide bespoke interventions and experiences dependent upon students' interests and intentions. Our careers advisors in school provide both a drop in service to all students at break at lunch time but will also target individual and cohorts of students identified as requiring further guidance and support. We also utilise the assembly programme, with regular external speakers from local employers and training providers at key times throughout the year, including apprenticeship week, aspirations week, science week, women in STEM. We also organise visits to local universities, colleges and employers to broaden students horizons and increase their awareness of local labour market opportunities. In addition, we hold careers events in school, with local building firms and emergency services regularly coming into school to provide hands on activities and careers information. We welcome and encourage any external training providers and local employers to get in contact to provide opportunities to provide students with meaningful experiences of training and employment opportunities. More broadly, the wider curriculum is coherently planned to teach students about the careers linked to each topic across all subjects, including local labour market information, career pathways, grades required and future earning potential.

## Key Stage 3

In key stage 3, we aim to develop students' life goals, options and awareness of future careers. Our Key Stage 3 careers programme will support pupils in their planning and choices of GCSE subjects. This includes:

Personal Development lessons in Y8, in which students look at how to set realistic yet ambitious targets and goals, to look at the options available to them at the end of key stage 3, where to seek advice and to develop the skills to manage decisions about their future. Students' also look into the routes into work, training and other vocational opportunities. Students look at different patterns of work including employment, self-employment and voluntary work.

We also get students to fill in their intentions at P16 to support our careers advisors in intervening early with students who need some extra support and guidance.

The key stage 3 options process, in which students take part in a taster day to experience a range of subjects and the potential career opportunities they provide. Students also complete research in form on specific career pathways and are encouraged to speak to one of our careers advisors in school to seek further guidance where necessary.

Personal Development lessons in Y9, in which students have the opportunity to further develop skills and attributes valued by employers. Cultural stereotypes are also recognised and challenged for the impact that they may have on limiting aspirations. Students also learn how to manage emotions in relation to money, including the role of tax, the features of payslips and the value in saving.

Outside of the Personal Development, we work with our local enterprise partnership and other local employers to provide events both in and out of school in addition to training providers coming into assemblies at the times outlined above to speak to students about options and pathways at both P16 and P18. We also provide opportunities for groups of disadvantaged students to engage with higher education providers through a 'Leeds to success' link programme with Leeds University.

## Key Stage 4

In Key stage 4, we support students to makes choices on their P16 choices, pathways and careers beyond year 11. Our Key Stage 4 careers programme aims to help pupils research and understand their choices and routes into education and training. This includes:

Personal Development lessons, where students are required reflect on their interests, skills and qualities and match them to future career choices and opportunities. We support students in maximising their chances when applying for education and employment opportunities by supporting all students to apply for at least one P16 provider. Our careers advisors work intensively with specific cohorts of students to apply for courses at other local education providers, including but not limited to, Leeds College of building. Leeds UTC, Leeds city college and other providers of apprenticeship based routes.

We also have external speakers from P16 providers come speak to students on the options they offer at P16, the requirements to get onto courses and the application and interview process. In addition, all students in Y11 are offered a guidance meeting, either with out careers advisors of with a member of SLT, to ensure that all students have a clear pathway(s) in mind and understand the requirement to get onto specific courses.

Where required, bespoke groups of students are taken on visits to local colleges, including those students who have been identified as being most at risk of becoming NEET at P16. These include students in the school's alternative provision, those with SEND and those who have been identified as persistent absentees.

As in key stage 3, we continue to work with our local enterprise partnership and other local employers to provide events both in and out of school in addition to training providers coming into assemblies at the times outlined above to speak to students about options and pathways at both P16 and P18. We continue to provide opportunities for groups of disadvantaged students to engage with higher education providers through a 'Leeds to success' link programme with Leeds University.

## Key Stage 5

Our Key Stage 5 careers programme supports pupils in planning for their future, including university and alternative pathways. This includes CPD sessions which focus on the developing the skills and strategies to manage transitional life phases. Through CPD, we support students to set realistic and ambitious life goals matched to personal values, interests, strengths and skills. Students also evaluate their next steps after 6th form, we information provided on higher education, further training and apprenticeships and other gap year opportunities. Students are supported in producing an effective CV and how to prepare effectively for interviews. Students also review local labour marker information and research career opportunities in a global economy.

Outside of Personal Development lessons, all Y12 students have the opportunity to undertake work experience, with virtual work experience provided in school for a small cohort of students. Students are also supported in making

applications to a range of P18 providers, including University, apprenticeships and other forms of employment based training.

As with KS3 and KS4, we continue to work with our local enterprise partnership and other local employers to provide events both in and out of school in addition to training providers coming into assemblies at the times outlined above to speak to students about options and pathways at P18.

### 4.1 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. Moreover, students with SEND are prioritised in being given access to one to one careers interviews in addition to the opportunity to attend the annual SEND next choices fayre at Leeds Arena. Where more bespoke intervention is required, our careers advisors will work one to one with students to ensure they are able to access open days and other pathways such as the bridge builder course at Leeds College of Building for students with SEND.

### 4.2 Access to our careers programme information

A summary of our school's careers program is published on our school 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 Peter Turner turnerp@tmhs.rklt.co.uk

### 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 using the compass plus programme to assess our provision annually against the Gatsby Benchmarks. In addition, we track students P16 and P18 intentions through online platforms to monitor the impact of one to one careers advice. We review and monitor destination data, working with Leeds local authority to identify and contact students and ex students who are most at risk. We collect feedback from pupils on our careers provision after each careers linked topic in personal development and work closely with curriculum leaders to get their feedback on the implementation and impact of careers in the curriculum. Following events, feedback is shared with local employers to ensure that the information is pertinent to our students and their aspirations.

#### 4.4 Access to pupil participation records

We measure the progress of pupils and keep records as they move through the Key Stages.

We collect, maintain and use accurate data for each pupil on their aspirations, intended and immediate education, and training or employment destinations, to inform personalised support. We also keep records for each pupil of their participation in the careers programme, the individual advice given to them and subsequent agreed decisions. Pupils have access to these records to support them during transition points and in their career development. These records will be kept in line with our data protection policy

## 5. Links to other policies

This policy links to the following policies:

Provider Access policy statement

Child Protection Policy

Curriculum Policy

Data Protection Policy

## 6. Monitoring and review

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