

INVICTUS

Education Trust



Pedmore High School

Aspire, Persevere, Succeed

Careers guidance policy



Document Control and Version Control

DOCUMENT CONTROL	
POLICY TITLE:	Careers Guidance Policy
POLICY AUTHOR:	PHILLIPA HARRIS
VERSION NUMBER:	1.0
DATE APPROVED:	September 2023
DATE EFFECTIVE:	September 2023
DATE DUE FOR REVIEW:	September 2024
POLICY STATUS:	Statutory Policy
POLICY TYPE:	School Specific – based on Trust template
REQUIRED TO PUBLISH:	Yes
TRUST LEAD:	Director of Education
APPROVAL LEVEL (TEMPLATE):	Trust Board
APPROVAL LEVEL (BESPOKE):	Executive Approval

VERSION CONTROL			
VERSION	AUTHOR	DATE	CHANGES
1.0	P Harris and O Harris	September 2023	

Contents

1. Aims	3
2. Statutory requirements	3
3. Roles and responsibilities	4
4. Our careers programme	5
Key Stage 3	5
Key Stage 4	7
5. Links to other policies	9
6. Monitoring and review	9

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.

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.

3. Roles and responsibilities

3.1 Careers leader

Our careers leader is Oliver Harris and they can be contacted by phoning 01384 686711 or emailing oharris@pedmorehighschool.uk. Our careers leader is a member of 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 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
- Review our school's provider access policy statement at least annually, in agreement with our governing board

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 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 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.

Key Stage 3

The career programme at Pedmore High School aims to:

- Encourage students to be ambitious, broaden their horizons and explore their own career aspirations throughout their life at school.

Careers Guidance Policy 1.0

- Provide a wide range of experiences, support and guidance to help them make decisions about their future. This starts in Year 7, and supports students through to leaving us in Year 11 (or Year 13 after their Sixth Form years)

The programme is based on evidence from the Gatsby Foundation and aligns with the recommended Gatsby Benchmarks. These are:

- Benchmark 1: A stable careers programme
- Benchmark 2: Learning from career and labour market information
- 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 in the workplace
- Benchmark 7: Encounters with further and higher education
- Benchmark 8: Personal guidance Students leaving Pedmore will have the skills, knowledge and dynamism to reach their full career potential, to meet the needs of employers and to contribute to the economic growth of the nation.

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

Year 7 students

Students will, during their lessons, tutor time and in their dedicated PSHE lesson, have the opportunity to explore aspects of employability. A programme of study focusing on Careers is delivered through our PSHE scheme of work. This aims to provide students with the opportunity to understand what employability skills are and how they can develop them in school.

Year 8 students

Students will have independent advice and guidance about their futures through discussion with careers professionals, assemblies and careers related events. This will include small group mentoring and programmes designed for specific student's needs. In addition to this, in lessons careers related activities/information will take place when appropriate. PSHE days will enable them to reflect on their employability skills and work on projects with local employers and training providers.

Year 9 students

Students will have PSHE days that will develop their understanding of the World of Work. The content will enable them to think about their pathways and work in more detail working with specialists delivering employability sessions and with employers to experience solving real business problems. Students will also prepare for their option choices for Key Stage 4 examination study by using the online careers tool such as Kudos to explore how and if their subject selection is in line with their future career and study pathways. We also aim to develop our student's aspirations and as such they will be introduced to Higher Education through our Aspire to HE events and programmes. In lessons careers related activities/information will take place when appropriate.

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 students

Students will have abundant opportunities to work with local employers, considering a wide range of career pathways taken by local companies, parents, teachers and ex-students. This will include:

- Attendance at the World Skills Show
- Taster/College days
- Work Experience (virtual; face to face or 50:50)
- Employer in school events
- Apprenticeship events
- Subject specific employment events
- FE/HE in school events in PSHE days and in curriculum
- Development of their CV's

In addition to this, students will be encouraged to think about their choices at 16+ by attending taster events at local FE providers and private training providers and these providers visiting students in school based activity/events.

Year 11 students

Students will focus on their examinations and securing their place of Further Education/Apprenticeships. In the Autumn term, students will finalise CV's and applications to colleges and employers, they will have interview practice and all students will have the opportunity for careers advice meetings our independent adviser delivered by the Connexions Service.

In addition to this, in lessons careers related activities/information will take place when appropriate. 1:1 Careers guidance is also offered to all students.

Throughout the year, we work closely with Year 11 to track their progress with college applications/apprenticeships and work with specialist agencies such as Connexions where necessary. It is expected that students and their parents/carers from all year groups attend Parent consultation Evening events where the Connexions service and similar level 6 providers give information and guidance in respect to future pathways / careers / apprenticeships and colleges.

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.

Needs-based referral

Heads of Year, the SENCO, Pastoral Managers and Form Tutors will work with students and identify students who would benefit from early intervention, for example a student with lack of direction or lack of motivation; students with SEND; certain students receiving pupil premium funding; or those who have potential to become NEET (Not in Employment, Education or Training). For those students who are at risk of NEET, further interventions are arranged as appropriate for each student through our Aspire to HE Programme.

Additional support is offered to SEND students to ensure they are fully equipped to make informed career-based decisions.

Students with an EHCP receive additional Connexions appointments and liaise directly with relevant agencies within the LEA. Connexions advisors are invited to the EHCP Annual Review meeting from Year 9 onwards. This enables SEND students to identify the relevant services related to their area of interest. As part of these meetings, information is shared with Parents/Carers who will also support future decisions.

In addition to this, in Year 10 and Year 11 we invite external partners in to present a range of career-based options, this includes local Apprenticeship providers such as 'Nova Training' who can offer a wide range of courses across many industry sectors.

To further support our SEND students, we offer guidance sessions on writing letters of application, updating their CV and practising Interview techniques.

Students will be supported at all stages of the careers process to ensure they achieve ongoing success in their chosen post 16 pathway".

4.2 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, 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 phoning 01384 686711 or emailing oharris@pedmorehighschool.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:

- Student feedback on their experience of the careers programme and what they gained from it
- Staff feedback on careers lessons, work experience and mock interviews
- Informal feedback from external partners and parents
- Student destination data post 16 and 19
- Consultation with external providers
- Parental surveys

5. Links to other policies

This policy links to the following policies:

- Provider access policy statement
- Child protection policy
- Curriculum policy
- Educational Visits policy
- PSHE policy

These can be accessed via the school website.

6. Monitoring and review

This policy, the information included, and its implementation will be monitored by the Careers Lead and SLT with oversight of careers and will be reviewed annually.