

Careers guidance policy

Gartree High School



Approved by:

Ben Rackley

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1. Aims

This policy aims to set out our school’s provision of impartial and informed careers guidance for our pupils. This includes the way 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 11.

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.

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.

3. Roles and responsibilities

3.1 Careers leader

Our careers leader is Ben Rackley, and he can be contacted by emailing brackley@gartree.leics.sch.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 16) 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:

Key Stage 3

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

The content of the taught careers education programme in PSHE is based around the learning outcomes of the school's personal development curriculum, students work towards ten skills outcomes:

Leadership and Decision-Making	Teamwork and Collaboration	Staying Safe and Healthy	Planning, Reflection and Resilience	Creativity and Problem Solving
Prepared for the Future	Confidence and Communication	Active Citizenship	Cultural Knowledge	Valuing Diversity

The skills outcomes are delivered to all students as part of form time, PSHE, assemblies and other subjects, as relevant.

Students will have the chance to explore what work is, how to find out about jobs, how to be enterprising, the skills needed for work, jobs of the future and green careers. Activities will support the KS4 options process.

By the end of Year 9, all students will have had the opportunity to:

- Be introduced to career resources to help them understand their preferences and the options open to them
- Develop their self-awareness
- Hear from or talk to representatives from the world of work
- Hear about opportunities in higher education
- Receive support to make the right KS4 choices, including assemblies, parents' events, meeting with senior staff at school and the option of a careers guidance meeting.

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 - Key activities: Work experience and mock interviews

Students will explore how to find and complete work experience placements; CVs, applications and interview technique in preparation for mock interviews; and an introduction to post-16 options. These activities are supplemented with after-school support sessions with PC access.

By the end of Year 10, all students will have had the opportunity to:

- Develop their self-awareness and career management skills, including writing a CV
- Experience one week in the workplace (or take part in employer-led experiences)
- Be interviewed by someone from the world of work
- Hear about opportunities in higher education
- Experience a taster day in a sixth form or college setting
- Be introduced to the different Post-16 pathways.

Year 11 - Key activities: Post-16 applications

Students will learn how to write a personal statement for post-16 applications; get support to apply through Sheffield Progress and other application processes; hear from guest speakers about sixth form, college and apprenticeship pathways; and understand the key considerations when choosing post-16 options. These activities are supplemented with after-school support sessions.

By the end of Year 11, all students will have had the opportunity to:

- Use a range of sources of information (with support, as required) to explore Post-16 options
- Take part in events (in school and external to school) where they can speak to employers, colleges, sixth forms, training providers and universities
- Develop their self-awareness and career management skills
- Apply for Post-16 options and back-up plans, as necessary
- Continue to develop the skills needed for a successful transition
- Have at least one meeting in Y10 or Y11 with a careers adviser.

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.

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 contacting rallsop@gartree.leics.sch.uk or brackley@gartree.leics.sch.uk

Please also refer to our Provider Access Policy

Gartree High School Provider Access Policy

This policy statement sets out the school's arrangements for managing the access of providers to the school for the purpose of giving them information about the provider's education or training offer. This complies with the school's legal obligations under Section 42B of the Education Act 1997.