

## Careers guidance policy

### Chapel-en-le-Frith High School

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Reviewed By (Name)	Sue Dunn
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### 1. Aims

This policy aims to set out our school’s provision of impartial and informed careers guidance for our students. This includes the ways in which students, parents, teachers and employers can access information about our careers programme.

High-quality careers guidance is important for our students’ futures, and our provision aims to:

- Help students prepare for the workplace, by building self-development and career management skills
- Provide experience and a clear understanding of the working world
- Develop students’ awareness of the variety of education, training and careers opportunities available to them
- Help students 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 students in years 8 to 13. For more detail on these encounters, see our provider access policy statement, which you can find [here](#).

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 [here](#).

### 3. Roles and responsibilities

#### 3.1 Careers leader

Our careers leader is Mrs Catriona Bulger, and she can be contacted by phoning 01298 813118 or emailing [cbulger@chapelhigh.org.uk](mailto:cbulger@chapelhigh.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
- Review our school's provider access policy statement at least annually, in agreement with our governing board

#### 3.2 Careers Advisor

Our independent Careers Advisor is Mrs Geraldine Brannelly. She is a fully qualified Level 6 Careers Advisor and is in school for 2 days each week to provide individual advice and guidance to students. All careers advice and guidance is given in person-centred, impartial, unbiased and confidential (within legal confines) and also meets professional standards of practice. Our careers advisor will:

- Offer careers interviews to all students in year 10
- Support the delivery of the careers programme
- Provide careers appointments to students in year 9 who are choosing GCSE options
- Prioritise Pupil Premium and SEND students where required to provide additional support and advice tailored to their specific needs.
- 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 students 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 students 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
- Support and / or deliver Careers themed assemblies and lessons as part of the learning for life, careers strand.

#### 3.2 Senior leadership team (SLT)

Our SLT will:

- Support the careers programme

- Support the careers leader in developing their strategic careers plan
- Manage the budget for the careers programme
- 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 students 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
- Make sure independent careers guidance is provided to all students throughout their secondary education (11 to 16 year-olds) and that the information is presented impartially, includes a range of educational or training options and promotes the best interests of students
- Make sure that a range of education and training providers can access students in years 8 to 11 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 students to consider their career options, and take steps to understand their choices and pathways. We provide statutory independent careers guidance to students 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 student
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 students.

It is structured in a way that builds upon previous years, and the overarching aim is divided between the Key Stages so that students 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:

- Bespoke careers lessons which are part of our Learning for Life curriculum, 'Job of the week' activities in tutor time, guest speakers including the Armed Forces and career specific speakers such as engineers. STEM day activities that link to local industry, industry led clubs e.g. Lego Robotics with Tarmac. Visits to local employers and post 16 providers, and an annual careers fair for all year groups.

### Key Stage 3

Our Key Stage 3 careers programme will link effectively with the curriculum in order to maximise student learning and encourage students to understand their subjects within the context of jobs and careers. Careers education is part of the school's Learning for Life programme where students take time off timetable to learn life skills such as decision making and budgeting. Careers education is also part of subject lessons where teachers impart information about the types of jobs their subjects can lead on to and the relevant career paths.

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

- A dedicated 'Futures' month where subjects link lessons and homework activities to jobs and careers within their subject
- Weekly tutor time activity with a 'job of the week' to support our idea of 'you can't be what you can't see'
- Assemblies to promote the Careers Hub, where students can self-refer for early careers appointments and visit the drop in centre
- Assemblies to link careers and option choices
- Assemblies from technical providers and other employers
- Learning for Life lessons to focus on employability skills, post 16 routes, T-Level qualifications and apprenticeships
- Dedicated STEM days and trips to promote careers in the STEM subjects

### Key Stage 4

Our Key Stage 4 careers programme is designed to provide help at specific decision times as well as throughout the academic year. We are committed to raising students' aspirations and broadening their horizon. As set out in the Baker Clause, we ensure that students are aware that they are legally obliged to stay in education or training until age 18 and what this means for them, including the full time study, apprenticeship, traineeship, work and volunteering options on offer.

The careers programme will:

- Provide totally impartial and up-to-date information through close working relationships with independent careers professionals, employers and FE and HE institutions
- Challenge stereotyping, deal with prejudice and discrimination, use skills of assertiveness and negotiation to encourage students to raise and widen their career aspirations. The school adheres to the

Equality Act 2010 and ensures that the programme does not discriminate on the grounds of protected characteristics including sex, race or disability. We encourage students to consider non-stereotyped career options and actively promote this within careers materials and presentations

- Reflect the true nature of today and tomorrow's world of work. For this, we will build links and use resources from a range of sources including Labour Market Intelligence, education and training providers, Government bodies, employers, school alumni and FE and HE institutions

Our Key Stage 4 careers programme aims to help students research and understand their choices and routes into education and training. Our bespoke Post-16 information days include:

- Introduction to different Pathways, including college, sixth form, Apprenticeships, Traineeships and other types of training
- Introduction to studying at colleges, sixth forms and other FE organisations (including home/online study options)
- Information about Higher Education, university life, the journey to and benefits of HE
- Session on recruitment cycles and processes, including writing application forms, personal statements and CVs
- Interview skills and preparation. Mock interviews with employers.
- Group workshops on how to make decisions, positive mind-set and employability skills.
- College and training provider drop-in sessions
- College taster sessions
- University/college visits and taster events
- Employer presentations and visits
- Careers fairs
- Posters, leaflets, careers resources in the library and careers office
- Events and information in school during National Apprenticeships Week, National Careers Week and other national awareness days

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

We expect that the majority of students 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 advisor will work with teachers and, where appropriate, professionals from relevant organisations, to identify the needs of our students with SEND and put in place personalised support and transition plans. This may include meetings with students 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 students without SEND that is not also offered to our students with SEND.

In line with the Government Statutory Guidance, annual reviews for students with SEND must include a focus on adulthood, including employment, from at least Year 9. These reviews are informed by good careers guidance and the school will make use of the SEND local offer published with the local authority.

We promote inclusivity in all school activities and SEND students are included in the school's careers programme of activities. These are adapted as required to meet individual learning needs. SEND students are prioritised where required to provide additional support, group and one-to-one sessions and advice tailored to their specific needs.

The school utilise the DEBP to support SEND students in the enhanced resourced provision with a bespoke package of additional support, group and one-to-one sessions and advice tailored to their specific need. This programme looks at the differences between school and college and aids with transition, building employability skills, with talks from employers, mock interviews, sessions on decision making and an insight into the world of work.

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

A summary of our school's careers programme is published on our school website linked [here](#), including details of how students, parents, teachers and employers can access information about the careers programme.

Students, parents, teachers and employers can request any additional information about the careers programme by contacting [cbulger@chapelhigh.org.uk](mailto:cbulger@chapelhigh.org.uk)

#### **4.3 Assessing the impact on students**

Our career programme is designed so students 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:

- Regularly reviewing via the Careers and Enterprise Company's online audit system, Compass. This reporting helps us to recognise our success and areas for improvement against the Gatsby benchmarks as well as national and local scores. Our latest audit can be found [here](#).
- Surveying students and staff at regular intervals and using this feedback to inform future planning
- Collating Intended and Actual Destinations data for Derbyshire County Council, as per the September Guarantee, which requires local authorities to find education and training places for 16 and 17 year olds

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

This policy links to the following policies:

- [Provider access policy](#)
- [Child protection policy](#)

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

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

The next review date is: July 2025