

# Careers Guidance Policy



<b>Approved by:</b>	Full Governing Board	<b>Date:</b> September 2024
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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 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 LJFS 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, find of the LJFS website.

### **3. Roles and responsibilities**

#### **3.1 Careers leader**

Our careers leader is Miss. Lawson, and they can be contacted by emailing [slawson@ljfs.org](mailto:slawson@ljfs.org) Our careers leader is our Deputy Headteacher on 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 Careers teacher**

Our Careers teacher is Adele Sefton. The careers teacher teacher 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.

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

Careers lessons, form time sessions and assemblies, events, workshops, speakers, visits, displays and presentations. These are delivered internally or with external providers and include off-site. It includes independent careers advice in all years and this is provided externally in Year 11.

### Key Stage 3

By the end of Key Stage 3, we expect students to have a greater understanding of how to:

- Use personal reflection to understand what skills and qualities they have or are developing and how this relates to specific careers and job families.
- Recognise the qualities and skills needed for employability and provide evidence for those demonstrated both in and out of school.
- Describe the organisation and structure of different types of businesses.
- Be aware of what job and labour market information (LMI) is and how it can be useful to you.
- Be aware of the laws and by-laws relating to young people's permitted working hours.

- Link guided subject choices for Key Stage 4 to potential career aspirations.
- Look systematically at the choices and opportunities when you reach a decision point.
- Access impartial and independent careers information, advice and guidance.

## **Key Stage 4**

In Key Stage 4 pupils will build on their knowledge of the world of work gained in Key Stage 3, and make planned visits to local employers and work places.

- Through RSHE, life skills and skills for life lessons, pupils will have the opportunity to learn about skills needed for work, interviews, exploring the job market, further education opportunities, budgeting, expectations when working.
- There will be visits from a registered careers advisor which will be delivered by external organisations; all which will work directly with the pupils and help them match pupil interests and skills with a suitable careers pathway.
- Pupils in Key Stage 4 will be using prior work based knowledge to effectively undertake the roles set.
- Pupils and their families in Key Stage 4 will have the opportunity to get advice from local further education providers, at parents evenings and through distributed information sheets
- As part of getting the Gatsby benchmarks, we have been working with the Leeds Enterprise Partnership and North Yorkshire Enterprise Partnership which has enabled us to plan and host work related events, featuring visiting speakers and organisations, including enterprise days, work skills related workshops and STEM workshops and this will be available across each key stage.

### **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. A more specialist and detailed preparation for interviews and applications is offered through an external provider over the course of Year 11- through Scope.

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 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 [slawson@ljfs.org](mailto:slawson@ljfs.org)

### **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:

- Employer and event evaluations
- Future Skills questionnaires

- Pupil voice

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

This policy links to the following policies

- Provider Access Statement
- Child protection and safeguarding policy

## **6. Monitoring and review**

This policy, the information included, and its implementation will be monitored by the Governing body. The next review date is September 2026.