

# INVICTUS

Education Trust



## Careers guidance policy



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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.

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 Miss J Aston, and they can be contacted by phoning 0134686850 or emailing [jaston@crestwood-s.dudley.sch.uk](mailto:jaston@crestwood-s.dudley.sch.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
- 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 career's 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 career's 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:

PSHE lessons, presentations from post 16 local providers about the opportunities they offer, local employers attending career breakfasts in tutor time. Option events, parent's evenings, group discussions and taster events.

### **Key Stage 3**

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

Career and employability skills in PSHE lessons for one half term. Activities focus on self-development, learning about careers and the world of work, and developing career management, employability and enterprise skills.

Year 9 students will also learn about career and employability skills in PSHE lessons once a half term. The PSHE lessons focus on informing students about their post-16 options to help with their options choices also.

A careers breakfast session is also run, where employers and employees come in to school to discuss their career pathway with students. This session is offered to students in years 9-11 (priority given to year 11). Form tutors encourage students to attend the sessions if they know that they are interested in a related career.

Students in year 9 will be offered a careers interview to help them with their option choices.

All students learn about apprenticeships during National Apprenticeships Week and careers during National Careers Week, PSHE and in subject lessons.

Other opportunities include guest speakers in assemblies, lessons, careers-related activities and visits to workplaces as part of school trips, taster days at local colleges and universities.

### **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 will also learn about career and employability skills in PSHE for one half term. Activities focus on self-development, learning about careers and the world of work, and developing career management, employability and enterprise skills. In these PSHE lessons, there will be increased focus on ensuring that students are aware of all of their post-16 options.

During year 10, students will also take part in work experience where they will gain an insight into at least one place of work, gaining contact with employees and employers also.

Students in this year group will also have the opportunity to attend a careers fair, attended by local Further Education and Higher Education institutions, as well as independent training providers

Year 11 students will also learn about career and employability skills in PSHE lessons for a half term. Activities focus on self-development, learning about careers and the world of work, and developing career management, employability and enterprise skills. There will also be focus on ensuring that students are aware of, and applying for, post-16 options in these sessions.

Year 11 will also take part in Aspire to HE interventions – i.e., trips/ workshops/ interventions/ mentoring ran by the Aspire to HE partnership led by the University of Wolverhampton. The interventions aim to raise aspirations and increase participation into higher education. Activities for year 11 include University experience trips and visits/ workshops with guest speakers who will discuss revision strategies.

Students in this year group will also have the opportunity to attend a careers fair, attended by local Further Education and Higher Education institutions, as well as independent training providers.

All students in year 11 will be offered at least one personalised careers guidance meeting where they will have the opportunity to meet with a trained careers adviser to discuss their post-16 options. Form tutors will then follow up the meetings by interviewing students in form time and offering them support, to ensure that students have applied for appropriate courses for after year 11.

A careers breakfast session is also run where employers and employees come in to school to discuss their career pathway with students. This session is offered to students in years 9-11 (priority given to year 11). Form tutors encourage students to attend the sessions if they know that they are interested in a related career.

All students in Key Stage 4 learn about apprenticeships in form time during National Apprenticeships Week and careers during form time during National Careers Week.

Other opportunities include guest speakers in assemblies, lessons, careers-related activities and visits to workplaces as part of school trips.

#### **Unifrog:**

All students at Crestwood School and Sixth Form have access to Unifrog, an online careers platform where students can explore future study and career options, as well as develop and record progress in relation to soft skills and employability skills. It is the world's largest database of post-16 and post-18 options and so gives students invaluable access to the wide range of options that are available to them. Furthermore, lessons from Unifrog have been utilised for teachers to use in careers form time sessions (e.g., for year 11) and in other careers-related activities.

#### **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 Miss J Aston, Careers Lead, [jaston@crestwood-s.dudley.sch.uk](mailto:jaston@crestwood-s.dudley.sch.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:

- Firstly, we gather and analyse destination data for our year 11 leavers. We record their pathway and analyse the most popular routes for our students looking at the type of qualification, level and provider. This enables us to evaluate our provision in terms of equality and relevance. We can then tailor our programme to meet the needs of our students. We also do the same for our year 13 leavers in conjunction with our colleagues across the Invictus Sixth Form. We track the career journey of our students for three years from the end of year 11 so that we can review their progress, ensuring that they are on the right pathway.
  
- We value feedback from our students and involve them in the design of our careers programme. After any careers education, information, advice or guidance (CEIAG), we obtain feedback from students so that our offer is current, relevant and useful. We also include teaching staff in this process of reflection as their input on the delivery of CEIAG is just as important. Parents are invited to provide feedback too as we recognise the importance of helping them in supporting their child.
  
- In addition, we request feedback from providers or volunteers who have participated in an event so that we can continue doing it successfully or tweak it to suit all involved. A valued source of information comes from our Enterprise Coordinator and Enterprise Adviser who work closely with our Careers Leader to ensure that the programme is effective. Continuous dialogue also occurs between our Independent Careers Adviser and our local authority Careers Adviser who work closely with our students to ensure that we meet their needs.

### **➤ 5. Links to other policies**

This policy links to the following policies:

- Provider access policy statement
- Child protection policy

## **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.