

**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 Jo Atherton, and they can be contacted by phoning or emailing [jatherton@leasowes.dudley.sch.uk](mailto:jatherton@leasowes.dudley.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 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:

PSHCE lessons, Tutor time, tutor-led discussion, Subject lessons, assemblies, displays, events, guest speakers

### Key Stage 3

Our Key Stage 3 careers programme will educate students on careers pathways and labour market information to support pupils in their planning and choices of GCSE subjects. This includes:

Year	Autumn Term	Spring Term	Summer Term
7	<ul style="list-style-type: none"> <li>Careers Introductory Assembly</li> <li>Introduction to school's careers adviser</li> <li>Introduction to careers library</li> <li></li> </ul>	<ul style="list-style-type: none"> <li>Careers Assembly</li> </ul>	<ul style="list-style-type: none"> <li>Careers Assembly</li> <li>Cereal Box activity (PSHCE)</li> <li>Introduction to Unifrog and online self assessment</li> <li>What's My Line? Careers Event</li> <li>Careers Fair</li> <li>Careers pathways and LMI (PSHCE)</li> </ul>
8	<ul style="list-style-type: none"> <li>Careers Assembly - local</li> <li>Event for University/ Technical College</li> <li></li> </ul>	<ul style="list-style-type: none"> <li>Careers Assembly - the Police</li> <li>Employer event for pupils &amp; parents – market stall event giving overview of local, regional and national opportunities and skills requirement.</li> </ul>	<ul style="list-style-type: none"> <li>Careers Assembly</li> <li>Technical/vocational tasters at local college/ training provider/s</li> <li>Careers Fair</li> <li>Career pathways and LMI (PSHCE)</li> </ul>
9	<ul style="list-style-type: none"> <li>Careers Assembly - local employer</li> <li>Career of the week (weekly during form time)</li> <li>Careers Fair</li> </ul>	<ul style="list-style-type: none"> <li>Careers Assembly</li> <li>Career of the week (weekly during form time)</li> <li>Key Stage 4 Options Event – Halesowen College and ASK Apprenticeship presentations</li> <li>Careers PSHCE Programme</li> <li>Group careers meetings with careers adviser (all)</li> <li>Presentation from Sandvik</li> <li>Skills Builder workshop (identified students)</li> <li>Career paths and LMI (PSHCE)</li> </ul>	<ul style="list-style-type: none"> <li>Careers Assembly</li> <li>Career of the week (weekly during form time)</li> <li>Apprenticeship/College visit (for identified students)</li> <li>University visit (for identified students)</li> </ul>

### 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	Autumn Term	Spring Term	Summer Term
10	<ul style="list-style-type: none"> <li>• Careers Assembly - Post 16 Options – Dudley College</li> <li>• Career of the week (weekly during form time)</li> <li>• Careers Fair</li> </ul>	<ul style="list-style-type: none"> <li>• Careers Assemblies – Invictus 6<sup>th</sup>/King Eds</li> <li>• Career of the week (weekly during form time)</li> <li>• PSHCE Careers Programme</li> <li>• Work Experience</li> <li>• National Apprenticeship &amp; Education Visit for identified students.</li> <li>• Enterprise Challenge Day?</li> <li>• Sustainable Futures (60 identified students)</li> <li>• Career pathways and LMI (PSHCE)</li> </ul>	<ul style="list-style-type: none"> <li>• Careers Assembly – Apprenticeships provider &amp; apprentices</li> <li>• Career of the week (weekly during form time)</li> <li>• 1-2-1 diagnostic careers meeting with careers adviser</li> <li>• Workshops in apprenticeships options and qualifications framework</li> <li>• University visit for identified students</li> <li>• Enterprise Challenge Day?(60 identified students)</li> <li>• Raising Female Aspirations workshop</li> <li>• Aldi/M&amp;S or HSBC careers</li> </ul>
11	<ul style="list-style-type: none"> <li>• Careers Assembly – Post 16 apprenticeships</li> <li>• Career of the week (weekly during form time)</li> <li>• Post 16 provider open evenings</li> <li>• Careers Fair</li> <li>• 1:2:1 Careers guidance meeting with Careers adviser</li> <li>• CV writing and applications (PSHCE)</li> <li>• Grow Careers Coaching (identified students)</li> <li>• Journey into Employment interviews/ CV writing, support workshop for selected students)</li> <li>• Parent/Carer Futures Workshop (all students)</li> <li>• Presentations from :                             <ul style="list-style-type: none"> <li>• Halesowen College, Dudley (exploring BTECs)College(Exploring T levels) and Invictus VI (exploring A Levels)</li> </ul> </li> <li>• Ask Apprenticeships Presentation</li> </ul>	<ul style="list-style-type: none"> <li>• Careers Assembly</li> <li>• Career of the week (weekly during form time)</li> <li>• PSHCE Careers programme</li> <li>• Completion of destination forms</li> <li>• Workshops as required in stress management, exploring websites, CV writing, completing applications, exploring HE, getting around UCAS.</li> <li>• Career pathways and LMI</li> </ul>	<ul style="list-style-type: none"> <li>• Careers Assembly</li> <li>• Career of the week (weekly during form time)</li> <li>• Workshops as required in stress management, exploring websites, CV writing, completing applications, exploring HE, getting around UCAS.</li> <li>• Visit from Oxbridge Universities</li> <li>• Follow up Careers guidance meetings with Careers adviser.</li> </ul>

#### **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.

Our Year 11 SEND students take part in tailor made career pathway workshops.

#### **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 Jo Atherton at [jatherton@leasowes.dudley.sch.uk](mailto:jatherton@leasowes.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:

Pupil surveys; leavers forms and destination forms; feedback from pupils, parents, teachers and employers; evaluations]

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

This policy links to the following policies:

Provider access policy statement

Child protection policy

Curriculum 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.