The Crossley Heath School

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CAREERS POLICY

Version Control

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Responsibility: **Associate Assistant Headteacher – Careers Leader**
Date of Next Review: **Sept 2027**
Status: **Statutory**

1. Introduction

CEIAG refers to a range of activities and interventions that help young people to make the right choices. This includes impartial advice and guidance at key transitional times for young people and access to up to date information on careers and other issues affecting their wellbeing and continuation of their learning and future pathways. The Crossley Heath School and Academy Trust is committed to providing all students in years 7-13 with a careers programme which is embedded into the curriculum and includes a variety of enrichment activities. The programme has been developed in line with the eight Gatsby Benchmarks for ensuring best practice to meet the requirements of the Department for Education's statutory guidance 2018. The Academy was awarded the Quality in Careers Standard in May 2023 meeting all eight of the Gatsby Benchmarks and demonstrates an ongoing commitment to providing a comprehensive CEIAG programme for students.

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 Academy 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 be found in Appendix 1 and on our 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 Academy 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 Academy 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. This policy should be read in conjunction with our provider access policy statement, which sets out how our Academy meets this duty, and can be found in Appendix 1.

This policy complies with our funding agreement and articles of association.

3. 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. The Crossley Heath Academy Trust's Careers 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
- Take into account the individual needs of all students to tailor the programme accordingly and provide the right level of support
- Promote a culture of high aspirations and equality of opportunity

4. Roles and Responsibilities

The Careers Leader works alongside the PD/Careers Co-ordinator, Heads of Department, SENDCo, Sixth Form team, year group leaders, the C & K Careers Advisor, as well as local colleges, businesses, training providers and HE institutions.
All staff are expected to contribute to careers education, information, advice and guidance through their roles as subject teachers and form tutors.
The pastoral teams work alongside the Careers Leader, Careers Co-ordinator and the C&K Careers advisor.
There is a named link trustee for CEIAG who updates the board of trustees about the CEIAG programme.
Administration support is available for CEIAG activities.

4.1 The board of trustees

The board of trustees will:

- Actively engage in setting the direction for a whole-school approach to careers guidance with the headteacher, to make sure it is aligned with the school's vision, priorities and development plans
- Provide clear advice and guidance on which the school can base a strategic careers plan which meets legal and contractual requirements
- Maintain strategic oversight of the school's legal and contractual requirements for careers guidance and hold senior leaders to account for delivering against those requirements

› Appoint a member of the Trust Board who will take a strategic interest in careers education and encourage employer engagement

- Make sure that independent careers guidance is provided to all students 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 students
- Make sure that a range of education and training providers can access students in years 8 to 13 to inform them of approved technical education qualifications and apprenticeships

- Make sure that arrangements are in place for the school to meet the legal requirements of the provider access legislation, including that the school has published a provider access policy statement
- Make sure that details of our school's careers programme and the name of the careers leader are published on the school's website

4.2 The Headteacher

The headteacher will:

- Work with the governing board to set the direction for a whole-school approach to careers guidance, making sure it is aligned with the school's vision, priorities and development plans
- Support the careers team to deliver the school's careers programme
- Build careers into staff development for teachers and support staff, and make sure that the careers leader, careers adviser and senior leaders receive training and development to deliver high-quality careers provision
- Make sure that personal guidance is provided to students by a qualified careers adviser
- Network with employers, education and training providers, and other careers organisations

4.3 Senior leadership team (SLT)

Our SLT will:

- Support the careers programme
- Support the careers leader in developing their strategic careers plan
- Make sure the careers leader is allocated sufficient time and budget, and has the appropriate training, to perform their duties to a high standard
- Support the careers adviser to deliver personal guidance to students, making sure it's well-resourced
- Work closely with the careers leader and careers adviser in the overall development and evaluation of the careers programme
- Network with employers, education and training providers, and other careers organisations

4.4 Careers Leader

Our careers leader, Suzanne Peers is a member of the senior leadership team (SLT) and can be contacted by phoning 01422 360272 or emailing s.peers@crossleyheath.org.uk Our Careers Leader will:

- Take responsibility for planning and delivering the careers programme and work towards meeting the Gatsby Benchmarks in a meaningful way
- Coordinate and manage careers activities and the budget for these
- Work with the SLT to make sure the careers programme is informed by a strategic careers plan aligned to the school's priorities
- Engage parents and carers throughout
- Establish and develop key relationships to drive progress and continuously improve the careers programme
- Establish and develop links with external employers, education and training providers, and careers organisations
- Use and sequence labour market information (LMI) throughout the careers programme, tailoring it to individual circumstances

- Support the careers adviser to work with relevant staff, including the SENCO, subject teachers and pastoral teams
- 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
    -Engage with the relevant virtual school head and ensure a joined-up approach to identifying and supporting students' career ambitions

- Evaluate and continuously improve the careers programme, drawing on feedback from all stakeholders and the destinations of students
- Review our school's provider access policy statement at least annually, in agreement with our governing board

4.4 Careers Advisor

Our careers advisor, Karen Duckworth (C&K Careers) will:

.1 Support students to make effective career decisions
.2 Work with the careers leader and SENCO to identify the needs of students with SEND and provide personalised support
.3 Contribute to the overall development and evaluation of the careers programme

5. 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
2. Learning from career and labour market information
3. Addressing the needs of each young person
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 institution, education or career path, and promotes a full range of technical and academic options for students. We consider the best interests of the student to whom the career guidance is given.

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 Personal development lessons, activities embedded into lesson across all curriculum subjects, displays, assemblies, tutorials, guest speakers, drop down days, as well as trips and visits. Careers information is also available via Unifrog, a platform which provides access to information on apprenticeships, universities, the labour market, career pathways and UCAS applications. Most information is provided in electronic formats however, a small selection of resources can be found in our LRC and Sixth Form Study Areas.

Our current careers programme is published on our website – see APPENDIX 2

5.1 How we meet our requirements

All subjects link curriculum learning with careers. Additionally, our PD curriculum includes information on careers and employability.
Every student will receive at least 1 personal guidance meeting with a careers adviser by age 16.
Every student will receive a further meeting by age 18.
Information about personal guidance support, and how to access it, will be communicated to students, parents and carers, and other stakeholders, including through the school website.

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

We are meeting our requirements to provide:
At least 2 encounters with providers of technical education or apprenticeships in year 8 or 9 (this is set out in more detail in our provider access policy statement, which can be found [insert location of your statement]
1 week's worth of work experience activities

Key Stage 4
Our Key Stage 4 careers programme aims to help students research and understand their choices and routes into education and training.

We are meeting our requirements to provide:
At least 2 encounters with providers of technical education or apprenticeships in year 10 or 11 (this is set out in more detail in our provider access policy statement, which can be found in APPENDIX 1
1 week's worth of work experience placement(s)

Key Stage 5
Our Key Stage 5 careers programme supports students in planning for their future, including university and alternative pathways

We are meeting our requirements to provide:
At least 2 encounters with providers of technical education or apprenticeships in year 12 or 13 (this is set out in more detail in our provider access policy statement, which can be found [insert location of your statement]. These encounters are mandatory for the school to put on, but optional for students to attend

5.2 Students with special educational needs or disabilities (SEND)

All students with SEND will be supported with a careers programme that follows the Gatsby Benchmarks. We expect that the majority of students with SEND will follow the same careers programme as their classmates, with adjustments and additional support as needed. Information, opportunities and support will be personalised and sequenced to meet the needs of each student with SEND and their families.

Our careers leader 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.

5.3 **Access to our careers programme information**

A summary of our school's careers programme is published on our school website including details of how students, parents and carers, teachers and employers can access information about the careers programme.

Students, parents and carers, teachers, and employers can request any additional information about the careers programme by contacting our Careers Leader.

5.4 **Access to student participation records**

We measure the progress of students and keep records as they move through the Key Stages.

We collect, maintain and use accurate data for each student on their aspirations, intended and immediate education, and training or employment destinations, to inform personalised support. We also keep records for each student of their participation in the careers programme, the individual advice given to them and subsequent agreed decisions.

Students have access to these records to support them during transition points and in their career development via our careers platform Unifrog.

These records will be kept in line with our data protection policy, which can be found on our school website.

5.5 **Assessing the impact on students**

As part of the careers programme, students have the opportunity to undertake self-evaluation and reflect on their learning at key points such as following careers days, mock interviews or work experience. Students develop a profile on Unifrog through which their activities and skills development can be recorded and monitored by staff including form tutors and the careers co-ordinator. To ensure the programme continues to meet the needs of all students all participants in the programme are invited to complete feedback surveys following key events including students, parents, teachers and employers.

6. Monitoring and review

This policy, the information included, and its implementation will be monitored by the heathetacher, SLT and the board of trustees and reviewed annually.

7. Links to other Policies/Documents

Please refer to the following:

- SEND Policy
- Curriculum Policy
- Child Protection & Safeguarding Policy
- The C&K Partnership Agreement
- The Gatsby Benchmarks/Compass Tracking Tool
- Data Protection Policy

APPENDIX 1

Our Provider Access Policy is published on our school website.

APPENDIX 2

Our Careers Programme is published on our school website.