

We are an ambitious and inclusive Trust of schools
strengthening communities through excellent education.



Careers Guidance Policy

Responsibility for approval: Senior Executive
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1.0 Policy Statement

1.1 Our mission is to transform lives and strengthen our communities to make the world a better place. We believe that every young person needs good career guidance to make informed decisions about their future. We understand that good career guidance is a necessity for social mobility: those young people without significant social capital or home support to draw upon have the most to gain from a strong career guidance system.

1.2 **The Ted Wragg Trust-wide priorities for all schools are to ensure we collectively provide:**

- A stable careers programme.
- Learning from career and labour market information.
- Linkages between curriculum learning and careers.
- Meaningful encounters with employers and employees
- Rich experiences of workplaces.
- Meaningful encounters with further and higher education.
- High quality personal guidance.

2.0 Scope and Purpose (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.

2.1 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

3.0 Definition

3.1 For the purpose of this document:

- The Ted Wragg Multi Academy Trust is referenced to as the Ted Wragg Trust or TWT or the Trust.

4.0 Legal Framework

4.1 This policy is based on the Department for Education's (DfE's) statutory 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 our school 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, and can be found on our school website.

4.2 This Policy will be included in the Trust's Policy Monitoring Schedule.

5.0 Roles and Responsibilities

5.1 Careers Leader

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

5.2 Senior Leadership Team

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

5.3 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 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 from year 8 onwards 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

6.0 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:

- A stable careers programme with a career's leader
- Learning from career and labour market information
- Addressing the needs of each pupil
- Linking curriculum learning to careers
- Encounters with employers and employees
- Experience of workplaces
- Encounters with further and higher education
- 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 mapped against the Gatsby benchmarks and delivered through a number of methods, including explicit lessons within the taught PSHE programme. Careers is also explicitly taught through the personal development programme, including during tutor time. Careers information is readily available in school, both in paper and digital formats providing information on apprenticeships, universities, the labour market and career pathways.

Several special events are also held, for example the careers fair, involving University, apprenticeship and careers representatives, to which all pupils will attend. The school also provides access to external speakers and resources from employers giving information about a wide range of career pathways.

At Key Stage 3, our careers programme aims to raise pupil aspirations and develop personal, social and employability skills. Assemblies and a parent and pupil information evening on choosing options are also provided, to enable informed GCSE choices.

At Key Stage 4, our careers programme aims to help pupils research and understand their choices and routes into education and training. They develop skills in CV, letter writing, presentations and interviews. This includes a mock interview with an employer; a week's work experience at a self-arranged placement; assemblies on post-16 options; and individual careers guidance.

Key Stage 5 (if applicable)

At Key Stage 5, our careers programme aims to support pupils in planning for their future, including university and alternative pathways. This includes a series of careers lectures from universities and employers. Some of these lectures, together with form time, are devoted to the topic of UCAS applications and interview skills. In addition, Year 12 has a week of work experience.

6.1 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 reasonable 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.

6.2 Access to our careers programmed 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 our school careers leader.

6.3 Accessing 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. Built into the careers programme are opportunities for pupils to self-evaluate and reflect on their learning at key points during the academic year, as well as at key points in their overall careers provision, such as following work experience and mock interviews during Year 10. All participants in the programme, including pupils, parents and employers, also complete surveys following key events. Leavers' destination information is also analysed each year to measure and assess the impact of the programme's initiatives

7.0 Link to other policies:

This policy links to the following policies, available on our school website, including, but not limited to:

- Provider access policy statement
- Child protection policy
- Curriculum policy

8.0 Monitoring and review

This policy, the information included, and its implementation will be monitored by the TWT and reviewed in the Trust's policy monitoring schedule.

The next review date is: 1st April 2026

9.0 Appendices

Appendix A: Careers Entitlement

Pupils attending the School are in their careers programme entitled to:

- Receive a stable careers programme from Year 7 that continues until they leave school.
- Receive relevant careers guidance and have access to independent careers information and guidance, including labour market data where relevant.
- Receive personal advice that helps pupils to achieve their individual career's goal – whether this is Higher Education, an apprenticeship or employment.
- Be equipped with the necessary skills to prosper in HE and employment.
- Have the relevant knowledge to make realistic and achievable goals based on their own interests and skills, whilst taking into account local job market information and relevant entry requirements.
- Receive up-to-date information about careers and skill-development opportunities.
- Understand how different subjects help keep different options open.
- Have access to additional help, whether this need is generated from a change of decision, personal circumstances or additional needs.
- Have meaningful and helpful encounters with employers and other education providers.
- Have a minimum of one week's work experience.

Pupils are expected to:

- Fully engage with careers lessons and activities.
- Utilise the available careers resources, including any online platforms.
- Record careers-related skills, participation and research, reflect upon what has been learnt.
- Identify and set goals for the future.
- Actively participate in workshops, presentations and visits from external employers or providers.
- Attend informative events such as Options Evening and the Careers fair.
- Use any study and research spaces appropriately and with respect for other users.
- Take advantage of opportunities offered outside school, such as school trips and projects.

Parents are entitled to have:

- Access to links to the National Careers Service information and other independent websites and resources via the school website.
- The opportunity to contact the independent careers advisor, careers lead and careers coordinator.
- Access to information and guidance through parent information evenings.

Appendix B: Provider Access Policy Statement

The published Provider Access Policy statement on the School's website, sets out the School's arrangements for managing the access of providers to the pupils at the school for the purpose of giving them information about the provider's education, training offer, or skill set and pathway needed for access to the career or education sector that the provider represents. This complies with the school's legal obligations under section 42B of the Education Act 1997, updated Sept 2022.

The School's policy for access to other education and training providers has the following aims:

- To develop the knowledge and awareness of our students of all career pathways available to them, including technical qualifications and apprenticeships.
- To support young people to be able to learn more about opportunities for education and training outside of school before making crucial choices about their future options.
- To reduce drop out from courses and avoid the risk of students becoming NEET (Young people not in education, employment or training).