



Careers Policy

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All policies are developed in accordance with the principles that define our Vision, Values and Ethos

Our Vision

Act Wisely, Build Community, Help Others

Our Values

Wisdom, Community, Kindness, Responsibility, Sustainability

Our Ethos

Ready, Respect, Safe

Our scripture

Matthew 7: 12:

So in everything, do to others what you would have them do to you

Outstanding Achievement for All

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1. Statement of intent

- 1.1. This policy is underpinned by Sections 42A and 45A of the Education Act 1997, and has due regard to the DfE's statutory guidance, 'Careers guidance and access for education and training providers'.
- 1.2. The main aims of careers provision at All Saints Academy are to:
- 1.3. Prepare pupils for life post-education.
- 1.4. Develop an understanding of different career paths and challenge stereotypes.
- 1.5. Develop an understanding of the differences between school and work.
- 1.6. Inspire pupils to chase and achieve their dreams.
- 1.7. Help pupils to access information on the full range of post-16 education and training opportunities.
- 1.8. Support pupils after leaving school.
- 1.9. Offer targeted support for vulnerable and disadvantaged young people.
- 1.10. Instil a healthy attitude towards work.

2. Legal Framework

- 2.1. A copy of the careers access policy can be found on our website
- 2.2. This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:
 - Education Act 1997
 - Education and Skills Act 2008
 - Apprenticeships, Skills, Children and Learning Act 2009
 - Equality Act 2010
 - Children and Families Act 2014
 - Technical and Further Education Act 2017
 - The School Information (England) (Amendment) Regulations 2018
 - DfE (2018) 'Careers guidance and access for education and training providers'
 - This policy operates in conjunction with the following school policies:
 - Complaints Procedures Policy
 - Provider Access Policy Statement
 - Child Protection and Safeguarding Policy

3. Roles and Responsibilities

- 3.1. The principal is responsible for:
 - 3.1.1. Ensuring that all registered pupils are provided with independent careers guidance from Year 8 to Year 11
 - 3.1.2. Ensuring that arrangements are in place to allow a range of education and training providers to access all pupils and inform them about approved technical education qualifications and apprenticeships. A policy statement will set out these arrangements.
 - 3.1.3. Ensuring that the independent careers guidance is presented in an impartial manner, showing no bias or favouritism towards a particular institution, education or work option.
 - 3.1.4. Ensuring that the guidance includes information on the range of education or training options, including apprenticeships and technical education routes.
- 3.2. The governing board is responsible for:
 - 3.2.1. Ensuring this policy does not discriminate on any grounds.
 - 3.2.2. Handling complaints regarding this policy as outlined in the school's Complaints Procedure Policy.
 - 3.2.3. Providing clear advice and guidance to the Principal on which they can base a strategy for careers education and guidance which meets the school's legal requirements.
- 3.3. The careers leader is responsible for:
 - 3.3.1. Managing the provision of careers information.

- 3.3.2. Liaising with the Principal and the careers adviser to implement and maintain effective careers guidance.
- 3.3.3. Liaising with the Learning for Life (PSHE) leader and other subject leaders to plan careers education in the curriculum.
- 3.3.4. Liaising with tutorial managers, mentors, the SENCO to identify pupils needing guidance.
- 3.3.5. Referring pupils to careers advisers.
- 3.3.6. Establishing, maintaining and developing links with FE colleges, universities, apprenticeship providers and employers.
- 3.3.7. Negotiating an annual service level agreement with the LA for support for vulnerable and disadvantaged pupils.
- 3.3.8. Providing pupils with effective careers guidance and supporting social mobility by improving opportunities for all young people.
- 3.3.9. Supporting teachers of careers education and tutors providing initial information and advice.
- 3.3.10. Monitoring teaching and learning in careers education, and the access to and take up of career guidance.
- 3.3.11. Advising senior leadership on policy, strategy and resources for careers education, information, advice and guidance (CEIAG).
- 3.3.12. Preparing and implementing a development plan for CEIAG.
- 3.3.13. Reviewing and evaluating the programme of CEIAG.
- 3.3.14. Encouraging the training of school staff to promote careers guidance to their pupils.
- 3.3.15. Using the [Gatsby Benchmarks](#) to improve the school's careers provision and ensure compliance with legal duties, with an ultimate aim to meet all benchmarks.
- 3.3.16. Allowing pupils to have access to providers of technical education, such as colleges, and apprenticeships to ensure every pupil is well-informed about their future options at every stage.
- 3.3.17. Using the [Compass + tool](#) for self-evaluating the careers provision the school offers.
- 3.3.18. Publishing details of the school's careers programme and a policy statement on provider access on its website.
- 3.3.19. Engaging with the designated teacher for LAC and previously LAC to ensure they know which pupils are in care/are care leavers, to understand their additional support needs and to ensure that any personal education plans can inform careers advice.
- 3.3.20. Working closely with the SENCO and other staff to identify the guidance needs of all pupils with SEND and implement personalised support.
- 3.3.21. Ensuring that pupils with SEND understand their different career pathways, and enabling them to gain the skills, knowledge and experience they require to achieve their career goals
- 3.4. The careers adviser is responsible for:
 - 3.4.1. Reporting regularly to the careers leader, regarding pupil progress and the effectiveness of the school's career plan.
 - 3.4.2. Providing a thorough, personalised career service throughout the school.
 - 3.4.3. Staying up-to-date with relevant CPD and developments in the CEIAG sector.
 - 3.4.4. Producing careers information and guidance through online and hard copy literature, and visual displays in school.
 - 3.4.5. Organising workshops for pupils and actively promoting the careers service in-house at open evenings, presentation days, assemblies and parents' evenings.
 - 3.4.6. Developing incentives and initiatives which actively encourage pupils to sign up to the school's career service.
 - 3.4.7. Attending regular meetings with the careers leader to discuss the school's career plan.
 - 3.4.8. Providing an open-door service for pupils once a week to drop in and discuss their options.
 - 3.4.9. Arranging meetings and follow-up appointments with pupils who are interested in the careers service.

- 3.4.10. Offering services to past pupils for up to a year after their departure from compulsory education.
- 3.4.11. Coordinating with the designated teacher for LAC and previously LAC to work with the relevant virtual school head (VSH) to ensure a joined-up approach to identifying and supporting career ambitions is achieved.
- 3.5. Teaching staff are responsible for:
- 3.5.1. Ensuring careers education is planned into their lessons.
- 3.5.2. Attending any relevant CPD or training to ensure they are up-to-date with the school's careers plan.
- 3.5.3. Promoting careers guidance in the classroom through visual aids.
- 3.5.4. Creating a learning environment that allows and encourages pupils to tackle real life challenges, manage risks and develop skills that can be applied to the workplace.

4. A Stable Careers Programme

- 4.1. The school will have its own careers programme in place which meets the requirements of the eight Gatsby Benchmarks. The programme will be reviewed termly against the benchmarks to ensure it remains on target.
- 4.2. Details of the school's careers plan will be published on the school website inviting pupils, parents, teachers, governors and employers to provide feedback.
- 4.3. A careers leader will be appointed to ensure the leadership and coordination of a high-quality careers programme. The careers leader is recruited alongside the suggested requirements to ensure the role is correctly fulfilled. The name and contact details of the careers leader will be published on the school website. A careers adviser will be appointed to support the careers leader and to provide individual, tailored careers guidance to pupils. The careers Leader is Miss K Bligh.
- 4.4. The Principal will work with enterprise coordinators to build careers and employer engagement plans to broaden the range of guidance that pupils have access to.
- 4.5. The school will work towards the [Quality in Careers Standard](#) to support the development of their careers programme, ensuring the programme is reviewed termly to ensure it is in line with the required standards.

5. Labour Market Information

- 5.1. The school will ensure every pupil, and their parents, has access to good-quality information about future study options and labour market opportunities. Pupils and their parents will be referred to the National Careers Service which offers information and professional advice via a website, helpline and web chat.
- 5.2. The school will ensure pupils and their parents understand the value of finding out about the labour market, and support them in accessing this information. Pupils and their parents will be provided with information on the benefits of understanding the labour market, including the salaries and promotion opportunities for different jobs, and the volume and location of vacancies across different sectors.
- 5.3. The school will ensure that all pupils, by the age of 14, have accessed and used information about career paths and the labour market to inform their decisions on study options. Pupils will be provided with the necessary links and information that will enable them to access this. Access will be monitored to review whether pupils are making the most of the service, and if not, what can be done to ensure they do.
- 5.4. The school will make use of local enterprise partnerships to provide pupils with presentations and workshops on the local labour market and employer expectations. The information provided through the partnership will be used to shape career guidance and workshops in schools.

5.5. To support social mobility, the school will work to raise pupils' aspirations and tackle stereotypical assumptions. Interventions will be used to tackle gender stereotypes; arrangements will be made for pupils to talk to employees who work in non-stereotypical jobs to raise awareness of the range of careers that STEM qualifications lead to.

6. Addressing The Needs of Pupils

6.1. The school's careers programme will aim to raise the aspirations of all pupils whilst being tailored to individual needs. The programme will inform pupils of the range of opportunities available to them, encouraging them to aim higher and make choices relevant to what they feel they can achieve.

6.2. All forms of stereotyping will be prohibited in the careers advice and guidance that is provided, to ensure pupils from all backgrounds, gender and diversity groups, and those with SEND, can consider the widest possible range of careers.

6.3. Comprehensive and accurate records will be kept to support the career development of pupils. These will be stored securely in the careers office. Access will be allowed to this information, should a pupil or their parent request it.

6.4. Destinations data will be retained by the school for at least three years. This data, e.g. the percentage of pupils attending sixth form in the following term, will be published on the school's website alongside the school's careers programme.

6.5. The school will collect and analyse destinations data to assess how well the careers programme is countering stereotypes and raising aspirations. The data will be reviewed by the Principal and careers leader on a yearly basis who can then base further development of the school's career guidance plan on the results and areas of success or failure.

7. Targeted Support

7.1. The school will work with the LA to identify pupils who are in need of targeted support or those who are at risk of not participating in post-16 pathways. Agreements will be made over how these pupils can be referred for support drawn from a range of education and training support services available locally.

7.2. The school will ensure that pupils understand the programmes available to support them and the financial costs associated with staying in post-16 FE. To support pupils who are likely to need support with post-16 participation costs, such as those with SEND, the school will work with the LA and local post-16 education or training providers to share pupil data and ensure these pupils receive such support.

7.3. Pupils will be made aware of the 16-19 Bursary Fund, which has been devised to support those individuals with a financial hardship. They will be advised of how to access this funding and who they should speak to in order to find out more information.

8. Pupils with SEND

8.1. The school will ensure that careers guidance is differentiated, if appropriate, and based on high aspirations and a personalised approach. The SEND local offer will be utilised; annual reviews for a pupil's EHC plan will be informed by good careers guidance.

8.2. The careers leader will work closely with the SENCO and other staff to support pupils with understanding different career pathways and how to develop the necessary skills, knowledge, experience and qualifications to succeed and fulfil their potential. The school will work with families of pupils to help them understand what career options are available.

8.3. Surveys will be conducted to find out individual pupils' aspirations. The results of the surveys will create careers guidance and experience that will be tailored to pupils needs based on their own aspirations and abilities.

8.4. Careers guidance will take account of the full range of relevant education, training and employment opportunities. It will inform pupils about the ways employees with SEND are supported in the workplace, and how jobs can be adapted to fit a person's abilities. Guidance will focus on a pupil's career aspirations and the post-16 options which are most likely to give the pupil a pathway into employment or HE.

8.5. The school will build partnerships with businesses and other employers, employment services, and disability and other voluntary organisations. Pupils will be prepared for encounters with employers and provided with any special support that will allow them to benefit fully from the experience.

8.6. Pupils with SEND will have the opportunity to hear from adults with disabilities who have succeeded in their careers as part of the school's successful careers strategy.

8.7. When arranging work experience for pupils, the school will work with the employer to determine any additional support that will be needed during the work placement.

9. Curriculum

8.8. The school will work to encompass careers education and guidance into subjects across the curriculum. All teachers will be asked to support the career development of young people in their role and through their subject teaching.

8.9. Pupils are expected to study the core academic subjects at GCSE, including English, maths, science. Pupils will study either history or geography and some study a language. Pupils will be informed that if they do not achieve a grade 4 or higher in GCSE maths and English by the end of KS4, they will be required to continue working towards this aim as part of their 16-19 study programme.

8.10. The school will engage with local employers, businesses and professional networks, inviting visiting speakers, particularly alumni with whom pupils can relate to. Every pupil will be exposed to the world of work by the end of year 9

8.11. Every year, from the age of 11, pupils will participate in at least one meaningful encounter with an employer; at least one of these encounters will be with a STEM employer or workplace. These encounters will include:

8.12. Careers events such as careers talks, careers carousels and careers fairs.

8.13. Transitions skills workshops such as CV workshops and mock interviews.

8.14. Mentoring and e-mentoring.

8.15. Employer delivered employability workshops.

8.16. Business games and enterprise competitions.

10. Work experience

10.1. The school will ensure that all pupils have had at least one experience of a work place by the age of 16.

10.2. Pupils will be given the opportunity to experience high-quality and meaningful work experience. A flexible approach will be adopted for younger pupils, including the following:

10.3. Workplace visits

10.4. Work experience (1-2 weeks)

10.5. Work placements

10.6. Job shadowing

10.7. Career-related volunteering and social action

11. Further education (FE)

11.1. Pupils are required to remain in education or training until their 18th birthday.

11.2. As part of their training for further education year 11 are informed of various A-level, vocational courses including the distinction between L1, L2 and L3, T levels, Apprenticeships and traineeships.

11.2.1. A levels are a subject-based L3 qualification that can lead to university, further study, training, or work. A Levels give young people a chance to find out about their GCSE subjects in greater depth or do one of the subjects that many schools and colleges only offer at A Level such as Law, Economics or Psychology. It is possible to combine vocational qualifications such as BTEC Level 3 qualifications or OCR qualifications with A Levels. These qualifications attract UCAS points (many universities indicate the number of UCAS points needed for entry to their courses) in the same way as A Levels.

11.2.2. Vocational courses are designed to help young people learn in a practical way about a specific job area - helping them to get the skills needed to start a job, progress in a career or go on to higher levels of education. Vocational courses are designed to help young people learn in a practical way about a specific job area - helping them to get the skills needed to start a job, progress in a career or go on to higher levels of education. Vocational qualifications include: Vocational subjects that are related to a broad employment area such as business, engineering, IT, health and social care; Vocational courses that lead to specific jobs such as hairdressing, accounting, professional cookery, plumbing; Apprenticeships that are 'work-related' where you will be trained for a job role and get paid as you learn; T Levels that lead to a specific job role and are equivalent to 3 A Levels.

11.2.3. T Levels offer students a mixture of classroom learning and 'on-the-job' experience during an industry placement of at least 315 hours. T Levels are new two year Level 3 qualifications - equivalent to 3 x A level. They lead to a specific occupation and are available in a whole range of different areas, from Cyber Security to Wildlife Management. They have been designed by professional bodies, employers and universities so that they are relevant and up to date. They include at least 3 months work experience and opportunity to build transferable skills and knowledge related to the job area.

11.2.4. Apprenticeships provide an opportunity to: Gain an insight into the reality of working in a job area; To develop the skills required to work in that type of employment; Get paid.

11.2.5. Traineeships are designed to help young people who want to get an apprenticeship or job, but don't yet have the appropriate skills or experience. Traineeships aim to prepare young people for their future careers by helping them to become 'work ready'.

11.3. The school will provide pupils with a range of information and opportunities to learn about education, training and career paths throughout their school life, to prevent last minute decision-making.

11.4. Pupils will be encouraged to use information tools, such as websites and apps, which display information about opportunities. Education and training providers will have access to all pupils in Years 8 to 11 for the purpose of informing them about approved technical education qualifications and apprenticeships.

11.5. The school will ensure that there are opportunities for providers to visit the school and speak to pupils in Years 8 to 11, by maintaining connections with providers of FE and apprenticeships, and arranging regular visits, presentations and workshops. A range of opportunities for visits from providers offering other options, such as FE will also be provided.

11.6. A policy statement will be published on the school website and will include:

11.7. Any procedural requirements in relation to requests for access.

11.8. Grounds for granting and refusing requests for access.

11.9. Details of premises or facilities to be provided to a person who is given access.

12. Personal guidance

12.1. All pupils will be provided with opportunities for personal guidance interviews with a qualified careers adviser. Such interviews will take place by the time the pupil reaches age 16.

12.2. Careers advisers will meet the professional standards outlined by the [Career Development Institute](#). The school will integrate personal guidance interviews within the pastoral system so that they can be followed up by the form tutors or equivalent.

12.3. Careers advisers working with pupils with SEND will use the outcome and aspirations in the EHC plan to focus discussions. Careers advisers working with LAC or care leavers will use their personal education plan to focus discussions. These pupils will have a named adviser who will build a relationship with them to better understand their individual needs.

13. Information sharing

13.1. The school will provide the relevant information about all pupils to the LA support services including:

13.2. Basic information, such as the pupil's name or address.

13.3. Other information that the LA requires to support the pupil to participate in education or training to track their progress.

13.4. The school's privacy notice will offer pupils and their parents the opportunity to ask for personal information not to be shared.

14. Monitoring and review

14.1. The governing board, in conjunction with the Principal and careers leader, will review this policy on an annual basis, taking into account the success of supporting pupils in accessing post-16 education and training. The Principal will make any necessary changes to this policy, and will communicate these to all members of staff.

14.2. The policy is reviewed annually.

15. Provider Access Policy Statement

15.1. Under Section 42B of the Education Act 1997, we have a duty to provide pupils in Years 8-13 with access to providers of post-14, post-16 and post-18 education and training. This policy statement sets out how we manage access requests from these providers.

16. What are pupils entitled to?

16.1. Pupils must be allowed to:

16.2. Learn more about technical education qualifications and apprenticeship opportunities, as part of a careers programme which informs pupils of the full range of education and training options available to them at each transition point.

16.3. Hear from a range of local providers about the opportunities on offer, e.g. technical education and apprenticeships – this can be achieved through options evenings, assemblies, group discussions, and taster events.

16.4. Understand how to apply to the full range of academic and technical courses available to them.

17. Who handles our access requests?

17.1 Any provider wishing to request access should contact our careers leader, Miss K Bligh on **01305 783391** or via email on katherine.bligh@allsaints-academy.co.uk.

18. What opportunities are provided to allow access to pupils?

18.1. Via our school careers programme, we offer providers numerous opportunities throughout the school year to speak to pupils and/or their parents. Our annual schedule of events is as follows:

Term	Year 7	Year 8	Year 9	Year 10	Year 11
T1	Parents information evening	Parents information evening	One to one meetings with careers adviser. Focus on logistics. Unifrog introduction Training and careers Parents information evening	One to one meetings with careers adviser. Navy careers masterclass workshop. Focus on logistics. Training and careers Parents information evening	Post 16 interviews Navy careers masterclass workshop. Focus on logistics. Careers focus in a Learning for life drop down day Post 16 choices & Visits from post 16 providers to discuss technical education qualifications and apprenticeship.
T2			One to one meetings with careers adviser. Careers focus in Learning for life lessons Entrepreneurs Interview skills and employability Risk of gambling Protecting yourself financially	One to one meetings with careers adviser. Year 9 options launch online	Post 16 interviews with SLT Visits from post 16 providers to discuss technical education qualifications and apprenticeship. Use of Unifrog to build individual pathway planners
T3		Options and Choices performance Careers focus in Learning for life lessons	One to one meetings with careers adviser. Options market place/ exploring potential careers using the national	One to one meetings with careers adviser. Careers and apprenticeships week Year 9 Options presentations	Post 16 interviews with SLT

Term	Year 7	Year 8	Year 9	Year 10	Year 11
		Careerpilot website -different careers (avoiding stereotypes) -ensuring we get value for money -know your financial rights	careers service website		
T4	Careers focus in Learning for life lessons Introduction to Careerpilot website - linking interests to a future career, - introduction to employability skills - budgeting (value of money) - Easter holidays spending activity - money and advertising		One to one meetings with careers adviser. Year 9 information evening	One to one meetings with careers adviser. Year 10 information evening	Post 16 interviews
T5		Guided choices parents evening	One to one meetings with careers adviser. One to one options interviews	One to one meetings with careers adviser. Work experience Plus alternative work experience week Weymouth College Maritime event	

Term	Year 7	Year 8	Year 9	Year 10	Year 11
				Careers focus in Learning for life lessons Employability skills CV writing Interview skills and roleplay Rights and responsibilities in selection process Game of life budgeting activity Use of Careerpilot to build individual pathway planners	
T6		Planning a gap year	One to one meetings with careers adviser.	One to one meetings with careers adviser. Application and interview experience	

19. Who should providers contact to discuss events and options?

19.1. Providers can speak to our careers leader to discuss possible attendance at relevant events.

19.2. Our Child Protection and Safeguarding Policy and Guest Speaker Policy set out the school's approach to allowing providers into school to speak to our pupils.

20. What can providers expect once a request has been accepted?

20.1. Once we have approved a provider, we will work with them to identify the best method for providing access to our pupils.

20.2. We will make the school hall, classrooms and private meeting rooms available to host discussions between providers and pupils. We will also make presentation equipment, such as projectors and televisions, available to providers.

20.3. Arrangements will be discussed in advance between our careers leader and a nominated member of the provider's team.

21. Can providers leave prospectuses for pupils to read?

21.1. Providers are welcome to leave a copy of their prospectus and other relevant course literature with the school librarian at the school library.

22. Careers interview – Plans for Your Future

22.1. Pupils will have a one to one conversation with a member of SLT. The meeting is intended for pupils to begin to think about their career path when they leave school. Each year, the questions will be updated to reflect pupil's changing perspective on their aspirations as they get closer to leaving school. This information will also serve as a guide to teachers in deciding which classes and educational experiences pupils should have to help to be successful in the kind of life they want to have after secondary school.

22.2. The questions include;

- What is your planned Career at this point in time?
- What is your first Choice Destination?
- Notes are also recorded following the information given by pupils

23. Destinations Survey – Plans for Your Future

24.1 All pupils in year 11 will complete a destination survey. This survey is intended to gain an insight into the career paths of pupils who have completed their time of study at All Saints Academy.

25. Careers Audit

25.1 All pupils in year 11 will complete a careers audit survey. This survey will support our school in providing evidence for how our current careers programme has impacted on pupils. Pupils will complete this in T3.