CWLC 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 students. This includes the ways in which students, parents and carers, teachers and employers can access information about our careers programme.

High-quality careers guidance is important for our students' futures, and our 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

2. Statutory requirements

This policy is based on the statutory Careers guidance and access for education and training providers from the Department for Education (DfE).

This guidance refers to:

- The Education Act 1997
- The Education and Skills Act 2008

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- The School Information (England) Regulations 2008

This policy is also in line with the Skills and Post-16 Education Act 2022 (the 'provider access legislation'). It explains that our school must provide a minimum of **6 encounters** with technical education and apprenticeship providers to all students in years 8 to 13 about their education or training offer. For more detail on these encounters, see our provider access policy statement, which you can find on our website.

This policy is also in line with the Education (Careers Guidance in Schools) Act 2022, which amends the existing duty in The Education Act 1997, so that:

- Our school must now secure independent careers guidance for students 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 we publish information about the careers programme on our website, and that it is communicated in a way that enables learners, parents and carers, staff, and employers to access and understand it. This includes:

- The name and contact details of the careers leader
- A summary of the careers programme
- Details of how students, parents and carers, teachers, and employers can access information about the careers programme
- How our school measures and assesses the programme's impact on learners
- The date by which we will review information

We also act in line with our statutory duty under the provider access legislation (also known as 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 website.

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

3. Roles and responsibilities

3.1 The governing board

The governing board 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 governing 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

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- Make sure that details of our school's careers programme and the name of the careers leader are published on the school's website

3.2 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

3.3 Senior leadership team (SLT)

The 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

3.4 Careers leader

Our careers leader is Chris Flanders and they can be contacted by email – c.flanders@cwlc.email . 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

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- 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

3.5 Careers adviser

Our careers advisers are Donna Watts (KS3/4) and Caroline Hunter (KS5). They will:

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

4. 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:

- Careers lessons delivered in PSHE,
- Careers focussed Assemblies delivered by both internal and external speakers,
- Careers Fairs, both internal and external,
- Apprenticeship Fairs, both internal and external,

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- Work Experience opportunities in KS3/4/5,
- Careers Newsletters,
- Careers Lessons within subjects.

4.1 How we meet our requirements

All subjects link curriculum learning with careers. Additionally, our PSHE 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

Every year, in every subject, pupils will have opportunities to understand how the knowledge and skills developed through that subject relate to a wide range of careers and future pathways. Subject teachers will identify appropriate careers links within schemes of learning and/or curriculum maps. Within PSHE this includes careers research, aiming to raise pupil aspirations, exploring stereotypes in the workplace, researching the history of the workplace, and developing personal, social and employability skills. Assemblies, both teacher and employer-led, and a parent and pupil information evenings on choosing options, which includes a discrete careers section detailing careers provision at CWLC, are also provided. Pupils in Years 7-9 participate in one weeks' worth of multiple, varied and meaningful employer-led workplace experience activities. At least two encounters take place that are mandatory for all pupils to attend with a provider of technical education or apprenticeships that take place any time during Year 8 or during Year 9.

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 on our website.
- 1 week's worth of work experience activities accumulated during KS3.

Key Stage 4

At Key Stage 4, pupils continue to develop an understanding of the full range of careers and pathways. Within PSHE 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 apprenticeships and A-level options and an A-level options evening for parents and pupils. Work experience placements are meaningful, in-person and immersive – these normally take place the Year 10 work experience programme but with flexibility to support pupils who require an alternative arrangement. Each student in Year11 receives a Careers Guidance meeting with our Careers Adviser, with follow up meetings as necessary. Individual interviews are held in Yearr11 with external expects many of whom also provide careers guidance in a professional capacity. At least two encounters take place that are mandatory for all pupils to attend with a provider of technical education or apprenticeships that take place any time during Year 10 or Year 11.

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 on our website.
- 1 week's worth of work experience placement(s)

Key Stage 5

At Key Stage 5, a series of careers lectures are delivered from universities and employers. Some of these lectures, together with Guidance time, are devoted to the topic of UCAS applications and interview skills. In addition, Year 12 have a week of meaningful work experience. Individual careers interviews are held with our KS5 speicalist Careers Adviser. Whole Sixth Form visits to the University of Worcester and the UCAS discovery events are also organsied. At least two encounters take place (that are optional for pupils to attend)

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with a provider of technical education or apprenticeships that take place any time during Year 12 or during Year 13.

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 on our website. These encounters are mandatory for the school to put on, but optional for students to attend

4.2 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.

4.3 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, Chris Flanders, c.flanders@cwlc.email

4.4 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.

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

4.5 Assessing the impact on students

Our careers programme is designed so students and parents/carers can give feedback throughout the course of the programme. We measure and assess the impact of the programme's initiatives by:

- Completing the Future Skills Questionairre annually,
- Completing Student / Parent/Career and Staff Surveys,
- Analysis of Student destination data at KS4 and KS5 transistion.

This evidence will feed into the overall development plans to make it easier to evaluate, improve and adapt our careers programme to ensure it meets the needs of all students.

5. Links to other policies

This policy links to the following policies;

- Provider access policy statement
- Child protection policy

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- Curriculum policy
- Data protection policy

6. Monitoring and review

This policy, the information included, and its implementation will be monitored by the governing board and the Careers Link Governor. It is reviewed annualy.

The next review date is: September 2027.

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