



# Careers Guidance Policy

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Governing Body	June 2023	June 2024

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## Introduction

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**“Excellent careers guidance makes sure there is equality of opportunity. It unlocks potential and transforms outcomes for people of all ages.”**

*Careers strategy: making the most of everyone’s skills and talents – DfE December 2017*

**“Every young person deserves the best possible start to their working life. The right support is key to helping them choose their path, fulfil their potential and contribute to a thriving economy. Careers education will play an important role in supporting young people and driving long term economic recovery.”**

*Careers Education in England’s Schools and Colleges – The Careers and Enterprise Company November 2020*

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## 1. Aims

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This policy aims to set out the provision of impartial and informed careers guidance for pupils at The CE Academy. This includes the ways in which pupils, parents, teachers and employers can access information about our careers programme.

### **High quality impartial and independent careers education will:**

- 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 are 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.
  - Enable pupils to experience a positive and enjoyable learning experience through a stable careers programme.
  - Inspire and motivate pupils to fulfil their potential.
  - Consider and develop pupils’ personal qualities and skills.
  - Develop enterprise and employability skills.
  - Encourage pupils to use self-assessment in their career planning.
  - Enable pupils to investigate the knowledge and skills which people need at work and the methods used to access these.
  - Facilitate the use of occupational and labour market information to investigate opportunities.
  - Enable pupils to consider the changing patterns of work and careers.
  - Enable pupils to experience meaningful encounters with employers, employees, colleges and training providers.
  - Provide the opportunity for pupils to participate in work experience placements where appropriate.
  - Develop career management skills, including self-reliance and self-presentation.
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## 2. Statutory requirements

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

This guidance refers to:

- The Education Act 1997
- The Education and Act 2008
- The School Information (\*England) Regulations 2008
- The Education (Careers Guidance in Schools) Act 2022

The CE Academy also acts in line with the 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 the academy meets this duty, which can be found on the CE Academy website [www.ce-academy.org](http://www.ce-academy.org)

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## 3. Roles and responsibilities

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### 3.1 Careers leader

Paul Kairis is the careers leader at the CE Academy and can be contacted on 01604 239733 or by email [pkairis@ce-academy.org](mailto:pkairis@ce-academy.org)

Our careers leader works closely with Lou Bridger, deputy headteacher and is responsible for:

- Developing, running and reporting on the academy's career programme
- Planning and managing careers activities
- Supporting staff to build careers education and guidance into subjects across the curriculum.
- Establishing and developing links with employers, education and training providers, and careers organisations.
- Reviewing the provider access policy statement at least annually, in agreement with the governing board

### 3.2 Senior leadership team (SLT)

SLT will:

- Support the careers programme
  - Support the careers leader in developing a strategic careers plan
  - Ensure the 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 about technical education qualifications and apprenticeships, and set out arrangements for this in the academy's provider access policy statement.
  - Network with employers, education and training providers, and other careers organisations
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### 3.3 The governing board

The governing board will:

- Provide clear advice and guidance on which the academy 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 at The CE Academy 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 all CE pupils to inform them of approved technical education qualifications and apprenticeships
- Make sure that details of our academy's careers programme and the name of the careers leader are published on the academy website
- Make sure that arrangements are in place for the academy to meet the legal requirements of the 'Baker Clause', including that the academy has published a provider access policy statement.

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## 4. Careers programme

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The CE Academy has been successful in achieving and sustaining the national quality award Career Mark for a number of years. The academy 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 all pupils. We are committed to to meet the expectations outlined in the Gatsby Benchmarks:

- A stable careers programme with a careers 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

Careers Education, Information, Advice and Guidance are provided across the whole curriculum in all of the campuses and is delivered as part of the PACC (Personal, Careers and Citizenship) programme. All staff are informed of the programme and those delivering work closely with the team to develop resources.

We work with Prospects, the external careers service for Northamptonshire, to ensure our year 11 leavers have access to 'The September Guarantee'; an offer, by the end of September, of a "suitable" place in learning to young people completing compulsory education.

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### **At Key Stage 3:**

- The careers programme is part of the PACC programme for all levels of ability.
- Careers issues will be addressed in other curriculum areas where and when appropriate.
- Pupils have access to careers software and resources.

### **At Key Stage 4:**

In year 10 and 11 students have a weekly timetabled lesson of PACC. In addition they:

- Access to impartial, up to date careers and labour market information and resources.
- Access to individual, independent guidance with their Key Tutor, members of the PACC team and the Careers Lead.
- Access to careers software and websites.
- Work related learning and experiences of the world of work.
- Opportunities for meaningful encounters with employees, employers, further and higher education, training providers.
- Recording of achievement in Leavers Files.
- Support with planning their future and submitting applications.

All staff have access to programmes of study, lesson plans and resources on Google Drive. The aims and objectives are best achieved by using a wide range of delivery methods and activities including:

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| ▪ Group work and discussion                        | ▪ Individual careers interviews  |
| ▪ Industrial simulations                           | ▪ Work experience/work shadowing   |
| ▪ Linking curriculum learning with careers         | ▪ Individual project work  |
| ▪ Visiting speakers                                | ▪ Use of careers software  |
| ▪ Visits to Further and Higher Education provision | ▪ Mock interviews  |
| ▪ CV preparation                                   | ▪ Career action planning   |
| ▪ Application forms/letters of applications        | ▪ Placements on vocational courses, at CE and with learning providers and colleges |

#### **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 peers, with adjustments and additional support as needed.

#### **4.2 Access to our careers programme information**

Information about our careers programme is published on our academy website in the form of this policy, 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 Paul Kairis on 01604 239733 or [pkaris@ce-academy.org](mailto:pkaris@ce-academy.org)

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### 4.3 Assessing the impact on pupils

We measure and assess the impact of the programme's initiatives by:

- 'Moving On' Leavers questionnaires
- Parent and pupil review questionnaires and feedback
- Destination data - shared with the local authority and DfE
- Destination tracking
- Employer feedback
- Daily debriefs
- Lesson observations
- Regular review of programme of study to ensure it continues to meet statutory requirements

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## 5. Links to other policies

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This policy links to the following policies:

- Provider Access Policy Statement
- Safeguarding and Child Protection Policy

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## 6. Monitoring and review

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This policy, the information included, and its implementation will be monitored by the governing board and reviewed annually.

### Policy Control Sheet

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