



# Huxlow Academy

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| Policy Owner | Department | Effective Date | Approval Date                 | Review Cycle | Revision Due Date |
|--------------|------------|----------------|-------------------------------|--------------|-------------------|
| Zoë Correa   | ESLT       | December 2023  | 6 <sup>th</sup> December 2023 | Annual       | December 2024     |

## CAREERS GUIDANCE POLICY

Policy approver – Academy Improvement Board

### Version Control

| Version Number | Date of Change | Changes Made |
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## 1. Policy name

Careers Guidance Policy

## 2. 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. Through a planned scheme within PSHE lessons, as well as opportunities for each year group throughout their learning to engage and encounter employer and employee experiences, Huxlow Academy aims to help all students take their place as suitably qualified and responsible adults within society. The Careers Lead is Level 6 qualified and works alongside the Careers advisor to ensure that all students receive the best careers guidance possible.

Our commitment to our students includes –

- Providing a planned program of activities to which all students from Years 7 – 13 are entitled which will help them to plan and manage their careers
- Providing IAG (Information, Advice and Guidance) which is impartial, unbiased and is based on their needs
- Ensuring that the CEIAG and Employability program follows local, regional and national frameworks for good practice and other relevant guidance, such as: Section 19 Education Act (2011), The Technical and Further Education Act (January 2017), Careers strategy: making the most of everyone's skills and talents (December 2017), Careers guidance and access for education and training providers: Statutory guidance for governing bodies, school leaders and school staff (January 2018); Updated Statutory Guidance (October 2018, July 2021 and January 2023) as well as guidelines from Ofsted, the Career Development Institute and the Gatsby benchmarks for good career guidance.

**The Eight Gatsby benchmarks are -**

- A stable careers program
- Learning from career and labour market information
- Addressing the needs of each pupil
- Linking curriculum learning to careers
- Encounters with employers and employees
- Experiences of workplaces
- Encounters with further and higher education
- Personal guidance.

## 3. 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 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 [insert location of your statement].

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 are now required to provide and publish careers guidance. All year 11 students are entitled to and will receive 2 45 minutes interviews by our trained careers advisor across the year. All other students will be offered a careers interview or access to guidance as and when it is required.

The above guidance requires that schools publish information about their careers programme on their website; you can find this information [here](#). This policy includes this information and shows how our school 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 school meets this duty, and can be found on our school website [here](#).

## 4. Roles and Responsibilities

### 4.1. Careers Lead

Responsibilities for Careers education are overseen by the Assistant Headteacher with oversight of Character and Personal Development. They are also the Careers Lead. They plan, co-ordinate and evaluate the careers programme. They also plan and implement Bring your child to work days, virtual work experience and other work experience activities.

Living in the wider world and careers is also planned into the PSHE programme, tutor time activities and in applied subjects across the school. All subjects have a focus on and link to career development and employability learning. This is co-ordinated through the work of the Careers Leader.

Our careers leader is Zoë Correa and can be contacted by emailing [z.correa@huxlow.northants.sch.uk](mailto:z.correa@huxlow.northants.sch.uk). Our careers leader 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

#### **4.2. Careers advisor**

Our trained Careers advisor is Gerry O'Callaghan and can be emailed on [g.ocallaghan@huxlow.northants.sch.uk](mailto:g.ocallaghan@huxlow.northants.sch.uk). Working alongside the Careers Leader, the Careers Advisor offers impartial advice to students and works with the Head of sixth form, colleges and external agencies to provide support and advice to students when making choices regarding next steps.

#### **4.3. Implementation – staffing**

All staff contribute to CEIAG through their roles as tutors and subject teachers. The PSHE curriculum at Key Stage 3 and 4 and tutors in Key Stage 5, deliver specialist sessions. Heads of Year liaise with the Careers Leader to address needs of all students, including support from teachers and external agencies, such as the independent Careers Advisers. Careers information is available in the Library, Unifrog and from our Careers and Enterprise co-ordinator, Claire Coles.

### **5. Our Careers Programme**

#### **The CEIAG (Careers Enterprise Information Advice and Guidance) Programme**

The careers programme includes careers lessons (within the school's PSHE programme), career guidance activities (group work and individual interviews), information and research activities, employability learning (including Bring your child to work day (KS3) and work experience in 5) and individual learning planning/portfolio activities which are recorded on a career's software package. Other focused events, including an in-house careers fair for years 8, 10 and 12, higher education and apprenticeship fairs at Key Stage 5 and Aspiration Days at Key Stage 4. Students are actively involved in the evaluation of activities, including work experience, through lessons and in written feedback.

All students receive at least two careers interviews with the Careers Adviser during KS4 and additional intervention strategies are introduced for those students who may find processes such as securing college placements particularly challenging. The Careers Adviser is central to providing guidance to students on routes beyond school and those students who are unsure of their destination after Year 11 are given further support in groups or as individuals to provide the best possible guidance. All students are given the opportunity to request an additional careers appointment with an independent career's adviser.

The Careers Adviser also provides an important contribution to the planning, design and delivery of all aspects of our career's education programme, including Aspirations Days, allowing for current labour market intelligence to inform these processes. Year 11, 12 and 13 pupils at risk of not being in education, employment or training post-16 and post-18 are identified and have additional meetings with the Careers Advisor, after which appropriate interventions are agreed and implemented. The support is arranged by the relevant Head of Year and implemented well before any student at this risk is due to leave the school.

Careers Education helps young people to develop the knowledge and skills they need to make successful choices, manage transition between key stages and transition between education and the world of work.

### 5.1 Key Stage 3

Students will start their Unifrog journey by starting in Year 7 with their 'Grow throughout life' programme. This develops their awareness of their own self, reflects on their background, their strengths, and their dream jobs before unpicking aspects of life to do with entrepreneurs and working environments. Year 7 will also take part in a 'Bring your child to work day' event as part of their experiences of employers and work places.

In year 8, students will continue their journey by beginning to explore possibilities by learning about recruitment processes and the culture of different workplaces. Students will begin to reflect on their interests, start to investigate their own CV's and start to discover the potential adult life that they want.

In Year 9, students will have the opportunity to reflect on their skills that have been developed through the careers programme in years 7 and 8, focus on choosing options in Year 9, learn how to take control of their careers journey and start to learn about the labour market. Students will begin to learn about financial education with money management.

Students will be encouraged to use the Unifrog app and record all their progress on this to store in their locker. This will provide information for a careers report to be established for every student for careers focus to be sent home annually to provide parents with information regarding the progress that each student has individually made.

### 5.2 Key Stage 4

In Year 10, students will be given opportunities to reflect again on the careers path that they have been on so far during their time in the school. They will begin to explore career profiles and start to learn different career paths. Students will have the opportunity to meet with external providers to start to think about decisions and choices after GCSE's and can have a careers interview towards the end of the year.

In Year 11 there will be a reflection on employability skills and an exploration of post-16 pathways, both looking at pros and cons of each choice for individual students. There will be opportunities to investigate the new concept of AI and whether this is a threat to jobs and a comparison of apprenticeships and Higher Education opportunities. All Year 11 students will have two interviews by our Careers Advisor.

### 5.3 Key Stage 5

At Key stage 5, the provision for students is delivered through the sixth form team as well as the Careers Advisor. Students will have opportunities to attend Higher Education fairs, a Careers Fair and experience talks from other workplaces and institutions as well as support on writing CV's, personal statements, and interview techniques. Students will also learn how to manage transitions from school to their chosen destinations.

## 6. Statement of Entitlement

Every student is entitled to careers education & guidance, that:

- Meets recognised professional standards of practice;
- Aims to provide a student-centred, impartial and confidential experience;
- Is integrated into students' experience of the whole curriculum;
- Is based on a partnership with students and their parents or carers;
- Promotes equality of opportunity, inclusion and counters any type of discrimination; and
- Is confidential, respecting personal information disclosed by individuals (except where the practitioner has an overriding duty to disclose to the senior member of staff with responsibility for safeguarding children).

## 7. Links to other policies

This policy links to the following –

Provider Access Statement  
Child Protection Policy  
SEND policy

All of the above can be found on our [website](#).

Signed: \_\_\_\_\_

Chair of Academy Improvement Board

Date: \_\_\_\_\_