Severn Vale School
An Academy

CAREERS EDUCATION INFORMATION, ADVICE AND GUIDANCE POLICY

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Date of Next Review	September 2027
Staff Responsible	Mark Nichols (Assistant Headteacher)
School/Governor Policy	School (statutory)

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Ofsted Good rating

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1. 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.

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

2. 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. This policy is also in line with the 2022. This came into force on 1 September 2022, and amended the existing duty in The Education Act 1997, so that:

- Our school now secures independent careers guidance from year 7
- Information about our careers programme and guidance is published on our website
- Careers and Post-16 Education are areas included within the school's PSHE Curriculum
- The school provides opportunities for Work Experience for all students in Year 10
- Independent Careers advice for all students

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 Access Policy, which sets out how our school meets this duty.

3. Roles and responsibilities

3.1 Careers leader

The Assistant Headteacher for Key Stage 4 acts is responsible for Careers. The school also employs a Careers Administrator.

This includes developing, running and reporting on the school's career programme

- Plan and manage careers activities (including Flexi-Learning Day visits including visits to Post-16 Providers)

- 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 (SENDCO) 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
- Liaise with the Gloucester Careers Hub and Enterprise Co-ordinator
- Regularly update the Compass+ Careers audit in line with GCC expectations.

3.2 Senior leadership team (SLT)

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 7 to 11 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

3.3 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 (11 to 16 year-olds) 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 in years 7 to 11 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

4. 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**:

1. **A stable careers programme:** A consistent and well-resourced careers programme.
2. **Learning from career and labour market information**: Understanding future labour market trends and different career paths.
3. **Addressing the needs of each pupil**: Tailoring careers support to the individual needs of every student.
4. **Linking curriculum learning to careers:** Connecting what students learn in the classroom to potential careers and future opportunities.
5. **Encounters with employers and employees**: Providing opportunities for students to meet people from the world of work.
6. **Experiences of workplaces:** Offering students first-hand experience of workplaces, such as work visits, shadowing, or work placements.
7. **Encounters with further and higher education:** Presenting students with information on the full range of learning options, including academic and vocational routes.
8. **Personal guidance**: Opportunities for one-to-one guidance interviews with a qualified, independent careers advisor

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 delivered through a number of methods, including:

- Specific lessons taught through the Futures (PSHE) curriculum
- The school's Flexible Learning Day
- Assemblies
- Guest speakers e.g. Local Sixth Forms
- Visits

At KS3, our Key Stage 3 careers programme will support pupils in their planning and choices of GCSE subjects. It also covers many aspects of 'employability skills' through the Futures curriculum. In Yr7 students explore these transferable skills through the acronym of PRIDE, look at careers that 'make a difference' and also complete a topic entitled The Real Game, looking at future aspirations along with the careers and income needed to support them. In Yr8 these transferable skills are explored through a topic on 'Successful People' and in Yr9 students complete a bespoke topic on Careers and Personal Finance.

At KS4, our Key Stage 4 careers programme aims to help pupils research and understand their choices and routes into education and training. It also builds on the work done at KS3, looking at the transferable skills needed to thrive in the modern employment landscape. Alongside all the 'soft skills' lessons that run throughout the Futures curriculum, students in Yr10 do a stand-alone topic on Work and Careers, looking at how to apply for jobs, how best to leverage your experience to demonstrate your skills, and exploring the range of options out there. Students also utilise the Unifrog online careers platform to identify both interest and aptitude for different career pathways.

All Yr 10 students are given the opportunity to undertake Work Experience for a week in Term 6.

In Yr11 students then go on to do a topic on Post-16 options so they receive a clear indication of all the pathways available to them and are fully supported in applying for their next step.

All students are offered and Careers advice appointment via an Independent Careers Advisor during Key Stage 4. Additional support from the Careers advisor can be requested for identified students via careers@severnvaleschool.com.

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 classmates, with 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.

4.2 Access to our careers programme 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 careers@severnvaleschool.com

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

- Surveys
- Leavers' information
- Feedback from pupils, parents, teachers and employers
- Evaluations of the school's destination data

5. Links to other policies

This policy links to the following policies:
Access Policy
Child Protection Policy
Curriculum Policy

6. Monitoring and review

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

Appendix A: Careers Provision Map

Year 7

Futures lessons on **BM1**

The Real Game

Intro to Unifrog – Finding potential careers

Subject based Careers Connectors

Year 9

Futures lessons on **BM1**

Life beyond the gates

Barriers to success

Subject based Careers Connectors

Other Events linked:

Options Process - Subject Pathway inductions **BM4**

Options Assemblies **BM4**

Options evening - linking subjects to careers **BM4**

Army Engagement Days **BM5**

Year 10

Futures lessons on **BM1**

Entrepreneurship

Finance in Employment

Job Application Forms

Job Application Letters

Unifrog Online Refresher **BM2**

Unifrog CV writing

Unifrog Aptitude and Skills tests (leads to AI based recommendations on possible careers) **BM3+4**

Subject based Careers Connectors

Other Events linked:

Year 10 FLD

Talk the Talk training (oracy and building confidence in communication skills)**BM5**

Year 10 Work Experience (WEX) week for ALL students BM5+6

WEX Application process – Tracked by Tutors **BM5+6**

Assembly delivery

All work placements logged on Unifrog

Start of Careers Interviews for ALL KS4 Students with an independent careers advisor BM2+3+8

Year 11

Futures Lessons on **BM1**

Future Careers paths (using video logs from former alumni) **BM2**

Unifrog CV writing

Post 16 Qualifications (what do all the different qualifications mean?) **BM2+4**

Career Action plans **BM3**

Interview techniques and Job competencies

Remote and Online interviews

Subject based Careers Connectors

Other Events linked:

Year 11 FLD

Post-16 visits to a range of sixth forms and colleges for ALL Year 11 students in Term 2BM7

Follow up interviews for students at risk of being NEET **BM3**

GCC Transition Panel process – Attended by the SENCO and HOY11

Follow up interviews for key cohorts such as EHCP and CIC. **BM3+8**

Post-16 focus areas of all CIC PEPS. **BM3+8**

Support for UASC students with interviews and applications **BM3**

Post-16 provider Assemblies (including vocational opportunities) **BM5**

Continual signposting of post-16 provision and application processes and Open events through Line-Up **BM7**

Support with video or phone college interviews (much more common) **BM7**

Year 11 School Leadership programme

Year 11 BOOST mentoring Programme **BM5**

WEX as part of Timetable

Identified students currently on WEX placements as part of their timtables **BM6**

Careers Interviews for ALL Year 11s with an independent careers advisor BM2+3+8