

# Silverdale School

## Careers Policy

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<b>Related documents:</b>	Curriculum Policy, Provider Access Policy Statement, Safeguarding & Child Protection Policy



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**Chorus Education Trust**

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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. For more detail on these encounters, see our provider access policy statement, which you can find on the school website

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're now required to provide and publish careers guidance

The above guidance requires that schools publish information about their careers programme on their website. This policy includes this information and shows how our school complies with this requirement.

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 provider access policy statement, which sets out how our school meets this duty, and can be found on the school website.

### 3. Roles and Responsibilities

Our careers leader is Helen Elmore, and they can be contacted by emailing [helmore@chorustrust.org](mailto:helmore@chorustrust.org). Our careers leader works closely with the senior leadership team (SLT) and 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

#### 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 8 to 13 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

#### 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 18 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 8 to 13 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 with a careers leader
2. Learning from career and labour market information
3. Addressing the needs of each pupil
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 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:

- Lessons
- Tutor-led sessions

- Displays
- Careers Events
- Guest speakers
- Assemblies

### **Key Stage 3**

Our Key Stage 3 careers programme will support pupils in their planning and choices of GCSE subjects. This includes:

By the end of year 9 students will have had the opportunity to:

- Build on their understanding of the full range of 14-19 opportunities for progression to make an informed choice of GCSE options.
- Have opportunities to explore what a 'career' means and how it encompasses a range of experiences.
- Had the opportunity to access and use online careers resources to research information about opportunities and apply their findings to help make informed choices for GCSE options.
- Log onto and use UNIFROG to investigate and explore future choices and progression routes.
- Develop their self-awareness and understanding of their strengths, achievements and weaknesses and received support to evaluate how these might inform future choices in learning and work.
- Hear from a Higher education provider.

### **Key Stage 4**

Our Key Stage 4 careers programme aims to help pupils research and understand their choices and routes into education and training. This includes:

By the end of Year 11 students will have had the opportunity to:

- Continue to develop an enhanced self-knowledge, career management and employability skills.
- Experience the world of work through work experience through a one-week work experience placement
- Targeted students will have the individual careers guidance on a basis of need
- All Y10 students will have continued access to the careers advice drop in sessions
- Effectively use Unifrog and other sources of advice to investigate and explore future choices and progression routes, with support as required
- Apply for Post-16 options, and back up plans where necessary, with support as required
- Directly access employers, colleges and training providers of further and higher education. This includes open evenings, the careers drop down day (Sheffield College, Apprenticeship Service, Sheffield Progress manager in attendance)

- Attend the Be Inspired Apprenticeship event and careers workshop talks from various employers
- Receive individual careers guidance to help identify a range of post-16 options

## **Key Stage 5**

Our Key Stage 5 careers programme will support pupils in their planning for their future, including university and alternative pathways. This includes:

- activities to develop self-awareness and personal skills and preferences
- use of Unifrog to explore Post-18 options, local labour market information, careers and subject options and the qualifications, training, salary and roles of different professions
- access to on-line webinars and virtual work experience as well as subject tasters from universities
- presentations from employers, universities and apprenticeship providers
- visits to the Apprenticeship Show, UCAS Discover Event and local universities as well as an Oxbridge College
- Work experience opportunities taken by students at a time appropriate to them and the employer
- Interview practice to help prepare for employment, apprenticeship and university
- Financial education covering budgeting, student finance, bank accounts and loans, renting and mortgages

## **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.

## **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 the careers leader.

### **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:

- Pupil surveys and interviews (student voice)
- Destinations information at KS4 and KS5 (including NEETs)
- Parental feedback forms
- Evaluations such as work experience forms from employers, students and teachers

## **5. Links to other policies**

This policy links to the following policies

- Provider Access Policy Statement
- Safeguarding & Child Protection Policy
- Curriculum Policy

## **6. Monitoring and review**

This policy, the information included, and its implementation will be monitored by the Quality of Education Committee and reviewed annually.

The next review date is: August 2025