



**Rossett School**

Success for everyone

## **Careers Guidance Policy 2024-25**

<b>Approved by:</b>	Full Governing Body
<b>Date:</b>	November 2024
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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 [here](#).

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 [here](#).

### **3. Roles and responsibilities**

#### **3.1 Careers leader**

Our careers leader is Sarah Daly, and they can be contacted by phoning 01423 564444 or emailing [dalys@rs.rklt.co.uk](mailto:dalys@rs.rklt.co.uk). Our careers leader is a member of 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 (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

#### **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 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

#### **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 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:

- Personal Development curriculum lessons
- Assembly programme
- Votes for School programme
- Tutor-led form time
- Displays
- Events
- Guest speakers
- Visits
- Competitions
- Volunteering
- Work Experience

Through the careers programme students will develop the skills they need to make future decisions, explore and research opportunities available to them, understand how to review their achievements and present themselves in the world of work. Students will be encouraged to develop their knowledge, skills and understanding of careers education through the following three strands:

- **Self-Development:** To enable students to understand themselves and the influences on them, to recognise their strengths, the areas they need to improve, their skills, motivations, values and personal qualities through their career journey while at school.

- **Career Exploration:** To enable students to investigate and raise their aspirations through career related learning opportunities and work experience. The aim for students is to develop a knowledge and understanding of labour market information (LMI), the influence of society, wider employment trends and the range of options and routes available to them now and in the future.
- **Career Management:** To enable students to make and adjust plans to manage change and transition effectively from one stage of education, training or work into the next.

### Key Stage 3

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

- developing an awareness of individual interests, skills and strengths in relation to GCSE choices, post 16 pathways and future career goals
- being able to access careers resources via Unifrog, the Learning Resource Centre (LRC), as well as those sites signposted via the school website.
- a planned module of careers lessons within the Personal Development curriculum
- setting targets and reviewing progress through Personal Development lessons
- careers events in the assembly programme
- receiving careers information and on-going support from staff such the Form Tutor
- exploring different careers through cross curricular events
- STEM activities
- taking part in Pathways events (Options Assemblies and Evening events) where students and parents can access information about different careers, future education, curriculum areas and the implications of studying specific subjects in Key Stage 4
- taking part in enterprise activity(s)
- opportunities to speak to representatives from various sectors of the world of work
- the opportunity to have meetings with a qualified, independent, and impartial careers guidance adviser through lunch time drop-in sessions
- information provided through the weekly Rossett School Careers Bulletin
- opportunities to evaluate individual achievements e.g. through self/peer review activities, assessment feedback and rewards assemblies

### 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:

- careers education focused on their development, labour market awareness, educational pathways and employability skills, through the Personal Development programme, tutor time and off-timetable events
- being offered at least one individual appointment with a qualified, independent, impartial careers adviser
- being given impartial advice and guidance on post-16 education, employment and training and apprenticeship options
- being able to access careers resources via Unifrog, the Learning Resource Centre (LRC), as well as those sites signposted via the school website.
- information provided through the weekly Rossett School Careers Bulletin
- careers events in the assembly programme
- devising an action plan towards future career goals and post 16 pathways
- SLT progression interviews
- taking part in enterprise activity and developing employability skills – Futures Day
- exploring different careers through cross curricular events
- opportunities to speak to representatives from various sectors of the world of work

- developing financial capability skills
- preparing to go on work experience
- being offered the opportunity to take part in taster days / sessions
- having visited or spoken to representatives of further or higher education institutions, such as colleges and universities
- opportunities to evaluate individual achievements e.g. through self/peer review activities, assessment feedback and rewards assemblies
- be given the opportunity to take part in Work Experience (actual and/or virtual)
- GCSE results day support

### Key Stage 5

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

- a planned module of careers lessons within the Personal Development curriculum
- participating in an enrichment and tutorial programme focused on personal development and preparation for post 18
- be given the opportunity to set targets and review progress, with on-going support from a form tutor and subject teachers
- careers events in the assembly programme
- being able to access careers resources via Unifrog, the Learning Resource Centre (LRC), as well as those sites signposted via the school website.
- developing independent research skills
- being offered at least one individual appointment with a qualified, independent, impartial careers adviser
- taking part in Year 12 Progression Week
- meeting university representatives
- the opportunity to meet apprenticeship providers
- the opportunity to visit universities – events, open days
- work experience preparation
- the opportunity to take part in Work Experience (actual and/or virtual).
- volunteering opportunities
- the opportunity to take part in enterprise and challenge activities
- information provided on higher education taster days, apprenticeship vacancies and job opportunities
- information provided through the weekly Rossett School Careers Bulletin
- understanding the UCAS process and being able to research different universities and courses using online resources
- writing a personal statement for UCAS, apprenticeship or job applications
- being mentored through the university application process or supported with job or training applications
- having access to information on how to apply for internships, sponsorships or Gap Year placements
- receiving information and support with financial planning for university, work and training
- A-level results day support

#### **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 the SENDCo, 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 the careers leader – Sarah Daly by phoning 01423 564444 or emailing [dalys@rs.rklt.co.uk](mailto:dalys@rs.rklt.co.uk).

#### **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:

- The Future Skills Questionnaire
- Surveys
- Student voice
- Event evaluations
- Feedback from parents, teachers and employers
- Leavers' information
- Destinations analysis - Post 16 and Post 18

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

This policy [links](#) to the following policies:

- Provider access policy statement
- Safeguarding children policy
- Management of Offsite Visits policy
- Curriculum policy

### **6. Monitoring and review**

This policy, the information included, and its implementation will be monitored by the Governing Body and reviewed annually. The next review date is: November 2025.