

## Careers Policy

Date last reviewed	January 2023
Committee Responsible	Full Governing Body/ Academy Meeting
Designated members of staff	Matthew Winpenny (Deputy Headteacher) Ian Poole (Careers Coordinator) Bernie Corrighan (Careers Adviser)
Date of next review:	May 2024

### Statement of intent

This policy is written taking into account a number of key policies and statutory guidance, including:

- Careers Guidance and Access to Education and Technical Education (January 2023)
- Gatsby Benchmarks of Good Careers Guidance (2014 & 2016)
- Careers Development Institute Framework (April 2021)
- Education Act 2011 and statutory guidance for governing bodies, school leaders and schools staff (DfE, April 2017) 'Careers Guidance and Inspiration in Schools'
- Education Inspection Framework (2020)
- The Technical and Further Education Act (2017) - See separate Technical and FE Provider Access Policy.

The careers policy describes the planned provision the school provides to enable young people to learn about careers, learning and employability so that they can manage their own development and make life choices and decisions that will benefit their own wellbeing and contribute to the wellbeing of others.

### The Governing Body

Should provide clear advice and guidance on which the school or college leader can base a strategic careers plan which is developed in line with the Gatsby Benchmarks: [Gatsby Benchmarks | The Careers and Enterprise Company](#)

- Ensure that all registered students at the school are provided with independent careers advice from Year 7 to Year 13.
- That the independent careers guidance provided is presented in an impartial manner to all 12- to- 18-year-olds and students aged up to 25 with an education, health and care plan.
- The guidance includes information on the range of education or training options at each key transition point, including sixth forms, colleges, other vocational pathways such as apprenticeships and technical education routes and T Levels.
- That the person giving the guidance is considering the best interests of the individual.
- To provide sustained contacts with employers, mentors and coaches who can inspire

students with a sense of what they can achieve and help them understand how to make this a reality.

- To have a clear strategy for the advice and guidance they provide to young people. The strategy should be embedded within a clear framework linked to outcomes for students rather than an ad-hoc set of activities. This should reflect the school's ethos and meet the needs of all students.
- To provide access to a range of activities that inspire young people, including employer talks, careers fairs, motivational speakers, college and university visits, coaches, and mentors. Schools should also consider the needs of students who require more sustained or intensive support before they are ready to make career decisions. High quality mentoring can be an important part of delivering against the duty.
- To seek to provide access to up-to-date technology as online tools can offer imaginative and engaging ways to encourage young people to think about the opportunities available to them. However, schools should note that website access is not sufficient in itself to meet the statutory duty.
- To consciously work to prevent all forms of stereotyping in the advice and guidance they provide, to ensure that boys and girls from all backgrounds and diversity groups consider the widest possible range of careers, including those that are often portrayed as primarily for one or other of the sexes.

## Commitment

The Hollyfield School believes in raising the aspirations and ambitions of all its students, improving their eventual employability and life chances by providing a planned programme of careers education; individual advice and guidance; and work-related learning for all students in Years 7-13. The School bases its careers programme on the eight Gatsby Benchmarks.

The School is committed to independent and impartial guidance. To address this, the school employs a Careers Adviser. This role is currently shared with Grey Court as part of a joint agreement between the Multi Academy Trust to deliver impartial careers information, advice and guidance.

The aims of Careers and employability at the school address the 6 career development skills that people need for a positive career based on the Careers Development Institute Framework (2021): [https://www.thecdi.net/write/CD1\\_85-Framework\\_poster-web.pdf](https://www.thecdi.net/write/CD1_85-Framework_poster-web.pdf)

- Grow throughout life
- Explore possibilities
- Manage career
- Create opportunities
- Balance life and work
- See the bigger picture

The school is committed to ensuring that all students at The Hollyfield School have an entitlement to develop their skills and knowledge to make informed and ambitious choices about their future career pathways at all key transition points.

- In Year 7 as students make the transition to secondary school
- In Year 8 and 9 at the end of Key stage 3
- In Year 10 and 11 at the end of Key Stage 4
- In Year 12 & 13 at the end of Key Stage 5

This policy will be reviewed annually to take into account any changes through discussions with teaching staff; the school's Careers Co-ordinator, Careers Adviser, students, parents, governors,

advisory staff and other external partners such as Achieving for Children.

### [Links with other policies](#)

Careers are linked to a number of school policies. The Work experience policy and the Technical and Vocational Education policy.

Careers supports and is underpinned by other key school policies including those for learning and teaching, literacy and numeracy, assessment, recording and reporting achievement, citizenship, PDW (Pupil Development and Wellbeing), work related learning and enterprise; equal opportunities, inclusion and diversity, health and safety and special educational needs, safeguarding children. Students in their education should seek to go beyond their potential and through a combination of an outstanding education and good careers education and individual guidance will go on to be successful and fulfilled citizens committed to lifelong learning and improvement.

### [Staffing](#)

The Deputy Headteacher manages the Careers Adviser and the Careers Coordinator. All staff, through the tutorial system and in PDW, contribute to careers education and employability through their roles as tutors and subject teachers.

Tutors at designated points deliver careers related sessions during the academic year.

The Careers Coordinator has overall responsibility for the provision for Careers and employability learning in school. They work in conjunction with the Heads of Year, Head of PDW and SENCO. A Careers Adviser also comes into school one day a week to carry out personal guidance interviews. The careers and employability programme is planned, monitored and evaluated by the Careers team.

### [Curriculum](#)

The school seeks to ensure all students acquire the core skills of numeracy, literacy and ICT as well as a wide-ranging curriculum across Key stage 3 to 5. The school provides a broad and balanced curriculum, which develops the skills, concepts and knowledge necessary for future learning.

All staff, including support staff, work to remove barriers to learning and support the individual needs of students. We believe all our students deserve access to a high-quality programme of careers education and impartial information, advice and guidance in a learning environment where young people can excel.

Staff will contribute to the development of this ethos and inform students of their choices about future careers and educational progression routes. The school will provide a balanced and broadly based curriculum, which prepares students for the opportunities, responsibilities and experiences of adult life, which includes preparation for working life. The school is committed to maximising the benefits for every student, in the development of a whole school approach to work-related learning. The school recognises that there needs to be work-related learning for all students, and more for some. Students at risk of underachieving are identified; support and intervention are provided for those who require more support. The careers and employability programme includes careers guidance activities appropriate to the 3 key stages. This is delivered through a series of PDW lessons, tutor time and activities days during the year. Additionally, Year assemblies regularly address careers and employability topics. An overview of the Careers programme is available separately and will be posted on the website.

### [Monitoring, review, evaluation and assessment](#)

The school is committed to providing high quality Careers Education Individual Advice and Guidance. As a part of this process the school goes through a rigorous process of self-evaluation and review Hollyfield's policy on work-related learning will be monitored and reviewed. The key

priorities of the review are incorporated into our school development and vision plan annually to identify any improvements.

Evaluation takes place in a variety of ways:

- Students are issued with individual reflection and evaluation forms after PDW sessions.
- Monitoring of entitlement and employability skills.
- Opportunity and feedback through the school collegium.
  
- Staff involved provide feedback on the strengths and areas for development verbally and through evaluation forms.
- Tutors talk to tutor groups and ask for feedback.
- The Careers Coordinator asks for feedback.
- Feedback from Staff, Parents and Governors.
- Any external volunteers are regularly asked for feedback after events.
- Use of COMPASS + evaluation and feedback from Enterprise Coordinator and other external assessors.

Destination data is looked at by SLT to inform future planning. We monitor and track intended and actual destinations of learners to ensure progression and as part of our 'Not in employment, education or training' (NEET) prevention strategy.

## Approvals

- *Signatures: Headteacher and Chair of Governors*
  
- *Date of approval by Governors*
  
- *Date of review*