



## Higham Lane North Academy

### Careers Policy



Policy Number	8
Approval Date	May 2025
Review Date	July 2027
Governor	K Hobbs
Statutory Policy	YES

## Contents

1. Aims .....	3
2. Statutory requirements .....	6
3. Roles and responsibilities .....	6
4. Our careers programme .....	7
Key Stage 3 .....	8
Key Stage 4 .....	8
5. Links to other policies .....	9
6. Monitoring and review .....	9

## 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

Careers Education, Information, Advice and Guidance and Work-related Learning Policy Introduction

Through a planned programme of activities, on Careers Education, Information, Advice and Guidance (CEIAG) and Work-related Learning (WRL), Higham Lane North Academy seeks to help all students take their place as suitably qualified and responsible adults within society. The focus is upon career and option choice, raising the aspirations and achievement of individual students and equipping them with skills, attitudes, knowledge and understanding as a foundation for managing their lifelong careers and learning.

Higham Lane North Academy is committed to:

- Providing a planned programme of activities to which all students from Years 7–13 are entitled, which will help them to plan and manage their careers
- Providing IAG which is impartial, unbiased and is based on students' needs Ensuring that the CEIAG and WRL programme follows local, regional and national frameworks for good practice and other relevant guidance, such as Sections 42A, 42B & 45A of the Education Act 1997, Section 72 of the Education & Skills Act 2008, The Gatsby Benchmarks 2014 and Careers guidance & access for education & training providers 2018, as well as guidelines from Ofsted.

### **Links with other policies**

The policy for CEIAG supports and is itself underpinned by a range of key school policies especially those for teaching and learning, assessment, recording and reporting achievement, PSHE Education, work-related learning and enterprise, equal opportunities and diversity, more able learners and SEN/Autism spectrum disorder.

### **Entitlement**

Students are entitled to CEIAG which meets professional standards of practice and which is person-centred, personalised and impartial. It is integrated into students' experience of the whole curriculum and based on a partnership with students and their parents or carers. The programme is structured to deliver explicit learning outcomes, raise aspirations, challenge stereotyping and promote equality and diversity.

The careers programme is designed to meet the needs of the students at Higham Lane School. It is differentiated and personalised to ensure progression through activities that are appropriate to students' stages of career learning, planning and development.

The primary aims of the Careers Education and Guidance programme are to:-

- Prepare young people at Higham Lane North Academy for the opportunities, responsibilities and experiences of adult life;
- Help young people develop an understanding of their own and others' strengths, limitations, abilities, potential, personal qualities, needs, attitudes and values;
- Help young people investigate opportunities for further learning and employment, make decisions and manage transitions across the three stages at 13+, 16+ and 18+;

- Ensure that, wherever possible, all young people leave the school with employment, further education or training.

The programme also:-

- Contributes to improving achievement, by raising aspirations and motivation;
- Supports inclusion, challenges stereotyping and promotes equality;
- Encourages participation in education and/or training beyond the key stages at 16+ and 18+;
- Develops enterprise and other skills valuable in the world of work.

The CEIAG programme provides students with a wide range of experiences to help them progress effectively through their education and on to successful careers. The intended career learning outcomes for students are based on the National Framework and can be found embedded in the Statement of Entitlement (Appendix 1). Assessment Through evaluation following career-related events we assess whether or not students have met the above learning outcomes. Learning outcomes are shared in PSHE lessons and revisited at the end of lessons to assess whether they have been achieved.

Implementation: Management Responsibility for careers education falls with the Careers Leader, with assistance from the Careers Support Advisor. The Careers leader plans, co-ordinate and evaluate the careers programme. The Careers Support Advisor plans and implements work experience for Y10 students. Subject leaders and Progress Leaders are consulted to ensure appropriate coverage of careers themes in 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 work-related learning. Implementation: Staffing All staff contribute to CEIAG through their roles as tutors and subject teachers. Specialist sessions are delivered by the CPSHE tutor team at Key Stage 3, 4 and 5. Careers information is available in the Careers Library in the Library which is maintained by the Librarian and on Sharepoint, the school virtual learning website.

### **Implementation:**

The CEIAG Programme The Careers Programme includes careers education sessions, career guidance activities (group work and individual interviews), information and research activities, work-related learning (including 1 week of work experience) and individual learning planning/portfolio activities. Careers lessons are part of the school's CPSHE programme. Other focused events, e.g. a Job Taster Event for Year 8 students and Year 10 Practice Interviews occur throughout the academic year. Work experience for all students takes place in Year 10 and students prepare for work experience in Year 10 C PSHE lessons. Students are actively involved in the evaluation of activities including work experience through lessons and in written feedback.

The Careers Programme at Higham Lane North Academy is distinguished by the personalised nature of the support given to each student. All students receive at least one careers interview with the Careers Support Advisor during KS4 and additional intervention strategies are introduced for those students who may find processes such as securing Work Experience placements particularly challenging. The Careers Support Advisor 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. In addition, the Careers Support Advisor provides an important contribution to the planning, design and delivery of all aspects of our careers education, allowing for current labour market intelligence to inform these processes. Support is also provided on a 1-2-1 basis for any students in danger of not being in education, employment or training. Signposting to Prospects, the Warwickshire County Council service for careers who deal with students who may be NEET (not in education, employment or training) at this stage is a fundamental part of the Careers Support Advisors job, as well as working with other outside agencies.

Careers Education helps young people to develop the knowledge and skills they need to make successful choices, manage transition between key stages and between education and the world of work. Careers Guidance enables them to use the knowledge and skills to make decisions about education and the world of work that are appropriate for them. The programme is provided to students through:-

- The CPSHE curriculum via targeted lessons;
- Tutor and mentoring activities;
- Careers interviews;
- Careers presentations and activities;
- Careers activities with employers;
- The Work Experience programme; • Attendance at Careers Fairs;
- University Visits;
- Apprenticeship talks.

### **External Partnerships**

Employment partnerships: Firm links have been established with a range of employers, particularly through the provision of work placements within applied courses; some KS4 and many KS5 students undertake work placements, integral to their courses. Employers visit the school to run work related activities with students and to speak to students about a range of employment sectors, an example of this being our annual Year 8 Job Taster event. Over recent years we have had careers speakers from a range of industries, including: scientists, engineers, architects, a quantity surveyor, an illustrator, medics, lawyers, a police officer, an actuary, a linguist, an entrepreneur, a midwife, physiotherapists, and computer programmers.

Apprentice partnerships: There have been recent developments with employers offering apprenticeships and information is shared with students about available apprenticeships via Sharepoint and the Careers advisor. In addition, employers offering apprenticeships visit the school to facilitate work related learning and speak to students about opportunities within their companies and sectors; examples being Coventry Building Society, Manufacturing Technology Centre Coventry & Midland Group Services.

Further and Higher Education Links: We have a close relationship with a number of universities throughout England and each year students from KS4 and KS5 are invited to visit these universities as part of our aspirations programmes. Universities also come into school to work with students. Examples of these universities are University of Oxford, University of Cambridge, University of Birmingham, University of Warwick & Coventry University.

### **Resources**

Funding is allocated in the annual budget planning round in the context of whole school priorities and particular needs in the CEIAG area. The Careers leader with oversight of CEIAG is responsible for the effective deployment of resources.

- Accommodation – a resource area in the Library which contains the Careers Library, PCs and prospectuses for the UK Universities as well as for local colleges.
- Access to ICT for staff – a selection of careers resources is available on the school network through a careers website. All staff also have access to Unifrog to support students in finding appropriate university courses and apprenticeships.
- Budget provision – funding is provided annually from the capitation budget.

## 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 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.

## 3. Roles and responsibilities

### 3.1 Careers leader

Our careers leader is Miss Charles and they can be contacted via [hello@hlna.co.uk](mailto:hello@hlna.co.uk). Our careers leader is part 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 (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

### 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: lessons, tutor-led discussions, displays, events and guest speakers.

### **Key Stage 3**

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

- Resources with independent careers advice and guidance
- Assemblies and information provided by curriculum leaders of each subject and by pupils who are studying the courses
- Lessons to explore options
- PP and SEND pupils will receive extra meetings and support from staff with the process
- Attend the Year 9 options evening
- Have taster lessons in subjects

By the end of Key Stage 3:

- Begin to develop an awareness of your individual skills, strengths and preferred learning styles in relation to post 16 pathways and future career goals.
- Be able to access careers resources via the Library and the career menu website.
- Receive careers information and on-going support from staff such as your Tutor.
- Take part in the Year 9 Options Evening event where you can access information about different curriculum areas and the implications of studying specific subjects in Key Stage 4.
- Taken part in the Year 9 Job Taster event
- Have been given the opportunity to have a meeting with a qualified, independent and impartial careers guidance advisor.

### **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 Key Stage 4:

- Experience careers education, focused on your development, labour market awareness, educational pathways and employability skills, as part of a Spiritual, Moral, Social and Cultural education programme, in CPSHE & tutor time.
- Be offered at least one individual appointment with a qualified, independent, impartial careers advisor
- Devise an action plan towards your career goals
- Have listened to talks on different careers
- Have been given the opportunity to speak to representatives from various sectors of the world of work
- Have developed financial capability skills
- Have produced and reviewed a curriculum vitae
- Have written a formal letter, e.g. covering letter
- Been given impartial advice and guidance on post-16 education, employment and training and apprenticeship options
- Develop presentation and interview skills, taking part in the Year 10 Practice Interviews.
- Be able to access careers information and resources via the Library and the Careers Departmental Website
- Be offered the opportunity to take part in taster days/ sessions

- Have visited or spoken to representatives of further or higher education institutions, such as universities
- Be given the opportunity to take part in work experience

#### **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 school for the information.

#### **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:

- Regular pupil voice, including pupil fora
- Regular pupil voice after key events
- Family voice surveys
- Teacher surveys
- KS4 leaver surveys

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

- Child Protection policy
- Curriculum policy
- SEND policy

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

This policy, the information included, and its implementation will be monitored by the LGB and Careers Lead and reviewed annually.

The next review date is: July 2026