



Careers Education Policy

Academic Year 2023 – 2024

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Policy Information

Date of Policy: November 2023

Review Date: November 2024

Coordinator (s): Miss Riley

Governor: Mr Langdon Griffiths

Introduction

Through a planned programme of activities, Careers Education, Information, Advice and Guidance (CEIAG) and Employability skills, Tower College seeks to help all pupils 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 pupils and equipping them with skills, attitudes, knowledge and understanding as a foundation for managing their lifelong career and learning.

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.

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**.

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.

Roles and Responsibilities

Careers Lead

The Careers Lead will take responsibility for developing, running and reporting on the school's career programme. The Careers Lead will work with relevant members of staff to:

- Plan and manage careers activities.
- 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 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.

Senior Management Team

Our Senior Management Team will:

- Support the careers programme.
- Support the careers leader in developing their strategic careers plan.
- Make sure our school's careers lead 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 network with employers, education and training providers, and other careers organisations.

The Governing Body

The governing body 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 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.

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:

- Dedicated careers sessions delivered by teachers in curriculum time.
- Form tutor led discussions and guidance during form time.
- School displays.
- Careers events and guest speakers.
- Educational visits and trips.

Lower School (KS2)

In the lower school, careers guidance is not a statutory requirement; however, the school recognizes the significance of careers education and therefore incorporates some career-related provisions. These provisions primarily comprise of assemblies, career events, and discussions with teachers to explore individual aspirations. Careers are also discussed as part of the Lower School PSHE curriculum.

Middle and Upper School (KS3)

- Begin to develop an awareness of individual skills, strengths and preferred learning styles in relation to post 16 pathways and future career goals.
- Be able to access careers resources.
- Set targets and review progress.
- Receive careers lessons within PSHE lessons.
- Receive Careers information and on-going support from staff.

- Access information about different careers, future education, curriculum areas and the implications of studying specific subjects in Key Stage 4.
- Have been given the opportunity to have a meeting with a qualified, independent and impartial careers guidance adviser.

Middle and Upper School (KS4)

- 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, through PSHE, form time and through events.
- Be offered at least one individual appointment with a careers adviser.
- 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.
- Be able to access careers information and resources.
- 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.

Inclusion

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.

Careers 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 Lead.

Assessing 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:

- Feedback from parents, pupils, and staff members.
- Tracking the destination and pathways of pupils when they leave the school.

Monitoring and Review

This policy, the information included, and its implementation will be monitored by the Senior Management Team and Governing Body.

The policy will be reviewed annually.