



Policies

Careers Policy

Next review date – March 2025



Holmes Chapel Comprehensive School

School Vision

1. HCCS seeks to maximise the life chances of all of our young people and so it is important to prepare young people for life beyond school and college.
2. The Governing Body have therefore adopted this policy in order to provide a clear commitment to and framework for Careers Education, Information, Advice and Guidance

Policy Scope

3. This policy covers Careers Education, Information, Advice and Guidance given to students in Key Stages Three, Four and Five.
4. The policy also applies to Year 11 students after they finish their examinations in June of their final year and before they start at their next place of education, employment or training.
5. The policy has been reviewed in line with the DfE guidance document 'Careers guidance and access for education and training providers – Statutory guidance for governing bodies, school leaders and school staff. (DfE, January 2018) and Education (Careers Guidance in Schools) Act 2022.
6. This policy accepts the 8 Gatsby Charitable Foundation's benchmarks as set out in the DfE guidance. These can be found on the school website- <https://www.hccs1978.co.uk/careers-gatsby>
7. This policy covers the legal duty of schools to ensure that a range of education and training providers can access pupils in Year 7 to Year 13 for the purpose of informing them about approved technical education qualifications or apprenticeships.
8. This policy refers to events and opportunities in both Key Stages and in all years and these events will impact upon all students at the school.
9. All members of staff at HCCS are expected to be aware of this policy and the importance of Careers Education, Information, Advice and Guidance (CEIAG) in the education of students; CEIAG is not the sole responsibility of the Careers Advisor.
10. It is important therefore that students leave school aware of themselves as individuals, aware of the opportunities available to them and able to make some decisions about their own life. They should be prepared for the transition from full time education to the world beyond. It is to these aspects of personal and social development that this policy will contribute.

Objectives:

11. The objectives of the Careers Education, Information, Advice and Guidance policy are:
 - To ensure that all students at the school receive a stable careers programme
 - To enable all students to learn from information provided by the career and labour market
 - That the CEIAG programme should be individual and address the needs of each student
 - To link the curriculum learning to careers learning
 - To provide students with a series of encounters with employers and employees
 - To provide students with experiences of workplace(s)
 - To ensure that students have a series of encounters with further and higher education

- To provide each student with the opportunity to receive personal guidance

School Responsibilities

12. The school has a series of statutory duties:
 - All registered pupils at the school must receive independent careers advice in Years 7 to 13
 - This careers advice must be represented in an impartial manner, showing no bias towards a particular institution, education or work option
 - This advice must cover a range of education or training options
 - This guidance must be in the best interests of the pupil
 - There must be an opportunity for education and training providers to access pupils in Year 7 – Year 13 in order to inform them about approved technical qualifications or apprenticeships.
13. The school will base its careers provision around the Gatsby Benchmarks. A summary of these can be found on the school website- <https://www.hccs1978.co.uk/careers-gatsby>
14. HCCS believes that good CEIAG connects learning to the future. It motivates young people by giving them a clearer idea of the routes to jobs and careers that they will find engaging and rewarding. Good CEIAG widens pupils' horizons, challenges stereotypes and raises aspirations. It provides pupils with the knowledge and skills necessary to make successful transitions to the next stage of their life. This supports social mobility by improving opportunities for all young people, especially those from disadvantaged backgrounds and those with special educational needs and disabilities.
15. The school will continuously monitor its CEIAG offer and seek further improvement. This will be done by the personnel involved in the design and delivery of the programme as well as by external stakeholders who assess the work of the school (eg. Careers and Enterprise Company, Ofsted etc)

Governing Board Responsibilities

16. The Governing Body will ensure that the School has a clear policy on Careers Education, Information and Guidance (CEIAG) and that this is clearly communicated to all stakeholders. They should ensure that this policy is based on the eight Gatsby Benchmarks meeting the school's legal requirements.
17. The Governing Body will ensure that arrangements are in place to allow a range of educational and training providers to access pupils in Years 7 – 13.
18. There will be a member of the Governing Body who takes a strategic interest in CEIAG and encourages employer engagement

Provider Access

19. This section of the policy sets out the school's arrangements for managing the access of providers to pupils at the school for the purpose of giving them information about the provider's education or training offer. This complies with the school's legal obligations under Section 42B of the Education Act 1997.
20. All pupils in years 7-13 are entitled:
 - to find out about technical education qualifications and apprenticeships opportunities, as part of a careers programme which provides information on the full range of education and training options available at each transition point;

- to hear from a range of local providers about the opportunities they offer, including technical education and apprenticeships – through options events, assemblies and group discussions and taster events;
- to learn how to make applications for the full range of academic and technical courses.

21. The school will then work with providers in order to identify the most effective opportunity for them to share information about education and training opportunities

Monitoring, Evaluation and Review

22. The Headteacher will ensure that:

- the work of the Careers Advisor and CEIAG events are supported and monitored
- a member of the Senior Leadership Team has an overview of CEIAG work and reports regularly back to the team

23. The effectiveness of this policy will be measured in a variety of ways:

- Feedback from stakeholders through mechanisms such as feedback from attendees (students, parents, carers, employers) at Careers events, feedback from students, staff via curriculum audits.
- Feedback from external visitors to the school such as the Careers and Enterprise Company and Ofsted
- The number of students who are NEET in October having left the school in the previous summer. This figure can be compared to national figures as well as against the equivalent figure from similar schools both nationally and within the county.

Prepared by: Graham Baker
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