



## Careers Guidance Policy

Adopted by the Board of Directors: February 2023

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### ***School Mission Statement***

***“To create and sustain, with God’s help, a learning, caring and serving community where all people are valued for who they are and who they may become in the light of Jesus Christ.”***

This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

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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 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 on the school website.

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

#### **3.1 Careers leader**

Our careers leader is Lou Patten, and can be contacted by emailing [lpatten@stbedes.cambs.sch.uk](mailto:lpatten@stbedes.cambs.sch.uk). Our careers leader works closely with the senior leadership team 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
- Work closely with the relevant staff, including our special educational needs co-ordinator (Dr Fiona Ross, SENDCo) and careers adviser (Ms C Scibor), to identify the guidance needs of all of our pupils with 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 board of directors

### **3.2 Senior leadership team**

Our senior leadership team (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 11 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 career organisations

### **3.3 The board of directors**

The board of directors 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 board of directors 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 16 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 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.

For further information regarding the Gatsby Benchmarks, please click here: [Gatsby Benchmarks](#)

#### Our implementation of the Gatsby Benchmarks:

##### 1. **A stable careers programme**

- The designated lead for careers is Miss L Patten [lpatten@stbedes.cambs.sch.uk](mailto:lpatten@stbedes.cambs.sch.uk)
- Our independent careers advisor is Ms C Scibor
- The programme will be evaluated on a yearly basis.

##### 2. **Learning from career and labour market information – students should have access to information about future study options**

- Students are given access to careers software as early as year 8 to support their subject options choices
- Students receive a number of assemblies based on possible careers and the labour market supported by our Enterprise Advisor
- Details of careers events are published on the careers board and shared with the relevant year group/s.
- Parental involvement in these events and in making future decisions is actively encouraged.

##### 3. **Addressing the needs of each student - ensure every student, regardless of their background, ability or circumstances is able to access the careers programme**

- The programme is tailored to meet the needs of students at the appropriate stage.
- Students are given individual support that is personal to them via their form tutors and our careers advisor.
- Students are notified of specific opportunities which may be applicable to their situation.

##### 4. **Linking learning in the curriculum to careers – all subjects should link their subjects to careers. STEM subjects should promote the wide and diverse nature of careers offered.**

- The careers programme includes some specific subject-related events
- All teachers are encouraged to link the skills learned in that area to potential careers.

5. **Encounters with employers and employees - every student should have multiple opportunities to learn from employers and employment**
  - We endeavour to give our students opportunities to listen to and work with employers and employees from a wide variety of backgrounds.
  - With support from our Enterprise Advisor and parents we offer assemblies that focus on a variety of careers.
  - In year 9 students can undertake the Faith and Football Enterprise Challenge which allows them to work with local business leaders.
  
6. **Experience of workplaces – every student should have first-hand experience through work visits/ work shadowing and/or work experience**
  - Students are encouraged to find work placements either through programmes run by companies such as Addenbrooke's Hospital or by local businesses in their own time.
  
7. **Encounters with further and higher education - all students should understand the full range of learning opportunities that are available to them including academic, vocation and work based programmes.**
  - Students attend taster days at our key post 16 providers in year 10
  - Many students have opportunities to visit universities as part of their subject studies
  - We enjoy links with Homerton College Cambridge which can provide support with higher education information.
  
8. **Personal Guidance - every student should have the opportunity to have a guidance interview with a Careers Advisor**
  - All students in years 10 and 11 are offered at least one meeting with a careers advisor. The meetings are documented with notes for students to use to support them in the future.
  - Additional sessions may be offered according to need

Our careers programme will support pupils in year 7 and year 8 in their **planning and choices of GCSE subjects**. Our careers programme aims to help pupils in years 9, 10 and 11 to **research and understand their choices and routes into education and training**. A summary of specific, age-related activities are included in the following table:

## Careers Programme Year 7 and 8

Year Group	Whole School Activities	Department Specific Activities:	External Opportunities may include:
Year 7	<p><b>PSHCE</b></p> <ul style="list-style-type: none"> <li>Students explore aspects of the world of work through PSHE lessons/days</li> <li>Students have the opportunity to attend sessions to learn about different careers from external speakers.</li> </ul>	<p><b>History:</b> <i>students have studied artefacts and learn about the work of the Museum of Archaeology and Anthropology</i></p>	
Year 8	<p><b>Options Process</b> which includes:</p> <ul style="list-style-type: none"> <li>An opportunity to access online careers advice software is available for all students and is introduced by our transitions coordinator at the start of an options process.</li> <li>A meeting with form tutors to discuss option choices is offered to all students.</li> <li>Presentations on new options choices in assembly/ form time.</li> <li>Guidance sent to parents outlining option choices and suitability for courses.</li> <li>An opportunity for parents to discuss options at Y8 parents evening</li> <li>Lunchtime drop in sessions offered by the careers advisor during the options process.</li> </ul>	<p><b>DT-</b> The role of the designer is explored.  <b>Food-</b> From Y8 onwards students can take part in the <i>Schools Future chef competition</i>.  <b>Science:</b> Big Bang Fair trip – has lots of career related stands.  <b>History:</b> teachers share the options PPT. in lessons and explain some career options connected to history. Role of historian in practice via WW1 work</p>	<p>Careers Fair- opportunities to attend published on bulletin</p>

## Careers Programme Year 9 and 10

Year Group	Whole School Activities	Department Specific Activities:	External Opportunities may include:
Year 9	<p><b>Faith in Football</b></p> <ul style="list-style-type: none"> <li>This is a business and charitable focused enterprise activity which is hosted by local business leaders It is open to any student. This allows students to experience the world of business from a practical point of view. <i>We are still exploring opportunities of how we can run this in the current climate</i></li> </ul>	<p><b>Drama and Music</b> -Master classes from National Youth Theatre can be accessed from Y9 onwards-</p> <p><b>Food</b>- Visit Jimmy Farm to look at farming and production</p> <p><b>DT</b>- From Y9 onwards key industry practices are discussed and used and students have an opportunity to visit Warner Brothers Studios to look at Theatre and film production.</p> <p><b>French</b>- Describing positive and negative aspects of different jobs and importance of Languages and future plans</p> <p><b>Maths</b> trip to Warwick University offered to set 1 about careers and studying Maths</p> <p><b>Science:</b> Medical Mavericks visit. Careers in health workshop.</p> <p><b>History:</b> Careers talk – suffrage by Professor Mary Joannou and an opportunity to attend the Berlin trip where students tour of the Reichstag and discuss the job roles in parliament</p>	<p>Careers Fair- opportunities to attend published on bulletin</p>
Year 10	<p><b>College Taster Days</b>- all students sign up to attend at least 1 college taster day in the Summer term.</p> <p><b>Careers Advice</b></p> <ul style="list-style-type: none"> <li>Interviews with our independent careers advisor Lizzie Taylor</li> <li>Careers talks on a range of different areas.</li> </ul> <p><b>PSHCE Day</b> – The World of Work:</p> <ul style="list-style-type: none"> <li>Work experience information</li> <li>Interview technique</li> <li>Health &amp; Safety and Rights of workers</li> <li>CV Writing</li> </ul>	<p><b>Food</b> - link with CRC who do a butchery masterclass for students</p> <p><b>Maths</b> trip to Warwick University offered to set 1/2 about careers and studying Maths</p> <p><b>Maths</b> trip to CU for 15 students to encourage students to do further maths at A level and consider Russell group unis</p> <p><b>Geography</b> speakers to come in to discuss topics related to GCSE content, such as meteorology, humanitarian work, and architecture</p> <p><b>History:</b> Archaeology – The Norman Conquest unit focuses on the way archaeologists work</p> <p><b>History:</b> Tower of London unit and trip. Students explore the different roles of the Tower of London and learn about different jobs here today.</p>	<p>Opportunities to attend local events and hackathons to be displayed on the bulletin.</p>

# Careers Programme Year 11

Year Group	Whole School Activities	Department Specific Activities:	External Opportunities may include:
Year 11	<p><b>PSHCE Day</b></p> <ul style="list-style-type: none"> <li>Introduces application process for post 16 applications and personal statement writing.</li> </ul> <p><b>Support for the college application process</b></p> <ul style="list-style-type: none"> <li>Post 16 event- This is linked to PSHE day below and enables Post 16 providers to visit and showcase their offerings to students and parents.</li> <li>Open Evenings- students are encouraged to attend the open evenings of their preferred post 16 providers</li> <li>Ongoing Support with applications and choices for Form tutors</li> <li>Assemblies- on a variety of topics including; apprenticeships, the labour markets and preparing for the next step.</li> </ul> <p><b>Careers interviews</b></p> <ul style="list-style-type: none"> <li>For support with college and longer term careers decisions with our independent careers advisor Lizzie Taylor</li> </ul>	<p><b>French and German</b> – students investigate the following topics:</p> <ul style="list-style-type: none"> <li>Discussing career choices</li> <li>Applying for jobs: applications and CV's</li> <li>Work preferences</li> <li>Jobs in the tourist industry</li> </ul> <p><b>Geography:</b> speakers to come in to discuss topics related to GCSE content, such as meteorology, humanitarian work, and architecture</p> <p><b>History:</b> Careers talk – Dr Avery-Quash (parent) head of the National Gallery - open to KS4</p>	<p>Opportunities to attend hackathons on a variety of issues.</p>



#### **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 Lou Patten ([lpatten@stbedes.cambs.sch.uk](mailto:lpatten@stbedes.cambs.sch.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:

- Surveys (students and parents from each year group)
- Leavers' information
- Feedback from pupils, parents, teacher and employers evaluations

#### **5. Monitoring and review**

This policy, the information included, and its implementation will be monitored by the Teaching & Learning committee and reviewed annually.