MOSAIC LEARNING TRUST
Raising Aspirations, Empowering Futures

CAREERS GUIDANCE POLICY

SOUTHLANDS HIGH SCHOOL
Endeavour for Excellence

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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 and carers, 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
- Take into account the individual needs of all pupils to tailor the programme accordingly and provide the right level of support
- Promote a culture of high aspirations and equality of opportunity

2. Statutory Requirements

This policy is based on the statutory Careers guidance and access for education and training providers from the Department for Education (DfE).
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 Skills and Post-16 Education Act 2022 (the 'provider access legislation'). It explains that our school must provide a minimum of **6 encounters** with technical education and apprenticeship providers to all pupils in years 8 to 13 about their education or training offer. For more detail on these encounters, see our provider access policy statement, which you can find at on the school website.

This policy is also in line with the Education (Careers Guidance in Schools) Act 2022, which amends the existing duty in The Education Act 1997, so that:

- Our school must now secure independent careers guidance for pupils 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 we publish information about the careers programme on our website, and that it is communicated in a way that enables learners, parents and carers, staff, and employers to access and understand it. This includes:

- The name and contact details of the Careers Leader
- A summary of the careers programme
- Details of how pupils, parents and carers, teachers, and employers can access information about the careers programme
- How our school measures and assesses the programme's impact on learners
- The date by which we will review information

We also act in line with our statutory duty under the provider access legislation (also known as 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 our school website.

This policy complies with our funding agreement and articles of association.

3. Roles And Responsibilities

3.1 The governing board

The governing board will:

- Actively engage in setting the direction for a whole-school approach to careers guidance with the headteacher, to make sure it is aligned with the school's vision, priorities and development plans
- Provide clear advice and guidance on which the school can base a strategic careers plan which meets legal and contractual requirements
- Maintain strategic oversight of the school's legal and contractual requirements for careers guidance and hold senior leaders to account for delivering against those requirements
- Appoint a member of the governing board who will take a strategic interest in careers education and encourage employer engagement
- Make sure that 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 arrangements are in place for the school to meet the legal requirements of the provider access legislation, including that the school has published a provider access policy statement
- Make sure that details of our school's careers programme and the name of the Careers Leader are published on the school's website

The Careers Link Governor is Chris Rowbotham.

3.2 Headteacher

The headteacher will:

- Work with the governing board to set the direction for a whole-school approach to careers guidance, making sure it is aligned with the school's vision, priorities and development plans
- Support the careers team to deliver the school's careers programme
- Build careers into staff development for teachers and support staff, and make sure that the Careers Leader, Careers Adviser and senior leaders receive training and development to deliver high-quality careers provision
- Make sure that personal guidance is provided to pupils by a qualified careers adviser
- Network with employers, education and training providers, and other careers organisations

3.3 Senior leadership team (SLT)

The SLT will:

- Support the careers programme
- Support the Careers Leader in developing their strategic careers plan
- Make sure the Careers Leader is allocated sufficient time and budget, and has the appropriate training, to perform their duties to a high standard
- Support the careers adviser to deliver personal guidance to pupils, making sure it's well-resourced
- Work closely with the Careers Leader and careers adviser in the overall development and evaluation of the careers programme
- Network with employers, education and training providers, and other careers organisations

3.4 Careers Leader

Our Careers Leader is Miss N Winnard, and they can be contacted by phoning 01257 414 455 or emailing mail@southlands.lancs.sch.uk. Our Careers Leader will:

- Take responsibility for planning and delivering the careers programme and work towards meeting the Gatsby Benchmarks in a meaningful way
- Coordinate and manage careers activities and the budget for these
- Work with the SLT to make sure the careers programme is informed by a strategic careers plan aligned to the school's priorities

- Engage parents and carers throughout
- Establish and develop key relationships to drive progress and continuously improve the careers programme
- Establish and develop links with external employers, education and training providers, and careers organisations
- Use and sequence labour market information (LMI) throughout the careers programme, tailoring it to individual circumstances
- Support the careers adviser to work with relevant staff, including the SENCO, subject teachers and pastoral teams
- 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
- Engage with the relevant virtual school head and ensure a joined-up approach to identifying and supporting pupils' career ambitions Evaluate and continuously improve the careers programme, drawing on feedback from all stakeholders and the destinations of pupils
- Review our school's provider access policy statement at least annually, in agreement with our governing board

3.5 Careers Adviser

Our Careers Advisor is Julia Preston. They will:

- Support pupils to make effective career decisions
- Work with the Careers Leader and SENCO to identify the needs of pupils with SEND and provide personalised support
- Contribute to the overall development and evaluation of the careers programme

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
2. Learning from career and labour market information
3. Addressing the needs of each young person
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

The school will implement the revised Gatsby Benchmarks from September 2025 and use them to evaluate and continuously improve careers provision.

Our programme doesn't show bias towards any particular institution, education or career path, and promotes a full range of technical and academic options for pupils. We consider the best interests of the pupil to whom the career guidance is given.

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:

- Input during Morning Meetings
- PSHE Lessons
- Visits to Education and Training providers
- Visits from employment providers

4.1 How we meet our requirements

All subjects link curriculum learning with careers. Additionally, our PSHE curriculum includes information on careers and employability.

Every pupil will receive at least 1 personal guidance meeting with a careers adviser by age 16.

Information about personal guidance support, and how to access it, will be communicated to pupils, parents and carers, and other stakeholders, including through the school website.

Key Stage 3

Throughout KS3 Southlands High School's Careers Programme follows the Career Development Institute (CDI) 6 learning areas which are

- Growth through life
- Explore possibilities
- Manage careers
- Create opportunities
- Balance life and work
- See the big picture

We are meeting our requirements to provide:

- At least 2 encounters with providers of technical education or apprenticeships in year 8 or 9 (this is set out in more detail in our provider access policy statement, which can be found on our website.

The focus of the work at KS3 is on exploring students skills and their like and dislikes in order to support a clearer vision of what will give them a satisfying career in their future.

Key Stage 4

At key stage 4 we follow the same CDI learning goals, but with a greater focus on specific skills, course and job. We intend to bring the general ideas that students have explored in KS3 into focus so that targeted plans can be made to achieve goals that will lead to a fulfilling future for our students.

We are meeting our requirements to provide:

- At least 2 encounters with providers of technical education or apprenticeships in year 10 or 11 (this is set out in more detail in our provider access policy statement, which can be found on the school website).
- 1 week's worth of work experience placement(s). The school will continue to develop its work experience programme in line with national policy developments and the government's ambition for all young people to access two weeks of meaningful workplace experiences by the end of Key Stage 4.

4.2 Parent and Carer Engagement

Parents and carers play a key role in supporting pupils' career development. The school will actively involve parents and carers through careers events, information evenings, digital platforms, consultations and access to careers information. Information about education, training, apprenticeship, employment and higher education pathways will be made available to enable parents and carers to support informed decision-making and progression planning.

4.3 Pupils with special educational needs or disabilities (SEND)
All pupils with SEND will be supported with a careers programme that follows the Gatsby Benchmarks. We expect that the majority of pupils with SEND will follow the same careers programme as their classmates, with adjustments and additional support as needed. Information, opportunities and support will be personalised and sequenced to meet the needs of each pupil with SEND and their families.

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.

As part of our inclusive practice students with SEND will have additional opportunities to work with the independent careers advisor and will be supported by their key worker to develop their key employability skills using the Unifrog Skills Builder Tool Kit.

4.4 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 and carers, teachers and employers can access information about the careers programme.
Pupils, parents and carers, teachers, and employers can request any additional information about the careers programme by contacting our Careers Leader – Miss N Winnard.

4.5 Access to pupil participation records
We measure the progress of pupils and keep records as they move through the Key Stages.

We collect, maintain and use accurate data for each pupil on their aspirations, intended and immediate education, and training or employment destinations, to inform personalised support. We also keep records for each pupil of their participation in the careers programme, the individual advice given to them and subsequent agreed decisions.

Pupils have access to these records to support them during transition points and in their career development. These records will be kept in line with our data protection policy, which can be found at on our school website.

4.6 Assessing the impact on pupils
Our careers programme is designed so pupils and parents/carers can give feedback throughout the course of the programme. We measure and assess the impact of the programme's initiatives by:

- Collecting Student and Parent Voice
- Through Data collected on students Digital Record (Compass+ and Unifrog). The school with complete regular Compass+ evaluations to monitor progress against Gatsby Benchmarks and identify areas for development.
- Through students' reflections in PSHE lessons.
- The school will analyse destination data annually to assess the effectiveness of careers provision and identify groups requiring additional support.

This evidence will feed into the overall development plans to make it easier to evaluate, improve and adapt our careers programme to ensure it meets the needs of all pupils.

The school uses Compass+, Gatsby Benchmarks, destination measures, stakeholder voice, provider feedback, employer feedback and internal quality assurance processes to evaluate the effectiveness of careers provision. Findings are reported annually to governors and used to inform the Careers Development Plan.

5. Links To Other Policies

This policy links to the following policies

- Provider access policy statement
- Child protection policy
- Curriculum policy
- Data protection policy

6. Monitoring And Review

This policy, the information included, and its implementation will be monitored by the local governing body and reviewed annually.

The next review date is: September 2027