



Careers Guidance Policy

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An academy within:



“Learning together, to be the best we can be”

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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, self-management, careers knowledge and 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

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- 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.

For more detail on these encounters, see our provider access policy statement, which you can find [on our website](#) <https://www.discoverysheffield.org>

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.

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 our website](#).

3. Roles and responsibilities

3.1 Careers leader

Our careers leader is Mr. Andy Pleass (Assistant Headteacher), and he can be contacted by phoning the school office or by email apleass@nexusmat.org

Our careers leader 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 to identify the guidance needs of all of our and, where necessary, 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 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 careers organisations

3.3 The Multi Academy Trust

The MAT 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 MAT 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 new school has a developing 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:

- A weekly 'Careers' lesson with a bespoke focus on Community, Independence, Health and Employment.
- A termly trip / experience/encounter linked to Careers for KS4 learners.
- Guidance offered through our Careers link – Jennifer Hallam.

Key Stage 2 - Dreamers

We believe play and imagination are key to growth, self-esteem and aspiration. In KS2 our pupils will be encouraged to step into the world of work through immersive role-play, experiential learning activities and visits.

Our immersive enabling environments, thematic curriculum will and career themed toy library will turn our students into dreamers.

Key Stage 3 - Believers

We believe self-knowledge and self-management enhance and fuel a young person's self-esteem. In KS3 our young people will start to learn about their own employability skills and will be taught how to reflect and set targets.

We plan to work closely with our Enterprise Partners career themed toy library, to offer rich and diverse experiences with people from the world of work. Our pupils will be encouraged to pose questions, discuss their own plans and evaluate different roles, responsibilities and industries within a real-world context.

Key Stage 4 - Achievers

We believe all our pupils are capable of fulfilling their potential. In KS4 our young people will be encouraged to engage with work experience, college visits and volunteering programmes.

Gaining this insight into the world of work and then reflecting upon it with peers, trusted adults and their families will give them the information they need to make responsible and informed choices about their next steps.

4.1 Special educational needs or disabilities (SEND) and Gatsby Benchmarks

We expect that the majority of our pupils follow the same careers programme as their mainstream peers. Our programme meets the requirements outlined in the Gatsby Benchmarks, 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 and put in place personalised support and transition plans.

During our EHCP review process and 'PATH' building exercise pupils and their families will 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.

4.2 Access to our careers programme information

A summary of our school's careers programme is published on our school website.

Pupils, parents, teachers and employers can request any additional information about the careers programme by contacting Kayleigh Meyrick [kmeyrick@nexusmat.org].

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:

- Carrying out regular pupil voice
- Assessing student progress through the Enhanced Skills Builder Framework [Toolkit for Education \(Universal Framework\) \(skillsbuilder.org\)](https://www.skillsbuilder.org/)

5. Monitoring and review

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