



Careers Policy

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An academy within:



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



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
- 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 [Discovery Academy - Careers @ Discovery \(discoverysheffield.org\)](#)

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 [Discovery Academy - Careers @ Discovery \(discoverysheffield.org\)](http://discoverysheffield.org)

3. Roles and responsibilities

3.1 Careers leader

Our careers leader is Ms Kayleigh Meyrick (Assistant Headteacher), and she can be contacted by phoning the school office or by email [kmeyrick@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 governing board (Management Committee)

The governing board 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 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 appropriate to their age and stage.
- A termly trip / special experience linked to Careers.
- Curriculum links



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 encourage 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.

Objectives		
Grow throughout life	Beginning	<ul style="list-style-type: none"> • being aware of people who can help them being aware how they feel when they have learnt something new • being willing to try something new recalling what they have experienced and achieved • feeling positive about who they are
	Developing	<ul style="list-style-type: none"> • being confident to request help recognising their successes in learning • being willing to challenge themselves • exploring what they have experienced and achieved • feeling positive about people whose identities and backgrounds are different to theirs
	Secure	<ul style="list-style-type: none"> • being able to explain how they acted on help • recognising what they want to learn next and when they are successful • being willing to take on challenges that help them to grow • recording and commenting on what they have experienced and achieved • relating to people whose identities and backgrounds are different to theirs

Explore possibilities	Beginning	<ul style="list-style-type: none"> describing tasks that they have carried out discovering the jobs that help the school to run recognising jobs that involve harvesting, making, providing a service or finding out being able to identify jobs that they think are similar identifying what the clothes and equipment that people use in their jobs are for being able to identify the subjects and topics they are learning about
	Developing	<ul style="list-style-type: none"> being aware that jobs are made up of tasks exploring what people do whose jobs involve caring for children and keeping them safe being able to give examples of jobs in different sectors being able to explain their views about similarities and differences between jobs investigating similarities and differences between men's and women's work clothes being able to explain what they are gaining from the subjects and topics they are learning about
	Secure	<ul style="list-style-type: none"> being able to explain what tasks they would like and like least about particular jobs finding out about the qualities and skills needed to do a caring job being able to explain what interests them about particular jobs exploring the connection between uniforms and status recognising that the subjects and topics that they take further can lead to qualifications and making progress in their careers
Manage career	Beginning	<ul style="list-style-type: none"> being aware that they and other people like to enjoy the work they do enjoying work-based role-plays imagining different possibilities about who they could possibly become being willing to keep going and not give up exploring whether characters in stories made decisions in a good way
	Developing	<ul style="list-style-type: none"> recognising that they and other people like to choose the work they do looking forward to what they are going to learn next describing a goal or target they are working towards being proactive about trying different approaches to solving challenges recognising that decisions can have unexpected consequences
	Secure	<ul style="list-style-type: none"> being aware that choice and opportunity make careers possible recognising their achievement when they have learnt something new even if they found it difficult initially making a step-by-step plan to enable them to achieve something they would like to be able to do being aware that having back-up plans can help overcome the disappointment or bring a different reward if their main plan does not work out being able to weigh up the pros and cons of a choice they are thinking of making
Create opportunities	Beginning	<ul style="list-style-type: none"> Inventing imaginary jobs being aware that other people can help them meet their needs recognising when they have achieved something for themselves developing the ability to participate in social play involving imagined workplaces being able to carry out a delegated task being able to explain what a visitor told them about their job
	Developing	<ul style="list-style-type: none"> identifying new jobs that are just coming into being being able to describe what their needs are choosing what they want to achieve and the way they go about it being aware of how to communicate with co-workers and customers in work settings being able to make a positive contribution in group play or teamwork based on a business activity thinking about questions they would like to ask a visitor about their job
	Secure	<ul style="list-style-type: none"> Identifying possible new jobs that might be needed in the future responding to trusted adults who can help them identify their needs reflecting on what they achieved and what they would do differently or better next time exploring how people relate to each other in work settings being able to take on different work-related roles in group play or teamwork, including as leader when required explaining what they found out from a visitor about setting up their own businesses

Balance life and work	Beginning	<ul style="list-style-type: none"> • being aware of the different kinds of work that need doing in the home • recognising when they have done something to help others • being aware that people do paid work for financial and other rewards • being able to distinguish between work and rest • being aware of health and safety rules at school • exploring going to work and coming home again • recognising when someone is being given work to do which is unfair on them • being aware of how to use money
	Developing	<ul style="list-style-type: none"> • recognising the contribution they make to the work that is done in the home • being aware of what volunteers do and how they can be a volunteer • exploring the rewards they would like to get from paid work • being aware that overwork is harmful to people's health • recognising how they can help keep themselves safe at school • exploring what happens in the first few days when people start work • being aware that they and others can play a part in helping to ensure that people are treated well at work • being aware of how money can be earned
	Secure	<ul style="list-style-type: none"> • being able to explain the idea of division of labour with reference to the work that is done in the home • being aware of what charities do and how they can be a charity worker • recognising that people seek different rewards when considering paid work that they'd like to do • being aware that imbalances between people's life and work affects their wellbeing • recognising what they can do to help keep themselves and others safe at school • being aware that people's work needs change during their lives • recognising unfair barriers to opportunity and being willing to challenge them • being able to make decisions about saving, spending and budgeting
Seeing the big picture	Beginning	<ul style="list-style-type: none"> • recognising when work is depicted in a story • recognising the difference between stories about work and factual information about work • being aware that working life was different in the past • recognising scientific and technological aids that people use in their work • exploring jobs that people do outdoors • exploring the jobs that people do to help them
	Developing	<ul style="list-style-type: none"> • being aware of how work is portrayed differently in different stories • recognising that the way that work is shown is not always accurate/ reliable • exploring how working life is changing for people now • being aware of how scientific and technological aids help people do their work • exploring work practices in the school environment that promote sustainability • exploring the jobs that people do to help each other
	Secure	<ul style="list-style-type: none"> • being aware of what the author is encouraging them to think about when work is a theme in a story • being able to consider if the information they have found is accurate/reliable • being aware of trends that hint at how working life may change for them by the time they embark on their careers • exploring the benefits and possible drawbacks of scientific and technological developments that affect how people do their work • exploring jobs and ways of working that help to protect the environment • exploring what they and others can do to prevent people having to do harmful work

[Source: [CDI_124-Framework-Handbook for schools-v5.pdf \(thecdi.net\)](https://www.thecdi.net/CDI_124-Framework-Handbook_for_schools-v5.pdf)]

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 management committee and reviewed annually.

The next review date is; September 2023