



Stalham High School

CAREERS POLICY

Written by	A Davison
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“Careers” is defined as anything students need to know, understand and be able to do to make their best next step.

1. Vision and Values

This policy is underpinned by our long-term vision to Inspire, Educate and Empower children in all they do, and our core values of responsibility, ambition, respect, and working together.

Careers education and guidance (also known as careers education, information, advice and guidance, or CEIAG) is an important part of what we do at Stalham High School because we want students to be ambitious for their futures, educated about the transitions and pathways ahead, empowered to make the right choices for themselves, and take responsibility for their personal career journey. We fully respect the right to impartial and independent guidance and advice, and we firmly believe in staff, students, parents and external stakeholders working together to support students to ensure that students are ready to make their best next step.

2. Statutory requirements and expectations

We are committed to fulfilling and exceeding our Statutory duties in relation to careers education and guidance. Stalham High School recognises its statutory duties and is committed to providing a planned progressive programme of activities to help students choose pathways that are right for them. We operate in inclusive approach that is centred around the student and their needs and promotes equality and diversity. Therefore, we ensure that:

- a. Students are treated without prejudice and have an entitlement to careers education and guidance regardless of race, gender, gender expression, religion, ability, disability, social background or sexual orientation.
- b. Students have equal access to accurate, up to date and impartial information free from stereotyping and bias.
- c. Students' personal aspirations are the most important factor in any activity and should be treated with respect.
- d. Careers education and guidance runs through the whole curriculum.

3. Specific Aims and Learning Outcomes

3.1 Our aim is to ensure every student in Years 7 to 11 will receive high quality career education and guidance as part of their overall education. This is an integral part of the preparation of students for the opportunities, responsibilities and experiences of adult life.

3.2 Every student will participate in a programme, which has been developed alongside the 8 Gatsby Benchmarks, with the following learning outcomes:

a. Personal Development

Learn about their strengths and how they are influenced, thus acquiring the core competencies and skills necessary to access opportunities available to them now and in the future.

b. Career Exploration

Investigate opportunities in learning and work, understand the changing world of work and gain information about the labour market.

c. Career Management

Develop the necessary skills which enable them to make and adjust plans and manage change and transitions successfully.

3.3 Every student has access to independent and impartial careers guidance with our commissioned and qualified Careers Adviser by request.

3.4 Every student will receive information on the range of education or training options and will encounter a range of education and training providers throughout Years 8 – 11. Every student has access to the careers section of the library which includes FE and HE prospectuses and online resources through Unifrog.

4. Implementation

We recognise the importance of putting in place effective arrangements for the management and delivery of the programme

4.1 Roles and Responsibilities

4.1.1 Governors:

The Local Governing Board are responsible for ensuring the school meets its statutory duties with regards to careers education and guidance.

Section 42A of the Education Act 1997, updated in 2022, requires governing bodies to ensure that all registered students at the school are provided with independent careers guidance from year 7 to year 11 by careers guidance advisers who are qualified to a minimum of level 6. Our commissioned Careers Adviser is qualified to level 6 and holds the Qualification in Career Development (QCD) whilst also adhering to the Career Development Institute (CDI) Code of Ethics.

The governing body must ensure that the independent careers guidance provided:

- a. Is presented in an impartial manner, showing no bias or favouritism towards a particular institution, education, or work option.
- b. Includes information on the range of education or training options, including apprenticeships and technical education routes.
- c. Will promote the best interests of the students to whom it is given.

The Technical and Further Education Act 2017 inserts section 42B into the Education Act 1997 and came into force on 2 January 2018. This new law requires the proprietor of all schools and academies to ensure that there is an opportunity for a range of education and training providers to access all students in year 8 to year 11 for the purpose of informing them about approved technical education qualifications and apprenticeships.

The governing body will review outcomes of the policy and update it as appropriate.

4.1.2 Careers Leader:

- a. Strategic planning of the school's careers education and guidance programme with other key internal and external stakeholders.
- b. Overseeing the operational plan for the career's education and programme with other key internal and external stakeholders.
- c. Line managing the Careers Adviser to ensure that all students have access to independent and impartial careers information, advice, and guidance.
- d. Managing the careers budget to cover internal needs, CPD training opportunities, commissioning of external sources and the careers library.
- e. Ensuring that arrangements are in place to allow a range of education and training providers to access all students from Year 7 to 11.
- f. Working with the Local Authority to identify, monitor and support students at risk of becoming not in education or employment training (NEET).
- f. Monitoring, reviewing, and evaluating the careers education and guidance and reporting to SLT and the Governors as part of the review cycle.

4.1.3 Careers Adviser:

- a. ensuring face to face impartial guidance for students in Years 10 – 11 at an appropriate level and provide opportunities for Years 7 – 9 to have 1:1 guidance interviews as the need arises.
- b. Work with the SENDCo, the inclusion manager and the designated teacher for looked after and previously looked after children to ensure all students are supported to make successful transitions into Key Stage 5.
- c. Ensuring the operational plan for careers education and guidance is implemented by working with other key internal and external stakeholders.
- d. Maintaining good communication with the careers lead, students, parents, and carers, keeping accurate written records, and advising the careers lead of any concerns that may arise.

4.1.4 Subject Leader:

The subject leaders are responsible for ensuring that careers related learning opportunities and activities are incorporated into their schemes of learning and recognised as part of the overall curriculum.

4.1.5 Form Tutor:

Form tutors are responsible for delivery of careers education within tutor time, as well as supporting students with securing work experience placements and post-16 applications and references.

4.1.6 All Staff:

All staff are expected to contribute to the career learning and development of students in their different roles. All staff are expected to have knowledge of technical pathways (including T levels) and to promote parity for different pathways.

4.2 Staff Development

All staff are entitled to careers education and guidance training. Training on careers education and guidance will take place in September INSET sessions, and throughout the year as required.

The Careers Lead is currently undertaking the Level 6 Careers Leader Training Programme with the Careers and Enterprise Company.

4.3 Funding and resourcing

Funding for careers will be allocated within the school budget and will be used to purchase:

- a. Resources to support the teaching of careers education (for example, STEPs 1 – 5 resources).
- b. Careers library - books, leaflets, college prospectuses, reading books and magazines on topical careers issues that are available for all students to access at break and lunch.
- c. Online Resources - (for example, Unifrog).
- d. Activities – to subsidise career related activities, trips, and visits fully or partly.
- e. Communication resources - (for example purchasing posters and noticeboards).

The school will explore sources of external funding, such as outreach funding, to support the aims of the policy.

4.4 Delivery

Careers education is delivered mainly during timetable sessions for Years 7 - 11 as part of the Self & Society curriculum using the Steps Level 1 – 5 Careers booklets.

In addition to this, the Careers Leader plans relevant activities at key and appropriate times throughout the year. This can be seen in our careers programme [\[link\]](#) and includes:

- a. Careers activities including attendance at careers fairs and festivals, external speakers, educational and career trips, mock interviews, CV, and Application workshops.
- b. Guidance – all students can access face to face personal guidance with a qualified careers adviser by request. Students in Years 10 and 11 are offered face to face personal guidance interview during the summer term of year 10 and Autumn term of Year 11 and beyond to assist with post 16 transition. Parents and carers are also invited to the interviews.
- c. Careers information is made available to students in careers section in the library, online resources (such as Unifrog) and external provider visits. With frequent emails and bulletin items sent by the Careers Lead promoting/informing students and parents and carers of related opportunities.
- d. Additional delivery is through the form tutor programme and includes timetabled assemblies, visiting speakers and tutor group activities.

4.5 Information, advice, and guidance

We will ensure that all students have access to independent and impartial career guidance delivered by a level 6 or above qualified careers adviser who is committed to the 2019 code of ethics of the Career Development Institute (<https://www.thecdi.net/Code-of-Ethics>). In addition, we will ensure that students have access to information and advice about all pathways, not just further and higher education.

4.6 Monitoring, reviewing, evaluating, and reporting

4.6.1 This policy and the programme will be regularly monitored, reviewed, and evaluated by the Careers Lead, supported by the Enterprise Coordinator, through a variety of techniques including:

- a. Regular review of the careers programme with the Enterprise Adviser and Enterprise coordinator.
- b. Annual review of Careers education, information, advice and guidance, as a whole, undertaken in summer term using CEC checklist.
- c. Monitoring progress of the careers programme against the 8 Gatsby Benchmarks through Compass Plus activities.
- d. Evaluating progress against the 8 Gatsby Benchmarks through Compass Plus evaluation at 2 points in the academic year.
- e. Evaluation of career events/activities will be undertaken by all participants and students.
- f. Analysis of Future Skills Questionnaires after completion in summer term.
- g. Evaluation of the careers programme will be offered as an annual questionnaire to parents/carers.
- h. Utilising the Destination Date provided by Norfolk County Council's Participation and Strategy team for Year 11 to monitor the progression of our students and measure the impact of the career guidance provision.

4.6.2 The careers lead will report to the Executive Headteacher and Senior Leadership in line with the school's review and accountability cycle.

4.6.3 The careers lead will share the outcomes of monitoring, reviews and evaluations with the link governor for Personal Development.

5. Stakeholders and Partners

5.1 Parents/Carers

We recognise the important role that parents and carers have in their child's career development.

- a. Parents and carers are invited to learn about the school's careers education and guidance at the Parent and Carer information evening held in September.
- b. Parents and carers are invited to attend personal guidance appointments with our commissioned careers adviser.
- c. Parents and carers are kept informed through parentmail, letters, the school website, and the Friday bulletin, of events and opportunities related to career education and guidance for their child and themselves.
- d. Parents and carers are active participants in the Year 10 Work Experience process and are invited to attend an information evening to support the process.
- e. Parents and carers are invited to contribute to the evaluation of the careers programme to help inform future planning through an annual survey.

5.2 Partnership Arrangements and Employer Engagement

Stalham High School works in partnership with the following organisations to deliver Careers education and guidance:

- a. Beacon East – who provide Level 6 Careers Adviser services for 1:1 personal guidance appointments.
- b. New Anglia Local Enterprise Partnership (LEP) Enterprise Coordinator for Great Yarmouth and North Norfolk.
- c. The Enterprise Adviser – Marie Wilkinson, Head of People & Organisational Development, Richardsons Leisure.
- d. Further Education providers – local schools, colleges, and other providers of post-16 education.
- e. The University of Bedford.
- f. The Apprenticeship Support and Knowledge (ASK) for schools and colleges Pathways to Work Adviser.
- g. The Virtual School specialist support worker: post-16.
- h. Norfolk County Council – Participation and Transition Strategy Team, to develop school leavers progression reports (student destination) and for post-16 information and applications through the Help You Choose website.
- i. Local and national businesses and industry, who support Work Experience, Careers Fairs and Festivals and numerous other activities.
- j. Armed Forces – who provide career-related activities and opportunities.
- k. Volunteers – who participate in mock job/application/apprenticeship interviews.

Links to other relevant documents

- 1. Our Careers programme
- 2. The Strategic Careers Plan
- 3. The Operational Careers Plan
- 4. Gatsby benchmark evaluation (showing progress towards meeting the Gatsby benchmarks)
- 5. Destinations report
- 6. Pupil Premium Report
- 7. Links to Self & Society curriculum
- 8. Equality and Diversity policy
- 9. Looked After and Post Looked After Children Policy
- 10. RSE Policy
- 11. Safeguarding and Child Protection Policy