

# Careers Education policy



**Approved by:**

Governors

**Date:** 30 January 2024

**Next review due by:**

[28<sup>th</sup> June 2025]

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## 1. Aims

This policy aims to set out our school's provision of inclusive, impartial and informed careers education information, advice and guidance for all of our pupils. This includes the ways in which pupils, parents, teachers and employers can access information about our careers programme. This policy should be read in conjunction with the school Career Strategy which explain the vision and aims of the programme in greater detail, detailing how careers education will be embedded throughout the school and aligns with the whole school vision.

High-quality careers guidance is important for our pupils' futures and is a key part of reaching our whole school vision that our pupils thrive in the here and now and leave us with the qualifications and character to live a life full of choice and opportunity. 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 [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: [Insert link](#). 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 our careers policy, strategy and programme as well as provider access arrangements on our website (you can see these [HERE](#)). In line with the provider access legislation requirements, we ensure that we are impartial and do not show bias towards any route, be that academic or technical. Please see our Provider Access Policy [HERE](#).

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

## 3. Roles and responsibilities

### 3.1 Careers leader

Our careers leader is Amanda Moore, and they can be contacted by phoning 01626 862318 or emailing [careers@dawlish.devon.sch.uk](mailto:careers@dawlish.devon.sch.uk). Our careers leader works closely with the senior leadership team (SLT) and will:

- Take responsibility for developing, running, evaluating and reporting on the school's career programme, reviewing this annually.
- Plan and manage careers activities
- Manage the budget for the careers programme
- Support teachers to embed 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, 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), pupil premium students, those receiving free school meals, and other disadvantaged students and put in place personalised support and transition plans where appropriate.
- Where appropriate, put on additional specific activities/interventions in partnership with SENCO and other staff member for disadvantaged students and those at risk of NEET.
- 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
- Facilitate CPD for wider staff members where appropriate (for example for embedding careers into the curriculum, or the implementation of the provider access legislation).

### 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
- Network with employers, education and training providers, and other careers organisations
- 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 in line with the provider access

legislation requirements and ensure the associated provider access policy statement is published on the school website, and is adhered to.

- Make sure that details of our school's careers programme and the name of the careers leader are published on the school's website

### 3.3 The governing board

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 available 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

## 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 full careers strategy and associated careers programme can be found here.

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 (please see careers strategy document for more detail on this).

Our careers programme is delivered through a number of methods, including:

#### Careers Guidance

Guidance is given by our impartial Careers Advisors from CSW. We also have advisors visit the school regularly from post-16 destinations and help with the completion of application forms. Bicton College also offers a bespoke number of advisor days for those interested. As part of the careers strategy that aims to raise aspirations, we also organise regular trips to post 16 colleges, apprenticeship fairs and universities. The focus for this is to show the students what is possible with effort, achieving the best outcomes possible.

In addition to the above, every student will be given impartial careers advice via meetings with CSW Group representative. Students are offered the opportunity of follow-up meetings to consolidate their plans for the future.

### **Careers Fair**

All students, parents, carers and members of the community are invited to a Careers Fair. This gives the wider community the opportunity to meet representatives from Further Education, Careers and Training Organisations and Business and Industry in an event that is arranged every two years. The event takes place at the college and allows students and parents to meet with experts from a wide range of career options. The afternoon and evening are designed to help students and their parents to become better informed so that they can make sensible choices about their training or further education when they leave the college.

### **Exeter College Discovery Day**

All students at the end of Year 10 take part in this event. The aim of the day is to give students the opportunity of working with managers from regional and national companies on a series of exercises and simulations which help to show how commerce and industry function. Students work in teams with other students learning how to make things happen in a limited time and with limited resources - the normal conditions of industry. By the end of the day students have a better understanding of the working world and the challenges within it.

### **Trips to Post 16 destinations**

Students are offered the opportunity to visit various colleges and universities as well as places of work. In Years 10 and 11 trips are organised to Newton Abbot College, Exeter College, Teignmouth Community School, South Devon College and Bicton College, offering students the opportunity to make a more informed decision with regard to their post 16 future education.

### **Career focused assemblies**

All KS3 and KS4 students have some allocated assemblies that focus on the options process, broadening horizons and introduces them to various business and industry as well as post 16 courses. This includes alumni students returning with their career stories and successes since leaving Dawlish College.

### **Access to information**

All students, through their Co-Curricular Core Programme, are made aware of the facilities that are available in the college with regard to Careers. The Learning Resource Centre has a clearly marked section devoted to careers information. This has recently been updated. There is a wide range of up-to-date information The information is freely available, unbiased and comprehensive. Other bespoke material is available from the Amanda Moore and via the College Careers section on the website.

Every student, member of staff and parent has access to the careers padlet. This electronic link will direct any interested party to a diverse number of career related activities, resources and services.

### **Implementation**

#### **Opportunities for access**

A number of events, integrated into the school careers programme, will offer providers an opportunity to come into school to speak to students and/or their parents/carers.

- For example: Lessons, Co-Curricular Core -led discussion, displays, events, guest speakers and business mentors.

**Management** The Careers Lead is responsible for co-ordinating the careers programme and is responsible to the Headteacher. The policy and strategy will be reviewed by The Careers Lead, Amanda Moore and Headteacher, Sam Banks on a regular basis.

Please also refer to our provider access policy statement, which you can find on our website: [Click HERE](#)

## **Staffing**

All staff contribute to careers education and guidance through their roles as subject teachers and teachers of Co-Curricular Core lessons. Careers education is planned, monitored and evaluated by the Careers Lead in consultation with the school's Enterprise Coordinator (from the Careers Hub), the career link governor, CSW Group and an Enterprise Advisor. The CSW Group personal adviser, (Donna Osbourne) provides specialist careers guidance. Careers information is available in the Learning Resource Centre, which is maintained by the Library Assistants.

## **Curriculum**

The careers programme includes careers education lessons, careers guidance activities (group work and individual interviews), information and research activities work-related learning (including one week's work experience), action planning and recording achievement. Careers lessons are part of the college's Co-Curricular Core programme. Other focused events, e.g. Career Fairs, business mentoring sessions, visits to Further Education Colleges are provided from time to time. Work experience preparation and follow-up take place in careers lessons and other appropriate parts of the curriculum. However, careers is embedded across the whole school curriculum and wider subject staff are supported to ensure they link their curriculum teaching to the wider world of work wherever possible. The Career leader will provide resources to support this.

## **Partnerships**

An annual Partnership Agreement is negotiated between the college and the local Careers South West agency identifying the contributions to the programme that each will make. Other partnerships are being developed with Business mentors, Enterprise Advisors, Teignbridge District Council and the Chambers of Commerce.

## **Resources**

Funding is allocated in the annual budget planning round. Funding for developments in the college's improvement plan are considered in the context of whole college priorities. Sources of external funding are actively sought.

## **Staff development**

Staff training needs for planning and delivering the careers programme will be identified in the staff development plan with activities that will be planned to meet them.

## **Monitoring, review and evaluation**

- The Partnership Agreement with Careers South West is reviewed termly (which covers the delivery of independent careers guidance and additional support for students with additional need and those at risk of becoming NEET)
- The wider school careers strategy and programme is reviewed annually by the Careers Lead and the schools Enterprise Coordinator, using the local quality standards for CEAIG to identify desirable improvements, and a report is submitted to the Leadership Team and Governors.

### **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 Amanda Moore via [careers@dawlish.devon.sch.uk](mailto:careers@dawlish.devon.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:

- Feedback forms, questionnaires, online evaluations, compass + and the proactive use of our website and social media.

## **5. Links to other policies**

This policy links to the following policies:

- Careers strategy and programme
- Provider access policy statement
- Child protection policy
- Curriculum policy

## **6. Monitoring and review**

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

The next review date is: July 2024.