



Careers guidance policy

The Kassia Academy

Approved by:	Lindsay Regan	Date: May 2023
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Last reviewed on:	May 2023
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Next review due by:	May 2024
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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 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 **4 encounters** with technical education or training providers to all pupils in years 8 to 11. For more detail on these encounters, see our provider access policy statement, which you can find in the careers section of our website.

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 school will work with a range of partners to assist in the support and delivery of CEIAG and LMI including the Cheshire and Warrington Pledge. Career and Enterprise Company, Local Authority Careers adviser, local employers, post 16 providers and professional bodies.

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 in the careers section of our website.

3. Roles and responsibilities

3.1 Careers leader

Our careers leader is Danielle Proctor, and she can be contacted by phoning 01925 452010 or emailing directly at Danielle.proctor@tkas.org.uk Our careers leader also works closely with our external local authority careers adviser Joanna Cunliffe joanna.cunliffe@warrington.gov.uk Both member of the careers team work closely with members of SLT; Inclusion Manager; Kirsty Cooper and Assistant Head teacher; Gwyn Owen and 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, 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
- Review our school's provider access policy statement at least annually, in agreement with our governing board
- Collaborate with Cheshire and Warrington Pledge and the Career and Enterprise Company

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 13 (7-11 at Kassia Academy) 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, Cheshire and Warrington Pledge and Career and Enterprise Company

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 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 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 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:

- Designated careers lessons
- Careers units as part of the PSHE programme of education
- Careers discussions in form time
- Careers events and trips
- Guest speakers
- Visits to Colleges and local Employers
- Mentoring programme
- Designated careers areas in school for displays and interviews

Key Stage 3

YEAR 7	YEAR 8	YEAR 9
<p><u>September</u></p> <ol style="list-style-type: none"> Your future starts now. Your subjects and jobs. <p><u>October</u></p> <ol style="list-style-type: none"> What is stereotyping? Your interests and jobs. <p>Assembly speaker</p> <p>Careers fair</p> <p><u>November</u></p> <ol style="list-style-type: none"> Your Strengths and Jobs Find jobs linked to my strengths <p>Careers Fair</p> <p><u>December</u></p> <ol style="list-style-type: none"> Find Jobs that are linked to your interests Which jobs are linked to the subjects you are studying <p><u>January</u></p> <ol style="list-style-type: none"> Find Jobs linked to your strengths Find jobs that are in demand <p><u>February</u></p> <p>INDUSTRIES: Explore Key Industries in Cheshire and Warrington:</p> <ol style="list-style-type: none"> Digital Technology <p><u>TRIP:</u></p>	<p><u>September</u></p> <ol style="list-style-type: none"> Your future starts now. Your subjects and jobs. <p><u>October</u></p> <ol style="list-style-type: none"> What is stereotyping? Your interests and jobs. <p>Assembly speaker</p> <p>Careers fair</p> <p><u>November</u></p> <ol style="list-style-type: none"> Your Strengths and Jobs Explore Education Overview <p>Careers Fair</p> <p><u>December</u></p> <ol style="list-style-type: none"> Alternatives to GCSE's GCSE's at my school <p><u>January</u></p> <ol style="list-style-type: none"> Find Jobs linked to your strengths Find jobs that are in demand <p><u>February</u></p> <p>INDUSTRIES: Explore Key Industries in Cheshire and Warrington:</p> <ol style="list-style-type: none"> Digital Technology <p><u>TRIP:</u></p>	<p><u>September</u></p> <ol style="list-style-type: none"> Your future starts now. Your subjects and jobs. <p><u>October</u></p> <ol style="list-style-type: none"> What is stereotyping? Your interests and jobs. <p>Assembly speaker</p> <p>PIE: Future forward</p> <p><u>November</u></p> <ol style="list-style-type: none"> Your Strengths and Jobs Explore Education Overview <p>Careers Fair</p> <p><u>December</u></p> <ol style="list-style-type: none"> Alternatives to GCSE's GCSE's at my school <p><u>January</u></p> <ol style="list-style-type: none"> Find Jobs linked to your strengths Find jobs that are in demand <p><u>February</u></p> <p>INDUSTRIES: Explore Key Industries in Cheshire and Warrington:</p> <ol style="list-style-type: none"> Digital Technology <p><u>TRIP:</u></p>

<p><u>March</u></p> <p>INDUSTRIES</p> <p>12. Manufacturing</p> <p>13. Scientific and Technical</p> <p>National Careers Week w/c 01/03</p> <p>Women in Industry Week w/c 08/03</p> <p><u>April</u></p> <p>Holidays – 2 weeks</p> <p>14. Transport and Storage</p> <p><u>May</u></p> <p>Personal development</p> <p>15. Goals & Strengths</p> <p>16. Skills and interests</p> <p><u>June</u></p> <p>Look for opportunities</p> <p>17. Work experiences</p> <p>18. Volunteering</p> <p>Assembly Speaker:</p> <p><u>July</u></p> <p>19. Education: GCSEs and Equivalent</p> <p>20. Inspirational videos</p>	<p><u>March</u></p> <p>INDUSTRIES</p> <p>12. Manufacturing</p> <p>13. Scientific and Technical</p> <p>National Careers Week w/c 01/03</p> <p>Women in Industry Week w/c 08/03</p> <p><u>April</u></p> <p>Holidays – 2 weeks</p> <p>14. Transport and Storage</p> <p><u>May</u></p> <p>Personal development</p> <p>15. Goals & Strengths</p> <p>16. Skills and interests</p> <p><u>June</u></p> <p>Look for opportunities</p> <p>17. Work experiences</p> <p>18. Volunteering</p> <p>Assembly Speaker:</p> <p><u>July</u></p> <p>19. Education: GCSEs and Equivalent</p> <p>20. Inspirational videos</p>	<p><u>March</u></p> <p>INDUSTRIES</p> <p>12. Manufacturing</p> <p>13. Scientific and Technical</p> <p>National Careers Week w/c 01/03</p> <p>Women in Industry Week w/c 08/03</p> <p><u>April</u></p> <p>Holidays – 2 weeks</p> <p>14. Transport and Storage</p> <p><u>May</u></p> <p>Personal development</p> <p>15. Goals & Strengths</p> <p>16. Skills and interests</p> <p><u>June</u></p> <p>Look for opportunities</p> <p>17. Work experiences</p> <p>18. Volunteering</p> <p>Assembly Speaker:</p> <p><u>July</u></p> <p>19. Education: GCSEs and Equivalent</p> <p>20. Inspirational videos</p>
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Key Stage 4

Our Key Stage 4 careers programme aims to help pupils research and understand their choices and routes into education and training. Learners follow the ASDAN programme of study and achieve this qualification by the end of Key Stage 4:

YEAR 10	YEAR 11
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Intermediate level activities

September

1. Explore Jobs based on your interests

October

2. Explore Jobs based on your strengths
3. Update your locker

Speaker: Advanced Level Activities

November

4. Your next move

December

5. Choosing subjects

Assembly speaker: Big Assembly STEAM

Making Post-16 Choices

January

6. Making your choice

February

7. Reflect on your plans

March

8. Updating my locker
9. Search for a course that is right for you

Speaker: TBC

April

10. Your preferred choices

May

11. Review your choices

Speaker: Why is work experience important

June

12. Are you ready to make an informed choice?

July

13. Updating my locker
14. College visits

Speaker: TBC

Advanced level activities

September

1. What's your next move?
2. What are qualification levels?

October

3. What are learning styles?
4. Update your locker

Speaker: Advanced Level Activities

November

5. Explore each route in more detail
6. Taking advantage of all support available

December

7. Understanding your choices
8. Updating my locker

Assembly speaker: Big Assembly STEAM

Advanced – Choosing subjects

January

9. Myth busting guide to choosing an apprenticeship
10. Myth busting guide to 6th Form College

Advanced – Making a choice

February

11. Reflect on your choice
12. Search for a choice that's right for you

Expert – Your next move: Exploring post 18

March

13. What's your next move?
14. What are qualification levels?

Speaker: TBC

April

15. What are learning styles?
16. Let's explore each route in more detail.

May

17. Deadlines
18. Taking advantage of support available to you

Speaker: Why is work experience important

June

19. Getting the right Job
20. Updating my locker

4.1 Pupils with special educational needs or disabilities (SEND)

As all of our learners have a range of SEND needs we expect that all of our learners will follow the same careers programme that meets 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 support the needs of our learners with SEND and put in place personalised support and transition plans. This may include meetings with learners 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.

4.2 Access to our careers programme information

A summary of our school's careers programme is published on our school website in the form of this policy and curriculum maps, 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 our careers lead Danielle Proctor: Danielle.proctor@tkas.org.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:

- Staff and parent surveys
- Feedback from learners, parents, staff and employers
- Evaluations
- Recording all activities on Compass
- Regular meetings/ evaluations with the Cheshire and Warrington Pledge and Career and Enterprise Company
- Leavers data

5. Links to other policies

This policy links to the following policies:

- [Provider access policy statement](#)
- [Child protection policy](#)
- [Curriculum policy](#)
- Behaviour 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: May 2024