



# Careers Guidance Policy

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## Document provenance

This policy was approved as follows –

Approver: Executive Leadership Team

Date: November 2021

Next Reviewal:

Date: November 2023

*Unless there are legislative or regulatory changes in the interim, this policy will be reviewed every two years. Should no substantive changes be required at that point, the policy will move to the next review cycle.*

Executive Leadership Team Owner: National Director for Education

### Policy purpose and summary

E-ACT is committed to working in partnership with stakeholders and communities to raise aspirations, achieve excellence and open doors for all pupils.

This policy sets out what the trust will do to ensure that each pupil receives excellent information, advice and guidance to inform pupils about the options available to them once they have left an academy. In doing so, we hope to ensure that pupils' make the right choices for them, and the risk of them becoming Not in Education, Employment or Training (NEET) is reduced as much as possible.

### Summary of changes at last review:

- Changes reflect new DfE guidance for Career guidance and access for education and training providers, July 2021
- Reference to the use of the Careers Enterprise Company to support provision
- Inclusion of E-ACT careers framework

### Related Policies or guidance

- Provider access policy

# Careers Guidance and Access for Education and Training Providers Policy

## 1. Introduction and purpose

- 1.1. In line with our trust vision and values, we are committed to work in partnership with our stakeholders and communities to raise aspirations, achieve excellence and open doors for all our pupils. We believe firmly in social inclusion and in widening access and opportunity for all. Central to this is ensuring academic and vocational excellence, in order to achieve great outcomes that support social mobility and freedom of choice. Across our all our academies, we aspire to do the very best for every pupil, regardless of their background or ability.
- 1.2. We believe it is vital that every pupil has a good understanding of all the technical, vocational and academic routes available to them once they have left one of our academies. Good careers information, advice and guidance will help young people to raise their aspirations and capitalise on the opportunities available to them.

## 2. Scope

- 2.1. This policy will apply to all E-ACT Academies.

## 3. Legislation and regulation

- 3.1. This policy takes due account of the following documents and statutory provisions:
  - [DfE Careers guidance and access for education and training providers, July 2021](#)
  - [Sections 42A1, 42B, 45 and 45A of the Education Act 1997](#)
  - [Section 72 of the Education and Skills Act 2008](#)
  - [Schedule 4 \(15\) of the School Information \(England\) Regulations 2008](#)
  - Section 42A of the Education Act 1997 requires that all registered pupils at the academy are provided with independent careers guidance from year 8 (12-13-year olds) to year 13 (17-18-year olds).

## 4. Policy statement

- 4.1. Good careers guidance widens pupils' horizons, challenges stereotypes and raises aspirations. It provides pupils with the knowledge and understanding to make successful transitions to the next stage of their life. This supports social mobility by improving opportunities for all young people, especially those from disadvantaged backgrounds and those with special educational needs and disabilities.
- 4.2. Through our careers guidance programmes in each academy we aim to:
  - support inclusion, challenge stereotyping and promote equality of opportunity;
  - support successful transitions, including at post-11, post-16 and post-18;
  - enable pupils to understand the world of work and how the nature of work is changing over time;
  - provide meaningful experiences and interactions with employers of all types for all pupils;

- help pupils to develop the research skills to find out about options and opportunities available to them;
  - enable pupils to develop the skills, attitudes and qualities to make a successful transition into employment, training or further education;
  - encourage participation in future learning, including further and higher education and apprenticeships;
  - raise achievement, including by increasing motivation and providing relevant contexts for applying and developing learning;
  - provide additional support for those groups at risk of being NEET
- 4.3. In each academy, our leadership teams place a high priority on developing and providing high quality careers guidance with a designated member of staff allocated to lead on careers provision (including the training of all staff on careers guidance). There is a strong focus on successfully weaving our provision for careers guidance throughout the curriculum. We do not prescribe the form that careers guidance programmes should take in each academy. Instead, we encourage academy leaders to take responsibility for developing and implementing their own programmes which best fit the needs of their pupils and communities. However, as a trust: we provide a framework to support leaders develop their provision; we identify examples of effective practice and use these to shape and inform our national strategy.

## **5. Website Requirements**

- 5.1. For the current academic year, every secondary or all-through Academy must publish information about its careers programme on its website. This information will relate to the statutory delivery of careers guidance to year 8 to 13 pupils in accordance with Section 42A of the Education Act 1997, however, there is an expectation that this will include year 7 pupils. The Academy website will cover the following information:
- the name, email address and telephone number of the academy's Careers Leader;
  - a summary of the careers programme, including details of how pupils, parents, teachers and employers may access information about the careers programme;
  - how the Academy measures and evaluates the impact of the careers programme on pupils;
  - the date of the Academy's next review of the information published;
  - destination data (see below).
- 5.2. All academies will publish information on the destinations of their pupils on their website, for example the percentage of pupils who go on to sixth form, sixth form college, further education college or an apprenticeship after key stage 4, and employment, an apprenticeship or higher education institution after 16-18 study. This will allow parents and others to see the kinds of destinations that pupils at the academy have progressed on to.

## **6. Support and Benchmarking Careers Information**

- 6.1. Each academy in the trust will use the [Gatsby Charitable Foundation's Benchmarks](#) to develop, evaluate and improve their careers guidance provision. These are not a statutory framework, but by adopting them we believe that our academies will be better

placed to provide [high-quality careers guidance](#) which also meets our legal duties.

- 6.2. The government's expectation is that academies fulfill the Gatsby Benchmarks. All of our academies will be at least in line with these expectations in implementing the Gatsby Benchmarks as part of their careers provision.
- 6.3. As a trust we expect our academies to engage with the Careers and Enterprise Company to support and develop their local provision with secondary academies establishing strong links to their local hubs, careers coordinators and advisors.
- 6.4. As a trust we will also make use of '[Compass](#)', which is an online self-evaluation tool for academies to use to assess how their careers support compares against the Gatsby Benchmarks and the national average (with eligible academies able to opt to use 'Compass+'). Academies can baseline themselves using this tool, consider the opportunities to improve their careers programme based on the results and track their progress against the Gatsby Benchmarks over time.

## **7. Support for Vulnerable and Disadvantaged Young People**

7.1. As a trust, we recognise the benefits of good careers guidance for our vulnerable and disadvantaged pupils in particular. Academies will work with a wide range of stakeholders, including local authorities and children's social care, to identify young people who are in need of additional and/or targeted support or who are at risk of not participating post-16. This includes young people with particular vulnerabilities or who are receiving support to safeguard them and promote their welfare, such as Children in Need (including those who are on child protection plans or who are looked after). It also includes young people with additional needs, such as special educational needs and disabilities, or those who may leave care between the ages of 16 and 18.

7.2. Academy leaders will work with young people and other professionals to decide how pupils can be referred for support drawn from a range of education and training support services available locally. This may require multi-agency working with other professionals involved in supporting the young person, such as social workers.

### **7.3. Pupils attending Alternative Provision (AP)**

7.3.1 Pupils in AP are often some of the most vulnerable in education. We recognise that these pupils will often require targeted and personalised support to help them achieve their full potential. All our academies have high aspirations for these pupils, some of whom may lack confidence and need encouragement to broaden their horizons. They will help pupils to explore career options, and understand the variety of pathways into work including degrees, traineeships and apprenticeships.

### **7.4. Looked After Children (LAC)**

7.4.1 Looked after children and previously looked after children, and care leavers may need particularly strong support to ensure high levels of ambition and successful transition to post-16 education or training. The designated careers lead in each academy will engage with the school's designated teacher for looked after and previously looked after children to:

- ensure they know which pupils are in care or who are care leavers;

- understand their additional support needs;
- ensure that, for looked after children, their personal education plan can help inform careers advice.

## 7.5. Pupils with SEND

- 7.5.1 As a Trust, we strongly believe that the overwhelming majority of young people with SEND, including those with high levels of needs, are capable of sustainable paid employment with the right preparation and support.
- 7.5.2 To support our ambitions for every pupil with SEND, the Careers Leader in each academy will work closely with the Special Educational Needs Coordinator (SENCo) and with other teachers and professionals in the school to identify the guidance needs of all pupils with SEND and ensure personalised support is made available. This may include helping pupils with SEND to understand different career pathways, and enabling them to gain the skills, knowledge and experience they require to achieve their career goals.

## 8. Curriculum

- 8.1. At E-ACT, we believe the curriculum in every academy should offer excellent opportunities for developing the knowledge and skills that employers need. Teachers can be powerful role models to attract pupils towards their subject and the careers that flow from it. All our academies will work towards weaving careers education and guidance in to subjects across the curriculum, including PSHE.
- All our academies, including our primary academies, will ensure that all pupils understand that good maths skills are an essential aspect of the workplace or further training and education. Studying maths and science can often lead to a wide range of career choices.
  - Our academies will aim to ensure that, by the age of 14, every pupil is exposed to the world of work. This should ideally include meeting a range of professionals from occupations which require maths and science qualifications, as well as highlighting the importance of maths to all jobs.
  - We also believe that our academies should ensure that pupils have access to a knowledge rich and ambitious academic, technical and vocational curriculum, including through the EBacc.

## 9. Engaging with employers, employees and workplaces

- 9.1. All our academies will help pupils gain the confidence to compete in the labour market by providing opportunities to gain the practical know-how and attributes that are relevant for employment.
- 9.2. Academies will engage with local employers, businesses and professional networks to ensure real-world connections with employers lie at the heart of their careers programmes. Visiting speakers might include junior employees, or apprentices, particularly alumni, with whom pupils can readily identify. Often, individual academies will have Academy Ambassadors who can provide or facilitate such real-world connections. Our academies will always seek to build and develop these links between academy staff and Academy Ambassadors.

- 9.3. Every year pupils will participate in at least one meaningful encounter with an employer – this means at least one encounter each year from years 1 to 13. Different encounters will work for different academies and pupils, but in practice this could include, for example:
- Links established through Academy Ambassadors, for example, through Ambassadors with business, enterprise and training interests, or networks;
  - alumni activity;
  - business games and enterprise competitions;
  - careers fairs;
  - employer encounters with parents;
  - employer involvement in the curriculum;
  - employer mentoring;
  - employer talks;
  - mock interviews;
  - CV workshops;
  - mock assessment centres;
  - careers carousels;
  - Virtual experiences.
- 9.4 All our secondary academies will ensure that pupils get first-hand experience of the workplace. This work experience gives pupils a more realistic idea of the expectations and realities of the workplace. This is particularly valuable for pupils from disadvantaged backgrounds who may not have access to a diverse range of role models.
- 9.5 Academies will ensure that by the age of 16, every pupil has at least one experience of a workplace, and (where appropriate) one further such experience by the age of 18.

## 10 Sixth Forms

- 10.1 [All our academies with sixth-forms will provide a 16-19 study programme that meets the statutory requirements.](#) All pupils funded through the 16 to 19 funding methodology will be enrolled on a study programme, which typically combines qualifications and non-academic activities which is tailored to each pupil's prior attainment and career goals.
- 10.2 All study programmes will have a core aim. This will be tailored to the needs of the individual and typically include a substantial qualification (academic or technical) or preparation for employment.
- 10.3 All study programmes will include work experience and non-qualification activities, which complement the other elements of the programme and support the pupil to progress to further or higher education (HE) or to employment.
- 10.4 Academies will make clear to pupils that if they do not achieve a grade 4 or better in GCSE maths and English by the end of key stage 4 they will be required to continue working towards this aim as part of their 16-19 study programme.
- 10.5 All study programmes in our academies will follow the following principles and will provide:
- pupils with a structured and challenging learning programme that supports their development and progression in line with their career plans.

- substantial qualifications that stretch pupils and prepare them for education at the next level or for employment;
- here pupils have not yet achieved a GCSE grade 4;
- work experience to give pupils the opportunity to develop their career choices and to apply their skills in real working conditions;
- other non-qualification activity to develop pupils' character, broader skills, attitudes and confidence, and to support progression.

## **11 Further and higher education**

- 11.1 We believe it is important that young people realise that all of their educational choices have implications for their longer-term career. Our academies will encourage young people to consider what career options different educational choices open up and may close down.
- 11.2 As part of their careers guidance programmes, academies will encourage pupils to use information tools such as websites and apps which display information about opportunities.

## **12 Access to providers of technical education and apprenticeships**

- 12.1 We believe that all our pupils should have access to impartial careers guidance, including information about other providers and courses which they may choose. As a result, all our academies will always inform pupils about approved technical education qualifications and apprenticeships.
- 12.2 Our secondary academies will allow colleges and training providers access to every student in Years 8 to 13 to discuss the non-academic routes that are available to them.
- 12.3 Our academies will provide opportunities for information from, and visits by, a range of providers both locally and further afield. This could include, but not be limited to information about:
- A level courses;
  - Applied General courses;
  - Apprenticeships and technical options;
  - T-levels;
  - Further Education Colleges;
  - Studio Schools;
  - University Technical Colleges;
  - A range of providers of apprenticeships and technical options.
- 12.4 Our academies will also provide opportunities for the following providers to meet with pupils:
- sixth forms, including colleges
  - tertiary colleges
  - higher education institutions.

## **13 Personal guidance and Parent/Carer Involvement**

- 13.1 Every pupil will have opportunities for personal guidance interviews with a qualified



careers adviser whenever significant study or career choices are being made. The Government's expectation is that every pupil should have at least one such interview by the age of 16, and the opportunity for a further interview by the age of 18. Each academy will integrate this guidance within the pastoral system and this will be clearly connected with the wider careers programme.

13.2 We believe that parental awareness of each academy's careers programme is essential. Parents and Carers are kept informed via each academy's website, parent consultation sessions, regular newsletters and social media. The contact details of the Careers Leaders are on the Academy website. Each academy will also seek to develop the role of its Academy Ambassadors to support careers programmes.

## **14 Equality and Inclusion**

14.1 We are fully committed to ensuring that our academies will not do anything that might limit the ability of pupils to attend any part of a careers programme. This will include making sure that invitations to events are made available to all pupils.

## **15 Responsibilities**

15.1 The following responsibilities apply in relation to this policy:

- National Director of Education – Overall responsibility for compliance with this policy by the Trust
- REDs – Overall responsibility for compliance at a regional level
- Headteachers – Overall compliance with this policy by the academies

## **16 Evaluating the quality and impact of provision for careers guidance Monitoring, compliance and impact.**

16.1 In addition to the tools and guidance set out above, the trust recognises that Ofsted inspection will also provide a valuable external 'health check' on the effectiveness of careers provision in individual academies. However, we will not rely on external inspection to inform our careers programmes in our academies; rather, we believe inspection will provide a helpful external benchmark and validation of our careers strategy.

16.2 A successful careers guidance programme will also be reflected in higher numbers of pupils progressing to positive destinations such as apprenticeships, technical routes, school sixth forms, sixth form colleges, further education colleges, universities or employment. Destination measures provide clear and comparable information on the success of our academies in helping our pupils take qualifications that offer them the best opportunity to continue in education or training. KS4 and 16-18 (KS5) education destinations are now published each year and are now an established part of the accountability system.

16.3 As a trust, we use a range of approaches to monitoring the success of our careers guidance programmes in individual academies. We use this information to help us to understand the effectiveness of our trust strategy for careers guidance. In gathering evidence about the effectiveness of careers guidance, we will consider:

- Using the Governance Review Days to review careers guidance, where

- appropriate
- pupil feedback on their experience of the careers programme and what they gained from it
- gathering informal feedback from external partners and from parents
- quality assurance of careers sessions, including lessons and other events
- pupil destination figures post-16 and post-18.

16.4 Trustees, through the Extended Leadership Team (ELT), will review this policy and update it in light of evidence of impact and further DfE guidance.

## 17 Analysis of Destination Data

17.1 [Through the use of destination data \(by group and meaningful sub-group, particularly disadvantaged pupils\) academies will assess their success in supporting pupils to take up education or training which offers good long-term prospects.](#)

- Collection and analysis of destination data will help leaders to see how well they are doing in countering stereotypes and raising aspirations. Aggregated across the trust, this data will also help us to develop our strategy for careers guidance at a trust-wide level;
- Our academies will collect and maintain accurate data for each pupil for at least three years after they leave the academy or from the end of key stage 4, whichever is the earlier;
- Academies will also develop alumni networks of pupils that have recently left school.