



CAREERS GUIDANCE POLICY

Date of Next Review: October 2025

Responsible Officer: Careers Lead

Policy currently under review



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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 students' 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 students' awareness of the variety of education, training and careers opportunities available to them
- Help students 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, equality of opportunity, celebrate diversity and challenge stereotypes.

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 the school 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 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.

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

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 the school website.



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3. Student Entitlement

All students are entitled to independent careers guidance, and, in school, we will provide you with opportunities to develop your aspirations. Students need to reflect and evaluate their goals and use information obtained to help make decisions about career pathways.

Students are also entitled to:

- find out about technical education qualifications and apprenticeships opportunities, as part of a careers programme which provides information on the full range of education and training options available at each transition point
- hear from a range of local providers about the opportunities they offer, including technical education and apprenticeships – through options events, assemblies and group discussions and taster events
- understand how to make applications for the full range of academic and technical courses.

4. Roles and responsibilities

4.1 Careers leader

Our careers leader is a member of the senior leadership team-Mr J Frazer, and he can be contacted by phoning 01287 621010 or emailing jfrazier@huntcliff.co.uk. Leanne Taylor is Pastoral Manager with responsibility for Careers and she can be contacted on the same telephone number or by email (ltaylor@huntcliff.co.uk) . The 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, including our special educational needs coordinator (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.



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4.2 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 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

4.3 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 students
- 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.

4.4 Subject Leaders

Subject Leaders will:

- Support the delivery of our CEIAG provision by ensuring all year group subject Progression Overview plans include links to careers and the world of work to teachers are best placed to inform students the potential benefits and uses of what they are learning.
- Provide guidance and support for students at key transition points of i) choosing GCSE options and ii) Post 16 choices.
- Ensure students achieve their personal best in subject areas, enabling students to access as many routes as possible post 16.



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4.5 All Staff

All staff will:

- Support the delivery of our CEIAG provision by supporting CEIAG events and initiatives which occur throughout the year.
- Ensure that they signpost where students can obtain careers information/guidance by referring them to Mr Frazer/Mrs Taylor in the first instance.
- Raise the aspirations of students and support students to explore the full range of options available to them post 16 including academic and vocational.

4.6 CEIAG Budget

The CEIAG budget is managed by the Careers Lead. Any additional Careers funding required is referred to Head of School where additional funding is allocated on a case-by-case basis.

5. 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:

- PSHE lessons*
- Tutor activities
- Displays
- Lunchtime college visits
- Guest speakers
- Trips and visits
- Careers events (internal and external)
- 1:1 career interviews
- Work experience



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- Assemblies

*CEIAG lessons are delivered within the 'Life in the Wider World' theme throughout years 7-11. These lessons include a pre/post skills/knowledge assessment of the students.

5.1 -Key Stage 3

- Offer impartial careers information, advice and guidance to KS3 students through a level 6 qualified career development professional who upholds the professional standards of the Career development Institute.
- Provide a range of career related activities to give students accurate information to aid them in their post 14 options process
- Encourage students to be inquisitive about career pathways
- Provide a forum for students to ask questions to employers and education providers, such as colleges and universities
- Ensure all students have meaningful encounters with employers
- Encourage students to participate in all career related activities that will help them form accurate perceptions of their possible future careers
- Challenge stereotypical ideas about careers.
- Educate students about local and national labour market information
- Target activities to those students showing an interest within specific areas.

Our Key Stage 3 careers programme will support pupils in their planning and choices of GCSE subjects. This includes:

- Through our CEIAG Tutorial Programme
- Employer/training provider contact through assemblies and ad hoc activities
- Employer talks and work visits
- Options information evening

5.2 -Key Stage 4

- Offer impartial careers information, advice and guidance to KS4 students through a level 6 qualified career development professional who upholds the professional standards of the Career development Institute.
- Provide a range of career related activities to give students accurate information to aid them in their post 16 options
- Encourage students to be inquisitive about career pathways
- Provide a forum for students to ask questions to education providers, employers, universities
- Ensure all students have meaningful encounters with employers and training providers
- Encourage students to participate in all career related activities that will help them form accurate perceptions of their possible future careers
- Provide work experience for all students so that they can experience the world of work
- Give specific advice and guidance in relation to possible post 16 routes including apprenticeships and college options



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Our Key Stage 4 careers programme aims to help pupils research and understand their choices and routes into education and training. This includes:

- Through our CEIAG Tutorial Programme
- Work experience preparation
- 5 days work experience
- At least 2 employer/training provider contacts
- Post 16 Information, Advice & Guidance
- Individual guidance meetings
- Employer/training provider contact through assemblies and ad hoc activities

5.3 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.

5.4 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 Mr J Frazer (jfrazer@huntcliff.co.uk)

5.5 Assessing the impact on students

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:

- The 8 Gatsby Benchmarks
- CDI Career Development Framework
- Internal audits
- Our NEET (Not in Employment, Education or Training) figures
- Student surveys and feedback forms
- Teacher feedback
- Parent/Carer feedback
- Employer feedback



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- Students' individual Careers Action Plan data.

6. Monitoring/Review/Evaluation of CEIAG Provision

We evaluate the effectiveness and impact of our Careers programme by measuring our success against:

- The Gatsby Benchmarks
- CDI Career Development Framework
- Internal audits
- Our NEET (Not in Employment, Education or Training) figures
- Student surveys and feedback forms
- Teacher feedback
- Parent/ Carer feedback
- Employer/Provider feedback
- Students' Individual Careers Action Plan data

This enables the school to continually improve our CEIAG provision.

7. Links to other policies

This policy links to the following policies:

- Provider Access Policy Statement
- Child Protection and Safeguarding Policy
- Curriculum Intent and Provision
- Equality Statement
- PSHE Curriculum

8. Staff Development

All teaching staff have the opportunity to complete the Careers & Enterprise CEIAG Training for teachers. All careers' Leaders have the opportunity to complete the careers & enterprise training Carers Leaders online training and/or the Level 6 Careers Advisor Qualification.

Staff delivering CEIAG lessons as part of the PSHE programme will receive training during planned CPD sessions each year.

9. Stakeholders

The table below summarises our commitment to working with our stakeholders:

Stakeholder:	Commitment:
Parents and carers-	To keep parents/carers updated with CEIAG activities through the school website, Class Charts and social media and act on feedback received from our CEIAG activities.
External guidance providers/local careers office/LA targeted support-	To keep External guidance providers updated with our planned activities and act on feedback received from our CEIAG activities.



Other schools/colleges/regional offices-	To keep other schools/colleges/regional offices Partners updated with our planned activities and act on feedback received from our CEIAG activities.
Training providers-	To keep our Training Providers updated with our planned activities and act on feedback received from our CEIAG activities.
Further/higher education providers-	To keep our Further/higher education providers updated with our joint planned activities and act on feedback received from our CEIAG activities.
Employers-	To keep our Employer Partners updated with our joint planned activities and act on feedback received from our CEIAG activities.
EBP/Business in the Community/Inspiring the Future / School Employer Connections	To keep our EBP/Business in the Community/ Inspiring the Future / School employer connection partners updated with our joint planned activities and act on feedback received from our CEIAG activities.
Voluntary community sector-	To keep our Voluntary community sector partners updated with our joint planned activities and act on feedback received from our CEIAG activities.
Mentoring organisations -	To keep our Mentoring Partners updated with our joint planned activities and act on feedback received from our CEIAG activities.

10. Monitoring and review of Policy

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

The next review date is February 2025.