



Careers guidance policy

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1. Introduction & Update on Careers Programme (Sept 2023)

Cambridge School's motto is 'Learning for life, learning for work.' We are committed to providing high quality careers education, information, and guidance (CEIAG) to all our students, in order to best prepare them for life after school. Our pupil-centered curriculum is designed to meet the needs of our differing learners, and aims to promote and celebrate their strengths and successes throughout their school life. Through our nurturing approach we are supporting our learners to have high aspirations, and gain the knowledge, skills, self-confidence and experience to lead their career progression.

We are very proud of our mighty pod system where we have successfully grouped learners into classes within two pods, Atlantic (moderate learning needs) and Pacific (Social Emotional Mental Health), that best reflect their needs. Through our careers programme we address the needs of both sets of students by either adapting activities so both sets of learners can access it or provide different opportunities that best reflect the aspirations of students. There is of course, some overlap, and we ensure to include individual learners across pods if an activity is appropriate to them. Since September 2023 we have provided the following activities for Upper School students:

Pacific Pod

- Prince's Trust Curriculum (Personal Development and Employability Skills qualification)
- Emotional Intelligence Curriculum (plus, specific classes in Atlantic Pod)
- Career Talk- Professional Rugby Player
- Partnership with Macbeth Centre- Level 1 Motor Vehicle Course
- Partnership with West Thames College- Level 1 Beauty Course
- Job Insight Visit- Atkins Realise
- Strengths and Behaviours in the Workplace workshops

Atlantic Pod

- Supported Internship Fair (plus, individual Pacific Pod students)
- Partnership with West London College- Employability course
- Job Insight Visit- Clayton Hotel

Both Pods

- Transition & College Fair
- Speed Networking
- West London College Assembly

Upcoming, we will have work experience placements for all Year 11 students, an Apprenticeship talk for Pacific Pod students, Emotional Intelligence curriculum adapted for Atlantic Pod students, and career's advice from a Level 6 Career's Advisor for all Year 10s and 11s.

2. Aims

Cambridge School's Career's policy has the following aims:

- Prepare students for the transition from Cambridge School to their onwards destination.
- Develop pupils' awareness of the variety of education, training and careers opportunities available to them. This includes, but is not limited to further education, apprenticeships, and supported internships.
- Support the pupils to have high aspirations, and provide guidance so they can make informed choices about their next step in education or training.
- Develop student's personal characteristics such as resilience, communication, social skills, and independence.
- Promote students' self-confidence and understanding of the working world through work-related experiences. This can include work experience, insight days, speakers, and visits to various employment sites.
- Provide adapted or differentiated careers activities that best reflect the learning and aspirations of our two learning pods.

3. Student Outcomes

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 career path and promotes a full range of technical and academic options for pupils.

It is structured in a way that provides appropriate age-related aims, objectives and activities for each year group.

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

- Work-related learning activities in PSHE (I.e. Prince's Trust)
- Workshops
- Careers Guidance
- Work Experience
- Visits to various employment sites
- Visits to and from further education colleges
- Job Insight Visits
- Emotional Intelligence curriculum
- Guest Speakers
- Assemblies

Year Group	Aims and Objectives	Activities
Year 7 & 8	The careers programme will support learners in understanding their achievements, skills, and career interests.	<ul style="list-style-type: none"> ● Work-related learning activities through PSHE ● Assemblies: Career Talks ● Trips & offsite learning opportunities ● Taster Day: What BTEC would you like to do?
Year 9	Learners will take a proactive step towards their career interests with their first year of doing BTEC courses, experience a work placement through insight days, and continue to develop their skills, interests, confidence, and social-communication skills.	<ul style="list-style-type: none"> ● BTEC courses ● Work-related learning activities through PSHE (Prince's Trust) ● Assemblies: FE colleges, Apprenticeships, Career Talks ● Trips & offsite learning opportunities ● Insight Days ● Careers Workshops
Year 10	Learners at this stage will directly communicate with key people who will support them on the next steps of their career journey, including interactions with apprenticeship providers, further education colleges, and attending various career-oriented visits.	<p>Activities will include Year 9 activities, as well as these:</p> <ul style="list-style-type: none"> ● Apprenticeship Talk ● Speed Networking with potential employers (SPARKS) ● Visits to and from further education colleges ● Supported Internship Fair ● Careers Guidance Meetings ● Education, Health, and Care Plan Meetings (attendance encouraged)
Year 11	Learners will know what their next steps are and begin the transition process from school to their onwards destination. They will also complete work experience, as well as do tasks that would support them to gain employment.	<p>Activities will include Year 9 activities, as well as these:</p> <ul style="list-style-type: none"> ● Apprenticeship Talk ● Transition activities ● Visits to and from further education colleges ● Supported Internship Fair ● Pre-work experience talk (SPARKS) ● Work Experience ● Careers Workshops ● Careers Guidance Meetings ● Education, Health, and Care Plan Meetings (attendance encouraged)

4.2 Access to our careers programme information

A summary of our school's careers programme is published on our school website <https://cambridge.lbhf.sch.uk/learning-and-support/careers-education/>, 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 Mehr Shakir (Assistant Head).

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 through:

- Leaver information
- Feedback from learners, parents, partners, and Cambridge staff through surveys or verbal information
- Work Experience Evaluation Forms

4. 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. We are committed to providing these to students through school events, workshops, talks from different employers, visits to various workplaces and career events outside of school.

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 all schools should provide independent careers guidance for Years 7-11. This guide also complies with the 'Baker Clause' to be:

- impartial,
- not show any preference for a specific academic or technical career path

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 with our provider access policy statement which sets out how our school meets this duty. Our provider access policy statement can be found with our other policies on our website,

5. Roles and responsibilities

3.1 Careers leader

Our careers leader is Mehr Shakir, and they can be contacted by phoning 0208 735 0980 or emailing m.shakir@lbhf.cambridge.sch.uk. Our careers leader is a member of the senior leadership team (SLT) and will:

- Take responsibility for developing, running and reporting on the school's career programme
- Plan and manage careers activities

- 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 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

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 7 to 11 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
- 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 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 7 to 11 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 career's 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

3.3 The governing board

The governing board will:

- Appoint a member of the governing board who will take a strategic interest in careers education and encourage employer engagement

6. Links to other policies

On our website, <https://cambridge.lbhf.sch.uk/our-school/key-information-and-policies/> you will see links to the following policies that have impact on this policy:

- Provider access Policy
- Child Protection and Safeguarding Policy

7. Monitoring and review

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