



## SHEFFORD LOWER SCHOOL

### Policy for Careers Provision and Progression

Written by	Reviewed and Ratified by Governors	Shared with Staff	Last Updated	Next Review due
Duncan Wakefield	February 2024	February 2024 in Draft	January 2024	February 2025

#### 1.0 Statement of Intent

1.1 The main aims of careers provision at Sheffield Lower School are to:

- Prepare pupils for life post-education.
- Develop an understanding of different career paths and challenge stereotypes.
- Develop an understanding of the differences between school and work.
- Inspire pupils to chase and achieve their dreams.
- Support pupils after leaving school.
- Offer targeted support for vulnerable and disadvantaged young people.
- Instil a healthy attitude towards work.

1.2 The school aims to provide an engaging, aspirational, diverse and knowledge rich curriculum which offers the foundations for future careers and opportunities.

1.3 The school works with CEIAG (Careers Education, Information, Advice and Guidance) and Careers Development Framework in mind and the curriculum is designed to prepare students for life in modern Britain by providing the knowledge, understanding, confidence and skills that they need to make informed choices and plans for their future learning and career.

#### 2.0 Legal framework

2.1 This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Education Act 1997
- Education and Skills Act 2008
- Apprenticeships, Skills, Children and Learning Act 2009
- Equality Act 2010
- Children and Families Act 2014
- Technical and Further Education Act 2017
- The School Information (England) (Amendment) Regulations 2018
- DfE (2023) 'Careers guidance and access for education and training providers'

This policy operates in conjunction with the following school policies:

- Complaints Procedures Policy
- Provider Access Policy Statement
- Data Protection Policy
- Records Management Policy
- Child Protection and Safeguarding Policy
- Curriculum Policy

### 3.0 Roles and responsibilities

#### 3.1 The governing board is responsible for:

- Ensuring that all registered pupils are provided with the foundations to support them during their journey at Shefford Lower School.
- Ensuring that the independent careers guidance is presented in an impartial manner, showing no bias or favouritism towards a particular institution, education or work option.
- Ensuring that the guidance includes information on the range of education or training and careers options.
- Ensuring that the guidance that is provided promotes the best interests of pupils.
- Ensuring this policy does not discriminate on any grounds.
- Handling complaints regarding this policy as outlined in the school's Complaints Procedures Policy.
- Providing clear advice and guidance to the headteacher on which they can base a strategy for careers education and guidance which meets the school's legal requirements.

#### 3.2 The careers leader is responsible for:

- Managing the provision of careers information.
- Taking responsibility for the development, management and reporting of the school's careers programme and development.
- Planning careers activities, managing the careers budget and, where necessary, and managing and coordinating other staff involved in the delivery of careers.
- Establishing and developing links with employers, education and training providers, and careers organisations.
- Supporting teachers with a curriculum for promoting careers progressions and inspirations.
- Monitoring teaching and learning in careers education, and the development of the curriculum.
- Advising senior leadership on policy, strategy and resources for careers education, information, advice and guidance (CEIAG).
- Preparing and implementing a development plan for CEIAG.
- Reviewing and evaluating the programme of CEIAG.
- Using the [Gatsby Benchmarks](#) to improve the school's careers provision and ensure compliance with legal duties, with an ultimate aim to meet all benchmarks.
- Publishing details of the school's careers programme and curriculum on its website.
- Ensuring that pupils with SEND understand their different career pathways, and enabling them to gain the skills, knowledge and experience they require to achieve their career goals.

#### 3.3 Teaching staff are responsible for:

- Ensuring careers education is planned into their lessons.
- Attending any relevant CPD or training to ensure they are up-to-date with the school's careers plan.
- Promoting careers guidance in the classroom and wider school areas through visual aids.
- Being good role models for their particular area of work or specialism.
- Creating a learning environment that allows and encourages pupils to tackle real life challenges, manage risks and develop skills that can be applied to the workplace.

### 4.0 Developing a Stable Careers Programme

#### 4.1 The school will have its own careers programme in place which meets the requirements of the eight Gatsby Benchmarks:

- A stable careers programme
- Addressing the needs of each pupil
- Linking curriculum learning to careers
- Encounters with employers and employees
- Experiences of workplaces

4.2 The programme will be reviewed against the benchmarks to ensure it remains on target. The school will demonstrate how it is working towards each Gatsby Benchmark and Careers Development Framework, as part of its career's summary, including the aims, objectives and activities provided for each year group.

**4.3** Regular feedback from pupils, parents, teachers, governors and employers will be invited. Feedback will be used to contribute to the development of the school's careers programme to ensure it meets the needs of all pupils.

A careers leader will be appointed to ensure the leadership and coordination of a high-quality careers programme. The current careers leader is Duncan Wakefield.

**4.4** The appointed careers leader will possess the following skills:

- Leadership – they will be a good leader who takes responsibility for developing, running and reporting on the school careers programme
- Management – they will be able to plan careers activities, manage the careers budget, and manage other staff involved in the delivery of careers guidance where necessary
- Coordination – they will be a careful coordinator of staff from across the school or college and from outside
- Networking – they will be a good networker who can establish and develop links with employers, education and training providers and careers organisations.

**4.5** A summary of the careers programme/curriculum will be published on the school's website

**4.6** The headteacher will work with enterprise coordinators to build careers and employer engagement plans to broaden the range of guidance that pupils have access to.

**4.7** The school will work towards the [Quality in Careers Standard](#) to support the development of its careers programme, ensuring the programme is reviewed termly to ensure it is in line with the required standards.

## **5.0 Addressing the needs of Pupils**

**5.1** The school's careers programme will aim to raise the aspirations of all pupils whilst being tailored to individual needs. The programme will inform pupils of the range of opportunities available to them, encouraging them to aim higher and make choices relevant to what they feel they can achieve.

**5.2** All forms of stereotyping will be prohibited in the careers advice and guidance that is provided, to ensure pupils of all genders, backgrounds and abilities can consider the widest possible range of careers. The school's careers programme will actively seek to challenge stereotypical thinking and raise aspirations.

**5.3** The school will tailor careers activities and educational goals to the needs of each pupil, taking into account their prior knowledge and skills, the choices they may face, and any additional support they may need to overcome barriers to progression.

## **6.0 Providing Targeted Support**

**6.1** The school will work with the LA, children's social care and vulnerable pupils team and leader to identify pupils who are in need of targeted support, such as:

- LAC and PLAC.
- Pupil Premium/FSM.
- Pupils from Disadvantaged, Services or Traveller backgrounds.

**6.2** Agreements will be made on how these pupils can be referred for support drawn from a range of education and training support services available locally.

## **7.0 Supporting pupils with SEND**

**7.1** The school will ensure that careers guidance is differentiated, if appropriate, and based on high aspirations and a personalised approach. The SEND local offer will be utilised; annual reviews for a pupil's EHC plan will be informed by good careers guidance.

**7.2** The careers leader will work closely with the SENDCO and other staff to support pupils with understanding different career pathways and how to develop the necessary skills, knowledge, experience and qualifications to succeed and fulfil their potential.

**7.3** The school will work with families of pupils to help them understand what career options are available.

**7.4** Surveys will be conducted to find out individual pupils' aspirations. The results of the surveys will create careers guidance and experience that will be tailored to pupils needs based on their own aspirations and abilities.

**7.5** Careers guidance will take account of the full range of relevant education, training and employment opportunities. It will inform pupils about the ways employees with SEND are supported in the workplace. The school will build partnerships with businesses and other employers, employment services, and disability and other voluntary organisations.

**7.6** Pupils will be prepared for encounters with employers and provided with any special support that will allow them to benefit fully from the experience.

**7.7** Pupils with SEND will have the opportunity to hear from adults with disabilities who have succeeded in their careers as part of the school's successful careers strategy.

## **8.0 Linking curriculum learning to careers**

**8.1** The school will work to encompass careers education and guidance into subjects across the curriculum. All teachers will be asked to support the career development of young people in their role and through their subject teaching. Teachers with industry experience will play a part in building careers guidance into the curriculum.

**8.2** Pupils will take part in core subject disciplines including English, Maths, Science, as well as the Humanities, Arts and STEM. These subjects are taught with core principles, skills and progressive objectives so children have the foundations for future careers.

**8.3** Pupils will be taught to understand how these subjects provide a sound basis for many careers, as well as how they can enrich and enhance their lives and prepare them for adult life in general. Careers, employability, and enterprise lessons will be embedded into the PSHE curriculum.

**8.4** The school will ensure that, every pupil has had the opportunity to learn how various STEM subjects aid their entry into a wide range of careers and enable them to be more effective workers. The Careers and Enterprise Company (CEC) have collaborated with STEM Learning to produce a series of [STEM toolkits](#). The STEM family within school will focus on careers as a core action.

**8.5** Our school curriculum coherence documents will show connections and opportunities for career linked learning and later life opportunities.

## **9.0 Enabling Encounters with Employers and Alumni**

**9.1** The school will engage with local employers, businesses and professional networks, inviting visiting speakers, particularly alumni with whom pupils can relate to. Every pupil will be able to be exposed to the world of work.

**9.2** Pupils will participate in at least one meaningful encounter with an employer; at least one of these encounters will be with a STEM employer or workplace. These encounters will include:

- Careers events such as careers talks, careers carousels and careers fairs.
- Alumni/local schools activities.
- Employer delivered workshops.
- Employer encounters with parents.
- Employer involvement in the curriculum.
- Passion Projects and enterprise competitions.

**9.3** The school will develop strong links with local, regional and national employers across all sectors.

**9.4** The careers programme will have a strong employer focus, allowing pupils to meet with sector representatives and businesses, to gain insights into a range of industries and sectors. This will include the opportunity to learn about the entrepreneurial skills needed for certain types of self-employment. Pupils will have the opportunity to meet with individuals from different levels within an organisation and those who have followed a variety of pathways into employment.

## 10.0 Providing Personal Guidance

10.1 Pupils will be supported with a curriculum to give them options for later life.

10.2 The school will provide pupils with a range of information and opportunities to learn about the academic and technical pathways for education, training, and career paths throughout their school life at Shefford Lower School.

10.3 The school will ensure all pupils understand the requirement to remain in education or training until their 18th birthday and what this requirement means for them. The school will ensure pupils are aware that this does not mean they need to stay in school, and that they may:

- Study full time in a school, college or with a training provider.
- Undertake an apprenticeship, traineeship, or supported internship.
- Work or volunteer 20 hours or more a week, combined with part-time accredited study.

## 11.0 Monitoring and Review

11.1 The governing board, in conjunction with the headteacher and careers leader, will review this policy on an annual basis, taking into account the success of supporting pupils and latest guidance. The headteacher will make any necessary changes to this policy, and will communicate these to all members of staff.

## Appendix

### The Six Learning Areas of the Careers Development Framework

