

Careers guidance policy



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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

At Maple House School pupils are taught the skills and attitudes required to enable them to become confident and independent as they prepare for adulthood. Our personal development focus at Maple House focuses on ensuring each young person receives a personalised pathway in preparation for adulthood to support them in the next stage of their journey. Each child has access to an enriched, bespoke and stimulating curriculum to give them every opportunity to reach their full potential regardless of their gender, race, learning disability or physical disability.

As part of focus on preparation for adulthood and next steps, our Pathways programme incorporates areas of good practice identified in The Gatsby Benchmarks and this is supported through our Active Citizens programme, Active Citizens Life Skills (Prince's Trust) and cross-curricular careers information displayed and presented across the school.

Our Pathways programme will enable learners to:

- develop an understanding of their own skills, values and aspirations.
- navigate pupils through the diverse career opportunities available to them
- develop their communication, team working, commercial awareness and other employability/work related learning skills
- expose learners to a range of visits to places of employment and meaningful encounters with employers and employees to learn about the skills that are valued in the workplace.
- Build confidence, and appetite for learning and empowerment to support their informed decisions on their next steps.

The outcome of Pathways are focused on:

- Raising students aspirations and goals relating to work/employment/further education
- Increasingly confident about their own capabilities and self-esteem
- Informed and knowledgeable about their options at Post-16 and/or 19 years of age.
- Self-aware, resilient and independent
- Enterprising and entrepreneurial
- Proud of themselves and excited for their future
- Aware of and develop their skills for work

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.

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)

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.

3. Roles and responsibilities

3.1 Careers leader

Our careers leader is **Katie Wyatt** and they can be contacted by phoning 0121 805 1222 or emailing katie.wyatt@maplehouseschool.com. 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
- 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 children looked after (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
- Monitor the school's careers programme and careers education against the Gatsby Benchmarks

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 about technical education qualifications and apprenticeships.
- Network with employers, education and training providers, and other careers organisations

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
- 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. Pathways (Careers)

Our personal development programme, including Pathways (Careers) fully supports our students through carefully planned careers lessons which embed inspiration and aspiration, not just advice. Our Pathways programme is delivered through a variety of curricula areas including through our PSHE lessons across the whole school, Active Citizens and a tailored KS4 Pathways lesson. Additionally, we have our Active Citizens Life Skills programme, underpinned by Prince's Trust that focuses on independent living, world of work and work experiences, careers visits and education visitors to school.

Our personal development curriculum is focused on broadening students' horizons and challenging stereotypical thinking about the kind of careers to which individuals might aspire. Teachers identify the interests, strengths and motivations of students and use these as a basis for planning support from an early age.

We plan a curriculum that has individual pathways running throughout, ensuring a range of interventions to provide CEIAG, building on knowledge taught at each stage. In KS1&2, we deliver careers education through many aspects of the curriculum- such as exploring jobs and employment in Geography, talking about job roles during social education visits, visiting the farm during Food technology lessons etc, learning about artists and designers. We also hold an annual careers week, of which our younger pupils are invited to be part of where appropriate, during which pupils learn about types of employment, their own strengths and interests, how to work as part of a team to support their own social development, and developing communication skills. They meet people from a range of jobs, ask them questions, talk about how they got into their chosen field, and learn about different types of job and the skills required.

From Year 7 onwards young people will have access to a curriculum which enables them to:

- Develop an understanding of their own skills, values and aspirations.
- Understand the range of options available to them within their local community and wider communities.
- Develop sound communication, social skills and employability skills.
- Build confidence, resilience and independence ready for their next steps.
- Understand how to find jobs, how they can apply and supporting applications/interviews

Pathways has been developed using a range of resources including the EC Publishing Careers Lessons, links to our PHSE curriculum and through our dedicated Pathways curriculum in Preparation for Adulthood, as well as to wider curriculum areas such as STEM and Active Citizens. We plan a range of enrichment, entry and exit experiences including work experience, enterprise activities, careers fairs, assemblies, work-place visits and talks across the year.

Some of the elements covered in our Careers Programme include;

- Curriculum Vitae (CVs) / Covering Letters and application forms.
- Interview techniques and presentation
- Job searches, websites and agencies
- Communication and social skills to be able to make telephone calls for information and advice
- Career talks / Guest speakers / Employability workshops through communities, charities and agencies
- Expectations of a role, job descriptions and contracts including pay
- Work related skills and knowledge
- Flexible work experience placements, work tasters and volunteering opportunities as part of Active Citizens.
- Open days at colleges/aspirational visits and experiences to universities/Careers Fairs

We hold an annual school Careers Week, to inform and raise aspirations amongst our pupils. This will include visitors attending school from local companies, colleges and universities. This is a great opportunity for our students to focus on their future whilst engaging with a range of organisations and training providers.

5. Information, advice and guidance

From Year 7, students are offered sessions with a qualified independent and impartial Careers Advisor from the local authority or Birmingham Careers Service. Parents are also included in these sessions where appropriate for family views as part of the PFA planning. Independent careers advice is sought to ensure that:

- All pupils have access to clear unbiased advice and information about all options available to them, so that they understand what they involve.
- All pupils receive support and guidance to help them make appropriate choices for their future to help them decide what to do when they leave our school, including further learning, training or employment.
- All pupils have access to a programme of careers education through Pathways and/or PSHE which helps them to develop skills and knowledge to make choices and to prepare for the transition to work and learning.

- All KS4 students have a dedicated Pathways Lesson to focus on a tailored careers programme to prepare for Post-16 and/or leaving Maple House School at 19.
- All pupils are supported to develop the behaviours and attitudes required for transition.
- All pupils are supported to be involved in making decisions about things that affect their learning
- All pupils have an opportunity to learn about the world of work through work related learning
- There are no barriers for students pursuing chosen pathways due to their SEN.

6. Personal Development Accreditation

To support vocational learning and enterprise, all pupils participate in a range of enterprise projects such as the Charity Bake Sales through our community kitchen, community events across the year supporting the school in its growth, and supporting the local community through volunteering activities.

Maple House School, is committed to high quality and meaningful work related learning and work experience, paramount to our students growth, confidence and development of the necessary skills, knowledge and experience they can transfer to life and the world of work.

Our Pathways curriculum is underpinned by AQA Awards and runs in line with our Active Citizens Life Skills programme that is underpinned by Prince's Trust.

7. Monitoring and review

This policy, the information included, and its implementation will be monitored by our Governing Body and reviewed annually.

8. Appendix 1. Links

National Careers Service (NCS)

The NCS provides over-the-telephone and online careers services to 13-18 year olds with information, advice and guidance on learning, training and work opportunities. The NCS website contains over 750 job profiles, and each of them gives you the essential information you need on what the job involves and how to get into it. The site has local job market information. The service offers confidential and impartial advice, supported by qualified careers advisers.

National Careers Service Tel: 0800 100 900

Website: www.nationalcareersservice.direct.gov.uk

Birmingham Careers Service

Birmingham Careers Service is a free and friendly support service providing careers information, advice and guidance to young people age 16 to 19 who are not in education, employment or training (NEET). If a young person has a learning difficulty and/or disability then they can help them until they are 25. They are part of Birmingham City Council and work alongside other local services.

BCS have highly qualified Personal Advisers experienced in working with young people to help them make informed decisions, ensure they are aware of all options and potential career paths as well as providing information and advice on current employment, training and education opportunities.

Birmingham Careers Service Tel: **07592586436**

Website: [Contact – Birmingham Careers Service](#)

8. Appendix 2. The Gatsby Benchmarks

1. A stable career programme. Every school and college should have an embedded programme of career education and guidance that is known and understood by students, parents, teachers, governors and employers.

2. Learning from career and labour market information. Every student, and their parents, should have access to good quality information about future study options and labour market opportunities. They will need the support of an informed adviser to make best use of available information.

3. Addressing the needs of each student. Students have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each student. A school's careers programme should embed equality and diversity considerations throughout.

4. Linking curriculum learning to careers. All teachers should link curriculum learning with careers. STEM subject teachers should highlight the relevance of STEM subjects for a wide range of future career paths.

5. Encounters with employers and employees. Every student should have multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace. This can be through a range of enrichment activities including visiting speakers, mentoring and enterprise schemes.

6. Experiences of workplaces. Every student should have first-hand experiences of the workplace through work visits, work shadowing and/or work experience to help their exploration of career opportunities, and expand their networks.

7. Encounters with further and higher education. All students should understand the full range of learning opportunities that are available to them. This includes both academic and vocational routes and learning in schools, colleges, universities and in the workplace.

8. Personal guidance. Every student should have opportunities for guidance interviews with a trained career adviser. These should be available whenever significant study or career choices are being made.