

## 009 Careers Education Policy

**Responsibility:** Heather Jones

**Date:** September 2024

**Next Review:** September 2026

### School Careers Structure:

| Contact        | Role                                | Organisation                      |
|----------------|-------------------------------------|-----------------------------------|
| Heather Jones  | Assistant Headteacher               | Holmfirth High School             |
| Jon Battye     | School Careers Leader/GCSE Strategy | Holmfirth High School             |
| Anthony Short  | School Governor – Careers           | Independent                       |
| John Paley     | Careers Adviser                     | Independent                       |
| Sharon Le Goff | Enterprise Coordinator              | West Yorkshire Combined Authority |
| Richard Paxman | Enterprise Adviser                  | Paxman Coolers Ltd                |

## **1. Statutory Context**

The Education (Careers Guidance in Schools) Act 2022 comes into force on 1 September 2022. The Act amends the existing duty, in Section 42A of the Education Act 1997, that requires maintained schools, such as Holmfirth High School, to secure independent careers guidance in years 8 to 11. The Act extends the duty to all pupils in state-funded secondary education, meaning that Holmfirth High School must now secure independent careers guidance from year 7.

All maintained schools must ensure that they have put in place arrangements to comply fully with legal requirements under the provider access duty, commonly known as the 'Baker Clause'. Schools must provide opportunities for a range of education and training providers to access all year 8 to 13 pupils to inform them about approved technical education qualifications and apprenticeships. Schools must act impartially and not show bias towards any route, be that academic or technical.

Holmfirth High School follows the statutory guidance on CEIAG (Careers Education, Information, Advice and Guidance). The full updated January 2023 statutory guidance for schools can be found [here](#).

## **2. Holmfirth High School**

"High quality careers education and guidance in school or college is critical to young people's futures. It helps to prepare them for the workplace by providing a clear understanding of the world of work including the routes to jobs and careers that they might find engaging and rewarding. It supports them to acquire the self-development and career management skills they need to achieve positive employment destinations. This helps students to choose their pathways, improve their life opportunities and contribute to a productive and successful economy. The COVID-19 pandemic has had an unprecedented impact on the economy, education and the opportunities open to students" (DfE, 2022).

At Holmfirth High School we provide individual careers guidance, careers information and a careers education programme. The programme offers a wide range of activities and is complemented by partnerships and links with external agencies. With the government's reforms to technical education and skills and the impact of COVID-19 on the labour market, there will be an increasing need for Holmfirth High School to work in partnership with employers, our independent careers adviser, local authorities and other education and training providers to support pupils to prepare for the workplace and to make informed choices about the next step in their education or training.

Over the next three years, we will continue to maintain the high number of employer encounters that each pupil experiences and develop each department's curriculum to ensure that pupils understand the links between the subject, its content, potential careers and how a future in that industry could be achieved. We will use and fully implement the Morrisby platform to ensure students have access to their careers and enterprise records as well as personal careers advice given throughout their time at Secondary school. Our hope is that this will prepare raise the aspirations of pupils, particularly our most vulnerable.

The school's careers strategy will be informed by the 8 Gatsby Benchmark standards, as recommended in the statutory guidance. These benchmarks are based on the best national and international research and define all the elements of an excellent careers programme. The 8 Gatsby Benchmarks are:

1. A stable careers programme
2. Learning from career and labour market information
3. Addressing the needs of each pupil
4. Linking curriculum to careers
5. Encounters with employers and employees
6. Experiences of workplaces
7. Encounters with further and higher education
8. Personal guidance

### **3. Aims and Objectives**

Holmfirth High School will deliver a comprehensive careers programme in order to raise expectations and aspirations; increasing the percentage of pupils that progress onto level 3 qualifications at post 16 each academic year, regardless of route. The programme will promote equality of opportunity, inclusion and diversity and challenge stereotypes and prepare young people for the opportunities, responsibilities, and experiences of adult life.

The careers programme, including learning outcomes, key events and experiences can be viewed on the school website. For all pupils there is a clear progression framework.

- In year 7 pupils will understand their own skills, characteristics, and goals. Pupils will challenge stereotypes and be ambitious. Pupils will have employer encounters that support these aims.
- In year 8 pupils will increase their knowledge of labour market information. Pupils will have opportunities to discover more about the local and national economy. Pupils will take part in careers panels with representatives from

industry to learn more about current job roles and how jobs will be evolving in the future. Pupils will take part in an Enterprise Day to make sense of their employability skills and characteristics.

- In year 9 pupils will become effective decision makers. Pupils will understand future progression pathways including GCSE Options, Further Education, Apprenticeships and Higher Education.
- To inspire pupils in year 10 to pursue sustainable and rewarding careers will use software to explore local labour market information and potential career interests. All pupils will have a mock job interview, an experience of at least one Post 16 Further Education or Training provider, attend at least one university, and will have an experience of working with employers (work experience week). Apprenticeship providers will deliver sessions to raise awareness of work based training and local opportunities.
- In year 11 we will prepare all pupils to transition to post 16 destinations. All pupils will have a careers guidance interview to explore their longer-term ambitions and possible routes to attain their goals. The Post 16 Fair will allow pupils, parents and carers to meet with Sixth Forms, Colleges, Training and Apprenticeship providers. All pupils will be supported in completing and submitting post 16 applications.

Delivery of the taught careers programme is supported by external speakers and wider opportunities are offered as part of careers in the curriculum.

Through our programme, our pupils will be able to:

- Describe their strengths, goals and aspirations
- Recognise and challenge stereotypes
- Give examples of and discuss the skills required in different careers
- Show initiative and be enterprising
- Explain how they are benefitting as a learner of careers, employability and enterprise experiences
- Have access to relevant labour market information and know how/why it is useful
- Build personal networks of support
- Recognise the qualities and skills that they have demonstrated both in and out of school that will help to make them employable
- Demonstrate financial management of their own budgets
- Identify and systematically explore options open to them at a decision points
- Research and understand the range of further education and training opportunities available to them at post-16
- Prepare and present themselves well when going through a selection process

- Review and reflect on transition points to improve their change management

#### **4. Entitlement**

Every pupil is entitled to high quality career education and guidance as part of their overall education. The CEIAG programme is designed to meet the needs of all learners at Holmfirth High School. LAC and EHCP pupils are entitled to additional support from LEA services, currently provided through C+K Careers.

Please read this policy in conjunction with the Careers Entitlement Statement.

#### **5. Management and Delivery**

We recognise the importance of putting in place effective arrangements for the management and delivery of the careers programme. The CEIAG Programme is led by Ms Heather Jones, who is a member of the Senior Leadership Team. This area is supported by a nominated link governor (Mr Anthony Short).

#### **Roles and Responsibility**

The governing body must ensure that

- independent and impartial careers guidance is provided to all pupils throughout their secondary education, and that the guidance is given in the best interests of the pupils that receive it.
- arrangements are in place to allow a range of education and training providers to access all pupils in years 8 to 13 to inform them about approved technical education qualifications and apprenticeships, and that a policy statement setting out these arrangements is published (the legal requirements of the 'Baker Clause').

The senior leadership team are responsible for

- Tracking and recording participation and outcomes for individuals centrally
- Ensuring that information on the full range of education or training options, including apprenticeships and other vocational pathways is offered to all pupils and their parents/carers
- Evaluating the impact of the careers programme on an annual basis
- Monitoring the benefits and value of the guidance commissioned by Progress Careers

The careers leader is responsible for

- the development of a stable careers programme
- ensuring that STEM encounters are built into the careers programme
- using destination data and post-16 activity to inform our careers programme
- using local and national labour market information to help pupils improve their decision making
- planning schemes of work for careers education
- helping school staff to develop their skills and keep their knowledge up to date
- working with subject leaders to link their teaching to careers

The careers advisor is responsible for

- Providing pupils in key transition years access to independent and impartial careers advice.
- Maintaining knowledge of local labour markets
- Supporting with key events such as mock interviews, assemblies, SEN transition review meetings, parents' evenings
- Contributing to the schemes of work
- Providing resources for the careers library

The enterprise advisor is responsible for

- providing more detailed information to Holmfirth High School on local job options, business developments and local skills shortages
- developing the school's careers and enterprise strategy by using the Compass+ tracker
- helping the school to ensure that all young people have an encounter with the world of work each year

Subject Leaders are responsible for

- embedding career learning in their schemes of work
- developing their curriculum to ensure that pupils understand the links between the subject, its content, potential careers and how a future in that industry could be achieved.

All staff are responsible for

- supporting the aims and objectives of the careers programme
- delivering

- knowing how to embed careers learning in their subject
- knowing where to access career related information and resources to support their subject area
- knowing what vulnerable pupils need to receive in terms of their careers education

### **Staff Development**

All staff are expected to contribute to the career learning and development of pupils in their different roles. Specific training needs around CEIAG are identified in conjunction with the School CPD lead and reviewed on an annual basis.

### **Funding and Resources**

A significant CEIAG budget is held by Ms Heather Jones to achieve the aims of the policy.

### **Teaching, Learning and Assessment**

We recognise the importance of basing our approach to teaching and learning and assessment on evidence of what works in career education and guidance. The CDI framework emphasises the importance of creating rich learning environments. The school is committed to ensuring that CEIAG is embedded within the wider curriculum. Annual audits of curriculum links to CEIAG against the CDI framework are carried out by subject specialists. Each audit provides an opportunity for departments to highlight best practice and identify development points.

### **Information, Advice and Guidance**

We will ensure that pupils have access to independent and impartial careers guidance and information.

Please read this policy in conjunction with the Careers Entitlement Statement.

### **Monitoring, Reviewing, Evaluating and Reporting**

The implementation of the careers programme will be monitored and reviewed annually by the Careers Leader and Assistant Headteacher, in consultation with the wider Senior Leadership Team and Link Governor.

Monitoring includes:

- Annual Curriculum Reviews

- Destination Data
- Observation of CEIAG activities
- Form Time Programme Observations
- Pupil Voice collated on Morrisby
- Parent Voice
- Tracking encounters
- The view of visiting providers

The review and evaluation process informs the planning and implementation of the programme, ensuring that we continue to deliver a programme that best meets the needs of all our pupils. The programme is reviewed annually by the Governors.

The school's provision is reviewed against the 8 Gatsby Benchmarks and best practice through the Quality in Careers Standards Award. This was awarded in July 2017.

## **6. Stakeholders and Partners**

### **Parents/Carers**

We recognise the important role that parents have in their child's career development.

Parent information is available on our website. Careers Advisers are available for consultations at our Post 16 Information Fair, Year 9 Options Evening and years 9 and 11 parent's evenings. Parents can e-mail or telephone our Career Advisor with queries or requests for information and are welcome to attend their child's careers appointment or arrange a separate consultation if they wish to. With the permission of students, profiles on the Morrisby platform may also be shared with parents and carers. The contact details of our advisor are on the school website.

We are particularly keen to establish links with parents who are willing to share their experiences in employment. If parents feel that they could contribute to the CEIAG programme in any way, please contact us via [careers@holmfirthhigh.co.uk](mailto:careers@holmfirthhigh.co.uk)

### **Careers Support Agencies**

Holmfirth High School has an annual agreement with Progress Careers - an external and matrix approved careers company. Progress Careers Advisers are Level 6 or above qualified career development professionals available to



provide independent and impartial careers advice. A mixture of formal appointments and drop-in sessions are delivered throughout the day, two days a week. Progress Careers staff also support with:

- Key Stage 4 Parents Evenings
- Year 9 Options Evening
- Year 11 Post 16 Information Evening
- Drop Down Days

### **Employers, Community Partners and Learning Providers**

Our CEIAG programme is enhanced through links with various partners and providers who ensure that pupils have access to employers and providers. Holmfirth High School works in partnership with a careers Enterprise Co-ordinator and a local Enterprise Adviser. Our local Enterprise Adviser is currently from Paxman Coolers Ltd.

Some of our partnerships and links include but are not limited to:

- Greenhead College
- Huddersfield New College
- Kirklees College
- Creative Media College
- Ask Apprenticeships
- Huddersfield University
- Paxman Coolers Ltd

### **7. This policy should be read in conjunction with:**

- Provider Access Policy
- Pupil Entitlement Statement
- Equality and Diversity Policy
- Student Confidentiality Policy
- Safeguarding Policy

### **8. References**

Department for Education, 2023, Careers guidance and access for education and training providers.