



Sir Christopher Hatton Academy

A Member of Hatton Academies Trust



Title	Careers Policy
Reviewed	March 2017
Next Review	March 2020
Associated Policies	Teaching & Learning Assessment & Recording of Achievement Equal Opportunities Work Experience Safeguarding Health & Safety Gifted & Talented Special Needs Curriculum SMSC
Originator	A. Mitchell
Approved	



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Careers Policy

This policy provides a framework for meeting and achieving through Careers Education, Information and Guidance (CEIAG) the aims of:

- raising students' achievement
- supporting inclusion and promoting equality of opportunity
- encouraging participation in lifelong learning, including further and higher education
- developing enterprise and employability skills
- encouraging students to contribute positively to their communities

A young person's career is their pathway through learning and work. All young people need a planned programme of activities to help them make choices aged 13 - 19 that are right for them and to be able to manage their careers throughout their lives.

Although schools and academies have previously had a statutory duty to provide careers education and guidance in Years 7-11 (1997 Education Act; 2003 Education Regulations), from January 2013 this statutory duty was removed. However statutory guidance states that 'schools should consider a range of wider careers activities such as engagement with local employers and work-based education and training providers to offer all young people insights into the world of work'. This informs Sir Christopher Hatton Academy's commitment to providing CEIAG.

1. The Academy's Commitment:

1.1 Sir Christopher Hatton Academy is committed to providing high quality careers education & guidance as an integral part of every student's education. It will seek to ensure that the provision is appropriate to the age, stage, ability and educational needs of every individual and is underpinned by equality of opportunity. The academy is committed to providing a planned programme for all students in Years 7-13 in partnership with the local Prospects and other services as necessary. Planning, resourcing and implementation of the differentiated curriculum content in Years 7 -11 through Lifeskills and is the responsibility of the Vice Principal (Curriculum), Senior Assistant Principal (Lifeskills and Personal Development), and the Assistant Principal (Head of Sixth Form) in year 12 &13. The timing and content of the delivery is aimed at the particular needs of the individual students.

1.2 The academy endeavours to consider practically guidelines published and amended from time to time by the Department for Education, the Qualifications and Curriculum Development Agency and Ofsted

1.3 Staff training needs are identified by the Vice Principal (Curriculum) in tandem with the Work Related Learning Co-ordinator.



1.4 Funding is accessed through academy funds, following established protocol. The academy will endeavour to meet training needs within a reasonable period of time. For those students who are either Not in Education, Training or Employment, (NEET), funds are devolved and available through the Prospects service for careers education, information and guidance for those students.

2. The Objectives and Aims of Careers Education and Guidance:

2.1 The learning and support programme is designed to meet the needs of students at Sir Christopher Hatton Academy. It is differentiated and personalised to ensure progression through activities that are appropriate to students' stages of learning, planning and development through Key Stages 3 - 5. Our aims are as follows:

- To prepare all our young people for the opportunities, responsibilities and experiences of adult life.
- To ensure that all students have access to impartial CEIAG and are exposed to the full range of options available.
- To enable students to develop skills, attitudes and abilities, equipping them to become effective in a variety of adult occupations and roles.
- To help them develop educational, course- and career-awareness and enable them to manage personal career development.
- To enable them to handle careers information and assist them in making informed choices relevant to their stage.
- To enable them to experience the world of work and develop transferable skills.
- To enable them to manage transitions in their lives, such as the changes from Primary School to Secondary, from Key Stage 5 to University, or beyond to work.
- To help students understand the range of support available from the Prospects service and other relevant agencies.

3. Statement of Entitlement:

3.1 Every student is entitled to careers education & guidance, that:

- a) meets recognised professional standards of practice ;
- b) aims to provide a student-centred, impartial and confidential experience;
- c) is integrated into students' experience of the whole curriculum;
- d) is based on a partnership with students and their parents or carers;
- e) promotes equality of opportunity, inclusion and counters any type of discrimination; and
- f) is confidential, respecting personal information disclosed by individuals (except where the practitioner has an overriding duty to disclose to the senior member of staff with responsibility for safeguarding children).



4. The Implementation of the Policy:

1. The overall responsibility for the co-ordination of careers education & guidance lies with the Work Related Learning Co-ordinator. Programmes are devised by the Senior Assistant Principal (Lifeskills and Personal Development) in years 7-11 and the Assistant Principal (Head of Sixth Form) in years 12 & 13. The Vice Principal (Curriculum) monitors and evaluates the overall provision.
2. The Work Related Learning Co-ordinator is responsible to the Vice Principal (Curriculum).
3. Work Experience is planned and implemented by the Work Experience Co-ordinator under the leadership of the Work Related Learning Co-ordinator.
4. All staff make a contribution to careers education & guidance through their roles as Form Tutors, Subject Tutors, Subject and Curriculum Leaders, Directors of Year and/or Support Staff
5. The Senior Leadership Team supports those staff in their various roles.
6. The academy has adopted a discrete mode of delivery as part of the Lifeskills programme in years 7-13. The careers programme is planned monitored and evaluated by Senior Assistant Principal (Lifeskills and Personal Development), Assistant Principal (Head of Sixth Form), Work Related Learning Co-ordinator and the Vice Principal (Curriculum) annually as part of their Self Evaluation Form and Development Plans. Prospects advisers provide specialist guidance and consultation.
7. As well as Lifeskills activities the programme includes: access to the Careers Library as well as using the Fast Tomato programme; two week work experience placements for all year 12 students; the annual whole school Careers Day; the annual Careers Fair; year 12 students making Open Day visits to Universities and attending the universities fair; mock job interviews with an employer for all year 10 students; and all Key Stage 4 students take creating CVs and letters of application in preparation for employment.
8. Careers information is available: in the Careers Library which is maintained by the Work Experience Co-ordinator; Leaflets displayed in the academy reception area; staff and visitors from Prospects; through 1:1 careers interviews with Prospects Careers Advisors being offered to all of years 11 to 13; and through links to CEIAG sources through the Careers section of the academy's FROG intranet site, eg apprenticeship vacancies.



9. The implementation of the policy is the responsibility of all staff in their various roles, as already stated, together with outside agencies and partners, as appropriate.
10. The academy negotiates an annual Partnership Agreement with the Prospects service to provide guidance and information for students and support for the teaching programme.
11. Funding is allocated to Work Related Learning Co-ordinator, Senior Assistant Principal (Lifeskills and Personal Development), and the Assistant Principal (Head of Sixth Form) in the annual budget planning round in the context of whole academy priorities and particular needs in the careers education & guidance area.

5. How the Policy will be developed and evaluated:

5.1 This policy was developed and is reviewed annually through discussions between the Work Related Learning Co-ordinator, Vice Principal (Curriculum), Senior Assistant Principal (Lifeskills and Personal Development), and the Assistant Principal (Head of Sixth Form), the academy's Prospects personal advisers, and governors.

5.2 The Partnership Agreement with Prospects is reviewed regularly.