



Sir Christopher Hatton

AN ACADEMY WITH SPECIALIST MATHEMATICS & COMPUTING STATUS

Excellence

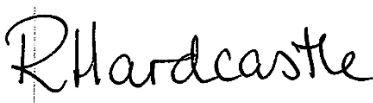
Aspiration

Achievement

Inspiration

Community



Title	Careers Policy
Reviewed	December 2023
Associated Policies	Teaching & Learning Assessment & Recording of Achievement Equal Opportunities Work Experience Safeguarding Health & Safety Gifted & Talented Special Needs Curriculum SMSC Enterprise
Originator	J Coe
Approved	

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1. SCHA Careers Vision

To build a whole school community focussed on excellence; which promotes careers education as an integral part in inspiring our students, to aspire in achieving the best that they possibly can. Fostering lifelong learning to take our learners in the direction which is right for them as individuals, by embracing and incorporating the Hatton Values in all that we do:

- Aspiration
- Inspiration
- Community
- Excellence
- Achievement

2. Careers Policy

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

- Developing a careers guidance system that is right for our students, personalising our provision to their needs as individuals.
- Raising students' achievement to allow them to develop aspirational but realistic paths into the workplace.
- Supporting inclusion and promoting equality of opportunity and encouraging students to contribute positively to their communities.
- Encouraging participation in lifelong learning, including further and higher education as well as learning through apprenticeships and work.
- Develop a broad understanding of the world of work and an ability to respond to changing opportunities through labour market education and independent research.
- Empowering students with access to information and guidance to allow them to independently research their paths into work, college, VI form, further education, Higher Education and Apprenticeships.
- Allowing students, the opportunity to enhance their skills for work and core competencies in line with our Academies values through the curriculum and independent learning.
- Allow the students an opportunity to be self-aware of their individual skills and qualities as well as their development needs when researching and making future choices.

- For our learners to be enthusiastic about their future opportunities and embrace their future.
- Embrace the Gatsby benchmark model to support our strategic goals in achieving an outstanding school wide careers provision for our learners.

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.

The Government's careers strategy, published on 4 December 2017, sets out a long term plan to build a world class careers system that will help young people and adults choose the career that is right for them. This statutory guidance has been updated to expand on the aim set out in the strategy to make sure that all young people in secondary school get a programme of advice and guidance that is stable, structured and delivered by individuals with the right skills and experience. To achieve this aim, the careers strategy sets out that every school and academy providing secondary education should use the Gatsby Charitable Foundation's Benchmarks to develop and improve their careers provision.

[Policy paper overview: Careers strategy: making the most of everyone's skills and talents - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/papers/policy-overview/careers-strategy-making-the-most-of-everyones-skills-and-talents)

Careers guidance and access for education and training providers, October 2018

The report above informs Sir Christopher Hatton Academy's commitment to providing CEIAG in line with the targets set out by the Gatsby Benchmarks which are outlined below: (for further information on the Gatsby benchmarks please find reference here: <https://www.gatsby.org.uk/education/focus-areas/good-career-guidance>)

- Benchmark 1: To offer a stable careers program
- Benchmark 2: Learning from career and labour market information
- Benchmark 3: Addressing the needs of each pupil
- Benchmark 4: Linking the curriculum with careers
- Benchmark 5: Encounters with employers & employees
- Benchmark 6: Experience of workplaces
- Benchmark 7: Encounters with FE and HE
- Benchmark 8: Personal Guidance (one to one – impartial)

3. The Academy's Commitment

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, SEMLEP 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 Director of Pastoral Curriculum alongside the Careers Leader and Head of VI form who are responsible to the Assistant Principal (Director of VI Form and Wider Curriculum) Vice Principal (Curriculum).

The timing and content of the delivery is aimed at the particular needs of the individual students.

- The Academy endeavors to consider, practically, guidelines published and amended by the Department for Education, the Qualifications and Curriculum Development Agency and Ofsted.
- Staff training needs are identified by the senior leader with responsibility for Careers Education.
- Funding is accessed through academy funds, following established protocol. The Academy will endeavor 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. Funding may also be sought via other partners and upon gaining information of funded events for example via the Wider Participation Scheme with UoN and other providers these bids will be generated and applied for according to Academy need.

4. The Objectives and Aims of Careers Education and Guidance

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 students develop educational, course- and career-awareness and enable them to manage personal career development.
- To enable students to evaluate careers information and assist them in making informed choices relevant to their key stage.
- To enable students to experience the world of work and develop transferable skills.
- To enable students to manage transitions in their lives, such as the changes from Primary Secondary School, from Key Stage 4 to 5 and from Key Stage 5 to Post 18 study, or beyond to work.
- To help students understand the range of support available from the Prospects service and other relevant agencies.
- To work towards providing an outstanding careers provision in line with the Gatsby Benchmarks.

5. Statement of Entitlement

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

- Meets recognised professional standards of practice;
- Aims to provide a student-centered, impartial and confidential experience;
- Is integrated into students' experience of the whole curriculum;
- Is based on a partnership with students and their parents or carers;
- Promotes equality of opportunity, inclusion and counters any type of discrimination; and
- 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).

6. The Implementation of the Policy

- The overall responsibility for the co-ordination of careers education & guidance lies with the Careers Leader. School wide programmes are generated, implemented and evaluated by the Careers Leader, The Senior Leader with responsibility for Careers as well as the Head of Lifeskills (Lifeskills and Personal Development) in years 7-11 and The Head of Sixth Form in years 12 & 13. The Vice Principal (Curriculum) monitors and evaluates the overall provision alongside the Assistant Principal who oversees the Careers Lead.
- The Assistant Principal who links to the Careers Leader is responsible to the Vice Principal (Curriculum).

- Work Experience is planned and implemented by the Work Experience Co-ordinator and Careers Leader under the leadership of an Assistant Principal.
- 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.
- The Senior Leadership Team supports those staff in their various roles.
- The Academy has adopted a delivery of some of the core CEAG framework as part of the Lifeskills programme in years 7-13. The careers programme is planned monitored and evaluated annually as part of the Self Evaluation Form and Development Plans. Those involved in evaluation and development include The Head of Lifeskills, Head of VI Form and The Careers Leader and is overseen by an Assistant Principal. Prospects advisers and SEMLEP provide specialist guidance and consultation.
- The Lifeskills programme includes the following initiatives for all year groups: Careers and labour market information, access to online audits and tools to foster independent research and learning about careers education and future routes (Unifrog and Start Profile), teaching on gender stereo types in careers and financial education relevant to their key stage. For KS4 this is enhanced with interview technique, how to apply for VI form, jobs and apprenticeships and more focused guidance on what is needed to move to the next stage in education, training and employment. For KS5 the Life skills curriculum is further enhanced with information on the value of University, Apprenticeships and Gap years as well as the importance of attending open days, support with writing personal statements and job applications, as well as specific and targeted interventions for students applying for apprenticeships. These initiatives are created by The Careers Leader, and Head of VI Form and overseen by an Assistant Principal. Resources are delivered via the form tutor team and one to one careers interview with prospects.
- Outside of the Lifeskills provision each student across the entire academy will receive Careers Mentoring as part of our Parent tutor Day initiative. At KS3 students are set targets based around the Hbacc programme which encourages them to develop skills for work. At KS4 and 5, students are set relevant careers targets based around researching and applying for their next step, parents are part of this process. Targets are set and reviewed with form tutors and used for targeted interventions by the Careers Leader and an Assistant Principal. Targets are also sent home to parents as part of the reporting process.
- At KS3 the main focus of careers education is to foster the skills needed for school and work. This is embedded into our HBacc, Lifeskills, Form tutor and

Careers Day provision and may include but not be exclusive to: Social Enterprise activities; careers shorts; assemblies; STEAM days and STEM events.

- At KS4 the main focus of careers education is to support students in raising their attainment and aspirations to support them in making appropriate choices for their next step. Students attend workshops to support CV, covering letter and interview technique as well as talks from educational providers across a range of institutions which they choose to opt into based on their areas of interest and academic aspirations. In line with our provider access policy students have access to a range of talks from local colleges and apprenticeship providers as well as our VI form team. Students at KS4 all have a one to one careers interview in year 10 and where necessary additional interventions take place for students with SEND in year 11 alongside those students who are undecided on their future choices.
- At KS5 the main focus of careers education is to support students in raising their attainment and aspirations to support them in making appropriate choices for their next step. Students learn about Universities, Gap Year Providers and Apprenticeships Providers as well as workshops which will support the developing of applications, personal statements and independent living with a focus on budgeting and financial capability. KS5 students are also encouraged to attend open days at Universities in order to raise their aspirations.
- Outside of the Lifeskills curriculum opportunities are sought with other outside organisations and educational institutions to run events and workshops both internally and externally for our students across all key stages, these include but are not exclusive to: Universities, Colleges, Employers, Apprenticeship Providers, Careers fairs, Apprenticeship Fairs, Private organisations, Government Organisations, SEMLEP, Wider Participation, NCS other schools and colleges which are arranged strategically by The Careers Leader.
- Careers information for students is available: in the Careers Library both in main school and in F Block which is maintained by the Work Experience Co-coordinator. Careers information is also disseminated to students via the Hatton news (KS3 and 4) and the Bulletin (KS5) initiative as well as via academy email, assemblies and form tutor communication. The aim of which is to fully embed careers education into the heart of what we do.
- Communication with stakeholders being our key priority specific sections of the Academy website have been set up to provide comprehensive support and guidance to all of our key stakeholders including Students, Parents, Employers, Staff, Directors and outside agencies. Staff also receive regular training in how to deliver and disseminate careers education as well as how to

implement it within their curriculum areas. Parents are also updated with relevant careers guidance and information during key events such as parents evening, options evening, VI form information evening, Parent Tutor Day and any other large parent faced information event.

- With personalised guidance being key to our strategy all students in year 10 and 12 undertake a one to one careers interview with year 11 and 13 also being offered an additional interview based on individual need. Information from these interviews is shared with parents and key staff following student consent being given. With our year 11 and 13 students that have opted for an apprenticeship route attending additional workshops and events to support their effective transition into this area.
- Access to employers and employer work places have become key in allowing students to engage with curriculum subjects and as such all faculties as part of the Self Evaluation process are encouraged to run work place visits for our students and make key links with the work of work as part of the curriculum which is evidenced in SOW's.
- In order to ensure effective communication with our Directors, the Careers Lead and Assistant Principal provide regular updates to the Senior Leadership team and the Board of Directors. Mr R Joshi has been identified as the Directors link for our Careers provision.
- 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.
- The Academy negotiates an annual Partnership Agreement with the Prospects service to provide guidance and information for students and support for the teaching programme. We also work alongside various other partners in order to gain access to free guidance, advice and resources to support our Academy priorities.
- Funding is allocated to the Assistant Principal, Head of Lifeskills, Head of VI Form and The Careers Leader in the annual budget planning round in the context of whole academy priorities and particular needs in the careers education & guidance area.

7. NEET

The academy aims for every young person in their responsibility to engage in purposeful education and they are well prepared for skilled employment and further and higher learning. The academy also recognises that our most vulnerable learners

may experience barriers to progression beyond academy and may be at risk of becoming NEET, (Not in Education, Employment, or Training)

Being engaged in education, training or employment is a key protective factor for young people. The aims of NEET support in academy is to:

- Close the attainment gaps that exist as a barrier to their future success. Students can experience significant barriers to their achievement and attain less well than their peers.
- Make sure that NEET students are appropriately supported to make a successful transition into either further/higher education, apprenticeships or training.
- Ensure NEET students have access to the information advice and guidance on next steps and career interests. This is so they can take up and sustaining education, training and employment opportunities.
- Ensure any actions needed to support NEET students help improve their outcomes
- Reduce the number of young people who are at risk of becoming NEET. Any support is therefore to be provided with targeted, appropriate and timely support when those students are vulnerable.

Criteria the Academy uses for identifying potential NEETs are a balance of:

- underperforming in terms of qualification
- predicted grades
- performance in class
- behaviour
- unauthorised absences
- referrals from Directors of Year

The focus is primarily on KS4 and KS5 as they are in the process of making decisions for either tertiary education, apprenticeship, employment or training and interventions are therefore timelier. Those students may be children in care, young offenders, excluded pupils, learners with special educational needs and disabilities and children from families on low incomes.

All students identified are confirmed by their Director of Year, and entered into a range of intervention programmes across KS4 which may include but not be exclusive to: College application workshops; college visits; Apprenticeship application sessions; Early one to one careers guidance (year 10 and 12); additional support and guidance from the careers team; support and guidance sent to parents; one to one conversations with parents and students.

Those who do not have a positive destination by the end of year 11 will be referred to Prospects using the NEET referral process, we also look at early referrals for those students with low attendance.

8. How the Policy and provision will be developed and evaluated

- This policy was developed and is reviewed annually through discussions between the Assistant Principal, Vice Principal (Curriculum), The Careers Leader, Head of Lifeskills, Head of VI form and the academy's Prospects personal advisers, SEMLEP and our Board of Directors.
- The Partnership Agreement with Prospects is reviewed annually.
- Completion of the compass tool to identify areas of strength and weakness against the Gatsby benchmarks.
- Action planning based upon the compass tool.
- SEF completion at the end of the academic year.
- SEF and regular action plan updated.
- Evaluation of events by staff and pupils to inform improvements.
- Tracking of events in the careers and enterprise tracker.