

The Thomas Adams School

Careers Guidance Policy

Approved:

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Introduction

High quality careers education and guidance in schools and colleges is critical to young people's futures. This policy aims to set out the 3-18 Education Trust (Trust) and Thomas Adams School's provision of impartial and informed careers guidance for pupils. This includes the ways in which pupils, parents, teachers and employers can access information about the School's careers programme.

The provision outlined in this Policy 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 are 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.

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 schools must provide a minimum of 6 encounters with technical education or training providers to all pupils in years 8 to 13. For more detail on these encounters, see the School's Education and Training Provider Access Policy Statement, which can be found on the School's website.

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:

- School must now secure independent careers guidance from year 7.
- Academies in England are required to provide and publish careers guidance.

The guidance requires that schools publish information about their careers programme on their website. This Policy includes this information and shows how Thomas Adams School complies with this requirement.

The Trust and Thomas Adams School act in line with the statutory duty under the 'Baker Clause', to be impartial and not show bias towards any route, be that academic or technical. This Policy should be read in conjunction the School's Education and Training Provider Access Policy Statement, which can be found on the School's website.

Roles and Responsibilities

The Trust Board

The Trust Board has a strategic leadership responsibility for ensuring each secondary school and sixth form in the Trust fulfils its careers guidance as outlined in this Policy and that the Trust complies with duties under the related legislation and guidance referred to in this Policy. The Trust Board will provide clear advice and guidance on which each secondary school and sixth form in the Trust can base a strategic careers plan which meets legal and contractual requirements.

The Trust Board has delegated some responsibilities, although retains accountability, as follows.

The Chief Executive Officer (CEO)

The CEO ensures:

- Each Trust secondary school and sixth form has a designated Careers Leader who has the appropriate status and authority to carry out the duties of the post and is provided with the time, funding, resources, and support needed to carry out their role effectively.
- Independent careers guidance is provided to all pupils throughout their secondary and sixth form 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.
- 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.
- Details of each secondary school and sixth form's careers programme and the name of the Careers Leader are published on the school's website.
- Arrangements are in place for each secondary school and sixth form in the Trust to meet the legal requirements of the 'Baker Clause', including that each secondary school has published an Education and Training Provider Access Policy Statement.
- The Trust has adequate executive leadership by appointing:
 - Careers Consultant: Carol France
- All staff are knowledgeable and confident in carrying out their careers guidance duties in line with training and the related legislation and guidance listed later in this policy.

The Careers Link Trustee

The Trust Board has appointed a Careers Link Trustee who will take a strategic interest in careers education and encourage employer engagement. He/she is responsible for meeting with the Trust Careers Consultant each term and reporting back to the Trust Board normally by a written report.

Careers Link Trustee: Geoff Hulme

Local Governing Bodies (LGB)

Under the Scheme of Delegation, the Trust Board has delegated monitoring of the effectiveness and implementation of Careers guidance arrangements at school level to LGBs. Each individual LGB will appoint a Careers Link Local Governor. Each Careers Link Local Governor is responsible for leading on the governance oversight of Careers arrangements. They meet with the Careers Leader on a termly basis and report back to the LGB normally by a written report.

Careers Leader for Thomas Adams School

The Careers Leader is

James Hargreaves – Assistant Headteacher

Telephone: 01939 237000

Email: james.hargreaves@tas.318education.co.uk

The Careers Leader alongside the senior leadership team 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 looked-after children (LAC) and 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.

The Thomas Adams School Senior Leadership Team (SLT)

The SLT will:

- Support the careers programme.
- Support the Careers Leader in developing their strategic careers plan.
- Make sure the 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 and set out arrangements for this in the School's Education and Training Provider Access Policy Statement.
- Network with employers, education and training providers, and other careers organisations.

Thomas Adams School's Careers Programme

Thomas Adams School has an embedded careers programme that aims to inform and encourage pupils to consider their career options and take steps to understand their choices and pathways. The school provides statutory independent careers guidance to pupils from year 7 onwards.

The programme has been developed to exceed the expectations outlined in the Gatsby Benchmarks:

- A stable careers programme with a careers leader
- Learning from career and labour market information
- Addressing the needs of each pupil
- Linking curriculum learning to careers
- Encounters with employers and employees
- Experience of workplaces
- Encounters with further and higher education

- Personal guidance

The programme does not show bias towards any particular career path, and promotes a full range of technical and academic options for pupils.

It is structured in a way that builds upon previous years, and the overarching aim is divided between the Key Stages so that pupils are encouraged to think appropriately about their future. The programme provides aims, objectives and activities for each year group.

Key Stage 3

Key Stage 3 careers programme will support pupils in their planning and choices of GCSE subjects. This includes:

Year Group	Autumn Term	Spring Term	Summer Term
Year 7	Organisations may offer to support students in PSHE lessons about aspiration and teamwork. Assemblies focused on challenging stereotypes	National Careers Week Presentations (Business) Assemblies focused on challenging stereotypes in the workplace Assemblies on the importance of Maths and English Careers Fair (Academic, Technical, Business)	Activities Week focused on Employability Skills Assemblies focused on challenging stereotypes Activity Week Enterprise Day
Year 8	Assemblies focused on different pathways into work or challenging stereotypes	National Careers Week Presentations (Business) Assemblies focused on challenging stereotypes in the workplace Assemblies on the importance of Maths and English Careers Fair (Academic, Technical, Business)	Xello Training Activities Week Enterprise Challenge
Year 9	Assemblies focused on Career Pathways (pathways from qualifications in Subjects) Xello Training Assemblies focused on Career Pathways (pathways from qualifications in Subjects)	National Careers Week Presentations (Business / Apprenticeship Pathway) KS4 Options Evenings (focus on pathways to careers) Assemblies focused on Career Pathways (pathways from qualifications in Subjects) Assemblies on the importance of Maths and English Careers Fair (Academic, Technical, Business)	Assemblies / Workshops focused on study skills Enterprise Day (PSHE) Activities Week focused on Employability Skills

Key Stage 4

Key Stage 4 careers programme aims to help pupils research and understand their choices and routes into education and training. This includes:

	Autumn Term	Spring Term	Summer Term
Year 10	<p>Works Experience Presentation (Students & Parents Evening) – Business Opportunities</p> <p>Assemblies focused on Employability Skills / Works Experience Placements</p> <p>Assemblies / Workshops focused on revision skills</p> <p>Access to Careers adviser with appointments taking place during the 2 years.</p>	<p>National Careers Week Presentation (Apprenticeship Information / University Pathway)</p> <p>Assemblies focused next destinations</p> <p>Targeted Workshops with Vocational / Technical providers</p> <p>Assemblies on the importance of Maths and English</p> <p>PSHE Curriculum (employability skills / Careers focused)</p> <p>Careers Fair (Academic, Technical, Business)</p>	<p>Assemblies focused on Employability Skills</p> <p>Targeted Workshops with Vocational / Technical providers</p> <p>Preparing for Work Experience Assembly</p> <p>Work Experience Week</p>
Year 11	<p>Assembly Presentations focused on Post 18 opportunities</p> <p>Targeted Workshops with Vocational / Technical providers</p> <p>PSHE Curriculum (application & interview technique)</p> <p>Assemblies / Workshops focused on revision skills – revisited</p> <p>PSHE Curriculum (Xello – post 16 options)</p>	<p>National Careers Week Presentation (National Citizen Service / University Pathways and apprenticeship offers)</p> <p>Targeted Workshops with Vocational / Technical providers</p> <p>Assemblies / Workshops focused on revision skills – revisited</p> <p>Careers Fair (Academic, Technical, Business)</p>	

Key Stage 5

Key Stage 5 careers programme supports pupils in planning for their future, including university and alternative pathways. This includes:

	Autumn Term	Spring Term	Summer Term
Year 12	<p>Form Time Registration/ PSHE Foci- Ongoing</p> <p>Assemblies / Workshops focused on revision skills – revisited</p> <p>Ongoing career and apprenticeships opportunities notification on Teams</p>	<p>Form Time Registration/ PSHE Foci- Ongoing</p> <p>Assemblies / Workshops focused on revision skills – revisited</p> <p>University related assemblies</p>	<p>Form Time Registration/ PSHE Foci- Ongoing</p> <p>Assemblies / Workshops focused on revision skills – revisited</p> <p>Futures Day</p>
Year 13	<p>Form Time Registration/ PSE Foci- Ongoing</p> <p>Assemblies / Workshops focused on revision skills – revisited</p> <p>Ongoing career and apprenticeships opportunities notification on Teams</p> <p>Apprenticeship Briefing</p> <p>CV checking service</p> <p>Mock Interview Day</p>	<p>Form Time Registration/ PSE Foci- Ongoing</p> <p>Careers Conference- 9 providers focused on apprenticeships and accessing the Job Market.</p> <p>CV Drop in Sessions and Employment meetings</p> <p>Ongoing targeted mail group for career and apprenticeships opportunities</p> <p>Apprenticeship Briefings</p>	<p>Form Time Registration/ PSE Foci- Ongoing</p> <p>CV Drop in Sessions and Employment meetings</p> <p>Ongoing targeted mail group for career and apprenticeships opportunities</p> <p>Apprenticeship Briefings</p>

Pupils with special educational needs or disabilities (SEND)

The Trust expects that the majority of pupils with SEND will follow the same careers programme that meets the Gatsby Benchmarks as their classmates, with adjustments and additional support as needed.

The Careers Leader will work with teachers and, where appropriate, professionals from relevant organisations, to identify the needs of pupils with SEND and put in place personalised support and transition plans. This may include meetings with pupils and their families to discuss education,

training and employment opportunities, supported internships and transition plans into higher education.

The Careers Leader may, as appropriate, invite adults with disabilities to visit and share their experience and advice.

No information will be given to pupils without SEND that is not also offered to our pupils with SEND.

Access to Thomas Adams School Careers Programme Information

A summary of the School's careers programme is published on the Thomas Adams School website, including details of how pupils, parents, teachers and employers can access information about the careers programme.

Pupils, parents, teachers and employers can request any additional information about the careers programme by contacting the Careers Leader at school.

Assessing the Impact on Pupils

The career programme is designed so pupils can give feedback, and their progress measured as they move through the Key Stages. The impact of the programme's initiatives is measured and assessed by:

- Annual PSHE and Careers Survey completed by students, parents, teachers and employers
- Destination Data and analysis of destinations against intended.
- Future Skills Audit

Links to Other Policies

This Policy links to the following policies:

Education and Training Provider Access Policy Statement
Safeguarding and Child Protection Policy
Sendf Policy

Policy Statement Monitoring and Review

Monitoring

The Deputy Chief Executive Officer, in consultation with the Headteacher and Career Leader, will monitor the outcomes and impact of this policy statement on an annual basis.

Review

Member of Staff Responsible	Deputy Chief Executive Officer
Relevant Guidance/Advice/Legal Reference	The Education Act 1997 The Education and Skills Act 2008 The School Information (*England) Regulations 2008 Skills and Post-16 Act 2022 Education (Careers Guidance in Schools) Act 2022

Policy Adopted By	Trust Board
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