

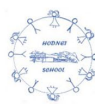
# The Priory School

## Careers Guidance Policy

*Vision Statement.*

Approved: Spring 24

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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 The Priory 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 The Priory School complies with this requirement.

The Trust and The Priory 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 The Priory School**

The Careers Leader is Carol France

Telephone: 01743 284000

Email: pri-info@pri.318education.co.uk

The Careers Leader is a member of staff who works closely with the senior leadership team 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 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 Priory 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.

### **The Priory School's Careers Programme**

The Priory 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 meet 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:

Term	Autumn Term 1 (7 weeks)	Autumn Term 2 (7 weeks)	Spring Term 1 (7 weeks)	Spring Term 2 (5 weeks)	Summer Term 1 (6 weeks)	Summer Term 2 (8 weeks)
<b>Year 7</b>	Future Skills Questionnaire [BM1]	Enterprise Challenge [BM2/BM4] 6 <sup>th</sup> December  Introduction to Careers Assembly [BM1] 27 <sup>th</sup> November  Languages Day [BM4/BM5] 7 <sup>th</sup> & 8 <sup>th</sup> November  KS3 Careers Passport launch [BM3] 6 <sup>th</sup> November	CEIAG (Life) Introduction to Kudos [BM2/BM3] 5 <sup>th</sup> February  National Apprenticeship Week [BM7] W/c 5 <sup>th</sup> February SBC Training  Apprenticeship Assembly [BM7] 5 <sup>th</sup> February	National Careers Week W/C 4 <sup>th</sup> March  Employability Skills Assembly DWP [BM2/BM5]	Assembly – Post 16 routes [BM7] 22 <sup>nd</sup> April	Student voice – school parliament [BM1]  Life – Disability [BM3]

<p><b>Year 8</b></p>		<p>Green Careers Week event W/c 6<sup>th</sup> November</p> <p>KS3 Careers Passport launch [BM3] 6<sup>th</sup> November</p>	<p>National Apprenticeship Week [BM7] W/c 5<sup>th</sup> February</p> <p>Apprenticeship Assembly [BM7] 5<sup>th</sup> February SBC Training</p>	<p>Life - CEIAG LMI DWP [BM2] 11<sup>th</sup> March</p> <p>National Careers Week W/C 4<sup>th</sup> March</p> <p>Employability Skills Assembly DWP [BM2/BM5]</p> <p>Life - Challenging stereotypes (sexism/racism) [BM3] 26<sup>th</sup> February</p> <p>Languages Day [BM4/BM5] 12<sup>th</sup> &amp; 13<sup>th</sup> March</p>	<p>Careers assemblies – Post 16 providers [BM7]</p> <ul style="list-style-type: none"> <li>• SCG</li> <li>• Shrewsbury Town Foundation</li> <li>• North Shropshire College</li> </ul> <p>9<sup>th</sup> April, 16<sup>th</sup> April, 23<sup>rd</sup> April</p>	<p>STEM event [BM5]</p> <p>Student voice – school parliament [BM3]</p>
<p><b>Year 9</b></p>	<p>Life - Options and Careers and Post 16 prospectuses – [BM7] 9<sup>th</sup> October</p> <p>SCG 7<sup>th</sup> November</p> <p>Life CEIAG What Employers Want – DWP talk (focuses on employability skills) [BM5] 2<sup>nd</sup> October</p>	<p>English at work day [BM4/BM5] 9<sup>th</sup> November</p> <p>KS3 Careers Passport launch [BM3] 6<sup>th</sup> November</p>	<p>National Apprenticeship Week [BM7] W/c 5<sup>th</sup> February</p> <p>Apprenticeship Assembly [BM7] 5<sup>th</sup> February SBC Training</p> <p>1:1 Options interviews [BM8] W/c 22 &amp; 29 Jan</p> <p>Options Information Evening [BM8] 11<sup>th</sup> January</p>	<p>Apprenticeship, Skills and Employability Event Telford [BM5/BM7] 14<sup>th</sup> March TBC</p> <p>National Careers Week W/C 4<sup>th</sup> March</p> <p>Employability Skills Assembly DWP [BM2/BM5]</p> <p>Employability Skills Event [BM2/BM5]</p>	<p>Enterprise Event for MAP students at Shrewsbury School [BM3/BM7]</p>	<p>Future Skills Questionnaire [BM1]</p> <p>Student voice – school parliament [BM3]</p>

## 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:

<b>Year 10</b>	<p>Work experience assembly launch [BM6] 23<sup>rd</sup> October</p> <p>Next steps – Post 16 parents Event (part of wider Y10 event) [BM7] 10<sup>th</sup> October</p>	<p>1:1 careers meetings with PP/EHCP during Year 11 mock exams [BM8]</p> <p>KS4 Careers Passport launch [BM3] 7<sup>th</sup> November</p>	<p>University visit PP plus others [BM7] W/c 15<sup>th</sup> January</p> <p>National Apprenticeship Week [BM7] W/c 5<sup>th</sup> February</p> <p>Apprenticeship Event [BM5/BM7] 6<sup>th</sup> February</p>	<p>National Careers Week W/C 4<sup>th</sup> March</p> <p>Employability Skills Assembly DWP [BM2/BM5]</p> <p>Army Elite Skills Workshops (PP/disengaged) [BM5/BM7] 5<sup>th</sup> or 6<sup>th</sup> March if possible</p>	<p>Group careers sessions begin (PP/SEND/disengaged) [BM8]</p> <p>Life - CV Writing [BM3] CV session from Wrexham Uni 8<sup>th</sup> April</p> <p>Life - Work experience preparation [BM7]</p>	<p>Mock Interview Day / Assessment Centre Prep for PP students Getting to know you workshop [BM3/BM5] 10<sup>th</sup> July</p> <p>Mock Interview Day Assembly [BM3/BM5] 2<sup>nd</sup> July</p> <p>Work experience [BM7] w/c 24<sup>th</sup> June</p> <p>Student voice – school parliament [BM1]</p> <p>Potential careers routes form completed [BM7]</p> <p>Life - University finance talk University of Chester (Financial Capability) [BM7] 3<sup>rd</sup> June</p> <p>Life – CEIAG Labour Market Information [BM2] 15<sup>th</sup> July</p>



Year 11	<p>Post 16 Assemblies [BM7]</p> <ul style="list-style-type: none"> <li>Shrewsbury College Group 14/09/23</li> <li>North Shropshire College</li> <li>Thomas Adams Sixth Form</li> <li>William Brookes Sixth Form</li> <li>SBC / Juniper Training</li> <li>Shrewsbury Town Football Club</li> </ul> <p>Assembly every Tuesday during Autumn 1 (7 in total)</p> <p>Post 16 booklet issued to Y11 with assembly [BM7]</p> <p>Thinking Ahead Event [BM5] 26<sup>th</sup> October</p> <p>1:1 careers appointments [BM8]</p> <p>MAP Oxford University Visit [BM3/BM7]</p>	<p>Life - Post 16 Transition and personal statements [BM7] SCG – 29<sup>th</sup> November</p> <p>Drop in careers sessions begin</p> <p>1:1 careers appointments [BM8]</p> <p>Life – Prejudice &amp; discrimination (Equality Act, discrimination, racism and stereotypes) [BM3]</p> <p>KS4 Careers Passport launch [BM3] 7<sup>th</sup> November</p>	<p>Post 16 application support drop in sessions SCG [BM7] 11/01; 18/01; 25/01</p> <p>Life – Diversity (Equality Act, gender, cultural diversity) [BM3]</p> <p>Drop in careers sessions</p> <p>1:1 careers appointments [BM8]</p> <p>National Apprenticeship Week [BM7] W/c 5<sup>th</sup> February</p> <p>Shrewsbury School University Fair [BM3/BM7] 9<sup>th</sup> February</p>	<p>National Careers Week W/C 4<sup>th</sup> March</p> <p>Employability Skills Assembly DWP [BM2/BM5]</p> <p>1:1 careers appointments [BM8]</p> <p>Future Skills Questionnaire [BM1]</p> <p>Print off Compass plus records for each student for ROA [BM3]</p> <p>Enable STEP UP referrals by student support</p>		

<b>Overall</b>	Newsletter round up – Futures Focus [BM1]	Parental Feedback [BM1]		Compass evaluation [BM1]		Compass evaluation [BM1]
	Destination's data [BM3]	Compass evaluation [BM1]	Newsletter round up – Futures Focus [BM1]	Review of CEIAG Policy and Careers Strategy [BM1]	Departmental audits [BM4]	Whole year evaluation report [BM1]
	Destination's data shared with departments [BM3]	Newsletter round up – Futures Focus [BM1]		Newsletter round up – Futures Focus [BM1]	Newsletter round up – Futures Focus [BM1]	Newsletter round up – Futures Focus [BM1]
				Sustained destinations data [BM3]		
				Kudos renewal		

<b>Assemblies and tutor program</b>	<b>Assemblies (Y11)</b> Post 16 routes (general) Shrewsbury College Group North Shropshire College Thomas Adams Sixth Form William Brookes Sixth Form SBC / Juniper Training Shrewsbury Town Football Club Thinking Ahead event	<b>Assemblies</b> Y7 Future skills questionnaires/intro to CEIAG/Enterprise Challenge  Y10 Work experience launch (NB)  Y9 Options (CKN)  All year groups – Careers Passports (CAF/NB) 6 <sup>th</sup> November KS3 7 <sup>th</sup> November KS4		<b>Assemblies</b> Employability skills KS3  <b>Tutor time activities</b> National Apprenticeship assembly (KS3)  <b>Tutor time activities</b> National apprenticeship week (all Year groups)  Apprenticeship event evaluations (Y10)	<b>Assemblies</b> Employability skills KS3  <b>Tutor time activities</b> National Careers Week (all year groups)  Future Skills Questionnaire (Y11)  Y9 event evaluations TBC (employability skills didn't work 2023)  Careers Passport (all year groups)	<b>Assemblies</b> Post 16 providers assemblies (Y8) Shrewsbury Colleges Group Shrewsbury Town Foundation North Shropshire College  Y7 Post 16 routes (CAF)  <b>Tutor time activities</b> Work experience prep (Y10)	<b>Assemblies</b> Mock interview day (Y10) 2 <sup>nd</sup> July  <b>Tutor time activities</b> Mock interview day evaluations (Y10)  Future Skills Questionnaire (Y9)  Potential future career routes (Y10)  STEM event evaluations (Y8)  Careers Passport (all year groups)
	<b>Tutor time activities</b> Post 16 booklets (Y11) issued and discussed	<b>Tutor time activities</b> Future Skills Questionnaire (Y7) technology required					
	Thinking Ahead event evaluations (Y11)	Careers Passport (all year groups)					

### **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 The Priory School Careers Programme Information**

A summary of the School's careers programme is published on The Priory 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:

- Departmental audits
- Parental consultation
- Student evaluations
- Careers Passports

### **Links to Other Policies**

This Policy links to the following policies:

Education and Training Provider Access Policy Statement

Safeguarding and Child Protection Policy

Send 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
Date of Policy	Spring Term 2024
Review Period	Annually
Date of Next Review	Spring Term 2025