



Soar Valley College

A SPECIALIST MATHS AND COMPUTING COLLEGE

ASPIRE ENJOY ACHIEVE

CAREERS POLICY

APPROVED BY: Governing Body

DATE: September 2023

LAST REVIEWED ON: November 2024

NEXT REVIEW DUE BY: November 2026

REVISION HISTORY

DATE OF REVIEW:	CHANGES MADE:
November 2024	Repetition removed. Curriculum content added

1. Aims

This policy aims to set out our school's provision of impartial and informed careers guidance for our students. This includes the ways in which students, parents, teachers and employers can access information about our careers programme.

High-quality careers guidance is important for our students' futures, and our provision aims to:

- Help students prepare for the workplace, by building self-development and career management skills
- Provide experience and a clear understanding of the working world
- Develop students' awareness of the variety of education, training and careers opportunities available to them
- Help students to understand routes to careers that they're 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.

2. 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, as an 11-16 school, Soar Valley must provide a minimum of **4 encounters** with technical education or training providers to all students in years 8 to 11. For more detail on these encounters, see our provider access policy statement, which you can find

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 schools must now secure independent careers guidance from year 7 (instead of from year 8, previously) and, as an academy in England, we are now required to provide and publish careers guidance.

The above guidance requires that schools publish information about their careers programme on their website. This policy includes this information and shows how our school complies with this requirement.

This policy also complies with our funding agreement and articles of association.

We also act in line with our 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 with our provider access policy statement, which sets out how our school meets this duty, and can be found on the website in the Careers section, under Curriculum.

3. Roles and responsibilities

Careers leader

Our careers leader is Claire Houlton and they can be contacted by phoning the school reception on 0116 2669625 or emailing careers@soarvalley.aspirelp.uk . Our careers leader works closely with the senior leadership team (SLT) 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 students 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 students 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
- Review our school's provider access policy statement at least annually, in agreement with our governing board

Senior leadership team (SLT)

Our SLT will:

- Support the careers programme
- Support the careers leader in developing their strategic careers plan
- Make sure our school's 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 students in years 8 to 13 about technical education qualifications and apprenticeships, and set out arrangements for this in our school's provider access policy statement
- Network with employers, education and training providers, and other careers organisations

The governing board

The governing board will:

- Provide clear advice and guidance on which the school can base a strategic careers plan which meets legal and contractual requirements
- Appoint a member of the governing board who will take a strategic interest in careers education and encourage employer engagement
- Make sure independent careers guidance is provided to all students throughout their secondary 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 students

- Make sure that a range of education and training providers can access students in years 8 to 13 to inform them of approved technical education qualifications and apprenticeships
- Make sure that details of our school's careers programme and the name of the careers leader are published on the school's website
- Make sure that arrangements are in place for the school to meet the legal requirements of the 'Baker Clause', including that the school has published a provider access policy statement.

4. Our careers programme

Our school has an embedded careers programme that aims to inform and encourage students to consider their career options, and take steps to understand their choices and pathways. We provide statutory independent careers guidance to students from year 7 onwards, through the delivery of PSHE and our Pastoral Curriculum Years 7-11.

Our programme has been developed to meet the expectations outlined in the **Gatsby Benchmarks**:

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

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

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

Our careers programme is delivered through a number of methods, including: Lessons in PSHE, tutor periods and extended registrations slots, displays, events, guest speakers.

The planned programme of learning experiences with learning outcomes for Year 7 to Year 11 enables students to:

- Develop themselves through career and work-related education
- Learn about careers and the world of work
- Develop career management and employability skills
- Understand about Labour Market Information and the value of a good GCSE in Maths and English
- Understand about the importance of science and maths (STEM) and the varying occupations available in these subjects
- Make decisions on their next steps in learning or education which could include further education, apprenticeships, traineeships, university or employment

- Understand the value of out of school opportunities to support their career aspirations such as NCS
- Undertake a world of work experience in Year 10.

Key Stage 3

In Year 7 our pastoral curriculum focuses on helping students to get to know themselves and to think about ways in which we can make a good first impression. Year 7 students take part in competitions and activities throughout the year during tutor periods to introduce them to the world of careers and employability. Year 7 students also receive an assembly and registration activities as part of National Careers Week.

The pastoral curriculum for Year 8, helps students to identify their skills and qualities, thus supporting their upcoming key decision making moments in Year 9. By identifying skills and qualities early, we believe that students will be better equipped to understand themselves in relation to the world of work. Year 8 also explore the idea of gender stereotypes. We aim to encourage students to consider the impact of gender stereotypes and feel less restricted in terms of what they can go on to achieve regardless of their gender. Year 8 will also receive an assembly and registration activities as part of National Careers Week.

Year 9 focusses on GCSE option choices. For Year 9 we build upon prior learning in Years 7 and 8 and encourage students to reflect on their personal skills and qualities to enable them to make informed decisions about their future. We work to provide a range of opportunities for students to meet with employers from the world of work to ensure that they are gaining and insight into different aspects of the workplace. Year 9 also have activities and an assembly devoted to careers education as part of National Careers Week.

Key Stage 4

Year 10 students will experience the world of work first hand through a week of Work Experience in the Spring Term. In preparation for this, students will write a CV and draft a personal statement. During this year they will also explore our online careers platform, KUDOS and have the opportunity to meet with a range of employers. As part of National Careers Week, Year 10 students also receive careers education input through assemblies and morning registration activities.

From September – January in Year 11, we support students with their college applications. Students have in school tutor periods to guide them through writing their personal statement, identifying the correct level of entry at Post 16, searching for courses and making applications. Students have additional input on apprenticeships, T levels and are all invited to attend our annual Post 16 Options Evening which brings in a wealth of Post 16 providers for students to speak with. All Year 11 students receive additional careers input as part of National Careers Week.

Students with special educational needs or disabilities (SEND)

We expect that the majority of students with SEND will follow the same careers programme that meets the Gatsby Benchmarks as their peers, with adjustments and additional support as needed.

Our careers leader will work with teachers and, where appropriate, professionals from relevant organisations, to identify the needs of our students with SEND and put in place personalised support and transition plans. This may include meetings with students and their families to discuss education, training and employment opportunities, supported internships and transition plans into higher education.

Our careers leader may, as appropriate, invite adults with disabilities to visit and share their experience and advice.

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

A small number of students in Key Stage 4 receive additional support with career planning and applications to Post-16 through their curriculum offer (AQA Awards).

Access to our careers programme information

A summary of our school's careers programme is published on our school website, including details of how students, parents, teachers and employers can access information about the careers programme.

Students, parents, teachers and employers can request any additional information about the careers programme by contacting careers@soarvalley.aspirelp.uk or Miss Houlton directly at the college.

Assessing the impact on students

It is important that we measure the impact of our strategy through student, employer and parent feedback. The careers programme is evaluated each year using the Gatsby Benchmarks through the Careers and Enterprise Compass Tool and all students, parents and staff are invited to contribute to the evaluation. Additionally, the effectiveness of the careers programme is evaluated by analysis of students' destinations at Post-16, which we track to evaluate the effectiveness of our Careers Guidance and Inspiration.

5. Links to other policies

This policy links to the following policies:

- Provider access Policy Statement
- Safeguarding & Child Protection Policy
- Curriculum Policy
- Equal opportunities policy
- E-safety Policy
- College Improvement Plan
- SEND Policy

6. Monitoring and review

This policy, the information included, and its implementation will be reviewed annually by the Careers Team in school. Evidence from the school's self-review processes, which includes feedback from parents and students. It will be presented to the governing body very two years for approval.