



Kelmscott School

"Putting Learning First"

Careers Guidance Policy

June 2023



1. Aims

At Kelmscott School, our vision is to support students in making informed and suitable and ambitious decisions about their careers. We believe in equipping our students with the knowledge and resources necessary to navigate their post-Kelmscott journey successfully. Our goal is to provide them with a comprehensive understanding of different careers and empower them to explore various pathways.

Through our career development program, we strive to create opportunities for students to meet employers, gain valuable experience, and develop an understanding of the world of employment. We aim to foster connections between our students and professionals in various industries, allowing them to learn from experiences and develop the skills needed to thrive in the workplace.

- Prepare students to navigate their post-Kelmscott journey successfully (e.g, further education, apprenticeships, higher education and the world of work)
- Support students in making informed decisions which are suitable and ambitious for them
- Provide students with well-rounded experiences
- Develop characteristics and transferable skills (e.g Self Control, Tolerance, Optimism, Resilience, Motivation) which support high achieving students in the curriculum and in their careers
- Inspire and motivate students to develop their aspirations

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 our school must provide a minimum of **6 encounters** with technical education or training providers to all students in years 8 to 13. For more detail on these encounters, see our provider access policy statement, which you can find on Kelmscott 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:

- Our school must now secure independent careers guidance from year 7 (instead of from year 8, previously)

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.

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 Kelmscott School's website.

3. Roles and responsibilities

3.1 Careers leader

Our careers leader can be contacted by phoning 020 8521 2115 or emailing info@kelmscott.waltham.sch.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

3.2 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

3.3 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.

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 doesn't 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:

- Careers lessons & inclusion with curriculum subject lessons
- Assemblies
- Online Resources
- Careers Events
- Options Events
- Visits from education & apprenticeships providers
- Visits

Key Stage 3

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

Year 7: Introducing Careers

- Students get an overview of a wide range of careers and pathways.
- Students identify and describe personal traits, strengths and skills and explore how these can support their career planning.

Year 8: Exploring Careers

- Students will understand how the skills they are developing at school and everyday life can help them in their careers
- Students will explore current labour market information (LMI) to start to think about the job opportunities they might be interested in pursuing

Year 9: Pathways and Opportunities

- Students are prepared to make informed choices about choosing their GCSEs and how this could impact their future career and education options
- Students develop an understanding of factors that can influence enjoyment of a job and career

Key Stage 4

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

Year 10: Understanding the World of Work

- Students will understand how business recruit staff and how to stand out from other applicants to be more successful in a competitive job market
- Students will start to explore their post 16

Year 11: Post-16 Destinations

- Students will make well-informed realistic choices for post 16 transition.
- Students will learn how to demonstrate the skills that they have and develop an action plan for developing skills they still need to develop

4.1 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 classmates, 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.

4.2 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 the careers leader on info@kelmscott.waltham.sch.uk

4.3 Assessing the impact on students

Our career programme is designed so students can give feedback, and their progress measured as they move through the Key Stages. We measure and assess the impact of the programme's initiatives by:

- Compass+ (Careers & Enterprise Company evaluation tool)
- Destinations Data
- Staff feedback
- Student feedback
- Parent feedback
- External provider feedback
- Record keeping

5. Links to other policies

This policy links to the following policies

- Provider access policy statement
- Child protection policy

6. Monitoring and review

This policy, the information included, and its implementation will be monitored by the governing board and reviewed annually.

The next review date is: June 2023

7. Policy Administration

Policy Adoption date:	
Signed by Chair of Governing Body: (Name & Signature)	
Electronic copies of this plan are available	School Website/ Google drive - Policies
Hard copies of this plan are available from	
Date of next review	