

# Northampton School

## Careers Guidance Policy

### Monitoring & Review

The Headteacher will undertake a formal review of this policy for the purpose of monitoring and of the efficiency with which the related duties have been discharged, by no later one year from the date of approval shown below, or earlier if significant changes to the systems and arrangements take place, or if legislation, regulatory requirements or best practice guidelines so require.

Signed:



Leanne Dodds, Headteacher

Date: November 2024

### Visions and Values

This policy is underpinned by our long-term vision and core values of BRAVE (please see our Curriculum Policy). We are committed to implementing a careers programme that enables our young people to not only be aware of and encouraged to achieve what they can, but also to be inspired to reach further than what they think they are capable of.

### Statutory requirements and expectations

The school is committed to fulfilling its statutory duties in relation to the statutory requirements outlined in *Statutory guidance: Careers guidance and access for education and training providers (DfE, 2018)*.

### Learner Entitlement

Every student is entitled to high quality career education and guidance as part of their overall education which is designed to meet their needs. It is adapted to ensure progression through activities that are appropriate to students' stages of career earning, planning and development. Students are also entitled to careers education and guidance that is impartial and confidential. It will be integrated into their experience of the whole curriculum, based on a partnership with students and their parents or carers. The programme will promote equality of opportunity, inclusion and anti-racism.

The curriculum follows the *CDI Framework for Careers, Employability, and Enterprise Education (2018)* and is therefore incrementally offered over their time at school to build their awareness of and knowledge about careers in a sustainable and personal way.

## Management and Delivery

We recognise the importance of putting in place effective arrangements for the management and delivery of the programme. The Employability teacher is responsible for co-ordinating the careers programme. The teacher works closely with their Morrisby (external careers guidance organisation) contact and is responsible to the Headteacher. One-to-one student guidance is managed by the Employability teacher and a network of available local guides. Work experience is planned and implemented by the Employability teacher.

## Roles and Responsibilities

The governing board will approve the policy, and hold the Headteacher to account for its implementation.

The Headteacher is responsible for ensuring that Careers Guidance is taught consistently across the school.

All staff are expected to contribute to the career's education and guidance programme through their roles as tutors and subject teachers. Careers education is planned, monitored and evaluated by the Employability teacher, who also delivers it. Various local qualified careers guidance practitioners provide specialist careers guidance. Careers information is available on the Morrisby website, which is freely accessible at any time by students with their own log in. Administrative support is available to the careers co-ordinator as resources allow.

## Staff Development

All staff are expected to contribute to the career learning and development of students in their different roles. To meet the training needs that arise from this, we will offer staff training the CDI free Careers Leader training and other appropriate forms of training.

## Funding and Resourcing

Funding for careers will be allocated in the school budget in accordance with our available means and requirements for the delivery of careers guidance. This includes subscription to Morrisby, trips, external speakers, etc.

## Teaching, Learning, and Assessment

We recognise the importance of basing our approach to teaching, learning and assessment on evidence of what works in career education and guidance and are therefore informed by CDI's research into what works best for careers guidance in SEN Secondary Schools. We also utilise ASDAN's employability modules and courses to aid our students in their journeys towards realising their futures.

The careers programme includes Employability lessons, careers guidance activities (group work and individual interviews), information and research activities, work-related learning, action planning and

recording achievement. Employability lessons are part of the school's Personal Development programme. Other focused events, e.g. visiting a College Fair are provided from time to time. Work experience preparation and follow-up take place in Employability lessons and other appropriate parts of the curriculum.

Career learning outcomes have been identified through the Gatsby Benchmarks and therefore assessment is an ongoing and student-specific activity.

## Information, Advice, and Guidance

We will ensure that all students have access to independent and impartial careers guidance which includes access to current LMI, information about different routes to careers, opportunities to experience work-places through placements, experiences, and/or shadowing and visiting, interaction with employers through these visits and/or external speakers, one-to-one personal guidance, and lessons that ensure that their aspirations are raised above their current contexts.

## Parents/Carers

We recognise the important role that parents have in their child's career development and are in regular contact about their education. We engage in dialogue with parents/carers and consider them co-partners in their child's careers education. We operate an 'open door' policy, meaning parents/carers have access to a child's educational journey, difficulties, needs, and achievements. These conversations with parents/carers help us to understand a child's preferences and aspirations, informing our delivery of careers guidance.

## Careers Support Agencies

The school has an annual agreement with Morrisby (an external careers guidance organisation) to help deliver content for careers guidance and to track the students' progress. We also utilise other forms of guidance when looking for one-to-one personal advice, employability experiences, and external speakers. These come from relationships with local guides, business owners, and practitioners.

## Employers, community partners and learning providers

We are committed to working collaboratively with employers, FE, local learning providers, and apprenticeship providers. We engage with our partners with a needs-based approach, tailoring experiences to the specific students' aspirations. When working with partners, we ensure that they operate in a way in line with our values and understand the needs of our students. We communicate clearly with them our expectations of equality, diversity and inclusion. In regard to Colleges, we design our career and employment pathways for students with and for employers, helping students on their employability journey and the college's expectations around respect for equality, diversity and inclusion and access to decent work.

## Links with other policies

This policy is underpinned by the school's policies for teaching and learning, assessment, recording and reporting achievement, PSHE and citizenship, enterprise and work-related learning, equal opportunities, health and safety, and special needs.