

Careers Guidance Policy

This Policy applies to the whole school and is published to staff, pupils and parents

Author: Careers Lead (AS)

Approval: Headmaster

This review: July 2025

Next review date: August 2026

We believe this policy should be a working document that is fit for purpose, represents the school ethos, enables consistency and quality across the School and is related to the following legislation:

- Education Act 1997
- Equality Act 2010
- Education and Skills Act 2008
- Education Act 2011
- School Information (England) Regulations 2008

The following documentation is also related to this policy:

- Careers guidance and access for education and training providers (DfE)
- Gatsby Charitable Foundation: Good Career Guidance (Gatsby Charitable Foundation)
- Understanding the role of the Careers Leader (Careers and Enterprise Company)
- Equality Act 2010: Advice for Schools (DfE)
- Race Disparity Audit - Summary Findings from the Ethnicity Facts and Figures Website (Cabinet Office)

Our vision is to ensure that each pupil will develop the skills and confidence to make the most of their life choices and follow the career path which suits them best.

In pursuit of this our pupils should:

- Have developed the appropriate skills to become effective career decision makers
- Have a clear understanding of the impact of their education, training and employment choices
- Make career choices, which are informed and well thought through and are based on self-awareness, understanding of the relevance of their education, skills and experience and awareness of the opportunities and pathways available

- Be lifelong learners and will be motivated to pursue continuous professional development to achieve their own potential, to become effective employees and to make a valuable contribution to the economy
- Have access to fit-for-purpose facilities in School, including the use of appropriate technology, suitably resourced to provide access to relevant information, up-to-date assessment tools and professional, impartial guidance and support as required

Aims and Objectives

In achieving this strategy we aim to:

- Ensure that each pupil receives the advice and guidance they require to make appropriate and informed choices of subject, course, university and profession
- Encourage each pupil to develop a plan with realistic targets for their own achievement, thereby promoting a greater sense of purpose and commitment to their curricular and extra-curricular activities
- Help develop positive attitudes and values in each pupil and thereby enhance their social and personal development
- Develop and enhance the partnership between Longridge Towers School, pupils, parents, universities and business in the provision of careers education and guidance.
- Provide all pupils from Form 2 to Upper 6 at least six opportunities to meet a range of providers of technical education, including apprenticeships, T-levels and higher technical qualifications
- Ensure that all pupils have at least one high-quality encounter with an employer, every year, from age 11 and offer every pupil at least one experience of a workplace by age 16 and a further experience by age 18
- Ensure that all pupils in Form 4 attend 1 week's work experience in an appropriate work place
- Encourage pupils in Form 5 and Sixth Form to undertake voluntary work experience during their holidays
- Use an external agency to provide independent and impartial face-to-face advice and guidance to all pupils in Form 5, Lower 6 and Upper 6

Information about the careers programme is published on the school website.

We believe we provide good careers guidance that:

- connects learning to the future
- motivates young people by giving them a clearer idea of the routes to jobs and careers that they will find engaging and rewarding
- widens pupils' horizons, challenges stereotypes and raises aspirations
- provides pupils with the knowledge and skills necessary to make successful transitions to the next stage of their life

We acknowledge the Government's Career Guidance (2017) that clearly sets out a 'long term plan to build a world class careers system that will help young people and adults choose the career that is right for them.' The statutory guidance sets out in the 'strategy to make sure that young people in secondary school get a programme of advice and guidance that is stable, structured and delivered by individuals with the right skills and experience.'

We understand that to achieve this aim we must use the Gatsby Charitable Foundation's Benchmarks to develop and improve our careers provision. We are aware that the Gatsby Benchmarks are not a statutory framework but by adopting them we can feel confident that we are fulfilling our legal duties namely:

- To secure independent careers guidance
- To provide opportunities to a range of providers to inform pupils about technical education qualifications or apprenticeships
- To publish information about the careers programme on the school website.

We aim to provide a successful guidance programme which will be reflected in higher numbers of pupils progressing to positive destinations such as:

- Apprenticeships
- Technical routes
- School sixth forms
- Further education colleges
- Universities
- Employment

We understand that it is our duty:

- to provide clear advice and guidance to the Headteacher
- on which a strategy for careers education can be based and guidance which meets legal requirements and is developed in line with the Gatsby Benchmarks
- to make sure that arrangements are in place to allow a range of education and training providers to access all pupils in forms 1 to upper 6 and to inform them about approved technical education qualifications and apprenticeships

We, as a school community, have a commitment to promote equality. Therefore, an equality impact assessment has been undertaken, and we believe this policy is in line with the Equality Act 2010.

We all have a responsibility to ensure equality permeates into all aspects of school life and that everyone is treated equally irrespective of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation. We want everyone connected with the School to feel safe, secure, valued and of equal worth.

We believe it is essential that this policy clearly identifies and outlines the roles and responsibilities of all those involved in the procedures and arrangements that is connected with this policy.

Role of the Headteacher

The Headteacher will:

- work in conjunction with the Careers Leader and Nominated Governor to ensure all school staff, pupils and parents are aware of and comply with this policy
- ensure compliance with section 42a of the Education Act 1997 that all registered pupils are provided with independent careers guidance from forms 2 to upper 6
- ensure that independent careers guidance provided:
 - is presented in an impartial manner, showing no bias or favouritism towards a particular institution, education or work option
 - includes information on the range of education or training options, including apprenticeships and technical education routes
 - promotes the best interests of the pupils
- compliance with the Technical and Further Education Act 2017 to ensure that there is an opportunity for a range of education and training providers to access all pupils in forms 2 to upper 6 in order to inform them about approved technical education qualifications or apprenticeships

Role of the Careers Leader

The Careers Leader will:

- have the skills and commitment and the backing of the senior leadership team to deliver the careers programme across all eight Gatsby Benchmarks
- provide leadership by:
 - ensuring the career guidance provision is of high quality and meets all external requirements
 - reviewing and evaluating career guidance
 - promoting career guidance within the School
- provide good management by:
 - planning the programme of activities in career guidance
 - monitoring the delivery of the careers programme to ensure it meets the needs of the school's diverse range of learners
 - supporting staff who provide information and advice to pupils
 - managing the work of the Careers Advisers
 - overseeing the overall management of budget and resources
 - ensuring that appropriate training is in place to support the implementation of career guidance
- co-ordinate:
 - the relationship between different departments to ensure that career guidance is effectively delivered
 - tutors, mentors and learning support staff to identify pupils needing guidance

- manage support for pupils with Education, Health and Care (EHC) Plans by ensuring they are fully included in the careers programme
 - and complete a risk assessment prior to placement, for pupils who express a non-binary, gender questioning or gender non-conforming or gender fluid identity.
- network with schools, apprenticeship providers, employers, Local Enterprise Partnership, National Collaborative Outreach Programme, National Careers Service and other external organisations.