

# Careers Guidance Policy

**Adopted Date:** 01/09/2025  
**Review Date:** 01/09/2026

## **Equality and Inclusion Statement:**

We include our equality statement in the beginning of all policies to emphasise our commitment to equality and inclusion.

At Apex Specialist Education we are committed to promoting equality of opportunity, eliminating discrimination and harassment, valuing diversity and promoting positive relationships. We provide an inclusive education which enables all pupils to develop their full potential meeting the requirements of the Equality Act 2010 and Special Educational Needs and Disability Code of Practice 2014.

At Apex Specialist Education, we believe that diversity is a strength which should be respected and celebrated by all those who learn, teach and visit us.

In line with the public sector equality duty (PSED) standards, Apex Specialist Education will have due regard to the need to:

- Eliminate discrimination.
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it.
- Foster good relations across all characteristics, between people who share a protected characteristic and people who do not share it.

In practice, due regard means that the proprietary board and the leadership team will:

- Be aware of the duty to have due regard when making decisions or taking action and will assess whether it may have implications for people with particular protected characteristics.
- Consider equality implications before and at the time that they develop policies and take decisions, not as an afterthought and keep them under review on a continuing basis.
- Integrate PSED into the implementation of all school functions and ensure that the analysis necessary to comply with the duty is carried out seriously, rigorously and with an open mind.
- It is unlawful to discriminate in the following areas, termed as protected characteristics: age, disability, gender, gender reassignment, marriage and civil partnership, pregnancy, race, religion or belief and sexual orientation.

All members of Apex Specialist Education community are responsible for promoting Apex Specialist Education's equality statement and are obliged to respect and act in accordance with it.

For further information please see Apex Specialist Education's Equality and Diversity Policy.

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## 1. Introduction and Rationale

There has been a statutory duty on schools since the Education Act 2011 to provide independent, impartial careers information and guidance.

“High quality careers education and guidance in school or college is critical to young people’s futures. It helps to prepare them for the workplace by providing a clear understanding of the world of work including the routes to jobs and careers that they might find engaging and rewarding. It supports them to acquire the self-development and career management skills they need to achieve positive employment destinations. This helps students to choose their pathways, improve their life opportunities and contribute to a productive and successful economy.”

(DfE, 2023) *Careers guidance and access for education and training providers*

Our school is committed to ensuring all our students have access to impartial careers advice and to a range of employers who can support them in considering their future. To help us do this we align our CEIAG Plan to the Gatsby Benchmarks. “Careers guidance” is understood in this document to be the full range of activity delivered under the eight Gatsby Benchmarks.

## 2. Statutory requirements

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Education Act 1997
- Education and Skills Act 2008
- Apprenticeships, Skills, Children and Learning Act 2009
- Equality Act 2010
- Children and Families Act 2014
- Technical and Further Education Act 2017
- The School Information (England) (Amendment) Regulations 2018
- DfE (2023) ‘Careers guidance and access for education and training providers

### **3. Roles and responsibilities**

#### *3.1 Headteacher*

The Headteacher is responsible for:

- Ensuring that all registered students are provided with independent careers guidance from Year 7 to Year 11
- Ensuring that arrangements are in place to allow a range of education and training providers to access all students and inform them about approved technical education qualifications and apprenticeships. A policy statement will set out these arrangements.
- Ensuring that the independent careers guidance is presented in an impartial manner, showing no bias or favouritism towards a particular institution, education, or work option.
- Ensuring that the guidance includes information on the range of education or training options, including apprenticeships and technical education routes.
- Ensuring that the guidance that is provided promotes the best interests of students. •
- Ensuring this policy does not discriminate on any grounds.
- Handling complaints regarding this policy as outlined in the school's Complaints Procedures Policy.
- Providing clear advice and guidance to the Governing Board on which they can base a strategy for careers education and guidance which meets the school's legal requirements.

#### *3.2 Careers' leader(s)*

The Careers Leader (Mr. Callan Glean – Head of Inclusion and Mrs. Jade McCann – Deputy Headteacher) is responsible for:

- Managing the provision of careers information.
- Taking responsibility for the development, management, and reporting of the school's careers programme.
- Planning careers activities, managing the careers budget and, where necessary, and managing and coordinating other staff involved in the delivery of careers guidance. •

- Establishing and developing links with employers, education and training providers, and careers organisations.
- Liaising with the Headteacher, the Governing Board, and independent careers advisors to implement and maintain effective careers guidance.
- Liaising with the Curriculum Lead, PSHE teacher and other teachers to plan careers education in the curriculum.
- Referring students to careers advisers.
- Establishing, maintaining, and developing links with FE colleges, universities, apprenticeship providers and employers.
- Providing students with effective careers guidance and supporting social mobility by improving opportunities for all young people.
- Supporting teachers of careers education and tutors providing initial information and advice.
- Supporting subject teachers to build careers education and guidance into subjects across the curriculum.
- Monitoring teaching and learning in careers education, and the access to and take up of career guidance.
- Advising senior leadership on policy, strategy and resources for careers education, information, advice, and guidance (CEIAG).
- Preparing and implementing a development plan for CEIAG. • Reviewing and evaluating the programme of CEIAG.
- Encouraging the training of school staff to promote careers guidance to their students.
- Using the SEND Gatsby Benchmark Toolkit to improve the school's careers provision and ensure compliance with legal duties, with an ultimate aim to meet all benchmarks.
- Allowing students to have access to providers of technical education, such as colleges, and apprenticeships to ensure every student is well-informed about their future options at every stage.
- Self-evaluating the careers provision the school offers.
- Publishing details of the school's Careers Policy on its website.
- To ensure teachers know which students are in care/are care leavers, to understand their additional support needs and to ensure that any personal

education plans can inform careers advice.

- Working closely with the staff to identify the guidance needs of all students with SEND and implement personalised support.
- Ensuring that students with SEND understand their different career pathways, and enabling them to gain the skills, knowledge and experience they require to achieve their career goals.

### 3.3 Teachers

- Ensuring careers education is planned into their lessons.
- Attending any relevant CPD or training to ensure they are up to date with the school's careers plan.
- Promoting careers guidance in the classroom through visual aids.
- Being good role models for their area of work or specialism.
- Creating a learning environment that allows and encourages students to tackle real life challenges, manage risks and develop skills that can be applied to the workplace.

### 3.4 Positive Steps (our commissioned independent careers advisory service)

Please note there is a specific SLA to delegate expectations of delivery for 25-26 for Apex Specialist Education from Positive Steps.

Positive Steps have over 40 years of experience of delivering career guidance support services to schools and colleges across Greater Manchester. You can access an exclusive, and detailed prospectus via: [Online Flipbook](#).

Positive Steps offers a commissioned Information Advice and Guidance service to Apex Specialist Education. This ensures that Healey Learning Centre is compliant with relevant national guidance and legislation including the Gatsby Benchmarks and Statutory Careers Guidance 2023. All careers' advisers are independent and hold the level 6 qualification standard as required in statutory guidance, as well as being a Matrix accredited organisation.

Positive Steps are expected to:

- Report regularly to Careers Leaders, regarding student progress and the effectiveness of the school's career plan.
- Provide a thorough, personalised career service throughout the school.

- Provide one:one meetings for KS4 pupils, and group advisor sessions for KS3.
- Support and provide meaningful encounters for 25-26.
- Support the coordination, facilitation, and quality assurance of work experience for Year 10'S in 25-26.

#### **4. Gatsby Benchmarks**

Apex Specialist Education 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. We provide statutory independent careers guidance to pupils from year 7 onwards.

Our programme has been developed to meet the expectations outlined in the 8 Gatsby Benchmarks:

##### ***1. A stable careers programme***

An embedded programme of career education and guidance that is known and understood by all stakeholders including: pupils, teachers, parents/carers and employers. There will be explicit careers learning planned within the school's curriculum.

##### ***2. Learning from career and labour market information***

Every pupil and their parents/carers, to have access to good quality information about future study options and labour market opportunities. This will include the support of an independent informed adviser to make the best use of available information.

##### ***3. Addressing the needs of each student***

Pupils have different career guidance needs at different stages. Opportunities for advice and support are tailored to the needs of each pupil. Our careers programme ensures equality of opportunity for all.

##### ***4. Linking curriculum learning to careers***

Teachers, enrichment, visits, visitors, and leaders, are to highlight the links between subjects, skills and careers to help students engage with the learning content and engage students by embedding curriculum teaching points in the context of the world of work.

##### ***5. Encounters with employers and employees***

Every pupil should have multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace. This will be through a range of enrichment activities, including visiting speakers, mentoring

and enterprise schemes, and external visits.

### *6. Experience of workplaces*

Every pupil, where possible, to have first-hand experiences of the workplace through work visits, work shadowing and/or work experience to help their exploration of career opportunities and expand their networks. Extended work placements can be used as a valuable addition to the curriculum for appropriate individuals throughout KS4.

### *7. Encounters with further and higher education*

All pupils should understand the full range of learning opportunities that are available to them. This includes both academic and vocational routes, and learning in schools, colleges, universities and in the workplace.

### *8. Personal guidance*

Every pupil will now have secure independent (annual opportunities) careers guidance with an independent career's adviser, and where appropriate have an individualised career action plan produced and updated which in turn helps the young person to link to work experience and academic pathway options in key stage 4.

## **5. Careers Programme Specifics**

Our programme doesn't 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. We provide aims, objectives and activities for each year group.

Our careers programme (see below) is delivered through a number of methods, including:

- The commissioning and engagement of specialist independent careers advice services.
- Focused assemblies
- Carefully planned enrichment (see our enrichment calendar)
- Guest speakers
- References within subjects/lessons across the curriculum
- Visits to colleges/employers within the community

|                              | AUTUMN TERM   | SPRING TERM  | SUMMER TERM  | Whole School   |                               |                   |
|------------------------------|---|--|--|--|-------------------------------|-------------------|
| YEAR 7/8                     | Life Skills   |  |  | Subject specific careers discussions and advice are embedded in the planning.    | Leadership Award- Engineering | Duke of Edinburgh |
|                              | Finances- Tuck Shop   | Finances - Employment                                | Finances- Budgeting  |  |                               |                   |
|                              |   | Careers- Job Search, CVs                             |  |  |                               |                   |
| Positive Steps – Direct work | Meaningful Encounter - sector visit.                                      | Group Session  |  |  |                               |                   |
| YEAR 9                       | Life Skills   |  |  |  |                               |                   |
|                              | Business Enterprise   | Aiming Higher- University and Apprenticeship.        | Careers- How to be interview ready -Mock Interviews.       |  |                               |                   |
|                              |   | Meaningful Encounter- sector visit.                  | Group Session  |  |                               |                   |
| Positive Steps – Direct work |   | Meaningful Encounter- sector visit.                  | Group Session  |  |                               |                   |
| YEAR 10                      | ASDAN- Living Independently   |  |  |  |                               |                   |
|                              | Finances- Financial decisions, Keeping track of Money                     | Finances- Budgeting                                  | Careers- Preparing for the world of work.                  |  |                               |                   |
|                              |   | Meaningful Encounter- sector visit.                  | Work Experience  |  |                               |                   |
| Positive Steps – Direct work |   | Group Session- Preparation for work/work experience. | 1:1 Advice and Guidance interviews                         |  |                               |                   |
| YEAR 11                      | ASDAN- Living Independently   |  |  |  |                               |                   |
|                              | Finances- Financial decisions, Keeping track of Money                     | Finances- Budgeting                                  | Careers- Preparing for the world of work.                  |  |                               |                   |
|                              |   |  |  |  |                               |                   |
| Positive Steps – Direct work | Positive Steps- Two, 1:1 Individual Careers Advice and Guidance interview |  | Workshops- Mock interviews CV writing College transitions. |  |                               |                   |
|                              |   |  |  | Alternative Provision- Skills for employment- Hair and Beauty, Construction, etc |                               |                   |

## **6. Work Experience**

All students will access the opportunity to undertake work experience whilst at Apex Specialist Education. We aim to facilitate meaningful work experience placements, to do this we work to:

- Provide pupils with direct experience of the world of work.
- Give pupils first-hand experience of the relationships, routines and processes that are part of a working environment.
- Develop employability skills and appropriate work-related behaviours.
- Contribute towards approved vocational and academic qualifications or accreditations where applicable.
- Support in preparing pupils for adult and working life.
- Prepare pupils by discussing equal opportunities and challenging stereotypes.
- Provide students reflection time on their time in a work placement.

As part of our Work experience programme students will have access to:

- Meet with our Careers Lead to discuss and identify a pupil's choice of placement.
- A pre site visit to prepare the young person for the work environment.
- Support from the Careers Lead in accessing work placements which meet their interests.
- A copy of a diary/logbook to be kept by each pupil to showcase achievements and evidence reflection.
- Evaluate the placement successes and areas for improvement. Discuss what they have achieved, identify skills they have improved and acknowledge what they have learned.
- Follow up with a letter of thank you to be sent to employer to support in building positive professional relationships.

## **7. Pupils with special educational needs or disabilities (SEND)**

We expect 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.

Our careers leader will work with teachers and, where appropriate, professionals from relevant organisations, to identify the needs of our 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.

Our 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.

We understand that all our students are individuals, and we are committed to ensuring that all pupils have access to a careers provision which nurtures their passion and interests. Pupils are encouraged to pursue pathways that suit their skills, and strengths with the absence of stereotypes. All pupils are provided with a wide range of opportunities which aims to be representative of our diverse school community. As a school we commit to actively remove barriers to access that our pupils may face when entering the world of work.

## **8. Assessing the impact on pupils**

Through the implementation of all benchmarks and a focus on personal development which enables community inclusion, independence skills and employability we will consider the following considerations for the analysis of impact:

- Pupils are equipped with the knowledge, skills and confidence to be able to access opportunities in their community and wider society (in line with Whole School Curriculum Intent)
- Pupils become more aware of the choices available to them through independent external guidance and a broad range scope of work-based encounters.
- Pupils are prepared a range of working environments.
- Careers learning will become increasingly embedded within the curriculum through all key stages.
- Pupils should have aspirational ambitions for their future instilled throughout their school journey.
- Pupils have positive destinations for post 16 studies and beyond.