



A joint Catholic & Church of England Academy

Careers Policy



Status	Statutory
Responsible Authority	Principal/Local Academy Council
Date Approved	January 2025
Responsible Person	A Green
Review Date	January 2026 – no changes
Last Amended Date	January 2025

The main aims of careers provision at Hope Academy are to:

- Prepare students for life post-education
- Develop an understanding of different career paths and challenge stereotypes.
- Develop an understanding of the differences between school and work.
- Inspire students to chase and achieve their dreams.
- Help students to access information on the full range of post-16 education and training opportunities.
- Support students after leaving school.
- Offer targeted support for vulnerable and disadvantaged young people.
- Instil a healthy attitude towards work.

Roles and responsibilities

The governing board is responsible for:

- Ensuring that all registered students are provided with independent careers guidance from Years 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 this policy does not discriminate on any grounds.
- Providing clear advice and guidance to the Principal on which they can base a strategy for careers education and guidance which meets The Academy's legal requirements.

The careers leader is responsible for:

- Managing the provision of careers information.
- Taking responsibility for the development, management and reporting of The Academy's careers programme.
- Planning careers activities, managing the careers budget
- Establishing and developing links with employers, education and training providers, and careers organisations.
- Liaising with the Principal and the careers adviser to implement and maintain effective careers guidance.
- Referring students to our careers adviser
- Establishing, maintaining and developing links with FE colleges, universities, apprenticeship providers and employers.
- Supporting subject teachers to build careers education and guidance into subjects across the curriculum.
- Reviewing and evaluating the programme of CEIAG.
- Encouraging the training of school staff to promote careers guidance to their students.
- Using the Gatsby Benchmarks to improve The Academy's careers provision

- 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 Academy offers
- Publishing details of The Academy's careers programme and a policy statement on provider access on its website
- Engaging with the designated teacher for LAC and previously LAC to ensure they 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 SENCO and other staff to identify the guidance needs of all students with SEND and implement personalised support.

The careers adviser is responsible for:

- Reporting regularly to the careers leader, regarding student progress and the effectiveness of The Academy's career plan.
- Providing a thorough, personalised career service throughout The Academy.
- Staying up-to-date with relevant CPD and developments in the CEIAG sector
- Producing careers information and guidance through online and hard copy literature, and visual displays in school.
- Organising workshops for students and actively promoting the careers service in-house at open evenings, collective worship and parents' evenings.
- Attending regular meetings with the careers leader to discuss The Academy's career plan.
- Offering services to past students for up to a year after their departure from compulsory education.

Teaching staff are responsible for:

- Ensuring careers education is planned into their lessons.
- Attending any relevant CPD or training to ensure they are up-to-date with The Academy's careers plan.
- Promoting careers guidance in the classroom through visual aids.
- Being good role models for their particular 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

Developing a stable careers programme

The Academy will have its own careers programme in place which meets the requirements of the eight Gatsby Benchmarks.

The Academy will demonstrate how it is working towards each Gatsby Benchmark.

A careers leader will be appointed to ensure the leadership and coordination of a high-quality careers programme. The careers leader is recruited alongside the suggested requirements to ensure the role is correctly fulfilled.

The following will be published on The Academy's website:

- The name and contact details of the careers leader
- A summary of the careers programme
- The date and review schedule of the careers information published.

A careers adviser will be appointed to support the careers leader and to provide individual, tailored careers guidance to students. The careers adviser is Mr C Wignall.

The Careers Lead will work with enterprise coordinator to build careers and employer engagement plans to broaden the range of guidance that students have access to.

Using labour market information

The Academy will ensure every student, and their parents, has access to high-quality information about future study options and labour market opportunities.

The Academy will ensure students and their parents understand the value of finding out about the labour market and support them in accessing this information.

The Academy will ensure that all students, by the age of 14, have accessed and used information about career paths and the labour market to inform their own decisions on study options. Students will be provided with the necessary links and information that will enable them to access this.

The Academy will make use of local enterprise partnerships to provide students with presentations and workshops.

To support social mobility, The Academy will work to raise students' aspirations and tackle stereotypical assumptions. Interventions will be used to tackle gender stereotypes; arrangements will be made for students to talk to employees who work in non-stereotypical jobs to raise awareness of the range of careers that STEM qualifications lead to.

Addressing the needs of students

The Academy's careers programme will aim to raise the aspirations of all students whilst being tailored to individual needs. The programme will inform students of the range of opportunities available to them, encouraging them to aim higher and make choices relevant to what they feel they can achieve.

The Academy will embed equality and diversity considerations throughout its careers programme and actively seek to challenge stereotypical thinking.

Destinations data will be retained by The Academy for at least three years. This data, e.g. the percentage of students attending further education in the following term, will be published on The Academy's website alongside The Academy's careers programme.

Providing targeted support

The Academy will work with the teachers, Virtual school and children's social care to identify students who are in need of targeted support or those who are at risk of not participating in post-16 pathways.

The Academy will ensure that students understand the programmes available to support them and the financial costs associated with staying in post-16 FE. To support students who are likely to need support with post-16 participation costs, such as those with SEND.

Supporting students with SEND

The Academy will ensure that careers guidance is differentiated, if appropriate, and based on high aspirations and a personalised approach.

The careers leader will work closely with the SENDCO and other staff to support students with understanding different career pathways and how to develop the necessary skills, knowledge, experience and qualifications to succeed and fulfil their potential. The Academy will work with families of students to help them understand what career options are available.

Surveys will be conducted to find out individual student aspirations. The results of the surveys will create careers guidance and experience that will be tailored to students' needs based on their own aspirations and abilities.

Careers guidance will take account of the full range of relevant education, training and employment opportunities. It will inform students about the ways employees with SEND are supported in the workplace, and how jobs can be adapted to fit a person's abilities. Guidance will focus on a student's career aspirations and the post-16 options which are most likely to give the student a pathway into employment or HE.

When arranging work experience for students, The Academy will work with the employer to determine any additional support that will be needed during the work placement.

Linking curriculum learning to careers

The Academy will work to encompass careers education and guidance into subjects across the curriculum. All teachers will be asked to support the career development of young people in their role and through their subject teaching.

Students are expected to study the core academic subjects at GCSE, including English, maths, science, history or geography, and a language. Students will be informed that if they do not achieve a grade 4 or higher in GCSE maths and English by the end of KS4, they will be required to continue working towards this aim as part of their 16-19 study programme.

The Academy will ensure that, by the age of 14, every student has had the opportunity to learn how various STEM subjects aid their entry into a wide range of careers and enable them to be more effective workers. The same will be applied for every student in their chosen subjects by the end of their course of study.

Enabling encounters with employers and alumni

The Academy will engage with local employers, businesses, and professional networks, inviting visiting speakers, particularly alumni with whom students can relate to. By the age of 16, experiences of the workplace will be offered which can include: job shadowing, workplace visits, volunteering, virtual work experience or work experience.

Every year, from the age of 11, students will participate in at least two meaningful encounters with an employer. These encounters will include:

- Careers events such as careers talks and future fairs
- Alumni activities
- Workshops
- Employer delivered workshops
- Employer encounters with parents
- Employer involvement in the curriculum
- Business games and enterprise competitions

Providing work experience

By the age of 16, experiences of the workplace will be offered which can include; job shadowing, workplace visits, volunteering, virtual work experience or work experience. Where required and appropriate, virtual experiences of the workplace will be used.

The Academy will encourage students to experience a wide variety of workplaces and support them to plan for, reflect upon, and learning from these experiences.

Providing personal guidance

Careers advice provided by The Academy will be unbiased and maintain the best interests of individual students at all times. The Academy **will not** promote particular career or progression routes as better or more favourable than others; however, students will be advised, where evidence supports it.

All students will be provided with opportunities for personal guidance interviews with a qualified careers adviser. Such interviews will take place by the time the student reaches age 16.

Careers advisers working with students with SEND will use the outcome and aspirations in the EHC plan to focus discussions. Careers advisers working with LAC or care leavers will use their personal education plan to focus discussions. These students will have a named adviser who will build a relationship with them to better understand their individual needs.

Monitoring and review

The governing board, in conjunction with the Principal and careers leader, will review this policy on an annual basis, taking into account the success of supporting students in accessing post-16 education and training. The Principal will make any necessary changes to this policy, and will communicate these to all members of staff.

We ensure that our students are able to share their views and evaluate the careers, guidance and support we give them using student feedback. We also use this data to inform our planning for CEIAG for the following year.

The next review date for this policy is January 2026