



# JAMEAH GIRLS ACADEMY

## CAREERS POLICY

2024/2025

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Ratified by Governing Body:				
Mrs Sajeda Mulla		Signature: <i>S Mulla</i>		Date: September 2024

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### Statement of intent

The main aims of careers provision at Jameah Girls Academy are to:

- Prepare pupils 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 pupils to chase and achieve their dreams.

- Help pupils to access information on the full range of post-16 education and training opportunities.
- Support pupils after leaving school.
- Offer targeted support for vulnerable and disadvantaged young people.
- Instil a healthy attitude towards work.

## **1. Legal framework**

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'

This policy operates in conjunction with the following school policies:

- Complaints Procedures Policy
- Data Protection Policy
- Child Protection and Safeguarding Policy

## **2. Roles and responsibilities**

The governing board is responsible for:

- Ensuring that all registered pupils are provided with careers education and guidance from Year 7 to Year 11.
- Ensuring that arrangements are in place for pupils to access a range of education and training providers to inform them about approved education qualifications and apprenticeship pathways at post-16.
- Ensuring that 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 pupils.
- 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 headteacher on which they can base a strategy for careers education and guidance which meets the school'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 school's careers programme.
- Planning careers activities, managing the careers budget and, where necessary, 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 various parties, e.g. the headteacher to implement and maintain effective careers guidance.
- Providing pupils with effective careers information and guidance and supporting social mobility by improving opportunities for all young people.
- Supporting teachers of careers education providing initial information and advice.
- 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.
- Using the [Gatsby Benchmarks](#) to improve the school's careers provision and ensure compliance with legal duties, with an aim of meeting all benchmarks.
- Making available details of the school's careers programme and a policy on request.
- Ensuring that pupils with SEND understand their different career pathways, and enabling them to gain the skills, knowledge and experience they require to achieve their career goals.

The careers adviser is responsible for:

- Reporting regularly to the careers leader regarding the effectiveness of the school's career plan.
- Providing a thorough, personalised career service
- Staying up-to-date with relevant CPD and developments in the CEIAG sector.
- Sharing careers information and guidance through online and/or hard copy literature and displaying information in school.
- Promoting the careers service in-house eg: at open days, assemblies, parents' evenings and celebrating national careers week.
- Developing initiatives which actively encourage pupils to engage with the school's careers education.
- Attending regular meetings with the careers leader to discuss the school's career plan.

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 school's careers plan.
- Promoting careers guidance through visual aids.
- Being good role models for their particular area of work or specialism.
- Creating a learning environment that allows and encourages pupils to tackle real life challenges, manage risks and develop skills that can be applied to the workplace.

### **3. Developing a stable careers programme**

The school will have its own careers programme structured around the eight Gatsby Benchmarks:

- A stable careers programme
- Learning from career and labour market information
- Addressing the needs of each pupil
- Linking curriculum learning to careers
- Encounters with employers and employees
- Experiences of workplaces
- Encounters with further and higher education
- Personal guidance

The programme will be reviewed against the benchmarks to evaluate it and we will routinely review careers provision including the aims, objectives and activities provided for each year group.

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

The appointed careers lead will possess the following skills:

- Leadership – they will be a good leader who takes responsibility for developing, running and reporting on the school careers programme
- Management – they will be able to plan careers activities and manage other staff involved in the delivery of careers education where necessary
- Coordination – they will be a careful coordinator of staff from across the school and from outside
- Networking – they will be a good networker who can establish and develop links with employers, education and training providers and careers organisations.

### **4. Using labour market information**

The school will cover 'Benchmark 2: Learning from career and labour market information' as outlined in the DfE's ['Careers guidance and access for education and training providers'](#).

The school will ensure every pupil, and their parents, has access to high-quality information about future study options and labour market opportunities. Pupils will be guided to routes to help them make best use of the information available.

The school will ensure pupils and their parents understand the value of finding out about the labour market, and support them in accessing this information. Pupils and their parents will be provided with information on the benefits of understanding the labour market, including the salaries and promotion opportunities for different jobs, and the volume and location of vacancies across different sectors. They will learn about how the LMI can be used to inform their future study options.

The school will ensure that all pupils, by KS4 have accessed and used information about career paths and the labour market to inform their own decisions on study options. Pupils will be provided with the necessary links and information that will enable them to access this. We will monitor whether pupils are making the most of the service, and if not, what can be done to ensure they do.

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

The school will use labour market information, such as job roles, pay and vacancies, to inform pupils about the trends and opportunities in each industry. Information about a diverse range of progression pathways will be shared with pupils, including technical routes, to strengthen their capacity to make effective choices.

## **5. Addressing the needs of pupils**

The school will cover 'Benchmark 3: Addressing the needs of each pupil' as outlined in the DfE's ['Careers guidance and access for education and training providers'](#).

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

All forms of stereotyping will be prohibited in the careers advice and guidance that is provided, to ensure pupils of all genders, backgrounds and abilities can consider the widest possible range of careers. The school's careers programme will actively seek to challenge stereotypical thinking and raise aspirations.

The school will tailor careers activities and educational goals to the needs of pupils, taking into account their prior knowledge and skills, the choices they may face, and any additional support they may need to overcome barriers to progression.

Records will be kept to support the career development of pupils at all relevant stages of education.

Destinations data will be retained by the school after a pupil has left school including what courses pupils have taken up.

Data retained will be collected, stored and managed in line with the Data Protection Policy.

The school will collect destinations data to assess how well the careers programme is countering stereotypes and raising aspirations. The data will be reviewed by the headteacher and careers leader on a **yearly** basis who can then base further development of the school's career guidance plan on the results and areas of success or failure.

## **6. Supporting pupils with SEND**

The school will ensure that careers guidance is differentiated, if appropriate, and based on high aspirations and a personalised approach. Annual reviews for a pupil's EHC plan will be informed by good careers guidance.

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

Information will be collected about individual pupils' aspirations which will help create careers guidance and experience that will be tailored to pupils 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 pupils about the ways employees with SEND are supported in the workplace. Guidance will focus on a pupil's career aspirations and the post-16 options which are most likely to give the pupil a pathway into employment or HE. Where appropriate, the school will utilise expertise of businesses and other employers, employment services, and disability and other voluntary organisations to support careers guidance and access to suitable pathways for SEND pupils. Pupils will be supported in applying for college or post-16 applications and to contact employers where applicable and provided with any special support that will benefit their future outcomes such as facilitating employer encounters, work experience, or learning about adults with disabilities who have succeeded in their careers.

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

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

The school will cover 'Benchmark 4: Linking curriculum learning to careers' as outlined in the DfE's ['Careers guidance and access for education and training providers'](#).



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

Pupils will be expected to study the core academic subjects at GCSE, including English, maths, science, humanities and a language. Pupils will be taught to understand how these subjects provide a sound basis for many careers, as well as how they can enrich and enhance their lives and prepare them for adult life in general. Careers, employability, and enterprise lessons will be embedded into the Personal Development/ PSHE curriculum.

Pupils 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 school will ensure that pupils have 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 pupil in their chosen subjects by the end of their course of study.

#### **8. Enabling encounters with employers and alumni**

The school will cover 'Benchmark 5: Encounters with employers and employees' as outlined in the DfE's ['Careers guidance and access for education and training providers'](#).

The school will engage with employers, businesses and professionals, inviting visiting speakers, and alumni with whom pupils can relate to. Every pupil will be exposed to the world of work by the age of 16.

Every year, from the age of 11, pupils will participate in at least one meaningful encounter with a professional; at least one of these encounters will be with a STEM background. These encounters will include webinars and/or workshops.

#### **9. Providing work experience**

The school will cover 'Benchmark 6: Experiences of workplaces' as outlined in the DfE's ['Careers guidance and access for education and training providers'](#).

The school will ensure that pupils have had the opportunity of at least one first-hand experience of a work place by the age of 16, additional to any part-time jobs they may have.

The school enters a service agreement with Leicester Education Business Company (LEBC) to arrange work experience and necessary safeguarding, health and safety and risk assessments.

#### **10. Enabling encounters with further education (FE) and higher education (HE)**

The school will cover 'Benchmark 7: Encounters with further and higher education' as outlined in the DfE's ['Careers guidance and access for education and training providers'](#).

The school will ensure all pupils understand the requirement to remain in education or training until their 18th birthday and what this requirement means for them. The school will ensure pupils are aware that this does not mean they need to stay in school, and that they may:

- Study full time in a school, college or with a training provider.
- Undertake an apprenticeship, traineeship, or supported internship.
- Work or volunteer 20 hours or more a week, combined with part-time accredited study.

The school will provide pupils with a range of information and opportunities to learn about the academic and technical pathways for education, training, and career paths throughout their school life, to prevent last minute decision-making. The school will not present HE more favourably compared to FE or other technical routes, nor will it disproportionately promote its own sixth form over other options.

By the age of 16, every pupil will be provided with the opportunity to have a meaningful encounter with providers of educational opportunities, including sixth forms, colleges, universities and apprenticeship providers.

Pupils will be encouraged to use information tools, such as websites and apps, which display information about opportunities, such as the National Careers Services. Education and training providers will have access to pupils for the purpose of informing them about approved FE, technical education qualifications and apprenticeships.

## **11. Providing personal guidance**

The school will ensure all requirements to meet 'Benchmark 8: Personal guidance' as outlined in the DfE's ['Careers guidance and access for education and training providers'](#).

Careers advice provided by the school will be unbiased and maintain the best interests of individual pupils at all times. The school **will not** promote particular career or progression routes as better or more favourable than others; however, pupils will be advised, where evidence supports it, whether a chosen course has the potential to lead to poor career outcomes.

All pupils will be provided with opportunities for personal guidance interviews. Such interviews will take place by the time the pupil reaches age 16.

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

## **12. Compliance with legal duties and statutory guidance**

Where someone has a complaint about the school's careers provision, such issues will be handled in accordance with the school's Complaints Procedures Policy. All complaints will be easy to submit and considered impartially.

### **13. Monitoring and review**

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

The next review date for this policy is **September 2025**