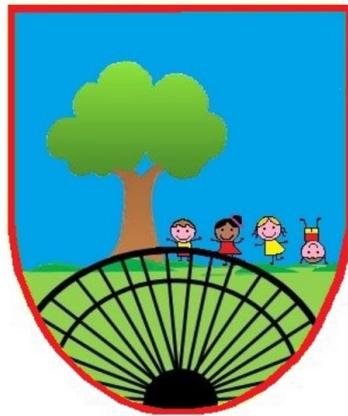


Shilbottle Primary School

Shilbottle Primary

Fun, Respect & Friendship



Careers Guidance Policy

1. Refresh the contents list so that the page numbers are correct. (Right-click anywhere on the contents list, click on 'Update field', then select 'Update entire table' and 'OK')

Written by:

Gary Parnaby
(Headteacher)

Date: November 2024

Approved by:

Governing Body

Date: 21st November 2024

Next review due by:

November 2026

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1. Aims

This policy aims to set out our school's provision of impartial and informed careers guidance for our pupils. This includes the ways in which pupils, parents, teachers and employers can access information about our careers programme.

High-quality careers guidance is important for our pupils' futures, and our provision aims to:

- Help pupils prepare for the workplace, by building self-development and career management skills
- Provide experience and a clear understanding of the working world
- Develop pupils' awareness of the variety of education, training and careers opportunities available to them
- Help pupils to understand routes to careers that they're interested in, and to make informed choices about their next step in education or training
- Promote a culture of high aspirations and equality of opportunity

2. Statutory requirements

This policy is based on the Department for Education's (DfE's) statutory [Careers guidance and access for education and training providers](#).

This guidance refers to:

- The Education Act 1997
- The Education and Skills Act 2008
- The School Information (*England) Regulations 2008

3. Roles and responsibilities

3.1 Careers leader

Our careers leader is Mr Gary Parnaby, and they can be contacted by phoning 01665 575285 or emailing admin@shilbottle.northumberland.sch.uk. Our careers leader will:

- Take responsibility for developing, running and reporting on the school's career programme
 - Plan and manage careers activities
 - Manage the budget for the careers programme
 - Support teachers to build careers education and guidance into subjects across the curriculum
 - Establish and develop links with employers, education and training providers, and careers organisations
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- Work closely with relevant staff, including our special educational needs co-ordinator (SENCO) and careers adviser, to identify the guidance needs of all of our pupils with special educational needs and/or disabilities (SEND) and put in place personalised support and transition plans
- Work with our school's designated teacher for looked-after children (LAC) and previously LAC to:
 - Make sure they know which pupils are in care or are care leavers
 - Understand their additional support needs
 - Make sure that, for LAC, their personal education plan can help inform careers advice
- Review our school's provider access policy statement at least annually, in agreement with our governing board

3.2 The governing board

The governing board will:

- Provide clear advice and guidance on which the school can base a strategic careers plan which meets legal and contractual requirements
- Appoint a member of the governing board who will take a strategic interest in careers education and encourage employer engagement
- Make sure that details of our school's careers programme and the name of the careers leader are published on the school's website

4. Our careers programme

Our school 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

Our programme has been developed to meet the expectations outlined in the **Gatsby Benchmarks** and we are currently working with the North East Ambition to achieve these benchmarks:

1. A stable careers programme with a careers leader
2. Learning from career and labour market information
3. Addressing the needs of each pupil
4. Linking curriculum learning to careers
5. Encounters with employers and employees
6. Experience of workplaces
7. Encounters with further and higher education
8. Personal guidance

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 is delivered through a number of methods, including:

- Inclusion of career opportunities in lessons which shares information with all children as to how the skill being learnt can be applied and give a real life example of people who have used these skills within their career (representing a diverse range of ethnicities and backgrounds)

- Inviting parents and careers to share their career paths with the children in order to inspire them for the future
- Asking visitors to share information about their work and career paths
- Highlighting skills and the variety of career paths open to children during education visits (for example, the range of careers required to run a theatre during the visit to London and pantomime)
- Where feasible children will visit a variety of workplaces to witness careers in action first hand.
- Whole school displays

4.1 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.

4.2 Access to our careers programme information

Pupils, parents, teachers and employers can request any additional information about the careers programme by contacting the school office.

4.3 Assessing the impact on pupils

Our career programme is designed so pupils can give feedback, and their progress measured as they move through the Key Stages. We measure and assess the impact of the programme's initiatives by:

- Parent and child questionnaires

5. Monitoring and review

This policy, the information included, and its implementation will be monitored by the governing body and reviewed bi-annually.

The next review date is: November 2026