



WANSTEAD HIGH SCHOOL

Careers Education, Information & Guidance Policy

Person Responsible	Mr L Wood
Review Frequency	Every 3 years
Last Reviewed	2020
Committee	Behaviour & Personal Development
Ratified by Full Governing Body on	30 September 2024
This policy is communicated by the following means	School Website

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This policy links to the following policies:

- [Provider access policy statement](#)
- [Equal Opportunities Policy](#)
- [SEND policy](#)

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.

At Wanstead High School, we believe in an inclusive curriculum that encourages pupils to strive for success and facilitates the development of their character. In line with our School vision and our aims, our careers programme promotes the personal growth and development of our ambitious pupils; providing them with high quality careers education, information advice and guidance (CEIAG) that will support them and set them on a pathway to thrive, achieve and succeed in the modern world.

Our objectives for our careers programme are to provide high-quality careers education, information and guidance that:

- Is implemented equally and fosters a culture of high aspirations and equality of opportunity, in which diversity is celebrated and stereotypes are challenged.
- Is engaging and relevant. It will provide opportunities for pupils to learn about a wide range of careers and the world of work through meaningful encounters; developing their knowledge of the skills and attitudes for success in their adult and working life.
- Promotes a culture of high aspirations that challenges pupils to aim high and encourages participation in continued learning, including higher education and apprenticeships.
- Uses pupil, parent, staff and employer feedback to drive its continuous improvement.

The programme will help pupils to:

- Develop their awareness of the variety of career, education and training opportunities available to them.
- Understand the routes to careers that they are interested in.
- Experience and gain a clear understanding of the working world.
- Is personalised and reflects on the development of transferable skills and development of character. It will enable pupils to develop their knowledge of core transferable skills and how these can be applied to all aspects of their lives, including their future career choices.

Pupils will be supported and guided to:

- Make discerning use of careers information and guidance-gaining understanding of the changing world of work and the factors that influence careers choices.
- Make informed choices about their next steps, and leave School on the most appropriate pathway for them, which will include further education, training and/or employment.

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

This policy is also in line with the more recent [Skills and Post-16 Act 2022](#), which came into force on **1 January 2023**. It explains that our School must provide a minimum of **6 encounters** with technical education or training providers to all pupils in years 8 to 13. For more detail on these encounters, see our Provider Access Policy Statement, which you can find [here](#) and in Appendix 1.

This policy is also in line with the Education (Careers Guidance in Schools) Act 2022. This came into force on 1 September 2022, and amended the existing duty in The Education Act 1997, so that:

- Our School must now secure independent careers guidance from Year 7 (instead of from Year 8, previously).

The above guidance requires that Schools publish information about their careers programme on their website. This policy includes this information and shows how our School complies with this requirement. We also act in line with our statutory duty under the 'Baker Clause', to be impartial and not show bias towards any route, be that academic or technical. This policy should be read in conjunction with our provider access policy statement, which sets out how our School meets this duty, and can be found [here](#).

3. Roles and Responsibilities

The Governing Body

The Governing Body will ensure that the statutory guidance for the careers programme is being met, by:

- Regularly reviewing the plan for providing careers guidance and using the opportunity to discuss delivery and impact with the Headteacher and Careers Leader.
- Monitoring and evaluating the impact of the plan using reports and information gained from a number of sources, provided by the Careers Leader.
- Appointing a member of the Governing Board who will take a strategic interest in careers education and encourage employer engagement.

The Headteacher

The Headteacher will:

- Appoint a nominated Careers Leader.
- Ensure that the Careers Leader is allocated sufficient time, and has the appropriate training, to perform their duties to a high standard.
- Monitor the effectiveness and impact of the careers programme and the extent to which it is meeting its statutory obligations, based on reports, information and feedback provided by the Careers Leader.

The Careers Leader

Our Careers Leader is a member of the Senior Leadership Team (SLT) and 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.

- Allow training providers access to talk to pupils in years 8 to 13 about technical education qualifications and apprenticeships, and set out arrangements for this in our School's provider access policy statement.
- Network and develop links with employers, education and training providers, and other careers organisations.
- Make sure that independent careers guidance is provided to all pupils throughout their secondary education (11 to 18 year olds) and that the information is presented impartially, includes a range of educational or training options and promotes the best interests of pupils.
- Make sure that a range of education and training providers can access pupils in years 8 to 13 to inform them of approved technical education qualifications and apprenticeships.
- Ensure that details of our School's careers programme and the name of the careers leader are published on the School's website.
- Ensure that arrangements are in place for the School to meet the legal requirements of the 'Baker Clause', including that the School has published a provider access policy statement.
- Work closely with relevant staff to ensure that our School's careers provision is tailored and personalised to the needs of each pupil.
- Evaluate all careers education activities.
- Review our School's Provider Access Policy Statement in line with our School policy cycle.

School Staff

All staff contribute to the implementation of CEIAG in their role as tutors and/or subject specialists. This will include, but not be limited to:

External Providers and Visitors

To support the delivery of the School careers programme as directed by the careers leader. They will follow School arrangements and procedures for visitors, including those focused on safeguarding and DBS requirements.

4. Our Careers Programme

The aims and objectives of our careers programme are outlined in Section 1.

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

Our programme has been developed to meet the expectations outlined in the **Gatsby 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 does not 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. It is also built around the key School journey benchmarks of GCSE options, post-16 options and post-18 options.

Our careers programme is delivered through a number of methods, including weekly tutor-time sessions, displays, careers events and fairs, guest speakers, assemblies educational visits and online tools and platforms.

4.1 Key Stage 3 (Years 7 to 9)

Our Key Stage 3 careers programme will support pupils in understanding and reflecting on the development of their transferable skills; progressing to choosing their GCSE subjects. *By the end of Year 9 our pupils will have:*

- Been introduced to careers resources to help them understand their preferences and the options open to them. These will include Skills Builder from Year 7 and the Unifrog careers platform from Year 9.
- Developed their self-awareness- their core skills, strengths and areas for development, and how these might influence their future career and GCSE choices.
- Hear from or talk to representatives from the world of work and further, technical and high education, including apprentices and apprenticeship providers.
- Received support to make their GCSE choices, including assemblies, parent's events, meeting with senior staff, and the option of a careers meeting if required.

4.2 Key Stage 4 (Years 10 and 11)

Our Key Stage 4 careers programme aims to help pupils research and understand their choices and routes into employment, education and training. *By the end of Year 11, our pupils will have:*

- Used a range of sources of information (with support, as required) to explore career and post-16 options. This will include the Unifrog careers platform.
- Attended events in which they can speak to employers, colleges, training providers and universities, including apprentices and apprenticeship providers.
- Developed their self-awareness and career management skills, and continue to reflect on and develop the skills needed for a successful post-16 transition.
- Applied for Post-16 options and back-up plans.
- Had at least one meeting with a trained careers adviser.

4.3 Key Stage 5 (Years 12 and 13)

Our Key Stage 5 careers programme supports pupils in planning for their future, including university and alternative pathways. **By the end of Year 13, our pupils will have:**

- Used a range of resources (with support, as required) to explore post-18 options and develop their self-awareness and career management skills. This will include the Unifrog careers platform.
- Gained experience in the workplace.
- Attended events in which they can speak to employers, colleges, training providers and universities, including apprentices and apprenticeship providers.
- Been offered a further meeting with a qualified careers advisor.

4.4 Supporting 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. Any further support or guidance that is required will be organised in collaboration with the Special Educational Needs Coordinator (SENDCO). All pupils with an Education, Health and Care Plan (EHCP) will provide ongoing support from a careers advisor provided by the local authority from Key Stage 4 onwards.

4.5 Supporting disadvantaged pupils

Our careers programme will support and broaden the aspirations of our disadvantaged pupils by prioritising them for careers events and visits in which spaces are limited, as well as a careers meeting with a qualified advisor. In line with our commitment to a diverse careers programme that informs pupils of the range of educational, technical and career options available to them, we carefully select the partners that meet and interact with our pupils, to ensure that can reach all pupils and reflect the diversity of our School.

4.6 Access to our careers programme information

A summary of our School's careers programme is published on our [School website](#) including details of how pupils, parents, teachers and employers can access information about the careers programme.

4.7 Careers Guidance Meetings

All pupils at Wanstead High School can request a careers interview by contacting the Careers Leader. Pupils are statutorily entitled to guidance from a trained careers advisor by the end of year 11 and 13. Our School uses the Prospects careers guidance service, as well as a local authority Connexions advisor for pupils in Key Stage 4 and above with an EHCP and who are considered to be at risk of not being in education, employment or training (NEET).

4.8 Partnerships

The School has developed a number of partnerships with local employers and employees, further, higher and technical education providers, who are able to enhance the CEIAG programme further through work experience opportunities, employer visits, guest speaker talks and careers events.

4.9 Monitoring, Recording and Evaluation

The Careers Lead oversees and is responsible for the evaluation of the effectiveness and impact of our careers programme. Our 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 through a range of means, including: surveys, feedback from pupils, parents, teachers and employers; regular self-evaluation and post-16 and post-18 destination data.

5. Monitoring and review

This policy, the information included, and its implementation will be monitored by the Careers Leader and reviewed every three years, using the feedback gained from the sources outlined in section 4.6. The next review date is July 2027.

Appendices

Appendix 1: Application for Provider Access

Introduction

This document sets out the School's arrangements for managing the access of providers to pupils at the School for the purpose of giving them information about the provider's education or training offer. This complies with the School's legal obligations under Section 42B of the Education Act 1997.

Pupil entitlement

All pupils in years 8-13 are entitled:

- to find out about technical education qualifications and apprenticeships opportunities, as part of a careers programme which provides information on the full range of education and training options available at each transition point;
- to hear from a range of local providers about the opportunities they offer, including technical education and apprenticeships – through options events, assemblies and group discussions and taster events;
- to understand how to make applications for the full range of academic and technical courses.

Management of provider access requests

Procedure

A provider wishing to request access should contact the Careers Leader.

Telephone: 020 8989 2791

Email: whs@wansteadhigh.co.uk

Opportunities for access

The School offers a comprehensive Careers Education, Information, Advice and Guidance programme and an overview of this programme can be seen in the School's Careers Policy which can be seen on the School website.

Please speak to our Careers Leader to identify the most suitable opportunity for you.

The School will make a suitable space available for discussions between the provider and students, as appropriate to the activity. The School will also make available ICT and other specialist equipment to support provider presentations. This will all be discussed and agreed in advance of the visit with the Careers Leader or a member of their team.

Providers are welcome to leave a copy of their prospectus or other relevant course literature with the Careers Leader so that they can be made available to pupils.