



Careers and Employability (CEIAG)

This policy should be taken as part of the overall strategy of the school and operated within the context of our vision, aims and values as a Church of England School.

Vision

At Hugh Sexey Church of England Middle School, we strive to create a caring Christian community, where diversity is celebrated and all are empowered to achieve their full potential. Living out our core Christian values, we aim to provide a happy, fair and safe environment, to enable our children to be reflective, confident and open-minded global citizens of the future.



Date	Author	Date for Revision
Nov 2024	AHT RA	Nov 2025

This policy is on our website www.hughsexey.com

Introduction

Hugh Sexey Church of England Middle School is committed to providing a planned Futures Education programme for all pupils and therefore ensure all pupils in Y5-Y8 are given opportunities to explore and develop the skills and knowledge required for future success in education and the wider world of work. Using a variety of vehicles and methods, in line with the DfE's statutory requirements for year 8-13, Futures Education is an important part of our wider curriculum and is informed by our overarching Christian ethos and aims. A solid foundation in Futures education will aid a young person in finding their pathway through learning and into the world of work and can help them achieve a 'life in all its fullness'. Here at Hugh Sexey, we are the starting point for that journey before pupils move on into Key Stage 4 and 5 or the wider world of work and training.

The 2011 Education Act places a duty on the school to give all pupils access to Futures Education and impartial information, advice and guidance. Futures Education at Hugh Sexey Church of England Middle School aims to help pupils develop a positive self-image, increase self-confidence and raise personal aspirations. The school strives to provide appropriate advice, up to date information and a range of opportunities to support pupil's development at key points throughout their education. The Futures Education programme aims to prepare pupils for the ever-changing opportunities, responsibilities and experiences of adult life and equips them with the skills to manage the choices, changes and transitions ahead of them.

We believe this policy should be a working document that is fit for purpose, represents the school ethos, enables consistency and quality across the school and is related to the following legislation:

- Education Act 1997
- Education and Skills Act 2008
- School Information (England) Regulations 2008
- Equality Act 2010
- Education Act 2011

The following documentation is also related to this policy:

- Careers guidance and access for education and training providers (DfE)
- Gatsby Charitable Foundation: Good Career Guidance (Gatsby Charitable Foundation)
- Understanding the role of the Careers Leader (Careers and Enterprise Company)
- Equality Act 2010: Advice for Schools (DfE)
- Race Disparity Audit - Summary Findings from the Ethnicity Facts and Figures Website (Cabinet Office)

We acknowledge the Government's career guidance (2017) that clearly sets out a 'long term plan to build a world class careers system that will help young people and adults choose the career that is right for them.' The statutory guidance sets out in the 'strategy to make sure that young people in secondary school get a programme of advice and guidance that is stable, structured and delivered by individuals with the right skills and experience.'

We understand that in order to achieve this aim we may use the Gatsby Charitable Foundation's Benchmarks to develop and improve our careers provision.

We are aware that the Gatsby Benchmarks are not a statutory framework but by adopting them we can feel confident that we are fulfilling our legal duties namely:

- To secure independent careers guidance
- To provide opportunities to a range of providers/advocates to inform pupils about a wide range of technical education qualifications, higher education or apprenticeships
- To publish information about the careers programme on the school website
- To make sure that there are opportunities for all pupils in Year 8 to become informed about possible routes into future education, training or qualification

We all have a responsibility to ensure equality permeates in to all aspects of school life and that everyone is treated equally irrespective of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation. We want everyone connected with this school to feel safe, secure, valued and of equal worth.

We believe it is essential that this policy clearly identifies and outlines the aims, roles and responsibilities of all those involved in the procedures and arrangements that is connected with this policy.

Curriculum

Through a variety of activities and events in PSHE lessons, assemblies, experiential days and curriculum learning, pupils are introduced to the world of work and career guidance. Each faculty area is encouraged to contextualise their subjects allowing for pupils to see how they could possibly use the skills being learned in the wider world and in which sector of employment. Pupils in Key Stage 3 may also be offered the opportunity to work with selected universities and external organisations through external visits and projects, allowing them to build a picture of what journey they may choose to go on after compulsory education, no matter what their background.

Leadership and review

The Assistant Headteacher responsible for Futures Education will oversee the strategic vision, working closely with the Local Governing Body Link Governor to ensure delivery of the strategy and with heads of faculty and pastoral leaders, parents and external providers to ensure the above objectives are met.

The review of the strategy and policy will be conducted annually.

Role of the Governing Body

The Governing Body has:

- appointed a Futures Education Leader who has the necessary skills and commitment;
- delegated powers and responsibilities to the Headteacher to ensure all school personnel and stakeholders are aware of and comply with this policy;
- responsibility for ensuring:
 - full compliance with all statutory responsibilities;
 - the school complies with all equalities legislation;
 - funding is in place to support this policy;

- this policy and all policies are maintained and updated regularly;
- all policies are made available to parents;
- this policy is reviewed through discussing improvements to this policy during the school year; organising surveys to gauge the thoughts of all pupils; and reviewing the effectiveness of this policy with the Governing Body
 - the nomination of a link governor to visit the school regularly; work closely with the Headteacher and the Futures Education lead; ensure this policy and other linked policies are up to date; ensure that everyone connected with the school is aware of this policy; attend training related to this policy; report to the Governing Body every term; and annually report to the Governing Body on the success and development of this policy
- the effective implementation, monitoring and evaluation of this policy

Role of the Headteacher

The Headteacher will:

- work in conjunction with the Futures Education Leader and Nominated Governor to ensure all school personnel, pupils and parents are aware of and comply with this policy;
- ensure:
 - compliance with section 42a of the Education Act 1997 that all registered pupils are provided with independent careers guidance from year 8 to 13;
 - that independent careers advice provided:
 - is presented in an impartial manner, showing no bias or favouritism towards a particular institution, education or work option;
 - includes information on the range of education or training options, including apprenticeships and technical education routes;
 - promotes the best interests of the pupils
 - compliance with the Technical and Further Education Act 2017 to ensure that there is an opportunity for a range of education and training providers to access all pupils in year 8-13 in order to inform them about approved technical education qualifications or apprenticeships;
 - a policy statement is in place setting out the circumstances in which education and training providers will be given access to pupils;
 - the policy statement is annually reviewed and published;
 - publication of the school's Futures Education programme including
 - the contact details of the Futures Education Leader;
 - a summary of the Futures Education programme;
 - the impact of the Future Education programme on pupils;
 - the date of the next review of the information published
- provide guidance, support and training to all staff;
- make effective use of relevant research and information to improve this policy;

- monitor the effectiveness of this policy by speaking with pupils, school personnel, parents and governors;
- annually report to the Governing Body on the success and development of this policy

Role of the Careers and Employability Lead

The Careers and Employability Lead will:

- have the skills and commitment and the backing of the senior leadership team to deliver the careers programme across all eight Gatsby Benchmarks;

<p>1. A stable careers programme</p>	<p>Every school and college should have an embedded programme of career education and guidance that is understood by students, parents, teachers, governors and employers</p>	<ul style="list-style-type: none"> ▪ Every school should have a stable, structured careers programme that has the explicit backing of the senior management team, and has an identified and appropriately trained person for it. ▪ The careers programme should be published on the school's website in a way that enables pupils, parents, teachers and employers to access and understand it. ▪ The programme should be regularly evaluated with feedback from pupils, parents, teachers and employers as part of the evaluation process.
<p>2. Learning from career and labour market information</p>	<p>Every student, and their parents, should have access to good quality information about future study options and labour market opportunities. They will need the support of an informed adviser to make best use of available information.</p>	<ul style="list-style-type: none"> ▪ By the age of 14, all pupils should have accessed and used information about career paths and the labour market to inform their own decisions on study options. ▪ Parents should be encouraged to access and use information about labour markets and future study options to inform their support to their children.
<p>3. Addressing the needs of each student</p>	<p>Students have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each student. A school's careers programme should embed equality and delivery considerations throughout.</p>	<ul style="list-style-type: none"> ▪ A school's career programme should actively seek to challenge stereotypical thinking and raise aspirations. ▪ Schools should keep systematic records of the individual advice given to each pupil, and subsequent agreed decisions. ▪ All pupils should have access to these records to support their career development. ▪ Schools should collect and maintain accurate data for each pupil on their education. Training or employment destinations for at three years after they leave the school.
<p>4. Linking curriculum learning to careers</p>	<p>All teachers should link curriculum learning with careers. STEM subject teachers should highlight the relevance of STEM subjects for a wide range of future career paths.</p>	<ul style="list-style-type: none"> ▪ By the age of 14, every pupil should have had the opportunity to learn how the different STEM subjects help people to gain entry to, and be more effective workers within a wide range of careers.

<p>1. A stable careers programme</p>	<p>Every school and college should have an embedded programme of career education and guidance that is known and understood by students, parents, teachers, governors and employers.</p>	<ul style="list-style-type: none"> ▪ Every school should have a stable, structures careers programme that has the explicit backing of the senior management team, and has an identified and appropriately trained person responsible for it. ▪ The careers programme should be published on the school’s website in a way that enables pupils, parents, teachers and employers to access and understand it. ▪ The programme should be regularly evaluated with feedback from pupils, parents, teachers and employers as part of the evaluation process.
<p>5. Encounters with employers and employees</p>	<p>Every student should have multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace. This can be through a range of enrichment activities including visiting speakers, mentoring and enterprise schemes.</p>	<ul style="list-style-type: none"> ▪ Every year, from the age of 11, pupils should participate in at least one meaningful encounter* with an employer. ▪ *A ‘meaningful encounter’ is one in which the student has an opportunity to learn about what work is like or what it takes to be successful in the workplace.
<p>6. Experiences of workplaces</p>	<p>Every student should 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.</p>	<ul style="list-style-type: none"> ▪ By the age of 16, every pupil should have had at least one experience of a workplace, additional to any part-time jobs they may have. ▪ By the age of 18, every pupil should have had one further such experience, additional to any part-time jobs they may have.
<p>7. Encounters with further and higher education</p>	<p>Every student 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.</p>	<ul style="list-style-type: none"> ▪ By the age of 16, every pupil should have had a meaningful encounters* with providers of the full range of learning opportunities, including Sixth Forms, colleges, universities and apprenticeship providers. This should include the opportunity to meet both staff and pupils. ▪ By the age of 18, all pupils who are considering applying for university should have had at least two visits to universities to meet staff and pupils. ▪ A ‘meaningful encounter’ is one in which the student has an opportunity to explore what it is like to learn in that environment
<p>8. Personal guidance</p>	<p>Every student should have opportunities for guidance interviews with a career adviser, who could be internal (member of staff) or external, provided they are trained to an appropriate level. These should be available whenever significant study or career choices are being made.</p>	<ul style="list-style-type: none"> ▪ Every pupil should have at least one such interview by the age of 16, and the opportunity for a further interview by the age of 18.

- provide leadership by:
 - ensuring the career guidance provision is of high quality and meets all external requirements;
 - reviewing and evaluating career guidance;
 - promoting career guidance within the school

- provide good management by:
 - planning the programme of activities in career guidance;
 - monitoring the delivery of the Futures Education programme to ensure it meets the needs of the school's diverse range of learners;
 - supporting staff who provide information and advice to pupils;
 - overseeing the overall management of budget and resources;
 - ensuring that appropriate training is in place to support the implementation of career advice

- co-ordinate:
 - the relationship between different departments to ensure that career guidance is effectively delivered;
 - tutors, mentors and learning support staff to identify pupils needing guidance;
 - and manage support for pupils with Education, Health and Care (EHC) Plans by ensuring they are fully included in the careers programme

- network with schools, apprenticeship providers, employers, Local Enterprise Partnership, National Collaborative Outreach Programme, National Careers Service and other external organisations

- lead the development of this policy throughout the school;
- work closely with the Headteacher and the nominated governor;
- provide guidance and support to all staff;
- provide training for all staff on induction and when the need arises;
- make effective use of relevant research and information to improve this policy;
- keep up to date with new developments and resources;
- undertake risk assessments when required;
- review and monitor;
- annually report to the Governing Body on the success and development of this policy

Role of Pupils

Pupil Entitlement

Year 7

- The Year 7 PSHE 'Jigsaw' programme will encourage pupils to understand recognise how to celebrate success, identify goals and learn from mistakes. They will also learn about characteristics of different types of employment.
- Pupils will have the opportunity to meet employers and will take part in activities that introduce our pupils to some of the industries/opportunities available to them in the area that they live.
- Pupils will begin to explore the 'Careers pilot' resource and complete their personal values assessment

- Pupils will attend Challenge Day workshops designed to help them discover the different industries of work with particular emphasis on STEM careers (Science, Technology, Engineering and Maths).

Year 8

- Pupils will have the opportunity to attend a number of visits and talks given by Kings Academy to help them to learn about their KS4 options and what is available for them at Kings Academy.
- The Year 8 PSHE 'Jigsaw' programme will look at helping pupils to identify their long-term and short-term goals, budgeting, qualifications and skills needed for different careers, as well as the ethics and attitudes people hold around money and happiness.
- Some pupils may visit a university/college campus or work with university/college outreach programmes in order for them to get an understanding of what it would be like to go an HE or FE institution and meet pupils who currently attend.
- Some pupils may receive mentoring from a local employer (Enterprise Advisor/Pupil Premium Champion) in order to help them to understand the world of work and raise personal aspirations.
- Pupils will have the opportunity to attend Challenge Day workshops designed to help them discover the different industries of work with particular emphasis on STEM careers (Science, Technology, Engineering and Maths).

Key Stage 2

- Key Stage 2 pupils will receive instruction in careers education through our Values in Action pastoral programme
- Pupil learning will be delivered in line with the expectations and objective stated in the CDI Primary Framework

Role of Parents/Carers

Parents/carers will:

- be aware of and comply with this policy;
- work in partnership with the school;
- comply with this policy for the benefit of their children;
- be asked to take part periodic surveys conducted by the school

Staffing and Training

All teaching staff are expected to contribute to the Futures Education programme through their roles as tutors and subject teachers. As well as non-teaching staff such as Teaching Assistants, support staff can also contribute to the programme. The Futures Education programme is monitored, reviewed and evaluated by the Heads of Year and Heads of Department, over seen by members of the senior leadership team.

We:

- have in place appropriate training for this policy that is undertaken by a trained professional or CPD provider that covers all aspects of this policy, including Equal Opportunities and Inclusion
- ensure the content of all training is correct, delivered well and engages staff as we believe that the more engaging training is, the better the outcomes that we need to measure;

- can provide data that evidences staff understanding by using a simple short multiple-choice test through one of the following applications such as Google Forms, Microsoft Forms, Kahoot or SurveyMonkey;
- have in place evidence for all staff that highlights the knowledge gaps in the training, and that shows how those knowledge gaps were corrected

Safeguarding

We are committed to safeguarding and promoting the welfare of all children as the safety and protection of children is of paramount importance to everyone in this school. We work hard to create a culture of vigilance and at all times we will ensure what is best in the interests of all children.

We believe that all children have the right to be safe in our society. We recognise that we have a duty to ensure arrangements are in place for safeguarding and promoting the welfare of children by creating a positive school atmosphere through our teaching and learning, pastoral support and care for both pupils and school personnel, training for school personnel and with working with parents. We teach all our children about safeguarding.

We work hard to ensure that everyone keeps careful watch throughout the school and in everything we do for possible dangers or difficulties. We want all children to feel safe at all times. We want to hear their views of how we can improve all aspects of safeguarding and from the evidence gained we put into place all necessary improvements.

Equality Impact Assessment

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation.

This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this school.

Headteacher:		Date:	
Chair of Governing Body:		Date:	