HERITAGE ACADEMY

Careers Guidance Policy

And whoever is mindful of Allah, He will make a way out for them, (65:2)

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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 and carers, 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
- Take into account the individual needs of all pupils to tailor the programme accordingly and provide the right level of support
- Promote a culture of high aspirations and equality of opportunity

2. Statutory requirements

The Education (Independent School Standards) Regulations 2014 (2)

(e)for pupils receiving secondary education, access to accurate, up-to-date careers guidance that–

(i)is presented in an impartial manner;

(ii)enables them to make informed choices about a broad range of career options; and

(iii)helps to encourage them to fulfil their potential;

(h)that all pupils have the opportunity to learn and make progress; and

(i)effective preparation of pupils for the opportunities, responsibilities and experiences of life in British society

3. Roles and responsibilities

3.1 The proprietor board

The proprietor board will:

- Make sure that independent careers guidance is provided to all pupils throughout their secondary education (11 to 16 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 pupils have a range of education opportunities to inform them of post-16 education qualifications and apprenticeships

3.2 Headteacher

The headteacher will:

- Work with the proprietor board to set the direction for a whole-school approach to careers guidance
- Build careers into staff development for teachers and support staff
- Make sure that personal guidance is provided to pupils
- Network with employers, education and training providers, and other careers organisations

3.3 Careers leader

Our careers leader is the Headteacher, Shakeel Akhtar. Our careers leader will:

- Take responsibility for planning and delivering the careers programme and work towards meeting the Gatsby Benchmarks in a meaningful way
- Coordinate and manage careers activities
- Engage parents and carers
- Establish and develop key relationships to drive progress and continuously improve the careers programme
- Establish and develop links with external employers, education and training providers
- Use and sequence labour market information (LMI) in the careers programme
- 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 as required
- 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
    - Engage with the relevant virtual school head and ensure a joined-up approach to identifying and supporting pupils' career ambitions
- Support pupils to make effective career decisions
- Work with the SENCO to identify the needs of pupils with SEND and provide personalised support

4. Our careers programme

Our school has a 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 independent careers guidance to pupils from year 7 onwards.

Our programme has been developed to generally meet the expectations outlined in the **Gatsby Benchmarks**:

1. A stable careers programme
2. Learning from career and labour market information
3. Addressing the needs of each young person
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 institution, education or career path, and promotes a full range of technical and academic options for pupils. We consider the best interests of the pupil to whom the career guidance is given.

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: lessons, teacher-led discussion, displays, events, guest speakers

4.1 How we meet our requirements

All subjects link curriculum learning with careers. Additionally, our PSHE curriculum includes information on careers and employability.

Every pupil will receive personal guidance and careers advice.

4.2 Pupils with special educational needs or disabilities (SEND)

All pupils with SEND will be supported with a careers programme that generally follows the Gatsby Benchmarks. We expect that all pupils with SEND will follow the same careers programme as their classmates, with adjustments and additional support as needed. Information, opportunities and support will be personalised and sequenced to meet the needs of each pupil with SEND and their families.

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.

4.3 Access to our careers programme information

Heritage Academy's careers programme is published on our school website along with this policy.

5. Links to other policies

Safeguarding and child protection policy

Curriculum policy

Data protection policy

6. Monitoring and review

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