Careers Policy 2026-2027

.

Document name: Careers Policy 2026 -27		Issue Date:	September 2026
Approved by Governors:	September 2026	Review Date:	September 2027

Stopsley High School is committed to safeguarding the wellbeing of our students. This positive behaviour policy forms an essential part of our Safeguarding Policy Portfolio and demonstrates our commitment to ensure our learners feel safe within our school community.

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
- 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

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 Skills and Post-16 Education Act 2022 (the 'provider access legislation'), 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 can be found on the careers page of our website.

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)
- As an academy in England, we're now required to provide and publish careers guidance

The above guidance requires that schools publish information about the careers programme on our website, and that it is communicated in a way that enables learners, parents and carers, staff and employers to access and understand it. 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 on the careers page of our website. This policy complies with our funding agreement and articles of association.

3. Roles and responsibilities

3.1 Careers leader

Our careers leader is Mrs E Winter, and they can be contacted by phoning 01582 870900 or emailing ewinter@stopsleyhighschool.co.uk. Our careers leader is overseen by Mrs P Whiting, a member of the senior leadership team (SLT) and 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 and the budget for these
- Work with the SLT to make sure the careers programme is informed by a strategic careers plan aligned to the school's priorities
- Engage parents and carers throughout
- 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, and careers organisations
- Use and sequence labour market information (LMI) throughout the careers programme, tailoring it to individual circumstances
- Support the careers adviser to work with relevant staff, including the SENCO, subject teachers and pastoral teams
- 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

    · Engage with the relevant virtual school head and ensure a joined-up approach to identifying and supporting pupils' career ambitions

- Evaluate and continuously improve the careers programme, drawing on feedback from all stakeholders and the destinations of pupils
- Review our school's provider access policy statement at least annually, in agreement with our governing board

3.2 Senior leadership team (SLT)

Our SLT will:

- Support the careers programme
- Support the careers leader in developing their strategic careers plan
- Make sure our school's careers leader is allocated sufficient time and budget, and has the appropriate training, to perform their duties to a high standard
- 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 with employers, education and training providers, and other careers organisations
- Support the careers adviser to deliver personal guidance to pupils, making sure it's well-resourced
- Work closely with the careers leader and careers adviser in the overall development and evaluation of the careers programme

3.3 The governing board

The governing board will:

- Actively engage in setting the direction for a whole-school approach to careers guidance with the Headteacher, to make sure it is aligned with the school's vision, priorities and development plans
- Maintain strategic oversight of the school's legal and contractual requirements for careers guidance and hold senior leaders to account for delivering against those requirements
- 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 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
- Make sure that details of our school's careers programme and the name of the careers leader are published on the school's website
- Make sure 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

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. 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
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 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 but not limited to:

- The tutor programme
- The Curriculum Lense
- PSHCE programme
- Displays
- Guest Speakers
- Careers events

4.1 How we meet our requirements

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

Every pupil will receive at least 1 personal guidance meeting with a careers adviser by age 16.

Information about personal guidance support, and how to access it, will be communicated to pupils, parents and carers, and other stakeholders, including through the school website.

Key Stage 3

Our Key Stage 3 careers programme will support pupils in their planning and choices of GCSE subjects. This includes but is not limited to:

Careers Programme

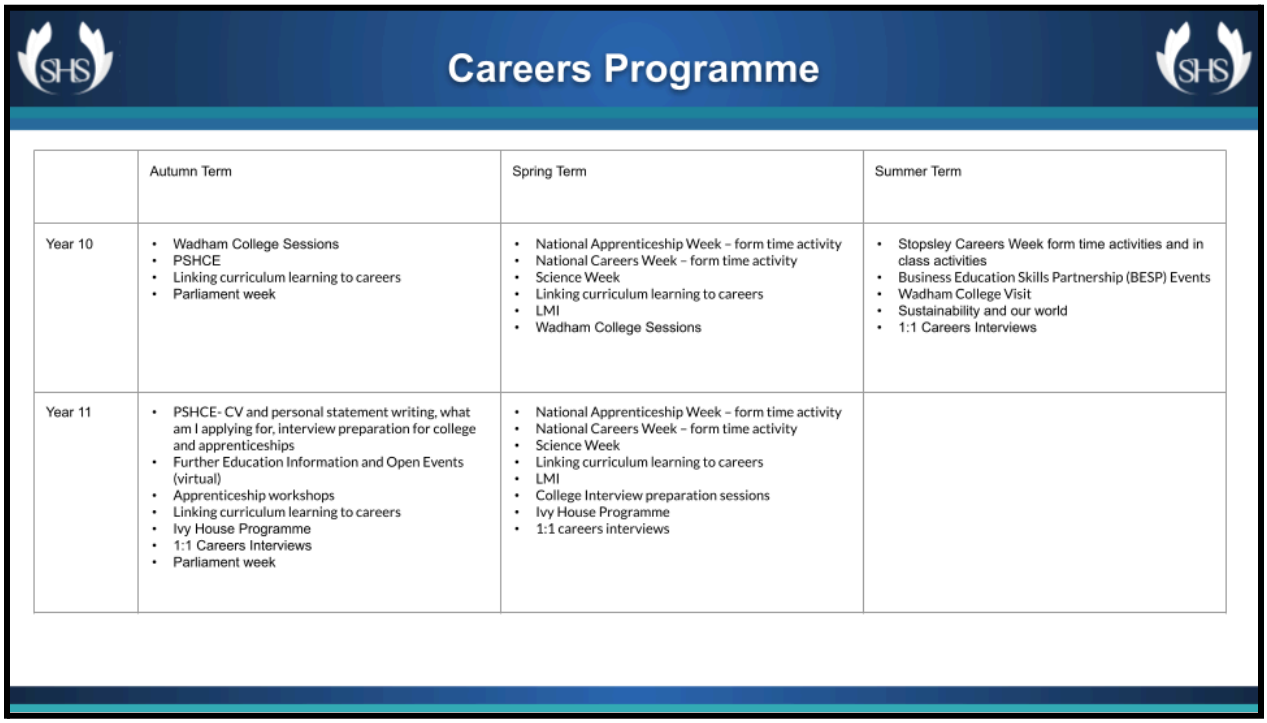
	Autumn Term	Spring Term	Summer Term
Year 7	• PSHE lessons: My strengths and abilities, enterprising skills, challenging stereotypes, rights, responsibility and respect, LMI • Linking curriculum learning to careers • Parliament week	• National Apprenticeship Week – form time activity • National Careers Week – form time activity • Understanding and challenging discrimination and bias • Science Week • Developing workplace skills • Linking curriculum learning to careers • LMI	• Stopsley Careers Week form time activities and in class activities • Linking curriculum learning to careers • Developing enterprise skills and financial decision making • Sustainability and our world
Year 8	• PSHE lessons: Developing workplace skills, enterprising skills, Understanding and challenging discrimination and bias, LMI • Linking curriculum learning to careers • Parliament week	• National Apprenticeship Week – form time activity • National Careers Week – form time activity • Understanding and challenging discrimination and bias • Developing workplace skills • Science Week • Linking curriculum learning to careers • LMI	• Stopsley Careers Week form time activities and in class activities • Brilliant Club • Linking curriculum learning to careers • Developing enterprise skills and financial decision making • Sustainability and our world
Year 9	• PSHCE- developing workplace skills, leadership • Challenging stereotypes, discrimination and bias • Linking curriculum learning to careers • Parliament week	• National Apprenticeship Week – form time activity • National Careers Week – form time activity • Linking curriculum learning to careers • Science Week • Brilliant Club • Making Choices- GCSE options evening and careers guidance support	• Stopsley Careers Week form time activities and in class activities • Making Choices Evening- Options evening support meetings • Linking curriculum learning to careers • Sustainability and our world

We are meeting our requirements to provide:

- At least 2 encounters with providers of technical education or apprenticeships in year 8 or 9 (this is set out in more detail in our provider access policy statement, which can be found on the careers page of our website.
- 1 week's worth of work experience activities

Key Stage 4

Our Key Stage 4 careers programme aims to help pupils research and understand their choices and routes into education and training. This includes but is not limited to:



Careers Programme

	Autumn Term	Spring Term	Summer Term
Year 10	• Wadham College Sessions • PSHCE • Linking curriculum learning to careers • Parliament week	• National Apprenticeship Week – form time activity • National Careers Week – form time activity • Science Week • Linking curriculum learning to careers • LMI • Wadham College Sessions	• Stopsley Careers Week form time activities and in class activities • Business Education Skills Partnership (BESP) Events • Wadham College Visit • Sustainability and our world • 1:1 Careers Interviews
Year 11	• PSHCE- CV and personal statement writing, what am I applying for, interview preparation for college and apprenticeships • Further Education Information and Open Events (virtual) • Apprenticeship workshops • Linking curriculum learning to careers • Ivy House Programme • 1:1 Careers Interviews • Parliament week	• National Apprenticeship Week – form time activity • National Careers Week – form time activity • Science Week • Linking curriculum learning to careers • LMI • College Interview preparation sessions • Ivy House Programme • 1:1 careers interviews	

We are meeting our requirements to provide:

- At least 2 encounters with providers of technical education or apprenticeships in year 10 or 11 (this is set out in more detail in our provider access policy statement, which can be found on the careers page of our website.
- 1 week's worth of work experience placement(s)

4.2 Pupils with special educational needs or disabilities (SEND)

All pupils with SEND will be supported with a careers programme that follows the Gatsby Benchmarks. We expect that the majority of pupils with SEND will follow the same careers programme that meets the Gatsby Benchmarks as their peers, 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

A summary of our school's careers programme is published on our school website, including details of how pupils, parents and carers, teachers and employers can access information about the careers programme.

Pupils, parents and carers, teachers and employers can request any additional information about the careers programme by contacting Mrs E Winter, ewinter@stopsleyhighschool.co.uk

4.4 Access to pupil participation records

We measure the progress of pupils and keep records as they move through the Key Stages.

We collect, maintain and use accurate data for each pupil on their aspirations, intended and immediate education, and training or employment destinations, to inform personalised support. We also keep records for each pupil of their participation in the careers programme, the individual advice given to them and subsequent agreed decisions.

Pupils have access to these records to support them during transition points and in their career development. These records can be found and updated on Unifrog.

These records will be kept in line with our data protection policy, which can be found on the policies page on our website.

4.5 Assessing the impact on pupils

Our careers programme is designed so pupils and parents/carers can give feedback throughout the course of the programme. We measure and assess the impact of the programme's initiatives by:

- Surveys
- Leavers' information
- Feedback from pupils, parents, teachers and employers;
- Evaluations

This evidence will feed into the overall development plans to make it easier to evaluate, improve and adapt our careers programme to ensure it meets the needs of all pupils.

5. Links to other policies

This policy links to the following policies:

- Provider access policy statement
- 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 governing body and reviewed annually.

The next review date is: September 2027