



# KING JAMES I ACADEMY

## Careers Policy & Access Statement

## 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

## 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 at the end of this policy.

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 their careers programme on their website. This policy includes this information and shows how our school complies with this requirement.

This policy complies with our funding agreement and articles of association.

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 within this policy.

## **Roles and responsibilities**

### **Careers leader**

Our careers leader is Lucy Mulryan, and she can be contacted by phoning 01388 603388 or emailing l.mulryan@kj1a.com. 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
- Establish and develop links with employers, education and training providers, and careers organisations
- 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

### **Senior Leadership Team**

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 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

## 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 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

## 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 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:

- Dedicated careers lessons
- Careers lessons as part of our PSHE curriculum living in the wider world

- Careers events throughout the year
- Displays around the academy
- Guest speakers
- Visits
- Form time careers focus every Wednesday
- Using the Unifrog careers platform
- Work place visits and work experience

## 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.

Aims		Teaching, Events, and Activities			
		Throughout the year	Autumn Term	Spring Term	Summer Term
Year 7	Identify individual interests and understand the relevance of all subjects to future careers pathways	<b>Careers Library:</b> Access to Information Sources and Further Reading  <b>Early Career Guidance:</b> Opportunity to have a group careers guidance appointment with a trained career adviser.  <b>Parents' Evenings:</b> opportunity to speak with our dedicated careers advisor about options and pathways.  <b>Unifrog:</b> All students set up a unifrog account to log skills, activities, and achievements.  <b>Job of the week:</b> Video played every week during form time.  <b>10-minute tasks:</b> Career themed tasks on unifrog.  <b>Skills Builder Programme in unifrog:</b> Linking Curriculum Learning to Careers (Co-Curriculum)  <b>Virtual careers guidance:</b> Access to a wide range of careers resources and LMI tools and links	<ul style="list-style-type: none"> <li>- Careers Fair</li> <li>- Dedicated careers lessons</li> <li>- Future Skills Questionnaire: Complete FSQ through Compass +</li> </ul>	<ul style="list-style-type: none"> <li>- Dedicated careers lessons</li> <li>- National Apprenticeships Week: Focus in lessons across all areas of the curriculum.</li> <li>- National Careers Week: Virtual events and visiting employer talks</li> </ul>	<ul style="list-style-type: none"> <li>- Dedicated careers lessons</li> <li>- Inspire Curriculum: Curriculum lessons with links to careers</li> </ul>
Year 8	Identify the importance of different skill sets and be aware of the LMI and how it can be useful.		<ul style="list-style-type: none"> <li>- Careers Fair: Students attend event and take part in follow up reflection session.</li> <li>- Dedicated careers lessons</li> </ul>	<ul style="list-style-type: none"> <li>- Dedicated careers lessons</li> <li>- National Apprenticeships Week: Focus in lessons across all areas of the curriculum.</li> <li>- National Careers Week: Full day carousel of talks from TAP</li> </ul>	<ul style="list-style-type: none"> <li>- Dedicated careers lessons</li> <li>- Inspire Curriculum: Curriculum lessons with links to careers</li> </ul>
Year 9	Identify strengths and preferences when exploring the different pathways and options available in relation to future careers.		<ul style="list-style-type: none"> <li>- Careers Fair: Students attend event and take part in follow up reflection session.</li> <li>- Dedicated careers lessons</li> <li>- Pre-Options Assembly</li> <li>- Non KS3 subject talks and information</li> </ul>	<ul style="list-style-type: none"> <li>- Dedicated careers lessons</li> <li>- Pre-Options Assembly</li> <li>- National Apprenticeships Week: Focus in lessons across all areas of the curriculum.</li> <li>- National Careers Week: Virtual events and visiting employer talks.</li> </ul>	<ul style="list-style-type: none"> <li>- Dedicated careers lessons</li> <li>- Inspire Curriculum: Curriculum lessons with links to careers.</li> <li>- Future Skills Questionnaire: Complete FSQ through Compass +</li> </ul>
Year 10	Learn about the world of work through encounters in the workplace and work experience. Research relevant LMI to use it in career planning alongside exploring different pathways and goal setting.		<ul style="list-style-type: none"> <li>- Careers Fair: Attend event and take part in follow up reflection session.</li> <li>- Dedicated careers lessons</li> </ul>	<ul style="list-style-type: none"> <li>- Dedicated careers lessons</li> <li>- Careers Talks: Students opt into a minimum of one talk from a local employer.</li> <li>- National Apprenticeships Week: Focus in lessons across all areas of the curriculum.</li> <li>- National Careers Week: Full day carousel of employer talks and workshops</li> </ul>	<ul style="list-style-type: none"> <li>- Dedicated careers lessons</li> <li>- Work experience: Students have the option to take part in work experience.</li> </ul>
Year 11	Research all post 16 options including pathways through to specific goals. Have a personalised action plan and prepare for further education employment or training.		<ul style="list-style-type: none"> <li>- Careers Fair: Students attend event and take part in follow up reflection session.</li> <li>- One to One career Interview: Individual careers interviews and action planning.</li> <li>- Access to Careers virtual classroom</li> </ul>	<ul style="list-style-type: none"> <li>- One to One career Interview: Individual careers interviews and action planning.</li> <li>- National Apprenticeships Week: Focus in lessons across all areas of the curriculum.</li> <li>- National Careers Week: CV and skills builder, Mock Interview, 6 Form taster.</li> <li>- Access to Careers virtual classroom</li> </ul>	<ul style="list-style-type: none"> <li>- One to One career Interview: Individual careers interviews and action planning.</li> <li>- Access to Careers virtual classroom</li> </ul>

## **Access to our carers 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.

Pupils, parents, teachers and employers can request any additional information about the careers programme by contacting our careers leader L Mulryan

## **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:

- Assessing leavers destinations information
- Student and parent voice
- Feedback from events and visitors
- Feedback from employers and visitors
- Compass + information
- Future skills questionnaires
- Unifrog activities information
- Careers guidance interviews

## **Provider Access Information**

This statement sets out the school's arrangements for managing the access of providers to 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 to 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.

For pupils of compulsory school age these encounters are mandatory and there will be a minimum of two encounters for pupils during the 'first key phase' (year 8 to 9) and two encounters for pupils during the 'second key phase' (year 10 to 11). For pupils in the 'third key phase' (year 12 to 13), particularly those that have not yet decided on their next steps,

there are two more provider encounters available during this period, which are optional for pupils to attend.

These provider encounters will be scheduled during the main school hours and the provider will be given a reasonable amount of time to, as a minimum:

- share information about both the provider and the approved technical education qualification and apprenticeships that the provider offers
- explain what career routes those options could lead to
- provide insights into what it might be like to learn or train with that provider (including the opportunity to meet staff and pupils from the provider)
- answer questions from pupils.

### **Management of provider access requests**

#### **Procedure**

A provider wishing to request access should contact Lucy Mulryan, Associate Assistant Headteacher and Careers Lead

**Contact Information:** Any external education providers, training providers, or employers are welcome to contact the relevant staff member at the school email address (available on the Academy website).

**Premises and Facilities:** appropriate rooming arrangements will be made to accommodate the events on the schedule above. Any specific requests can be made by external providers. Whilst we cannot guarantee that all requested provision can be made, we will endeavour to accommodate colleagues where possible.