



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.

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

	Year 7	Year 8	Year 9	Year 10	Year 11
Dedicated Careers Lessons	All students have dedicated careers lessons that take place in P6 enrichment lessons. The lessons are planned around the six main areas of the CDI framework and also link with the Gatsby Benchmarks.				
Grow throughout life	Who am I?	What are my interests?	What are my skills?	Reflecting on my career journey: past, present and future	What are my employability skills?
Explore Possibilities	Dream jobs	Job applications: superhero CVs	What comes after school: the main learning pathways	Exploring employer profiles	Post 16 – Choices, Choices
Manage Career	What is a career?	Challenges and rewards of work	Decision making: choosing what to study at KS4	What type of career is best for me?	Decision making: choosing your post-16 pathway
Create opportunities	What is an entrepreneur?	Creating the life you want: making a vision board	Taking control of your career journey	Preparing to go on work experience	Researching volunteering and paid work
Balance life and work	What is a work-life balance?	What does success mean to me?	Working and earning: managing your money	Wellbeing in the workplace	Money talks: apprenticeships vs. higher education
See the big picture	Careers and the future	Careers and the climate	What is the labour market and why is it important?	In person, hybrid, and remote: what works best?	Is AI a threat to our jobs?
Careers Fair	All year groups attend the careers fair and parents are also invited to accompany their children. A variety of employers and further education providers are invited in to present opportunities to students. Students take part in an activity which encourages conversations with employers and further education establishments. An additional careers session takes place after the careers fair where students are encouraged to follow up on the research they have started.				
unifrog	All students at King James have a unifrog account. They can use this to access information, complete tasks and record careers related activities and learning in their activities log. Students have chromebooks and can access this from home in their own time.				
Activities Log	Students all have their personal log on unifrog to record activities and skills that they are learning. Students have access to this on their Chromebook and have dedicated time each half term on a Wednesday morning during their form time focus.				
National careers week	During National Careers week all departments are provided with subject specific careers information and resources. Each curriculum area will deliver subject specific careers information around job roles within their area, skills needed and career pathways.				
National Apprenticeships Week	During National Apprenticeships week all curriculum areas will introduce different apprenticeships and the routes within their subject area. Departments will be provided with resources and it will be promoted on student's personal development classrooms.				
Form Time Focus	Wednesday morning every week is dedicated to careers. Students will take part in a range of different activities; this could be watching the career of the week video, doing a unifrog task, adding activities and skills to their personal development log, researching career pathways or completing surveys.				
Careers Library and notice boards	A careers library is available to all students in the sixth form room. This has up to date information on further education colleges and universities as well as potential careers and post 16 routes. Careers notice boards are around the academy, one focusing on apprenticeships and one on further education. Notice boards are updated regularly with up to information on courses and current apprenticeships on offer.				
Provider Access Legislation		All Y8 students will have an assembly from a local further education provider focusing on apprenticeships.	Students in Y9 will all have a session delivered by DWP on apprenticeships.	Students in Y10 will have a session delivered by DWP followed up by additional sessions.	All Y11 students will have a talk from a local further education provider focusing on T Levels and apprenticeships.
Work Place Encounters	In Year 7 students visit The Auckland Project. They meet a variety of employees with various roles and discuss their career within different work places in The Auckland Project.		In Y9 students take part in a business safari. They will visit various work places and learn about different careers, skills needed and routes into the world of work.	Year 10 students take part in work experience. Students are responsible for finding their own placement and the process begins at the start of the year. Students without placements go on work place visits.	
Compass + Future Skills Questionnaire	Students complete the Compass + Future Skills Questionnaire in Y7 first.		Students will complete the Future Skills Questionnaire in Y9 around the time of options.		Students complete the Future Skills questionnaire again in Y11 before moving into post16.
Other CEIAG			Y9 students all have the option for a pre-options career interview.	Y10 students all sign up to a minimum of one career talk from a local employer in their career of interest.	All students will have a one to one careers interview to identify final destinations and preparations.
				Taster sessions are offered at a local college for various L1 and L2 courses in vocational careers.	Y11 students are all offered support with applications and interviews for further education, training or employment.
				Students one to one careers interviews begin	Students at risk of NEET and in need of further support referred to Durham Works.
				Durham Works Workplaces Project for small groups of students at risk of becoming NEET.	

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.