

Elizabeth Woodville School

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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, 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

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 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 on: <https://www.ewsacademy.org.uk/home/curriculum/careers/employerstraining-providers/>

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 School 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

<https://www.ewsacademy.org.uk/home/curriculum/careers/employerstraining-providers/>

3. Roles and responsibilities

3.1 Careers leader

Our careers leaders are Mr Donovan Pillay (South Campus) and Mr Ben Jones (North Campus), and they can be contacted by phoning 01604 862125 or emailing generalenquiries@ewsacademy.org.uk. Our careers leader are 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

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 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

3.3 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

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 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 PSHE Lessons:** Focused sessions integrated into the curriculum, addressing career planning, employability skills, and financial literacy.
- **Workshops and Presentations:** Expert-led sessions on CV writing, interview preparation, and labour market insights.
- **One-to-One Careers Guidance:** Personalised meetings with a qualified careers advisor to support individual aspirations and pathways.
- **External Visits and Events:** Trips to universities, apprenticeship fairs, and industry sites, such as our visits to Silverstone Circuit for careers events.
- **Guest Speakers:** Inspirational talks from professionals across various industries, offering real-world perspectives and advice.
- **Work Experience Opportunities:** Placements designed to help students gain practical experience and explore career options.
- **Online Platforms and Resources:** Access to career exploration tools, apprenticeship databases, and higher education planning resources.
- **Assemblies and Tutor Time:** Regular discussions and presentations to reinforce career education and skill development.
- **Mock Interviews and Application Support:** Structured opportunities to practise interviews and receive feedback on personal statements, CVs, and applications.
- **Collaboration with Employers and Universities:** Partnerships that provide students with valuable insights and opportunities, ensuring they are prepared for the transition to their next steps.

This comprehensive approach ensures that all students at Elizabeth Woodville School are equipped with the knowledge, skills, and confidence to succeed in their chosen pathways.

Key Stage 3

The Key Stage 3 Careers Programme at Elizabeth Woodville School aims to provide students with the foundational skills, knowledge, and experiences needed to begin exploring future career pathways and make informed decisions about their education and employment aspirations. Aligned with PSHE Association guidance, our programme focuses on:

Building Self-Awareness

- Helping students understand their strengths, skills, values, and interests and how these can shape their future aspirations.
- Encouraging reflection on personal achievements and areas for growth to develop confidence and resilience.

Exploring Career Pathways

- Introducing students to a wide range of careers, industries, and opportunities, including higher education, apprenticeships, and vocational routes.
- Highlighting the importance of lifelong learning and transferable skills in an evolving job market.

Developing Key Employability Skills

- Teaching skills such as teamwork, communication, problem-solving, and organisation to help students prepare for future roles.
- Introducing students to essential concepts such as time management, goal setting, and collaboration.

Understanding the World of Work

- Providing insights into how the local, national, and global economy operates and how it impacts career opportunities.
- Helping students understand workplace expectations, including professionalism, punctuality, and responsibility.

Encouraging Aspirations

- Supporting students to set ambitious yet achievable goals for their education and career journey.
- Promoting a growth mindset and the belief that effort and perseverance lead to success.

Fostering Financial Literacy

- Introducing basic financial concepts, such as budgeting, saving, and understanding pay and deductions, to help students develop practical life skills.
- Encouraging students to make informed decisions about spending and managing money responsibly.

Promoting Equality, Diversity, and Inclusion

- Encouraging respect for different perspectives, cultures, and career aspirations.
- Addressing stereotypes and promoting equal opportunities for all students to achieve their goals.

Developing Decision-Making Skills

- Helping students learn how to evaluate information, weigh up options, and make informed decisions about their education and future career choices.

Introducing Work-Related Learning

- Offering opportunities to interact with professionals through talks, workshops, and visits, providing insight into real-world careers.
- Supporting students to identify how their current studies link to future career opportunities.

Through these aims, the Key Stage 3 Careers Programme at Elizabeth Woodville School equips students with the confidence, knowledge, and skills to begin shaping their futures with purpose and clarity.

The Key Stage 4 Careers Programme at Elizabeth Woodville School aims to support students in making informed, confident decisions about their future pathways and to prepare them for the next stage of their education, training, or employment. Drawing on the PSHE Association guidance, the programme focuses on the following key areas:

Developing Self-Awareness and Personal Goals

- Encouraging students to reflect on their strengths, skills, values, and aspirations to help them make informed decisions about their career and educational options.
- Supporting students in setting clear, achievable short-term and long-term goals for their personal and academic development.

Exploring Career Pathways and Opportunities

- Providing students with a broad understanding of the range of career options available, including further education, apprenticeships, vocational training, and employment.
- Introducing students to emerging industries and highlighting the importance of considering both traditional and non-traditional routes into the workforce.

Building Employability Skills

- Developing key employability skills such as problem-solving, communication, teamwork, leadership, and adaptability that are essential in the workplace.
- Offering opportunities for students to apply these skills in real-world contexts, including work experience and industry-related projects.

Fostering Financial Literacy

- Teaching students about personal finance, budgeting, understanding salaries, tax, and National Insurance, and how to manage financial responsibilities.
- Supporting students in making informed decisions about money management and future financial planning, including higher education costs and student loans.

Supporting Career Decision Making and Planning

- Providing students with the tools and resources to research career options, including the use of careers software and guidance on how to make informed choices about GCSE options, post-16 education, and apprenticeships.
- Helping students understand the impact of their decisions on future career opportunities and providing guidance on how to create effective CVs, personal statements, and cover letters.

Promoting Equality and Diversity

- Challenging stereotypes and promoting an inclusive approach to career choices, ensuring students understand that opportunities are available to everyone, regardless of background, gender, or ethnicity.
- Encouraging students to respect and embrace diversity in the workplace, understanding the benefits of inclusive teams and workplaces.

Building Understanding of the World of Work

- Offering insights into workplace expectations, professional behaviour, health and safety, and understanding employee rights and responsibilities.
- Providing real-life examples of careers and industries, helping students understand the skills and qualifications required for different jobs.

Encouraging Aspirations and Future Ambitions

- Motivating students to set high aspirations for their future, while understanding the steps needed to achieve their goals.
- Encouraging students to take ownership of their learning and personal development, fostering resilience and a growth mindset.

Providing Work-Related Learning Experiences

- Offering opportunities for students to engage with employers through work experience placements, career talks, job shadowing, and industry visits.
- Helping students understand the relevance of their studies in relation to their future careers and the skills they will need in the workforce.

Support for Post-16 Transitions

- Supporting students in making informed choices about their post-16 options, including college courses, apprenticeships, and vocational qualifications.
- Guiding students through the application process, including personal statements, interview preparation, and understanding the key differences between further education pathways.

By the end of Key Stage 4, the Careers Programme at Elizabeth Woodville School aims to ensure that all students are prepared to take the next step in their journey, equipped with the knowledge, skills, and confidence to make informed decisions about their future and transition smoothly to the next stage of their education or career.

Key Stage 5

At Elizabeth Woodville School, the aims of the Key Stage 5 Careers Policy are to ensure all students are fully prepared for their next steps, whether in higher education, apprenticeships, or employment, by providing them with the skills, knowledge and support they need to succeed. We aim to support students in making informed decisions about their future pathways, offering guidance on UCAS applications, personal statements, and apprenticeship or job applications. Our careers programme is designed to develop essential employability skills, including communication, teamwork, problem-solving, and adaptability, while offering opportunities for work experience, volunteering, and engagement with the workplace to provide practical insights.

We ensure students have access to up-to-date labour market information and personalised, impartial advice from trained careers advisors, empowering them to explore a wide range of opportunities. Raising aspirations is a key priority, and we encourage students to set high but achievable goals, promoting awareness of local, national, and global opportunities so that no student feels limited by their background or circumstances. Our students benefit from regular engagement with employers, professionals, and higher education providers through activities such as careers fairs, guest speaker sessions, and university visits, which help them gain real-world perspectives and inspire their ambitions.

We support students in developing decision-making skills and resilience, helping them navigate challenges with confidence and self-reflection to align their strengths and interests with future opportunities. At Elizabeth Woodville School, inclusivity is at the heart of our careers programme, ensuring tailored support is provided to meet the needs of all students, including those with special educational needs and disabilities or from disadvantaged backgrounds. Finally, we are committed to tracking and monitoring each student's engagement with careers activities and their intended destinations, using this information to evaluate the effectiveness of our programme and continuously improve the support we provide. Applications to Post 18 providers/ pathways are made and supported through an integrated PSHE, tutor time, extra curricular and assembly programme.

Our Key Stage 5 careers programme supports pupils in planning for their future, including university and alternative pathways. This includes:

- **Developing Career Management Skills:** Supporting students in identifying and pursuing career pathways that align with their interests, strengths, and values. This includes guidance on higher education, apprenticeships, gap years, and vocational training.
- **Building Employability Skills:** Providing opportunities for students to develop essential workplace skills, such as effective communication, teamwork, problem-solving, and critical thinking. Practical workshops focus on CV writing, interview preparation, and creating a professional digital presence.
- **Exploring Labour Market Information (LMI):** Ensuring students have access to up-to-date insights into local, national, and global labour markets. This helps them understand trends, emerging opportunities, and the qualifications and skills required for success in various industries.
- **Enhancing Financial Literacy:** Preparing students to manage their personal finances through lessons on budgeting, understanding salaries and deductions, evaluating savings options, and the implications of financial contracts, such as loans and rental agreements.
- **Fostering Enterprise and Proactivity:** Encouraging a proactive approach to career planning and personal development. Students are taught to take initiative and adopt an enterprising mindset, helping them make informed and ambitious decisions.
- **Encouraging Lifelong Learning:** Promoting the importance of continuous personal and professional growth to adapt to changing career landscapes. Students are encouraged to view education and training as ongoing processes.
- **Promoting Inclusivity and Equality:** Embedding diversity and inclusion into career education by helping students understand the importance of equal opportunities in the workplace. Sessions also address recognising and challenging discrimination.
- **Supporting Resilience and Adaptability:** Developing students' resilience and adaptability to help them manage change, setbacks, and challenges in their career and personal journeys.

- **Understanding Rights and Responsibilities:** Educating students on their rights and responsibilities as employees, including workplace safety, professional conduct, and understanding the role of trade unions.
- **Linking Careers to Personal Well-being:** Highlighting the connection between career decisions, mental health, and work-life balance, ensuring students choose pathways that support their overall well-being and personal fulfilment.

This approach is tailored to provide Elizabeth Woodville School students with practical skills and knowledge while fostering confidence, independence, and readiness for their next steps in education, employment, or training. The careers programme is integrated into PSHE lessons, workshops, and bespoke events to create a comprehensive and student centred offer.

4.1 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.

4.2 Access to our careers programme information

A summary of our school's careers programme is published on our school website
<https://www.ewsacademy.org.uk/home/parents/careers/>

Pupils, parents, teachers and employers can request any additional information about the careers programme by contacting generalenquiries@ewsacademy.org.uk

4.3 Assessing the impact on pupils

Our careers programme at Elizabeth Woodville School is designed so that pupils can provide feedback and their progress is measured as they move through Key Stages. We measure and assess the impact of the programme's initiatives by regularly administering surveys to pupils to gather their views on the careers programme and its impact on their understanding of career options, employability skills, and future planning. This feedback is used to refine the programme and address any gaps in provision. We also collect data from pupils upon leaving school, including their post-16 destinations, such as further education, apprenticeships, or employment. This information helps us assess how effectively the careers programme supports pupils in making informed choices about their next steps.

In addition, feedback is gathered from pupils during and after careers events, activities, and workshops to understand what they find useful, what areas need more focus, and how well the programme meets their needs. We engage with parents through meetings, surveys, and feedback forms to understand their perspectives on the careers guidance and how it supports their child's decision-making process. This is complemented by collecting feedback from teachers across different subjects to evaluate how well the careers programme is integrated into their teaching and to assess the pupils' engagement with careers-related discussions and activities.

Employer feedback is also crucial, with input gathered from those who engage with the school through work experience placements, career talks, and industry visits. This helps us assess how well students are prepared for the workplace and how effectively the school is fostering employability skills. Evaluations are conducted after key careers events, such as careers fairs, employer presentations, and workshops, to gauge pupil satisfaction, learning outcomes, and overall effectiveness. These evaluations help us refine the events and ensure they provide meaningful insights for students.

We also monitor pupils' academic progress alongside their career development, ensuring that their career aspirations are aligned with their strengths and interests through regular discussions during mentoring sessions and the review of individual study and career plans. Finally, we track the progression of students from Key Stage 4 into post-16 education, apprenticeships, or employment, analysing how well students have made the transition into their next steps. This data is used to adjust the careers programme for future cohorts, ensuring it is responsive to the needs of students and provides continuous opportunities for improvement and alignment with their aspirations and outcomes.

5. Links to other policies

This policy links to the following policies:

- Provider access policy statement:
<https://www.ewsacademy.org.uk/home/curriculum/careers/employerstraining-providers/>
- Child protection policy: <https://www.ewsacademy.org.uk/home/about-us/statutory-information/policies/>
- Curriculum policy: <https://www.ewsacademy.org.uk/home/about-us/statutory-information/policies/>