

## Careers Policy Aurora Ivy Lane

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| <b>Policy Reference:</b>  | IVY3                   |
| <b>Version Number:</b>  | 3                      |
| <b>Applies to:</b>  | Aurora Ivy Lane School |
| <b>Associated documents:</b>  | Curriculum overview    |
| <b>Approved by:</b>   | SLT                    |
| <b>Implementation date:</b>   | September 2025         |
| <b>Next review due by:</b>  | September 2026         |
| <i>This policy has been reviewed to ensure it promotes safeguarding and does not present barriers to participation or disadvantage any protected groups</i> |                        |

## Aims

Ivy Lane School provides education and support through compulsory and alternative provision to ensure that every learner reaches their full potential. We work with learners who are particularly vulnerable to becoming NEET. The school works collaboratively with internal and external stakeholders to build a cohesive programme of careers education, to ensure that every learner reaches their full potential. The development of Careers Advice and Guidance is a continuous priority in the school's strategic development plan.

We will support learners to help them achieve their best intended outcomes by raising aspirations and providing access to differentiated, impartial and independent information and guidance about the range of options available.

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

## Legislation and 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.

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.
- 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.

## Roles and responsibilities

### 3.1 Careers leader

Our careers leader is Joe Hill, and they can be contacted by phoning or contacting the school office as outlined on our website. He 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
- Track student engagement with the school's careers program and support students where there are gaps in engagement
- 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 Head teacher in developing their strategic careers plan
- 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 Operations director

The Operations director will:

- Provide clear advice and guidance on which the school can base a strategic careers plan which meets legal and contractual requirements
- 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 19 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 7 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'.

## Careers Programme at Ivy Lane

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 Pupil
4. Linking Curriculum Learning to Careers
5. Encounters with Employers and Employees
6. Experiences 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, vocational 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.

Our careers programme is delivered through a number of methods, including:

- Independent advice and guidance sessions
- Lessons withing the PSHE curriculum
- Form time
- Guest visitors and speakers
- Displays
- Events including careers weeks

Ivy Lane School is committed to providing a planned Careers programme, which is differentiated to suit the needs of each individual learner. Learners will leave Ivy Lane School with the skills and knowledge required to support their entry to further education, training or employment wherever possible. The school also works with the Local Authority and a wide range of voluntary / statutory agencies to support our learners whose circumstances have made them vulnerable or hard to reach, including those with special educational needs, and those at risk of not participating post-16.

The school works closely with a range of partners including for example our local colleges and independent careers advisors, to deliver the best possible outcomes for ALL students.

## Careers Entitlement Statement

All students are entitled to independent and impartial external careers guidance and, in school, we will provide you with opportunities to develop your aspirations. Students need to reflect and evaluate their goals and use information obtained to help make decisions about career pathways. Lessons and events will help support the entitlement statements below.

It is your future so you have a responsibility to:

- Make the most of the opportunities offered to you
- Research your options
- Have 'post-16' career meetings with your school's visiting Careers Advisor
- Be prepared to be realistic when looking at post-16 opportunities
- Be prepared to work hard in order to reach your full potential

While at school the minimum entitlement we will support you with:

- Give you the opportunity to access independent and impartial careers guidance
- Give you the opportunity to meet with different industries/employers
- Give you the opportunity to learn about the world of work
- Be treated with appropriate confidentiality

Key Stage 3 our aim is to support you with:

- Developing confidence in yourself and your abilities
- Thinking about what your strengths are and what skills will help you achieve your goal

- Helping you think about what aspirations you have and a goal that you would like to achieve when you leave school

Key Stage 4 our aim is to support you with:

- Providing access to information regarding different college courses and understanding your Post-16 options
- Having access to 1:1 independent and impartial careers guidance
- Using different resources to provide relevant and helpful information
- Being able to identify your skills and strengths needed to achieve your desired profession
- Identifying and setting yourself future goals
- Gaining experience of the world of work through encounters with employers and having work experience opportunities

At Key stage 5 our aim is to support you with:

- Providing access to information regarding different FE courses, internships and work opportunities and understand your Post-18 options
- Having access to 1:1 independent and impartial careers guidance
- Using different resources to provide relevant and helpful information
- Being able to identify your skills and strengths needed to achieve your desired profession
- Identifying and setting yourself future goals

Parent/Carers entitlement: Parent/Carers can access careers support for their child in a variety of ways including:

- Careers information on the school website
- Access to computer based careers programmes such as START.
- Parent/Carer's have the opportunity to arrange a meeting with our Careers Adviser

## Monitoring arrangements

Careers Education is monitored on a regular basis, via SLT meetings and meetings with our independent career's advisor. This allows us to monitor and evaluate the current provision across the school. We encourage staff, students and parent/carers to provide feedback regularly.