

Reference number	EdPol-002
Designation	Education Services Policy

Careers Policy



Responsible department:	Education Services	Owner:	Head of Careers
Version:	V1.0	Date of issue:	January 2024
Date of next review:	January 2025	Executive approval:	MD Education

Scope:	The policy establishes a framework for delivering comprehensive Careers Education at Olympus. It encompasses inclusive principles, statutory compliance, defined roles, and a structured Careers Programme aligned with Gatsby Benchmarks, CDI framework, Skills Builder and Morrisby. The document outlines assessment and evaluation methods, links to other policies, and undergoes regular monitoring and reviews to ensure ongoing effectiveness.
Objectives	<ol style="list-style-type: none"> 1. Holistic Career Development: Provide high-quality, inclusive, and tailored career guidance from an early age, fostering a comprehensive approach that addresses the unique needs, interests, and mental well-being of each student. 2. Stakeholder Collaboration and Support: Establish strong partnerships with parents, guardians, community organizations, local employers, and educational institutions to create a supportive network, ensuring active engagement, and involvement in students' career aspirations. 3. Continuous Improvement and Future Readiness: Implement a dynamic and adaptable career programme that integrates

	<p>essential life skills, facilitates seamless transitions for students with SEMH challenges, and continuously evaluates, updates, and complies with legal standards to ensure students are well-prepared for their future education and careers.</p>
<p>Applicable legislation/standards:</p>	<ul style="list-style-type: none"> • The Education Act 1997 • The Education and Skills Act 2008 • The School Information (*England) Regulations 2008 • Skills and Post-16 Act 2022 <p>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:</p> <ul style="list-style-type: none"> • Our school must now secure independent careers guidance from year 7 (instead of from year 8, previously)

1. Aims

This policy aims to set out our school's provision of Career Education, impartial and informed careers guidance for our students. The policy includes how parents, teachers and employers can access information about the programme and how to get involved.

Our provision is dedicated to delivering high-quality careers guidance that is crucial for our pupils' future success. It aims to:

- Equip pupils with essential self-development and career management skills to prepare them for the workplace.
- Offer firsthand experiences and foster a clear understanding of the professional world and will make reasonable adjustments to support all young people.
- Enhance pupils' awareness of the diverse education, training, and career opportunities available to them.
- Assist pupils in comprehending the pathways to careers they are interested in, enabling them to make well-informed choices for their future education or training.
- Cultivate a culture of aiming high and ensure equality of opportunity for all young people.

Horizon believes that high-quality careers guidance is important for our student's futures, and we have detailed a set of principles that we adhere to throughout the programme.

1.1 Horizon Principles for Career Education

1. Inclusivity: Horizon ensures that career development opportunities are inclusive and accessible to all students, regardless of their background, abilities, or challenges. This will include the adaptation of activities and alternatives where appropriate to meet the needs of the learner.

2. Individualisation: Horizon recognises the unique strengths, interests, and needs of each of our students and tailor career planning to the needs of each student and support accordingly. We will ensure that all students are supported into whichever pathway they would like to choose. It's important for us to ensure that each student leaves us with increased self-awareness, more confidence and have the understanding that they are worthy and will be successful in their working life if they choose.

3. Mental Health Awareness: Horizon prioritises the mental health and emotional well-being of all our students throughout their career development journey,

providing necessary support and counselling. We continue to work with internal and external stakeholders to ensure that each student is fully supported.

4. Collaboration: Horizon aims to foster strong partnerships with parents, guardians, community organisations, and local employers to create a network of support for our students' career aspirations. We also work closely with local Further Education colleges, Further Education providers and alternative provisions to support our students into the next step of their journey.

5. Early Exploration: Horizon strongly believes in starting career exploration and awareness activities at an early age to help our students discover their interests, find out who they are, who they could become and where they might fit into the world.

6. Life Skills: Horizon wants to integrate the development of essential life skills, such as communication, problem-solving, and self-regulation, into career education. We do this with the support of the Skills Builder Framework. Due to the nature of our students having additional needs, it is crucial that they get a well-rounded education, incorporating life skills into every part of school life is vital for our young people to succeed post education.

7. Transition Planning: Implement a seamless transition planning process that prepares SEMH students for the next stages of their education or employment journey.

2 Statutory Requirements

2.1 Legislation

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 in line with the:

- Skills and Post 16 Act 2022 (for more details please refer to our Provider Access Policy Statement) - We must provide a minimum of 6 encounters with technical education or training providers to all pupils in years 8-13. Came into force on the 1st January 2023.

- Education (Careers guidance in Schools) Act 2022. This came into force on 1st September 2022 and amended the existing duty in The Education Act 1997 so that we provide Independent Careers Guidance from Year 7.

This policy will be published on our website as we are required to publish details of the career programme. The policy includes this information and demonstrates how we comply with the requirements.

Horizon also acts in accordance with our statutory duty under the 'Baker Clause' to be impartial and not show any bias toward a particular 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 alongside this policy on the website.

3. Roles and responsibilities

3.1 Careers Lead

The Careers Leader is responsible for the day-to-day responsibilities of the careers programme in school, this includes but is not limited to:

- Running the school's career programme and is responsible for in school development of the provision.
- Organising delivery of Career Guidance to young people.
- Planning and managing careers activities and events.
- Supporting teachers to embed career learning into the curriculum.
- Establish and develop links with employers, education and training providers and career organisations.
- Work closely with relevant staff to identify students who require a higher level of intervention and put in place a personalised support programme and appropriate transition planning.
- Oversee work experience programmes, including supporting students with finding placements and finding solutions for alternatives if a child cannot access work experience in the traditional manner.
- Ensures that the school has complied with statutory guidelines and Provider Access Arrangements.
- Oversees the Morrisby Programme and ensures activities are logged.
- Review school's provider access statement along with reviewing the careers provision through audits and evaluation of programmes.
- Ensuring that all feedback from programme is actioned and used to develop programme.

3.2 Head of Careers

The Head of Careers (HoC) is responsible for the strategic oversight of the careers programme within Horizon schools and supports the careers leaders to ensure a high-quality careers provision is on offer, below is a summary of the role.

- Overall Responsibility for CEIAG.
- Providing Advice and Guidance.
- Curriculum Development.
- Leadership and support to in school Careers Leads.
- Training and Development.
- Stakeholder engagement.
- Builds and maintains partnerships and collaborations.
- Policy and Compliance.
- Integration with School SLTs.
- Support with Parental Engagement.
- Oversight of Alumni network.
- Oversight of Morrisby and Skills builder at trust level.
- Website, Communications and Networks.
- Provides clear advice and guidance which schools can base their plans for their career provisions based on legal and contractual requirements.
- 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.

3.3 School Senior Leadership Teams

- Support the career provision.
- Support the Career Leader in developing in school provision.
- Make sure suitable time is allocated on the timetable for career education delivery.
- Ensuring the Career Lead is allocated time to carry out career lead duties.
- Allow training providers access to talk to pupils in years 8-13 about technical education qualifications and apprenticeships and sets out arrangements for this in schools provider access policy statement.
- Supports in networking with employers, education and training providers and careers organisations.
- 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.
- Ensures along with HoC, that careers lead information is published on the school website with a plan of programme and arrangements are in place

for school to meet the requirements of the Baker Clause and that the school has published a provider access policy statement.

4. Career Programme

Olympus has an embedded careers programme that aims to inform and encourage students to explore their career options and to understand steps into their choices and pathways. We aim for all our students to have a strong understanding of their priorities, interests and how to access the world of work by the time they leave us. We provide statutory independent careers guidance from year 7.

We also complete career related learning in our primary schools, allowing students to discover their interests, find out who they are, who they could become and where they might fit into the world.

We have developed our in-school careers programme to be in line with the expectations of the Gatsby Benchmarks and Statutory Guidance from ISI and OFSTED.

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

More information on this can be found at

<https://www.gatsby.org.uk/education/focus-areas/good-career-guidance>

We do not show any bias towards a particular route or training programme and promote a full range of technical and academic options for our students. We work closely with local authorities who oversee each student's EHCP to ensure that their views are heard and understood at Annual Review and provide necessary documentation and reports to support this process.

We aim to build on understanding each year through the same 6 principles of the CDI framework and each key stage is encouraged to appropriately think of their future choices. All career activities have aims, objectives and outcomes and are delivered through a variety of methods including lessons, discussions, displays, events, activities, newsletter, guest speakers & visitors, online careers events, in person career events and career fairs. Each student has a Careers Passport which

outlines these 6 learning areas and outcomes and students work through this throughout their time at the school with the aim that by the end of year 11 or 13 they have completed most of the outcomes.

The six learning areas



4.1 Key Stage 1 & 2

We aim for students in Key stage 1 and 2 to gain an understanding of who they are, what they want to do and how they might fit into the world. At the primary stage, this is very much about fostering personal agency and self-regulation. We can help students to take the initiative for what they do, to believe in themselves and to be increasingly responsible for their own progress.

Widening student's horizons beyond the jobs that their family members do or that are portrayed in the media and social media is a key task of primary schools. Jobs that run-in families are an interesting investigation as is exploring the jobs featured in shows and documentaries. Students will follow a curriculum as a part of ongoing PSHE work and workshopped career events and activities.

4.2 Key Stage 3

We want students to start to identify skills, strengths, and their areas of development. Students are supported to gain an understanding of their priorities for work and future career options. They will have opportunities to develop the 8 essential skills through our Skills Builder Programme.

They complete Morrisby assessments which will help to identify potential career options and give them access to labour market information around these roles.

They will have access to external visitors and provider access discussions. We also support our KS3 students to attend trips and visits to experience the workplace. This is all done alongside the carers curriculum that is taught within PSHE lessons and workshopped careers events.

We also want students to be supported to identify/review hopes and dreams, be encouraged to challenge stereotypes and discrimination and to take part in careers events at school.

4.3 Key Stage 4

As our students move through to KS4 we aim to support students in researching and understanding options and choices into education and work-based training. We do this through timetabled career learning lessons known as Work Skills with a thorough curriculum, a variety of career events and activities including national careers week and national apprenticeship week, careers fairs, work experience and encounters, educational trips and visits, life skills and independence planning & support, personal guidance interviews and group guidance sessions and more.

We continue to build on the 6 principles from the CDI framework. Students in KS4 have access to Morrisby and continue to build on the 8 essential skills with the Skills Builder Partnership.

We encourage our KS4 students to thoroughly research and identify what pathways they would like to move onto, and we support parents and carers with attending open days and arranging bespoke college visits. We work closely with professional networks and stakeholders to ensure that all students have a good transition plan effective for their future and we encourage our students to take an active role in this process. We also support students in finding part time work if they want to in collaboration with parents and carers.

4.4 Key Stage 5

In Key stage 5, we support students with planning for their future whether that be further education, higher education, apprenticeships or straight into employment.

As with the other key stages we continue to build on the 6 principles from the CDI framework, the continued use of Morrisby and the development of the essential skills. We also develop understanding, research, and development through timetabled career learning lessons with a thorough curriculum, a variety of career events and activities including national careers week and national apprenticeship week, careers fairs, work experience and encounters, educational trips and visits, life skills and independence planning & support, personal guidance interviews and group guidance sessions and more.

4.5 Horizon Careers Map - Snapshot of Modules

Horizon Careers Map (Snapshot of Year)						
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12/13
Ongoing	Personal Guidance with Careers Mentor internal School Website with Links to resources Careers within the curriculum Morrisby Professional's Visits	Personal Guidance with Careers Mentor internal School Website with Links to resources Careers within the curriculum Morrisby Professional's Visits	Personal Guidance with Careers Mentor internal School Website with Links to resources Careers within the curriculum Morrisby Professional's visits	Personal Guidance with Careers Mentor internal School Website with Links to resources Careers within the curriculum Morrisby External Visits from Industry Professionals	Finance Personal Guidance with Careers Mentor internal School Website with Links to resources Careers within the curriculum Morrisby External Visits from Industry Professionals	Personal Guidance with Careers Mentor internal School Website with Links to resources Careers within the curriculum Morrisby Preparation for Working Life External Visits from Industry Professionals
Autumn Term	Self Awareness Careers Fair Futures Lessons	Investigate Careers Careers Fair Futures Lessons	Investigating Careers Careers Fair Options Futures Lessons	Prep For Work Experience CV's Aptitudes Careers Fair Futures Lessons	Careers Fair CV's Investigating Careers Investigate Post 16 Options & Applications Futures Lessons	Understanding Finance Options at 18 Investigating Careers Employability Skills Qualification Review Careers Fair Futures Lessons
Spring Term	What is work? Professional Visits	Employability Skills	Challenging Workplace Stereotypes Employability Skills Decision Making	Apprenticeships Options at 16 Qualification Education Intro to finance	Careers Intervention and Review Employability/Interview Skills Qualification Review	Careers Intervention & Review Job Applications Work Experience Planning for Post 18 Understanding Finance
Summer Term	Career Families	Careers intervention & review	Work Placement Intro CV's	Work Experience Careers Intervention & Review	Recap Interview Skills Mock Education Interviews Work Experience Qualification Review Final or Changes to Applications	Qualification Review Plan for Post 18 Mock Job Application Competition Careers Intervention and Review

5 Assessing the Impact of our Provision

As highlighted above in other areas of this policy we regularly assess the programme through formal evaluations with parents and carers, teachers, students, and external stakeholders. We also conduct regular self-evaluations within the careers team to assess the progress in each school. Some adaptations might take place throughout the year to continue to meet the needs of the cohort and we will always review the provision at the end of each academic year. This then informs the improvement of the provision in the future.

A summary of the programme is available on the school website, however more information can be requested from contacting the individual school Career Leader or the Head of Careers.

6. Links to other policies

Curriculum Policy
Safeguarding Policy
Provider Access Policy

7. Monitoring and Review

This policy, the information included and its implementation into our schools is monitored by the Head of Careers and senior leadership team. It is reviewed annually.

8. Equality impact

This policy has been subject to an equality impact assessment and Horizon is satisfied that it does not unfairly disadvantage any person.