

Careers Guidance Policy

Adopted Date:	01/09/2023
Review Date:	01/09/2024

Equality and Inclusion Statement:

We include our equality statement in the beginning of all policies to emphasise our commitment to equality and inclusion.

At Apex Specialist Education we are committed to promoting equality of opportunity, eliminating discrimination and harassment, valuing diversity and promoting positive relationships. We provide an inclusive education which enables all pupils to develop their full potential meeting the requirements of the Equality Act 2010 and Special Educational Needs and Disability Code of Practice 2014.

At Apex Specialist Education, we believe that diversity is a strength which should be respected and celebrated by all those who learn, teach and visit us.

In line with the public sector equality duty (PSED) standards, Apex Specialist Education will have due regard to the need to:

- Eliminate discrimination.
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it.
- Foster good relations across all characteristics, between people who share a protected characteristic and people who do not share it.

In practice, due regard means that the proprietary board and the leadership team will:

- Be aware of the duty to have due regard when making decisions or taking action and will assess whether it may have implications for people with particular protected characteristics.
- Consider equality implications before and at the time that they develop policies and take decisions, not as an afterthought and keep them under review on a continuing basis.
- Integrate PSED into the implementation of all school functions and ensure that the analysis necessary to comply with the duty is carried out seriously, rigorously and with an open mind.
- It is unlawful to discriminate in the following areas, termed as protected characteristics: age, disability, gender, gender reassignment, marriage and civil partnership, pregnancy, race, religion or belief and sexual orientation.

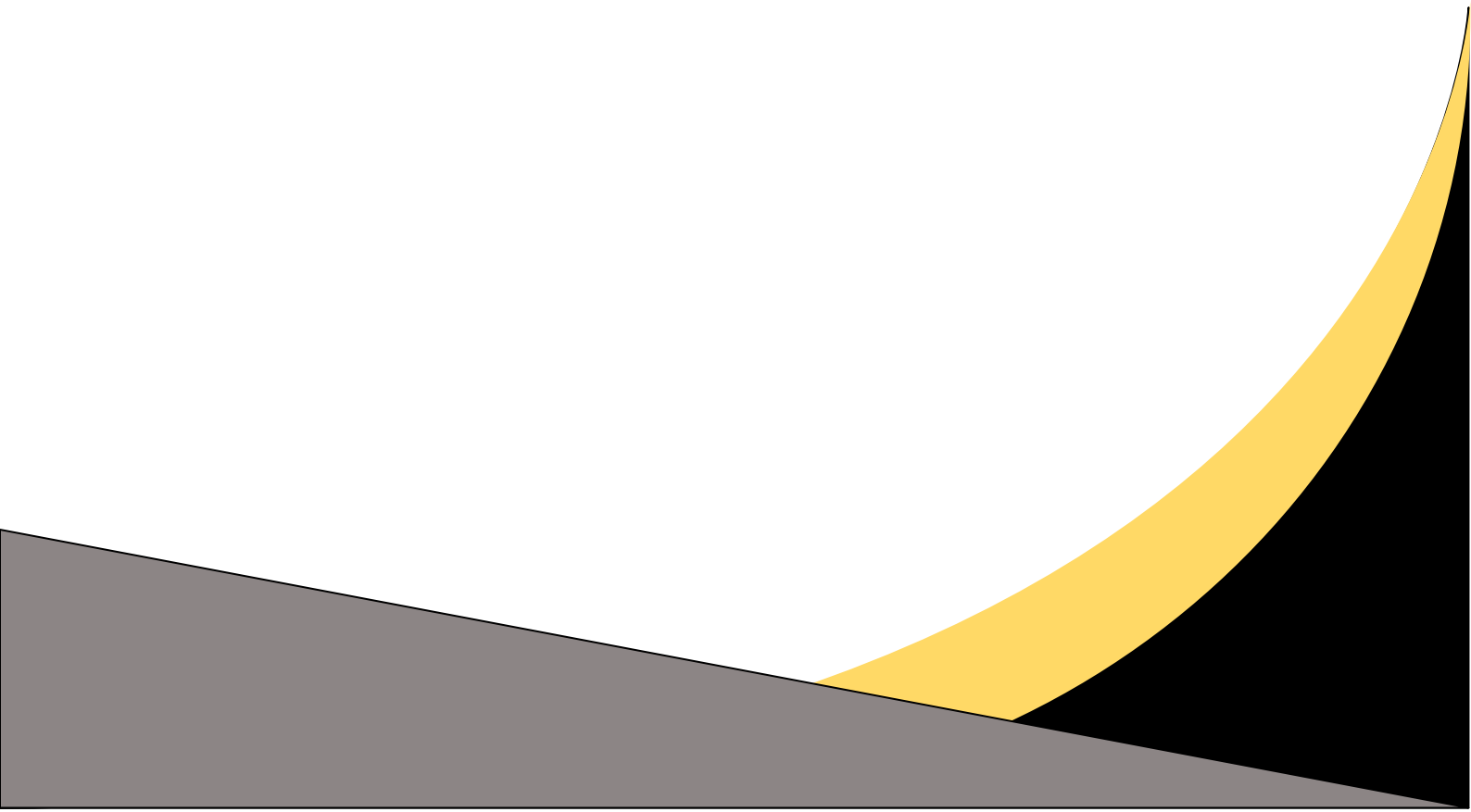
All members of Apex Specialist Education community are responsible for promoting Apex Specialist Education's equality statement and are obliged to respect and act in accordance with it.

For further information please see Apex Specialist Education's Equality and Diversity Policy.

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1. Aims

This policy aims to set out Apex Specialist Education'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 Apex Specialist Education 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 within our centre, or website.

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:

- Apex Specialist Education must now secure independent careers guidance from year 7 (instead of from year 8, previously)

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 Apex Specialist Education meets this duty, and can be found within our centre, or website.

3. Roles and responsibilities

3.1 Careers leader

Our careers leader is Mr. Matthew McCann, and they can be contacted by phoning 07915 260 720 or emailing matthew.mccann@apex-specialisteducation.com. Our careers leader is also a member of the senior leadership team (Headteacher) 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 service, 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 Apex Specialist Education'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 Apex Specialist Education's provider access policy statement at least annually

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 Apex Specialist Education'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 Apex Specialist Education's provider access policy statement

- Network with employers, education and training providers, and other careers organisations

3.3 The Proprietary Board

The board will:

- Provide clear advice and guidance on which the school can base a strategic careers plan which meets 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
- 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 Apex Specialist Education'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

Apex Specialist Education 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 (see Appendix 2) is delivered through a number of methods, including:

- The commissioning and engagement of specialist independent careers advice services.
- Focused assemblies
- Guest speakers (once per term)
- References within subjects/lessons across the curriculum
- Visits to colleges/employers within the community

In KS3 pupils will have access to an independent careers advisor, and be exposed to a least 1 guest speaker per term who will discuss employability or training opportunities (post 16).

Key stage 4 pupils will have a focused careers plan (in addition to independent advice), which follows UCAS's 'Careers Planner' [Careers planner for 14 – 16s \(KS4\) | Undergraduate | UCAS](#)). The careers planner is promoted via a dedicated display, within assemblies, tutor time; and supports pupils preparation for life after secondary school (post-16). An overview of the Careers Planner can be found on Appendix 1.

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 Apex Specialist Education's careers programme is published on Apex Specialist Education website (in the form of this policy), including details of how

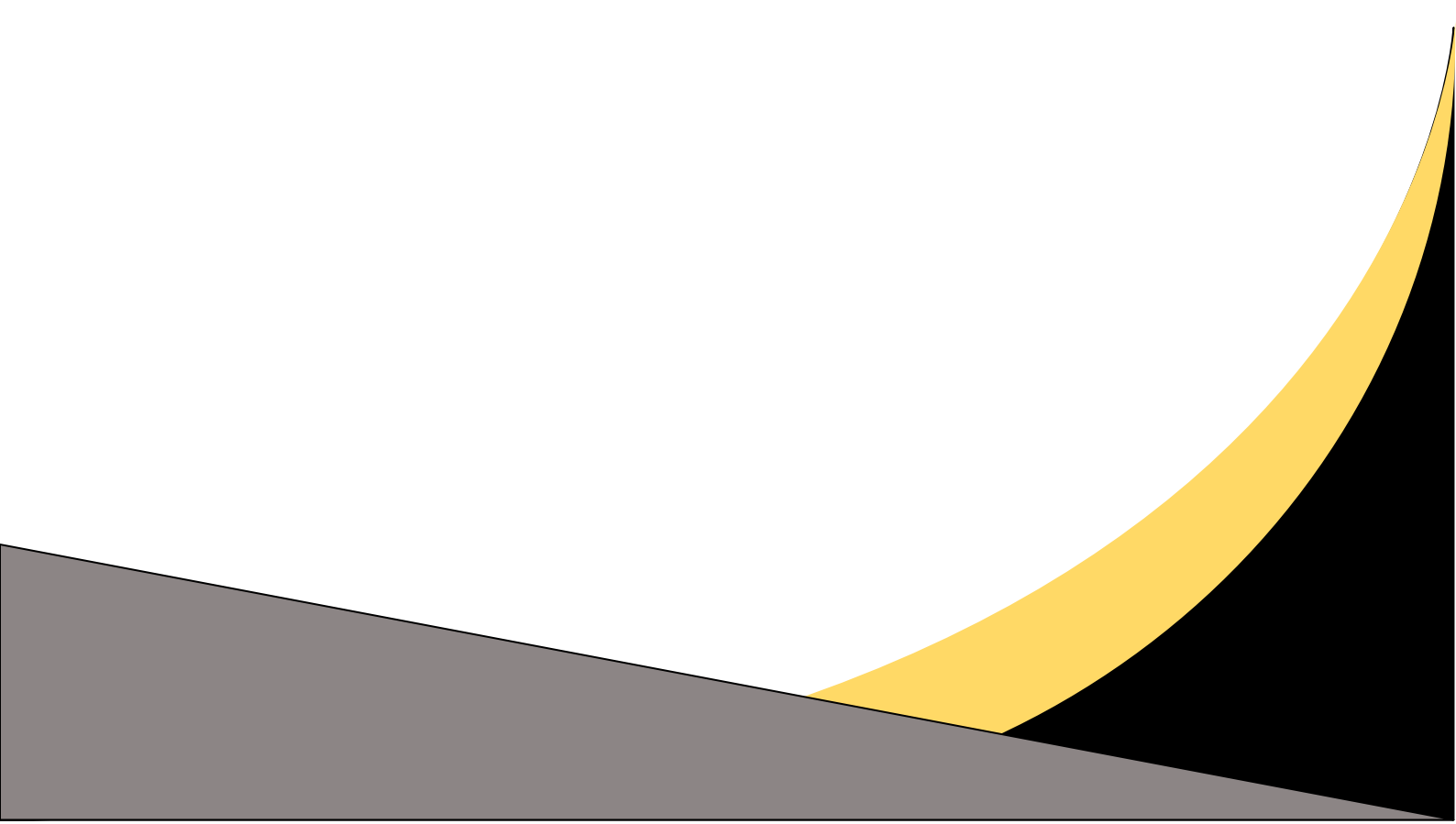
pupils, parents, teachers and employers can access information about the careers programme.

Pupils, parents, teachers and employers can request any additional information about the careers programme by contacting Apex Specialist Education.

4.3 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:

- Surveys
- Leaver's information
- Feedback from pupils, parents, teachers and employers
- Evaluations



Appendix 1: UCAS Careers Planner

Careers planner for 14-16s

Age 14-15	Autumn Longer term plans	What will you do after sixth form? Think ahead and discover your options
		What are higher and degree apprenticeships? Find out what apprenticeships are all about
		What does university cost? Discover how uni can be affordable
	Spring Making informed choices	What next after 16? Find out about your qualification options post-16
		What will it be like at sixth form? Explore what it will be like
		How important are your qualifications? Prepare yourself to get the best grades
	Summer How to get ahead	How can you land your dream career? Come up with three top tips
		What makes a good CV? Start building your own CV
		How can you make the most of your summer? Build your employability skills

Age 15-16	Autumn Making informed choices	How will you choose your qualifications next year? Consider the reasons underlying your choices
		What about vocational qualifications? Find out more about BTECs
		How can you save money? Learn some money-saving tips
	Spring Fulfilling your dreams	What happens on exam results day? Find out what to expect
		How can you study successfully? Create a study advice display
		What's the best way to revise? Get ready for your exams
	Summer Getting work experience	Why is work experience so important? Find out the difference work experience can make
		Why volunteer? Explore how summer volunteering can make a difference
		What will you do this summer? Prepare your CV ready to make the most of the holidays

Appendix 2 Careers programme overview

	AUTUMN TERM	SPRING TERM	SUMMER TERM
YEAR 8	<ul style="list-style-type: none"> • Guest speaker • Assembly and tutor group opportunities • Meeting with careers adviser 	<ul style="list-style-type: none"> • Guest speaker • Assembly and tutor group opportunities • Meeting with careers adviser 	<ul style="list-style-type: none"> • Guest speaker • Assembly and tutor group opportunities • Meeting with careers adviser
YEAR 9	<ul style="list-style-type: none"> • Guest speaker • Assembly and tutor group opportunities • Meeting with careers adviser 	<ul style="list-style-type: none"> • Guest speaker • Assembly and tutor group opportunities • Meeting with careers adviser • Key Stage 4 options event 	<ul style="list-style-type: none"> • Guest speaker • Assembly and tutor group opportunities • Meeting with careers adviser
YEAR 10	<ul style="list-style-type: none"> • UCAS CP focus: Longer term plans • Guest speaker • Assembly and tutor group opportunities • Meeting with careers adviser 	<ul style="list-style-type: none"> • UCAS CP focus: Making informed choices • Guest speaker • Assembly and tutor group opportunities • Meeting with careers adviser • Technical/vocational tasters at local college/s, training providers 	<ul style="list-style-type: none"> • UCAS CP focus: How to get ahead • Guest speaker • Assembly and tutor group opportunities • Meeting with careers adviser • Technical/vocational tasters at local college/s, training providers
YEAR 11	<ul style="list-style-type: none"> • UCAS CP focus: Making informed choices • Guest speaker • Assembly and tutor group opportunities • Meeting with careers adviser • Post-16 applications 	<ul style="list-style-type: none"> • UCAS CP focus: Fulfilling your dreams • Guest speaker • Assembly and tutor group opportunities • Meeting with careers adviser • Post-16 interviews • Apprenticeships – support with applications 	<ul style="list-style-type: none"> • UCAS CP focus: Getting work experience • Guest speaker • Assembly and tutor group opportunities • Meeting with careers adviser • Confirmation of post-16 education and training destinations for all pupils