



ALSTON MOOR FEDERATION

Careers Policy Statement

Introduction

This policy statement sets out Samuel King's School's arrangements for managing the access of providers to every student in Years 7–11 to discuss both academic and non-academic routes that are available to them as part of a holistic careers programme enabling all our students to make an informed choice about their post 16 provision. This complies with the school's legal obligations under the following core legislation and statutory guidance:

- Education Act 1997 (Section 42A)
- Education and Skills Act 2008 (Section 13)
- Education Act 2011
- Skills and Post-16 Education Act 2022 (Provider Access Legislation)

This is also measured regularly against the careers standards of the Gatsby Benchmarks using a Compass+ Assessment framework and evaluation with students, teachers and SLT as part of a progressive careers programme.

Samuel King's School proactively seeks to build relationships with 6th form schools, colleges, apprenticeship providers, independent training providers, universities and employers as we plan our careers programme and activities throughout the school year. This is to ensure all our students have access to the most current and up to date careers information at key transition points.

Student entitlement

All students in Years 8-13 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;
- hear from a range of local providers about the opportunities they offer about approved technical education and apprenticeships; and
- understand how to make applications for technical courses.

For students of compulsory school age, these encounters are mandatory and there will be a minimum of two encounters for students during the 'first key phase' (Year 8 to 9) and two encounters for students during the 'second key phase' (Year 10 to 11).

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 students

Meaningful Provider Encounters

One encounter is defined as one meeting/session between students and one provider. We are committed to providing meaningful encounters to all students.

Meaningful online engagement is also an option, and we are open to providers that can provide live online engagement with our pupils.

Management of provider access requests - Procedure

A provider wishing to request access should contact:

- Careers Co-Ordinator: **Joanne Sutterby**- 01434 381236 - jsutterby@alston.cumbria.sch.uk

Opportunities for access

The school offers the six provider encounters required by law and several additional events, integrated into the school careers programme. We will offer providers an opportunity to come into school to speak to students or their parents or carers.

Please speak to the careers lead with responsibility for careers co-ordination, to identify the most suitable opportunity for you.

Once an opportunity has been identified and confirmed, the careers lead with responsibility for careers co-ordination, or a member of their team, will then brief the person(s) visiting school, about any necessary safeguarding procedures, prior to the visit.

Premises and Facilities

The school will make the main hall, classrooms, or private meeting rooms available for discussions between the provider and students, as appropriate to the activity. The school will also make available AV and other specialist equipment to support provider presentations. This will all be discussed and agreed in advance of the visit with the Careers Co-Ordinator or a member of their team.

Meaningful online engagement is also an option, and we are open to providers that can provide live online engagement with our pupils, as long as students have the opportunity to ask questions within the session.

Providers are welcome to leave a copy of their prospectus or other relevant course literature at the Careers Resource Centre in the school library, which is managed by the Careers Co-Ordinator. The Resource Centre is available to all students at lunch and break times.

Any complaints with regards to provider access can be raised following the school complaints procedure or directly with The Careers & Enterprise Company via provideraccess@careersandenterprise.co.uk

Careers Programme at Samuel King's School

Samuel Kings School uses the Gatsby Benchmarks in planning a full Careers Programme. (Please see further information on the Gatsby Benchmarks in the Appendix A)

Samuel King's School works with Inspira to provide external careers guidance, the Cumbria Careers Hub and Enterprising Cumbria to further enhance the offer in school, our enterprise adviser and local/regional employers to enrich this aspect of the curriculum.

Year Group	Opportunities
7	• 'Job of the Week'- video resource providing Labour Market Information (LMI) about a different job each week – delivered during Citizenship lessons. • Careers conversations within subject lessons – for example in History, the skills and qualities needed to be a Roman soldier and the different roles within the UK armed forces in the present day • National Careers Week activities • Green Careers Week activities • National Apprenticeship Week activities • Exploring personal identity, skills & qualities– making an identity collage in Citizenship • Discussing careers – Exploration of National Careers Service website and job research task • Labour Market Information session for Year 7 in Citizenship (Enterprising Cumbria resource) • Employer talks & workshops (including STEM) • Workplace visit- North Lakes Hotel & Spa
8	• 'Job of the Week'- video resource providing Labour Market Information (LMI) about a different job each week – delivered during Citizenship lessons. • Careers conversations within subject lessons – for example in Citizenship, students identify personal skills, qualities and future aspirations. They also discuss job roles within the wider police family and British justice system • National Careers Week activities • Green Careers Week activities • National Apprenticeship Week activities • What are my individual skills & qualities? • What is a CV and draft CV writing • Labour Market Information for Year 8 in Citizenship (Enterprising Cumbria resource) • The law in relation to part-time jobs • Identity and Diversity- the importance of diversity in the workplace, Equalities Act 2010 and challenging stereotypes in Citizenship • Workplace visit- Center Parcs • Employer talks & workshops (including STEM)

	• Introduction to post 16 providers
9	• 'Job of the Week'- video resource providing Labour Market Information (LMI) about a different job each week – delivered during Citizenship lessons. • Careers conversations within subject lessons – GCSE option choices- where can subjects take you? • National Careers Week activities • Green Careers Week activities • National Apprenticeship Week activities • Preparation for Work module within Citizenship including: • Job families and job profiles • Research careers and personality types- online quizzes • Personal values, qualities, skills and interests audit • Developing a CV (curriculum link with English) • Understanding Job adverts and drafting letters of application (curriculum link with English) • Labour Market Information for Year 9 (Enterprising Cumbria resource) • Exploration of career websites – job families, careers and finding vacancies • What GCSE option choices can be made? • Making informed GCSE option choices for KS4- pros and cons • Workplace visit- Racing To School • Employer talks & workshops (including STEM) • Visit from post 16 colleges and training providers
10	• 'Job of the Week'- video resource providing Labour Market Information (LMI) about a different job each week – delivered during Citizenship lessons. • Careers conversations within subject lessons – Link to National Careers Week, Green Careers Week & National Apprenticeships week. • National Careers Week activities • Green Careers Week activities • National Apprenticeship Week activities • Explore work experience options & start making contact (curriculum link with English- Autumn term). • Labour Market Information sessions in Citizenship (Enterprising Cumbria resource) • Preparing for an interview: CV workshop, personal branding and interview techniques. • Mock interview competition • Refresher of post-16 options including T-Levels, Apprenticeships, A Levels and BTECs • Visit from post 16 colleges and training providers • Work experience week and self-evaluation (early summer term) • Employer talks
11	• 'Job of the Week'- video resource providing Labour Market Information (LMI) about a different job each week – delivered during Citizenship lessons. • Careers conversations within subject lessons – Link to National Careers Week, Green Careers Week & National Apprenticeships week. • National Careers Week activities • Green Careers Week activities • National Apprenticeship Week activities • Labour Market Information sessions in Citizenship

	• 1:1 interview with SKS Careers Co-ordinator • Refresher of post-16 options including T-Levels, Apprenticeships, A Levels and BTECs • Post 16 and 18 provider visits. • University trip or workshop in school with university staff (raising aspirations) • Opportunity for a bespoke taster session at college/with a training or apprenticeship provider based on student interest • How to apply to colleges, training and apprenticeship providers (assistance given) • Employer talks • Recap: preparing for an interview- CV workshop, personal branding and interview techniques. (curriculum link with English). • Mock interviews- online • 1:1 interview with an independent Careers Advisor. • Information on careers guidance and next steps will be available at school on GCSE Results Day for students and parents.
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In addition to the above there will be:

- Whole school assemblies on the theme of jobs and careers including during National Careers Week, Green Careers Week and National Apprenticeships Week.
- Careers and Next Steps sign-posting including open days, apprenticeship/job/work experience opportunities will be displayed on notice boards around the school and in classrooms.
- Ongoing evaluation of careers provision in the form of student questionnaires, post-event evaluations and end of unit evaluations carried out in Citizenship (KS3/ KS4) lessons.
- Careers/FE related links and information will be added to the school website for students/parents.
- Use of parent mail system and school Facebook page to send out information about apprenticeships, job opportunities or post 16 provider information.

Monitoring Arrangements

This policy will be reviewed annually by the Governing Board.

Ratified by SLT:
Signature:
Date:

Committee Responsible:
Author: JOANNE SUTTERBY – Careers Co-ordinator
Date of Review: SEPTEMBER 2026
Date to be Reviewed: SEPTEMBER 2027

APPENDIX A

The Gatsby Benchmarks

1.A stable careers programme

Every school and college should have an embedded programme of career education and guidance that is known and understood by students, parents and carers, staff, governors and employers and other agencies.

- Every school should have a stable, structured careers programme that has the explicit backing of governors, the headteacher and the senior management team, and has identified and appropriately trained careers leader responsible for it.
- The careers programme should be tailored to the needs of pupils, sequenced appropriately, underpinned by learning outcomes and linked to the whole-school development plan. It should also set out how parents and carers will be engaged throughout.
- The careers programme should be published on the school's website and communicated in ways that enable pupils, parents and carers, staff and employers to access, and understand it.
- The programme should be regularly evaluated using feedback from pupils, parents and carers, teachers and other staff who support pupils, careers advisers and employers to increase its impact.

2.Learning from career and labour market information

All pupils, parents and carers, teachers and staff who support pupils should have access to good-quality, up-to-date information about future pathways, study options and labour market opportunities.

Young people with special educational needs and disabilities (SEND) and their parents and carers may require different or additional information. All pupils will need the support of an informed adviser to make the best use of available information.

- During each Key Stage, all pupils should access and use information about careers, pathways and the labour market to inform their own decisions on study options or next steps.
- Parents and carers should be encouraged and supported to access and use information about careers, pathways and the labour market to inform their support for pupils in their care.

3.Addressing the needs of each pupil

Pupils have different careers guidance needs at different stages. Careers programmes should help pupils navigate their concerns about any barriers to career progression. In addition, opportunities should be tailored to the needs of each pupil, including any additional needs of vulnerable and disadvantaged pupils, young people with SEND and those who are absent.

- A school's careers programme should actively seek to challenge misconceptions and stereotypical thinking, showcase a diverse range of role models and raise aspirations.
- Schools should keep systematic records of the participation of pupils in all aspects of their careers programme, including the individual advice given to each pupil, and any subsequent agreed decisions.
- For pupils who change schools during the secondary phase, information about participation and the advice given previously should be integrated into a pupil's records, where this information is made available.
- Records should begin to be kept from the first point of contact or from the point of transition.
- All pupils should have access to these records and use them ahead of any key transition points to support their next steps and career development.
- Schools should collect, maintain and use accurate data for each pupil on their aspirations, intended and immediate education, and training or employment destinations to inform personalised support.
- Schools should use sustained and longer-term destination data as part of their evaluation process and use alumni to support their careers programme.

4. Linking curriculum learning to careers

As part of the school's programme of careers education, all teachers should link curriculum learning with careers. Subject teachers should highlight the progression routes for their subject and the relevance of the knowledge and skills developed in their subject for a wide range of career pathways.

- Every year, in every subject, every pupil should have opportunities to learn how the knowledge and skills developed in that subject helps people to gain entry to, and be more effective workers within, a wide range of careers.
- Careers should form part of the school's ongoing staff development programme for teachers and all staff who support pupils.

5. Encounters with employers and employees

Every pupil should have multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace. This can be through a range of enrichment opportunities, including visiting speakers, mentoring and enterprise schemes, and could include pupils' own part-time employment where it exists.

- Every year, from the age of 11, pupils should participate in at least one meaningful encounter with an employer.

6. Experiences of workplaces

Every pupil should have first-hand experiences of workplaces to help their exploration of career opportunities and expand their networks.

- By the age of 16, every pupil should have had meaningful experiences of workplaces.
- By the age of 18, every pupil should have had at least one further meaningful experience.

7.Encounters with further and higher education

All pupils should understand the full range of learning opportunities that are available to them, including academic, technical and vocational routes. This should incorporate learning in schools, colleges, independent training providers (ITPs), universities and in the workplace.

- By the age of 16, every pupil should have had meaningful encounters with providers of the full range of learning opportunities, including sixth forms, colleges, universities and ITPs.
- By the age of 18, all pupils who are considering applying to higher education should have had at least two visits to higher education providers to meet staff and learners.

8.Personal Guidance

Every pupil should have opportunities for guidance meetings with a careers adviser, who could be internal (a member of school staff) or external, provided they are trained to an appropriate level. These meetings should be available for all pupils whenever significant study or career choices are being made. They should be expected for all pupils but should be scheduled to meet their individual needs. The careers leader should work closely with the careers adviser, SEND coordinator (SENDCO) and other key staff to ensure personal guidance is effective and embedded in the careers programme.

- Every pupil should have at least one personal guidance meeting with a careers adviser by the age of 16, and a further meeting by the age of 18. Meetings should be scheduled in the careers programme to meet the needs of pupils.
- Information about personal guidance support and how to access it should be communicated to pupils and parents and carers, including through the school website