

# Kirkburton Middle School

## Careers Policy



**Responsibility:** Executive Headteacher

**Last reviewed on:** February 2026

**Next review due by:** February 2027

**Approved by:** Careers Trustee

## **Statement of intent**

The main aims of careers provision at Kirkburton and Scissett Middle Schools is to:

- Promote the key employability skills throughout everything we do.
- Prepare pupils for life post-education.
- Develop an understanding of different career paths and challenge stereotypes.
- Develop an understanding of the differences between school and work.
- Inspire pupils to chase and achieve their dreams.
- Help pupils to access information on the full range of post-16 education and training opportunities.
- Support pupils for life after leaving school.
- Offer targeted support for vulnerable and disadvantaged young people.
- Instil a healthy attitude towards work.

## **Legal Framework**

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Education Act 1997
- Education and Skills Act 2008
- Apprenticeships, Skills, Children and Learning Act 2009
- Equality Act 2010
- Children and Families Act 2014
- Technical and Further Education Act 2017
- The School Information (England) (Amendment) Regulations 2018
- DfE 'Careers guidance and access for education and training providers' 2025

This policy operates in conjunction with the following school policies:

- Complaints Policy
- Provider Access Policy Statement
- Data Protection Policy
- Safeguarding and Child Protection Policy

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 schools must provide a minimum of 6, quality, 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 at the end of this policy. 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 academy 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 (see end of this policy).

## **Introduction**

Careers Education Information and Guidance (CEIAG) refers to a range of activities and interventions that help young people to make the right choices. This includes impartial advice and guidance at key transitional times for young people and access to up-to-date information on careers and other issues affecting their well-being and staying on in learning.

CEIAG should help pupils develop skills, attitudes and attributes which will enable them to be effective in a variety of adult occupations and roles. Effective careers education, information, advice and guidance raises aspirations, enables pupils to make informed choices and helps them achieve their potential. It can help young people and their parents make informed decisions about the number of opportunities available. It can equip young people to meet challenges positively and to learn throughout life.

All young people need information, advice, guidance and support in making informed and realistic choices regarding their future life and the many roles they will take. Young people who are uncertain or unrealistic about career ambitions are three times more likely to spend significant periods of time not in education, employment or training (NEET). Providing high quality careers services ensures that young people can select educational routes (and then begin their working life in a job) that are suitable for them. This will help young people to develop skills employers want to match the needs of our economy.

Therefore, we are committed to providing a planned programme of careers education and information and guidance for all pupils from Years 6 to 8 with a strong emphasis on partnership between the school, Calderdale and Kirklees Careers Service, West Yorkshire Careers Hub, parents, further and higher education providers and employers.

Guidance is the process of helping young people to be able to make choices about their personal, social, educational and vocational development. The school has a significant contribution to make, along with parents and other support agencies in providing an effective programme of careers

education and guidance. The process is developmental and continuous and all staff contribute alongside external agencies working in partnership.

The school will ensure students access current labour market information through assemblies, curriculum teaching, and online resources supported by the West Yorkshire Careers Hub.

## **Roles and responsibilities**

### **Careers leader**

Our school careers leads are Vicki Joyce at Kirkburton ([vjoyce@themast.co.uk](mailto:vjoyce@themast.co.uk)) and Michael Osborne at Scissett ([mosborne@themast.co.uk](mailto:mosborne@themast.co.uk)).

Our careers leaders will:

- Take responsibility for developing, running and reporting on the school's career programme.
- Lead a team to plan and manage careers activities.
- 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 coordinator (SENDCO), 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 trustee who is responsible for careers.

### **Senior leadership team (SLT)**

Our SLT will:

- Support the careers programme.
- Support the careers leaders in developing their strategic careers plan.
- Make sure our school careers leaders are allocated sufficient time, and have the appropriate training, to perform their duties to a high standard.

- Allow training providers access to talk to pupils in years 6 to 8 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.

### **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 - 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 schools' careers programme and the name of the careers' leaders are published on the schools' websites.
- 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.

### **Aims of the Middle School CEIAG programme:**

- To encourage all pupils to recognise and value their own skills and abilities and to appreciate their relationships with, and responsibilities towards, other people, the community and environment.
- To develop the skills that will help them to make informed and realistic choices for their future.
- To enable pupils and parents to be aware of the alternatives and opportunities open to them at different stages of their life and to raise aspirations.
- To develop the skills, including communication and confidence that will be needed in new roles and situations.
- To encourage understanding and experience of the world of work through 'work related learning' and 'enterprise' activities.
- To promote equality of opportunity in respect of race, religion, gender and special needs or disability.
- To develop pupils' capabilities and to help them to understand their own needs and abilities.
- To encourage pupils to investigate career opportunities locally, nationally and internationally through direct experience of the world of work, work related learning and enterprise activities.
- To encourage pupils to implement their career plans.

Careers education provides a way of developing knowledge, understanding and experience of opportunities in education, training and employment. It aims to develop skills needed to make improved decisions and it is a way of helping pupils to apply knowledge, understanding and skills to their own circumstances. Best practice provision integrates careers guidance with a well-planned programme of careers education.

## **Expectations**

Pupils should expect:

- To be told about key people who can help with education, career and any other personal, health or financial issues.
- To receive information on the key stage 4 options process and the routes after year 11 and beyond.
- To know how to access information.
- To be given opportunities to participate in planning and improving information and advice services.

Help should:

- Be quickly and easily available.
- Respect individual needs.
- Be confidential.
- Instil confidence to plan the next step.
- Be impartial with all relevant options being considered.
- Signpost the national careers service and local websites where appropriate.

To ensure quality and demonstrate it meets robust national standards the school will work towards achieving the C&K Quality Standard for CEIAG validated against the “Quality in Careers Standard”.

Wherever possible, parents and carers are informed and encouraged to take an active part in the CEIAG of their children. Use of the school website and parent newsletters also allows current information to be given to parents.

## **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 career’s 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 it 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.

As a middle school which crosses phases and key stages, our programme has been written in conjunction with Shelley College where nearly all our pupils transition to at the end of year 8.

## **CEIAG Delivery**

### **Organisation and Content**

The CEIAG programme is designed to meet the needs of all pupils. The school actively promotes personalised learning approaches in order to raise aspirations and to breakdown cultural and economic barriers, to enable all pupils to fulfil their potential.

All pupils are encouraged to develop an understanding and awareness of equality in relation to gender, ethnicity/religion, disability, age and sexual orientation.

Specific aspects of CEIAG will be delivered in a range of ways including:

- A planned careers education programme delivered through the curriculum in PSHCE (Personal Social, Health and Citizenship Education).
- Personalised guidance through evaluations/questionnaires for pupils and parents.
- Curriculum enrichment activities e.g., work-related learning talks by visiting speakers, activities in and out of school, trips and visits to FE & HE institutions, planned cross curricular and collapsed timetable activities.
- Planned careers sessions as part of the personal development curriculum which take place throughout the year.

### **Provision for Learners with Special Educational Needs and/or Disability (SEND)**

Close links with the SENDCOs ensure that equal opportunities and inclusion are addressed. Reference should be made to the SEND Code of Practice 2014 and the school's SEND and equality policies. Learning support staff support identified pupils and suitable material is provided. The library has a small section for careers and has appropriate, differentiated and personal material.

All staff contribute to the careers education, information and guidance programme through their roles as form tutors and subject teachers. Teachers of PSHE have specialist knowledge and experience to deliver CEIAG content through their schemes of work and are led by the Strategic Lead for RE and PSHE. Additionally, group and individual work sessions are prepared, delivered and led by the careers leads and other staff in school.

The careers leads will ensure that staff are updated and given the appropriate training either through formal requests or informal sessions. There are regular links with identified personnel to ensure individual needs are met. Key pastoral staff such as Heads of House / Year, Form Tutors and the SENDCOs feed in information to support the guidance process. Overall responsibility is given to the Careers Leads and the Strategic Lead for RE and PSHE to ensure the CEIAG programme is updated and developed, under the line management of the Executive Headteacher, who also maintains links to key governors and trust partnership members.

## **Resources**

There is an annual allocation of money for CEIAG resources. Relevant resources are available. Pupil premium and disadvantaged pupils do not have to contribute towards costs for visits to universities and colleges. Professional development is emphasised and provided in line with the school's commitment to CPD. In house training is ongoing for newly appointed staff and designated bespoke training is delivered for specific issues related to the CEIAG curriculum. The Careers Leads and the Strategic Lead for RE and PSHE ensure that staff are updated and given the appropriate training; either through formal requests or informal sessions and through attendance at pastoral team meetings, as appropriate. Links to useful information for pupils, parents and staff are regularly shared through the school's social media feeds.

## **Monitoring, Evaluation and Review**

The Executive Headteacher is responsible for reviewing the school's CEIAG provision annually. The school CEIAG programme is reviewed and adapted to ensure it continues to meet the needs of pupils. Monitoring and evaluation of in-school CEIAG is carried out on an informal basis between the Careers Leads, the Strategic Lead for RE and PSHE and the Executive Headteacher. Feedback from staff, pupils, parents and year teams also helps in evaluating the CEIAG programme.

Pupil voice is encouraged using online forms and questionnaires. To ensure quality, the school will actively work towards the C&K Quality Standard, nationally validated against QiCS. (Quality in Careers Standard.) Further accountability is ensured through:

- Termly Compass+ evaluation
- Termly progress checks
- Careers leader reports to governors



**Some further useful websites and publications:**

[www.nationalcareersservice.direct.gov.uk](http://www.nationalcareersservice.direct.gov.uk)

[www.ckcareersonline.org.uk](http://www.ckcareersonline.org.uk)

[www.careersandenterprise.co.uk](http://www.careersandenterprise.co.uk)

[www.cegnet.co.uk](http://www.cegnet.co.uk)

<https://www.ucas.com/>

<https://www.apprenticeships.gov.uk/#>

**Key Staff**

**Executive Headteacher** – Mr C Taylor

**Careers leads** – Mrs V Joyce (Kirkburton) and Mr M Osborne (Scissett)

**Strategic Lead for RE/PSHE**– Mrs A Glencourse (both schools)

# CEIAG Provider Access Policy

## Introduction

Under Section 42B of the Education Act 1997 and the Skills and Post-16 Education Act 2022 we have a duty to provide pupils in Years 8-13 with access to providers of post-14, post-16 and post-18 education and training. This policy statement sets out how we manage access requests from these providers.

## Pupil entitlement

Pupils in Years 8 to 13 are entitled to:

- Learn more about technical education qualifications and apprenticeship opportunities, as part of a careers programme which informs pupils of the full range of education and training options available to them at each transition point.
- Hear from a range of local providers about the opportunities on offer, for example, technical education and apprenticeships – this can be achieved through options evenings, assemblies, group discussions, and taster events.
- Understand how to apply to the full range of academic and technical courses available to them.

All pupils in Years 7 to 13 will receive at least six encounters with accredited providers of technical education and apprenticeships. These encounters will be divided accordingly:

- During the first key phase (Year 7 to Year 9) all pupils must attend at least two mandatory sessions by accredited providers.
- During the second key phase (Year 10 and 11) all pupils must attend at least two mandatory sessions by accredited providers.
- During the third key phase (Year 12 and Year 13) there will be two sessions by accredited providers – these will be optional for pupils to attend

## Management of provider access requests

### Procedure

A provider wishing to request access should contact the careers leads Mrs Joyce (Kirkburton) or Mr Osborne (Scissett), via the school office.

### Opportunities for access

A number of events, integrated into the school careers programme, will offer providers an opportunity to come into school to speak to pupils. We also welcome visits outside of this

programme. Please speak to our careers leads to identify the most suitable opportunity for you. Our current programme includes:

	Autumn	Spring	Summer
<b>Year 6</b> <b>'Awareness'</b>	Introduction to careers assembly	Post 16 provider assembly	Apprenticeships assembly
<b>Year 7</b> <b>'Exploration'</b>	Challenging stereotypes assembly	Post 16 provider assembly STEM Careers Fair Magna	Apprenticeships assembly
<b>Year 8</b> <b>'Preparation'</b>	Pathways assembly	University assembly	Employer assembly Enterprise fair

During these sessions, at a minimum, providers will be given enough time to:

- Share information about the provider and the approved technical qualifications and apprenticeships they offer.
- Explain what career routes these qualifications and apprenticeships could lead to.
- Provide insights into what it might be like to learn or train with that provider.
- Answer pupils' questions.

Our safeguarding and child protection policy sets out the school's approach to allowing providers into school to speak to our pupils. All visitors must comply with the school's safeguarding procedures, including ID checks and being accompanied where appropriate.

### Premises and facilities

The school will make the main hall, classrooms or private meeting rooms available for discussions between the provider and pupils, 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 lead or a member of the senior leadership team.

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