South Shore Academy

Careers & Guidance Policy

Approved by:	**N Kay**
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Aims

We understand that in order to fulfil our vision that through our values, all members of South Shore Academy are aspirational and seek to positively impact upon each other and society, a high-quality careers pathway is an essential layer of support. Through this policy, our robust and clearly sequenced career provision will enable pupils to flourish and contribute to the world

This policy aims to set out our school'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

Statutory requirements

This policy is based on the Department for Education's (DfE's) statutory Careers guidance and access for education and training providers. And careers provisions https://www.gov.uk/government/publications/careers-guidance-provision-for-young-people-in-schools

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 schools must provide a minimum of 6 encounters with technical education or training providers to all pupils in years 8 to 13.

Baker Clause Compliance:
This policy is in line with the **Skills and Post-16 Act 2022**, which came into force on 1 January 2023. This Act requires schools to provide a **minimum of 6 encounters** with technical education or training providers to all pupils.
As South Shore Academy is a secondary school (Years 7-11) **without a sixth form**, we are required to provide:

- **At least 2 encounters** during Years 8-9 (one encounter per year is recommended)
- **At least 2 encounters** during Years 10-11 (one encounter per year is recommended)

Total: 4 encounters minimum
These encounters must be with providers of **approved technical education qualifications** (e.g., T Levels, BTECs) or **apprenticeships**. They may take the form of assemblies, workshops, careers fairs, taster sessions, or visits to colleges/training providers.
We track and monitor these encounters to ensure compliance, and report annually to the Governing Body.

Careers Guidance from Year 7:
In line with the **Education (Careers Guidance in Schools) Act 2022**, we provide **independent careers guidance from Year 7 onwards** (not just from Year 8). This includes careers education through PSHE, Morning Meetings, and access to our Careers Leader and external careers advisers.

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.

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, and can be found on our school website.

More recently, 'The Good Career Guidance: The next ten years' was released on 19 th November 2024 and the careers team are ensuring that updates to the school's career programme will be embedded to allow all pupils to flourish under the new guidance.

https://www.gatsbybenchmarks.org.uk/app/uploads/2024/11/good-career-guidance-the-next-10-years-report.pdf

Roles and responsibilities

Careers leader

Our careers leader is assistant headteacher Danny Mulholland, and he can be contacted by emailing danny.mulholland@cidari.co.uk.

Our careers leader is a member of the senior leadership team (SLT) 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, 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 givers
- 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

Senior leadership team (SLT)

Our SLT will:

- Support the careers programme
- Support the careers leader in developing their strategic careers plan
- Make sure our school'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 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 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 our school's careers programme and the name of the careers lead 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

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 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 is delivered through a number of methods, including:

- Morning Meetings
- PSHE
- Guest Speakers
- Career Guidance
- Career Drop In
- External Stakeholders
- Trips and Visits

Key Stage 3

Our Key Stage 3 careers programme will support pupils in their future aspirations, understanding career pathways, HE routes so that they can plan their choice of GCSE subjects. This includes:

Year Group	Activities	Gatsby Benchmarks	Outcomes
Year 7	- Future Skills questionnaires - Careers embedded in curriculum - 'Career of the week' in Morning Meetings - Introduction to the world of work through PSHE - Careers Convention (autumn term) - STEM activities	1, 2, 4, 5	Pupils understand the importance of careers education and begin to think about their interests and strengths

Year 8	- Careers embedded in curriculum - Big Careers Encounters (BBC/BAE) - Provider talks (e.g., local colleges, apprenticeship providers) - College visits - STEM provisions - Careers Convention (autumn term)	1, 2, 4, 5, 7	Pupils understand a range of career pathways and begin to link their learning to future careers. **At least 1 encounter with a technical education/apprenticeship provider**
Year 9	- Introduction to GCSE options and post-16 routes - Options evening (spring term) - Provider talks (e.g., local colleges, apprenticeship providers) - College visits - Careers guidance interviews (for pupils who need additional support) - Careers Convention (autumn term)	1, 2, 3, 4, 7, 8	Pupils make informed choices about their GCSE options based on their career aspirations and interests. **At least 1 encounter with a technical education/apprenticeship provider**

Key Stage 4

Our Key Stage 4 careers programme aims to help pupils research and understand their choices and routes into education and training. This includes:

Year Group	Activities	Gatsby Benchmarks	Outcomes
Year 10	- Careers Convention (autumn term) - Introduction to higher education (HE) - Personal CV guidance - Interview skills workshops - Mock interviews with external employers - University visits - Excellence programmes (for high-achieving pupils) - College taster days - **Work Experience** (summer term) - Careers guidance interviews (all pupils) - Careers drop-in sessions - Engagement coach support (for vulnerable pupils)	1, 2, 3, 4, 5, 6, 7, 8	Pupils understand post-16 options, develop employability skills, and gain experience of the workplace. **At least 1 encounter with a technical education/apprenticeship provider**

Year 11	- Careers Convention (autumn term) - Post-16 options evening (autumn term) - College open evenings and taster days - Apprenticeship talks and application support - University visits (for pupils considering HE) - Personal statement/application support - Mock interviews with external employers - Careers guidance interviews (all pupils) - Careers drop-in sessions - Engagement coach support (for vulnerable pupils) - Transition support (for pupils with SEND or other needs)	1, 2, 3, 4, 5, 7, 8	Pupils make informed decisions about their post-16 destination and successfully apply to colleges, sixth forms, apprenticeships, or training providers. **At least 1 encounter with a technical education/apprenticeship provider**

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.

Access to our careers programme information

A summary of our school's careers programme is published on our school website 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: sara.cheston@cidari.co.uk

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:

- Future skills questionnaires / surveys
- Leavers' information
- Feedback from pupils, parents, teachers and employers

Encounters with Employers and Employees

At South Shore Academy, we recognise the importance of pupils learning from employers and employees about work, employment, and the skills valued in the workplace (Gatsby Benchmark 5).

We provide a range of employer encounters, including:

- **Careers Conventions:** Annual events where pupils meet employers from a range of sectors
- **Guest Speakers:** Employers and employees visit school to talk about their careers and industries
- **Big Careers Encounters:** Partnerships with major employers (e.g., BBC, BAE Systems) to provide insights into specific industries
- **Mock Interviews:** External employers conduct mock interviews with Year 10 and 11 pupils to develop interview skills
- **Work Experience:** Year 10 pupils undertake a week of work experience to gain first-hand experience of the workplace
- **Excellence Programmes:** High-achieving pupils engage with employers through targeted programmes (e.g., university partnerships, employer mentoring)

All pupils will have at least one meaningful encounter with an employer every year.

We track employer encounters to ensure all pupils benefit from these opportunities and to identify any gaps in provision.

Work Experience

All Year 10 pupils at South Shore Academy undertake **one week of work experience** during the summer term (Gatsby Benchmark 6).

Purpose: Work experience provides pupils with:

- First-hand experience of the workplace
- Insight into a specific career or industry
- Opportunities to develop employability skills (e.g., communication, teamwork, professionalism)
- A chance to test their career aspirations

Organisation:

- Pupils are supported to find their own placements, with guidance from the Careers Leader and Engagement Coaches
- The school works with local employers and training providers to offer a range of placements
- Health and safety checks are conducted for all placements
- Pupils are visited by a member of staff during their placement
- Pupils complete a reflective log and present their learning to their peers

Support for Vulnerable Pupils: Pupils with SEND, disadvantaged pupils, and those who struggle to find placements are given additional support from the Careers Leader, SENCo, and Engagement Coaches to ensure they have a positive work experience.

Labour Market Information (LMI)

At South Shore Academy, we ensure pupils have access to **up-to-date labour market information (LMI)** so they can make informed decisions about their education and career pathways (Gatsby Benchmark 2).

How we provide LMI:

- **PSHE lessons:** Pupils learn about the local and national labour market, including growth sectors, skills in demand, and salary expectations
- **Morning Meetings:** 'Career of the week' features highlight different careers and industries, including entry routes and skills required
- **Careers Conventions:** Employers and training providers share information about their industries and job opportunities
- **Careers Guidance Interviews:** Our careers adviser uses LMI to help pupils understand the realities of their career aspirations and explore alternative pathways
- **Online Resources:** Pupils have access to careers websites and tools (e.g., National Careers Service, Unifrog, Start Profile) that provide LMI

Local Context: We ensure pupils understand the local labour market in **Blackpool and the Fylde Coast**, including key industries such as tourism, hospitality, healthcare, and advanced manufacturing. We also help pupils understand opportunities beyond the local area.

Alternative Provisions: For pupils who are unable to undertake a traditional work placement (e.g., due to SEND or safeguarding concerns), alternative provisions are made, such as:

- On-site work experience (e.g., supporting in the school office, library, or with younger pupils)
- Virtual work experience
- Extended careers encounters with employers

Linking Curriculum Learning to Careers

At South Shore Academy, we ensure that **all subject teachers link curriculum learning to careers** (Gatsby Benchmark 4).

How we do this:

- **Subject-specific careers:** Teachers highlight careers related to their subject in lessons (e.g., engineers in Maths, journalists in English, lab technicians in Science)
- **Real-world applications:** Teachers explain how the skills and knowledge pupils are learning are used in the workplace
- **Guest speakers:** Subject departments invite professionals from relevant industries to talk to pupils about their careers
- **Careers displays:** Classrooms and corridors feature careers information related to different subjects
- **CPD for staff:** Teachers receive training on how to embed careers into their teaching

Examples:

- **Maths:** Pupils learn about careers in finance, engineering, data analysis, and architecture
- **English:** Pupils explore careers in journalism, publishing, law, and marketing
- **Science:** Pupils discover careers in medicine, research, environmental science, and pharmaceuticals
- **PE:** Pupils learn about careers in sports science, physiotherapy, coaching, and sports management

Personal Careers Guidance

At South Shore Academy, **all pupils have access to personal careers guidance** from a qualified careers adviser (Gatsby Benchmark 8).

Who provides guidance: Our careers adviser can be contacted via **danny.mulholland@cidari.co.uk**.

How pupils access guidance:

- **Careers guidance interviews:** All pupils in Years 9, 10, and 11 have at least one face-to-face careers guidance interview with our careers adviser
- **Careers drop-in sessions:** Pupils can book drop-in sessions with our careers adviser at lunchtimes or after school
- **Referrals:** Teachers, parents, and pupils can request additional careers guidance for pupils who need extra support (e.g., pupils with SEND, pupils at risk of becoming NEET, pupils unsure about their post-16 options)

What guidance involves:

- Exploring pupils' interests, strengths, and career aspirations
- Discussing education and training pathways (academic and technical routes)
- Providing information about labour market trends and opportunities
- Supporting pupils to make informed decisions about GCSE options, post-16 destinations, and career pathways
- Signposting to additional resources and support

Priority groups: We prioritise careers guidance for:

- Pupils with SEND
- Disadvantaged pupils
- Pupils at risk of becoming NEET (Not in Education, Employment, or Training)
- Looked-after children and previously looked-after children
- Pupils with caring responsibilities

Careers Support for Looked-After Children (LAC) and Previously LAC

At South Shore Academy, we recognise that looked-after children and previously looked-after children may need additional careers support to help them achieve their potential.

Our Careers Leader works closely with the Designated Teacher for LAC to:

- Identify LAC and previously LAC pupils and understand their career aspirations and support needs
- Ensure their **Personal Education Plan (PEP)** includes careers goals and actions
- Provide **priority access** to careers guidance interviews
- Offer **additional support** with post-16 applications, including help with personal statements, college applications, and apprenticeship searches
- Arrange **targeted employer encounters** and work experience placements
- Provide **transition support** to ensure smooth progression to post-16 destinations

We also work with:

- Virtual School Heads
- Social workers
- Foster carers and residential care staff
- Local authority care leavers' teams

Links to other policies

This policy should be read in conjunction with:

- **Provider Access Policy Statement** (available on our website)
- **SEND Policy** (available on our website)
- **Safeguarding and Child Protection Policy** (available on our website)
- **PSHE Policy** (available on our website)
- **Equality and Diversity Policy** (available on our website)
- **Pupil Premium Strategy** (available on our website)

Monitoring and review

This policy, the information included, and its implementation will be monitored by the governing board and reviewed annually.