

Careers guidance policy

St. Bernard's High School



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1. Vision and Aims

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.

ST BERNARD'S HIGH SCHOOL VISION STATEMENT

Our vision is that each individual student can actively engage in setting their careers goals, having been provided with relevant and current careers information and guidance. We pride ourselves in recognizing that a personalized and tailored approach is needed to ensure that each student can realize their career goals.

CAREERS VISION STATEMENT

Our students will leave St Bernard's High School with the ability to make informed choices about their future, leading to better life chances and opportunities. They will gain the skills and experiences necessary to make them stand out, regardless of their backgrounds and starting points.

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 our school 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 on our 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:

- Our school must now secure independent careers guidance from year 7 (instead of from year 8, previously)

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 website.

3. Roles and responsibilities

3.1 Careers leader

Our careers leader is Liza Phillips and they can be contacted by phoning 01702 343583 or emailing lph@stbernards.southend.sch.uk. Our careers leader works closely with 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 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 governing board

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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 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

3.3 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 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

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 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 several methods, including:

- Stable, personalised, and progressive Careers Curriculum delivered through PHSE lessons and the Careers in Form Time programme
- Careers in the Curriculum - teachers at St Bernard's High School will highlight potential careers within their subjects, including subject-specific talks and visits
- Experiences of the workplace and employer encounters, including employer encounters and talks in assemblies is planned and progressive, and is aligned with statutory guidance (updated May 2025). This will include Key Stage 3 meaningful Work Experience encounters and visits, Year 10 work placement week and Year 12 work experience placements.
- Provider encounters including visits from employers and apprenticeship providers
- Higher Education visits and talks, including Year 12 Future Pathways Day and UCAS University Fair.
- Careers boards around the school, which display up-to-date career information
- Specific career and LMI-related lessons take place within our PHSE; Subject Lessons and Careers in Form Time programme
- One-to-one guidance conversations to support students at key transitions (Year 9, 11 and Y12)
- Enrichment opportunities and application support (e.g. Science Week; Medical Forum/UCAT club, Law Society; STEM events)
- Student, staff and parent/carer access to the Unifrog Careers and Destinations Platform

Key Stage 3

Our Key Stage 3 careers programme will support pupils in their planning and choices of GCSE subjects. This includes:

- All KS3 students will have access to an online careers platform which enables students to look at what their future options are and gives them access to several resources and activities to develop employability skills.
- In PSHE students will cover career related themes but careers will be referenced in all subjects over the course of the year and detailed in Careers in Form Time..
- Across KS3 students will benefit from a progressive and meaningful approach to work experience encounters (in line with updated 2025 statutory guidance). The programme will be delivered in line with the Equalex framework and include the equivalent of 5 days work experience (both in-person, on site and virtual).
- In accordance with the updated Provider Access Legislation which came into effect in January 2023, St Bernard's High School will provide two encounters for pupils during this 'first key phase'. This will support our students to develop the knowledge and understanding of all available routes at key transition points. Therefore, promoting all pathways to enable young people to make informed and more confident decisions.

Key Stage 4

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

- Year 10 and 11 students will continue to have access to their online careers platform which enables students to look at what their future options are and gives them access to several resources and activities to develop post-16 pathways. They will also cover career related themes in PSHE; across all subjects and in Careers in Form Time.
- Year 10 will have a one week work experience placement, supported with reparatory and reflective sessions. This is inline with statutory guidance as all students will be supported to undertake five days of meaningful experience.
- In accordance with the updated Provider Access Legislation which came into effect in January 2023, St Bernard's High School will provide two encounters for pupils during this 'second key phase'. This will support our students to develop the knowledge and understanding of all available routes at key transition points. Therefore, promoting all pathways to enable young people to make informed and more confident decisions.

Key Stage 5

Our Key Stage 5 careers programme supports pupils in planning for their future, including university and alternative pathways. This includes:

- Year 12 and 13 students will continue to have access to their online careers platform which enables students to look at what their future options are and gives them access to several resources and activities to develop their post-18 pathways. They will also cover career related themes in PSHE; across all subjects and is both their Unifrog/UCAS form session and Careers in Form Time.
- Year 12 will have a one week work experience placement, supported with reparatory and reflective sessions to develop five days of meaningful experience of the workplace. They will also be able to attend career specific shadowing in the workplace eg in allied health, as appropriate.
- In accordance with the updated Provider Access Legislation which came into effect in January 2023, St Bernard's High School will offer two encounters for pupils during this 'third key phase'. This will support our students to develop the knowledge and understanding of all available routes at key transition points. Therefore, promoting all pathways to enable young people to make informed and more confident decisions.

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 personalized 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 our school's careers programme is published on our school website [[Careers - St Bernard's High School \(stbernardswestcliff.org.uk\)](https://stbernardswestcliff.org.uk)] 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 Liza Phillips (lph@stbernards.southend.sch.uk).

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:

- Pupil feedback surveys
- Pupil questionnaires, including the CEC Future Skills Questionnaire
- Leavers' Post-16 and Post-18 Destinations information
- Feedback from parents, teacher and employers
- Evaluations

5. Links to other policies

This policy links to the following policies:

- Provider Access Policy Statement
- Child Protection Policy
- Curriculum Policy

6. Monitoring and review

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

The next review date is: May 2027