



RUSHEY MEAD
ACADEMY

Careers guidance policy

Approved by:	Helen Mugglestone	Date: 14/03/23
Last reviewed on:	March 2023	
Next review due by:	March 2024	

Contents

1. Aims	2
2. Statutory requirements	2
3. Roles and responsibilities	3
4. Our careers programme	4
Key Stage 3	5
Key Stage 4	5
5. Links to other policies	7
6. Monitoring and review.....	7

1. 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.

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 [here](#).

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 is included in our Provider Access Policy which shows that Rushey Mead Academy encourages and supports provider access and education to enable Years 7-11 to explore academic and technical/apprenticeship 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 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.

Rushey Mead Academy proactively seeks to build relationships with sixth form schools, colleges, apprenticeship providers, universities, and employers as we plan our careers programme. We provide activities throughout the school year to ensure all our students have access to the most current and up to date careers information at key transition points and that providers have multiple opportunities to speak to students and their parents across Years 7 -11 to offer information on vocational, technical and apprenticeship qualifications and pathways.

Rushey Mead Academy ensures that their staff involved in personal guidance and pastoral support are up to date with their knowledge through a programme of Continuing Professional Development.

3. Roles and responsibilities

3.1 Careers leader

Our careers leader is Marie Butler, and she can be contacted by emailing mbutler@rushey-tmet.uk, The Careers Leader will: -

- Take responsibility for developing, running, and reporting on the school's career programme.
- 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 co-ordinator (SENCO) and careers advisers, to identify the guidance needs of all 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 SLT and our governing board

3.2 Senior leadership team (SLT) – Our SLT link is Helen Mugglestone (Vice Principal)

Our SLT will:

- Support the careers programme.
- Manage the budget for 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 16-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 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:

- Through faculties and subject teaching.
- In tutor time with form tutors
- 1:1 Interviews and group sessions

- Assemblies
- Specific 'Stop the Clock' sessions
- Connexions input with 'vulnerable' students

- **Key Stage 3**

Aims for KS3 students

- Explore skills and how this relates to careers in the future
- Become more self-aware and understand the potential impact of attendance, punctuality, behaviour, and attitude to learning on grades, college applications, apprenticeships, and future career goals
- Learn how to use Unifrog to extract relevant and up to date information to assist with personal development and enable students to make their own choices about future courses, training, apprenticeships, and careers.
- Understand about higher education, university life and degree study.
- Have a basic understanding of the different post 16 opportunities available after Rushey Mead (apprenticeships, A levels, BTEC & T Levels) and how they differ from each other.

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

- Use of Unifrog including tutor time lessons
- Tutor time presentations
- Assemblies
- Stop the Clock lessons

- **Key Stage 4**

Aims for KS4 students

- Explore personal skills and how this relates to different job sectors.
- Become more self-aware and understand the potential impact of attendance, punctuality, behaviour, and attitude to learning on grades, college applications, apprenticeships, and future career goals
- Using Unifrog to extract relevant and up to date information to assist with personal development and enable students to make their own choices about future courses, training, apprenticeships, and careers.
- Get an insight into university life.
- Be fully informed about all the different post 16 opportunities available after Rushey Mead (apprenticeships, A levels, BTEC & T Levels) and how they differ from each other, to enable students to make fully informed decisions about their futures.

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

- A week of work experience in Year 10 through LEBC
- Use of Unifrog including tutor time lessons

- Tutor time presentations
- Assemblies
- Support with completing college applications on PS16
- Stop the Clock lessons
- Mock Interviews in Year 11

4.1 Pupils with special educational needs or disabilities (SEND)

We expect that most 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 collaborate 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.

Additional support will be given to Year 10 & 11 students to assist with work experience and college applications with input from the Learning Support team.

4.2 Access to our careers programme information

A summary of our school's careers programme is published on our school website under 4.2 on the Provider Access Policy [here](#) which also includes 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 our Careers Leader Mrs Marie Butler mbutler@rushey-tmet.uk or the Careers team careers@rushey-tmet.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:

- Using Microsoft Forms to produce surveys to get feedback from students, parents, teachers and employers.
- The LLEP also issues surveys to assist with measuring the impact of careers education with our stakeholders.

5. Links to other policies

All policies can be found on the Rushey Mead website - [Policies - Rushey Mead Academy | Leicester | TMET \(rushey-tmet.uk\)](#). Relevant policies include: -

- Safeguarding and child protection policy <https://www.rushey-tmet.uk/wp-content/uploads/2023/03/TMET-Safeguarding-and-Child-Protection-Policy-v-14.0-1.pdf>

- Provider Access Policy statement [Microsoft Word - RMA Provider Access Policy v3.0.docx \(rushey-tmet.uk\)](#)

6. Monitoring and review

This policy, the information included, and its implementation will be monitored by the Careers Leader and the Careers team and reviewed annually.

The next review date is: January 2024.