



Castle Donington College

Careers Policy

Date agreed by the Local Governing Body: September 2024

Date for review: July 2025

Castle Donington College follows Guidance and Advice given by the Local Authority and Government when writing policies; in light of this, changes may need to be made after the adoption of this policy and prior to the review date. Data will be processed in line with the requirements and protections set out in the General Data Protection Regulation.

Safeguarding

At Castle Donington College, we are committed to safeguarding and promoting the welfare of all pupils. Each pupil's welfare is of paramount importance. We recognise that some children may be especially vulnerable. Safeguarding the interests of each child is everyone's responsibility and, within the context of the college, promoting the welfare and life opportunities for pupils encompasses attendance, behaviour management, health and safety, access to a broad curriculum offer and access to high quality advice and guidance in relation to further study and careers.

1. Aims

This policy aims to set out the college'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. Legislation and guidance

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 1st January 2023. It explains that our school must provide a minimum of two encounters with technical education or training providers to all pupils at each key stage (four in total for key stage 3 and 4). More detail on these encounters is outlined in our provider access policy statement.

This policy is also in line with the Education (Careers Guidance in Schools) Act 2022. This came into force on 1st September 2022, and amended the existing duty in The Education Act 1997, so that:

- The college 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 the college 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.

3. Roles and responsibilities

The **Governing Body** will:

- provide clear advice and guidance on which the college can base a strategic careers plan which meets legal and contractual requirements
- appoint a member of the governing body 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 11 to inform them of approved technical education qualifications and apprenticeships
- make sure that details of the college'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

The current link governor with responsibility for careers is Rebecca Wykes

The **senior leader for careers** will:

- support the careers programme
- support the careers leader in developing their strategic careers plan
- make sure the college'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 11 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 **careers leaders** will:

- take responsibility for developing, running and reporting on the college'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 SENDCo 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 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 the college's provider access policy statement at least annually, in agreement with our governing body

The current careers leaders are Matt Hicken and Ed Nelson. They are associate members of the senior leadership team. They can be contacted by calling 01332 810528 or emailing postroom@cdcollege.uk.

4. Our careers programme

The college 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:

- Tutor time activities
- Our PSHE curriculum (weekly taught lessons)
- Assemblies
- Additional events (e.g. visiting speakers, trips, careers fair)

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 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 further 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, 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 the careers leader via 01332 810528 or postroom@cdcollege.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 college. We measure and assess the impact of the programme's initiatives by:

- surveys
- assessment activities during units of work
- leavers' information
- feedback from pupils, parents, teachers and employers
- activity evaluations

5. Monitoring arrangements

This policy will be reviewed as guidance from the local authority or DfE is updated, and as a minimum, annually. At every review, the policy will be approved by the Governing Body.

6. Links with other policies

This policy links to the following policies:

- Provider access policy statement
- Safeguarding and child protection policy
- SEND policy