



# Holbrook Academy

## Careers and Progression Policy

<b>Date Approved</b>	
<b>Signed</b>	
<b>Minuted</b>	

*This policy takes account of the Academy's public sector equality duty set out in section 149 of the Equality Act 2010. It can be made available in large print or other accessible format if required. It applies wherever staff or volunteers are working with students even where this is away from the Academy, for example at an activity centre or on an educational visit.*

Member of staff with responsibility for this policy.	Mr. S Rogers
Governor with responsibility for this policy.	Q&M Committee
Policy review date	Spring 2025
What is the purpose of this policy?	To deliver an effective, engaging and relevant careers service. To raise the aspirations of all pupils at Holbrook Academy.
What are its headline targets? (using quantitative and qualitative measures)	Ensure all pupils reach their destination of choice. (High satisfaction of feedback from Parents and Students).
How is this policy to be judged as successful?	All Gatsby benchmarks RAG rated green

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## **1. Introduction**

Careers education, information, advice and guidance (CEIAG) is an essential part of the support we offer to students at Holbrook Academy. Effective careers support can help to prepare young people for the opportunities, responsibilities and experiences of life; it can help them to make decisions and manage transitions as learners and workers. As options for young people become more varied and complex, it is vital that we support them to develop the knowledge and skills they need to make informed choices for their future.

## **2. Aims and Objectives**

The careers programme at Holbrook Academy aims to:

- encourage students to be ambitious, broaden their horizons and explore their own career aspirations throughout their life at school
- ensure students' readiness to take their next step in their learning or career.

Holbrook Academy follows the principles of the Gatsby Benchmarks (Appendix 1)

The objectives for the careers programme are as follows:

- helping students to understand the changing world of work
- facilitating meaningful encounters with employers for all students
- supporting positive transitions to post-16 providers
- enabling students to develop the research skills to find out about opportunities
- helping students to develop the skills, attitudes and qualities to make a successful transition into the world of work
- encouraging participation in continued learning, including higher education and apprenticeships
- supporting inclusion, challenging stereotyping and promoting equality of opportunity
- contributing to strategies for raising achievement, through developing and encouraging aspiration which is appropriate for all students.

## **3. Student Entitlement**

All students are entitled to and are expected to be fully involved in an effective CEIAG programme within their school life.

Students are encouraged to take an active role in their own career development, so the careers programme emphasises student participation with a focus on self-development; learning about careers and the world of work; and developing employability skills.

During their time at school, all students will receive:

- The support they need to make the right choices in Year 9 for choices as to appropriate courses at GCSE and equivalent qualifications and Year 11 for choices as to their post 16 pathways.
- Access up-to-date and unbiased information on future learning and training, careers and labour market information. The Careers Hub is open four days a week (Monday, Tuesday, Thursday and Friday) at lunch and break for drop ins.
- meaningful encounters with representatives from the world of work; this could be through work experience, assemblies, careers talks (in or outside lessons), virtual experiences and visits
- to hear from a range of education and training providers, including colleges, universities and apprenticeship organisations; this could include visits and taster days, as well as assemblies, talks and meetings at school
- the opportunity to relate what they learn in lessons to their life and career beyond school
- The opportunity to talk through their career and educational choices with the schools Careers Lead, form tutors, and teachers. Year 11 students will meet with the Careers Advisor on a one to one basis. There is extra guidance for those pupils who are at risk of NEET or those who may need extra support, this is done both through school at the recommendation of staff and in some cases using external staff from CYP Services to work with the more difficult or challenging cases.
- Access to one-to-one guidance with a trained, impartial careers adviser, by appointment; during Year 11. Parents/Carers can attend the 1:1 careers appointment if they wish to do so by prior arrangement with the Careers Lead / Curriculum & Progression Co-ordinator. A meeting with an adviser independent of the school can also be requested.

The school will keep parents/carers informed and will provide parents/carers with information to support students' career planning and decision-making.

#### **4. Parental Involvement**

Young people do not make career decisions in isolation and parents/carers can have a substantial impact, as well as a clear interest in the right outcomes for their young person. The school is keen to foster parental involvement in the careers programme, wherever possible.

#### **5. Events for Parents / Carers**

Parents/carers are invited into school once a year to discuss their child's progress on Parents Evening. In Year 11, this takes the form of a Pathways evening (autumn term) at which Parents/Carers can discuss the option choices with their teacher, careers lead and post 16 establishments.

### **6 Delivery of the Careers Programme**

#### **6.1 Careers Education**

The content of the careers education programme is based around the need for students to develop a broad and varied knowledge of possible education routes as well as possible careers.

## **6.2 Years 7, 8 & 9**

Key activities: Year 9 options choices

Lessons might include what work is, how salaries relate to different jobs, stereotyping around jobs, how to find out about jobs, the skills needed for work, jobs of the future. Activities will support the options process which takes place in Year 9.

By the end of Year 9, all students will have had the opportunity to:

- Develop their self-awareness
- Hear from or talk to representatives from the world of work
- Receive support to make the right choices for KS4, including assemblies, options information from teachers and a Parents Evening

## **6.3 Year 10**

Key activities: Work Experience.

Support to include preparing to find and carry out work experience placements; CVs, applications and interview technique in preparation for mock business interviews; understanding post-16 options.

By the end of Year 10, all students will have had the opportunity to:

- Develop their self-awareness and skills, including writing a CV
- Experience at least one week in the workplace
- Learn about the different Post-16 pathways.

## **6.4 Year 11**

Key activities: Post-16 applications

Students are supported in applications to the next stage of their education. All students will have a meeting with the Academy's Careers Adviser in the autumn/winter term of Year 11.

By the end of Year 11, all students will have had the opportunity to:

- Use a range of sources of information (with support, as required) to explore Post-16 options
- Attend events in school and out of school where they can speak to employers, colleges, training providers and universities
- Apply for Post-16 options and back-up plans, as necessary
- Continue to develop the skills needed for a successful transition
- Have at least one meeting (small group or one-to-one) with a careers adviser.

## **STEM Careers**

Trips and/or events highlighting careers in the STEM sector will be offered during the year.

## **‘Careers Week’**

Dedicated week where the teaching and learning focus is on applicable skills relevant to career pathways.

This will take the form of a Curriculum Integration week during the summer term.

## **7. Career Guidance Meetings**

Students are entitled to appropriate guidance to meet their individual needs. All students can drop into the Careers Hub to speak to the Careers Lead and to request appointments with the careers adviser however, in practice, Year 10 and Year 11 students, are most likely to access the service. All students in Year 11 will have individual careers advice in the autumn/winter term of Year 11.

Students are identified for further careers meetings based on need and through self-referral.

## **8. Referral**

The referral procedure works as follows:

- Any member of staff can refer students to see the Careers Lead, this is usually following lessons where Careers or Aspiration may be discussed, through Form Tutors and in some cases through external meetings where it is highlighted that extra input would be of value.
- Students can ask for extra or additional guidance and this can be through the school offer.

## **9. Careers Information**

Careers information is available through a number of routes, this can be through the school staff or through external sources. The school website has a designated section on careers which is regularly updated and reviewed to support students and parents. The school uses a range of online resources to support students within lessons and beyond.

All students have access to the online careers platform Kudos, accessible in school and at home, to discuss with families and where they can explore careers and opportunities after school creating and updating their own action plan.

## **10. External Providers**

A range of external providers are invited into school to support the careers programme. These might include local colleges, universities, training providers, apprenticeship organisations, employers, or staff from various projects. This programme starts in Year 7 and continues throughout students' time at the school.

## **11. Employer Links**

Links with employers, businesses and other external agencies continue to grow by building on local community and wider connections; as well as through the support of the school's Enterprise Advisor.

## **12. Equal Opportunities**

The school is keen to promote equal opportunities, challenge stereotypes and address limiting beliefs. All students can access advice and guidance tailored to their needs with support to explore options that suit their preferences, skills and strengths. The team work on early-identification of students requiring additional support, with no limit placed on how many times a student might see a careers adviser. The careers advisers work with the SENCO to support Education, Health and Care planning.

The school keeps a record of the opportunities that have been taken by students to develop their knowledge and understanding of the world of work as well as pathways once they leave Holbrook. Where students have not accessed appropriate number or style of activities the Careers Lead will work with staff to develop further opportunities for these students.

## **13. Progression / Alumni**

We understand the importance of obtaining and analysing destination data to assess our success in supporting students to take up education, employment or training after leaving the Academy.

We have an Alumni plan in place to keep in contact with students as they progress through their early careers journey.

Through our alumni partner, we aim to gather contact information towards end of Year 11, and on results day, so that we can keep a link with them in relation to their studies and progression routes. This in turn allows us to showcase case studies of the students and their various paths through literature and alumni dedicated reunion events.

## **14. Evaluation**

The school uses the Compass Tool to evaluate the effectiveness of the school Careers programme. It is also helpful as a tool to compare the schools' provision against the Gatsby Benchmarks as detailed in the Careers Strategy published by the DfE.

The school uses Destination data to evaluate the effectiveness of the guidance given to students in particular with respect to their pathways post 16.

## **Appendix 1: Gatsby Benchmarks**

- 1 A Stable Careers Programme
- 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 Experiences of Workplaces
- 7 Encounters with Further and Higher Education
- 8 Personal Guidance



## **Appendix 2**

### **Holbrook Academy**

#### **Provider Access Policy**

##### **1. Introduction**

This policy sets out Holbrook Academy's arrangements for managing the access of providers to students at the school for the purpose of giving them information about the provider's education or training offer. This complies with the school's legal obligations under Section 42B of the Education Act 1997.

##### **2. Statutory Requirements**

Schools are required to ensure that there is an opportunity for a range of education and training providers to access students in years 8 to 13 for the purposes of informing them about approved technical education, qualifications or apprenticeships.

Schools must also have a policy statement that outlines the circumstances in which education and training providers will be given access to these students.

This is outlined in section 42B of the [Education Act 1997](#).

This policy shows how our school complies with these requirements.

##### **3. Pupil Entitlement**

All pupils in years 8 -13 are entitled to

- to find out about technical education qualifications and apprenticeships opportunities, as part of a careers programme which provides information on the full range of education and training options available at each transition point;
- to hear from a range of local providers about the opportunities they offer, including technical education and apprenticeships – through options events, assemblies and group discussions and taster events
- to understand how to make applications for the full range of academic and technical courses.

##### **4. Management of provider access requests**

###### **4.1 Procedure**

A provider wishing to request access should contact Simon Rogers who is the Careers Lead.

Telephone: 01473 328317

Email: [simon.rogers@holbrookacademy.org](mailto:simon.rogers@holbrookacademy.org)

## 4.2 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 students and/or their parents/careers.

The proposed event timetable for the curriculum year:-

	<b>Autumn Term</b>	<b>Spring Term</b>	<b>Summer Term</b>
<b>Year 7</b>	<ul style="list-style-type: none"> <li>• Careers Action Plans</li> <li>• Kudos Online Platform</li> </ul>	<ul style="list-style-type: none"> <li>• Life Skills – Visitors in for assembly and tutor group opportunities</li> </ul>	<ul style="list-style-type: none"> <li>• Life Skills – Visitors in for assembly and tutor group opportunities</li> <li>• External Employer encounters</li> <li>• Careers Week</li> </ul>
<b>Year 8</b>	<ul style="list-style-type: none"> <li>• Careers Action Plans</li> <li>• Kudos Online Platform</li> </ul>	<ul style="list-style-type: none"> <li>• Life Skills – Visitors in for assembly and tutor group opportunities</li> </ul>	<ul style="list-style-type: none"> <li>• Life Skills – Visitors in for assembly and tutor group opportunities</li> <li>• External Employer encounters</li> <li>• Careers Week</li> </ul>
<b>Year 9</b>	<ul style="list-style-type: none"> <li>• Careers Action Plans</li> <li>• Kudos Online Platform</li> </ul>	<ul style="list-style-type: none"> <li>• KS4 options</li> <li>• Employer encounters</li> <li>• Kudos Online Platform</li> </ul>	<ul style="list-style-type: none"> <li>• Life Skills – Visitors in for assembly and tutor group opportunities</li> <li>• Employer encounters</li> <li>• Careers Week</li> </ul>
<b>Year 10</b>	<ul style="list-style-type: none"> <li>• Career action plans</li> <li>• Careers Fair</li> <li>• Post-16 taster sessions</li> <li>• Employer encounters</li> </ul>	<ul style="list-style-type: none"> <li>• Life Skills – work experience preparation sessions / De-brief session</li> <li>• Life skills – Post 16 / University early assembly and tutor group opportunities</li> <li>• Employer encounters</li> <li>• Kudos Online Platform</li> <li>• Careers focus enrichment period activities</li> </ul>	<ul style="list-style-type: none"> <li>• Life skills – assembly and tutor group opportunities</li> <li>• Visitors linked to the curriculum</li> <li>• Small group sessions: future education, training and employment options</li> <li>• Employer encounters</li> <li>• 1:1 level 6 careers adviser interviews Early Inception</li> </ul>
<b>Year 11</b>	<ul style="list-style-type: none"> <li>• Life Skills – assembly on opportunities at Post 16 including University</li> <li>• Careers Fair</li> <li>• Post-16 taster sessions</li> <li>• 1:1 Level 6 careers advisor interviews</li> <li>• Post-16 Pathways evening</li> <li>• Applications for Post 16 and apprenticeships</li> <li>• Post-16 taster sessions</li> </ul>	<ul style="list-style-type: none"> <li>• Application chase up clinics</li> <li>• Kudos Online Platform</li> <li>• Careers focus enrichment activities</li> </ul>	<ul style="list-style-type: none"> <li>• Alumni link upon leaving the Academy for future showcasing of progression routes.</li> </ul>

Please speak to our Careers Lead to identify the most suitable opportunity for you.

## 4.3 Granting and refusing access

All requests to meet the students should be made through the Careers Lead who will make the necessary arrangements. There are times throughout the year when it may not be possible to meet with students, such as during exam periods.

#### **4.4 Safeguarding**

Our Child Protection and Safeguarding policy outlines the Academy's procedure for checking the identity and suitability of visitors.

Education and training providers will be expected to adhere to this policy.

#### **5. Premises and facilities**

The school will make the main hall, classrooms or private meeting rooms available for discussions between the provider and students, as appropriate to the activity. The school will also make available IT 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 office team.

Providers are welcome to leave some copies of their prospectus or other relevant course literature for the Careers Hub and Careers Resource Centre.

#### **6. Monitoring arrangements**

The Academy's arrangements for managing the access of education and training providers to students is monitored by Simon Rogers, Careers Lead.

This policy will be reviewed by Quality & Monitoring Committee on an annual basis. At every review, the policy will be approved by full Governing Body.