



Denefield School

Career Education and Guidance Policy

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Policy owner	Careers Leader (JJN)
Location of policy	Website



Denefield School

Career Education and Guidance Policy

Aim

Career education is part of the curriculum that allows students to gain the knowledge, skills and experiences needed to be able to make informed choices about a career path and to begin to succeed in the world of work. The aim of a careers programme is to, not only show students the different routes open to them once they leave school, but to give them the skills to manage their career path. This should not be limited to deciding when and where to move on to from school, but also to having the skills needed to secure and succeed in the workplace (also known as employability skills).

Our careers programme supports the work the school does to promote Success for Life so that every student, regardless of ability or circumstance, leaves with the foundations for a rich and fulfilling life. Success for Life includes having the knowledge necessary to understand and enjoy the world around them, to be able to progress to the next stage of education, training or employment and become economically independent and enjoy a rewarding career or occupation. Our character values form the basis for us to develop well-rounded individuals who have both the academic qualifications and personal attributes to thrive in society. Qualifications + Character = Success underpins how we believe that an individual needs more than academic learning to succeed in life.

Purpose

Our school is committed to meeting the requirements set out in Department for Education's Careers guidance and access for education and training providers (updated May 2025). This includes our intention to adhere to the Eight Gatsby Benchmarks for outstanding career provision:

1. A stable careers programme.
2. Learning from career and labour market information.
3. Addressing the needs of each Student.
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 (Gatsby Foundation, 2014).

Furthermore, this policy is to set out the school's commitment to fulfilling its duties in relation to the statutory career guidance duty (Education Act 2011). This states that all schools should provide independent careers guidance from Years 8 -13 and that this guidance should:

- be impartial
- include information on a range of pathways, including university options or apprenticeships
- be adapted to the needs of the student

In addition, the school is compliant with Section 42B of the Education Act 1997 (updated January 2023), which states that all academies must give education and training providers the opportunity to talk to students about approved technical qualifications and apprenticeships. Further information relating to this is set out in our related document, [Provider Access Policy](#).

Learner Provision

Students attending the school will, as far as reasonably practicable:

- Receive a stable careers programme from Year 7 that continues until they leave school.
- Receive relevant careers guidance and have access to independent careers information and guidance, including labour market data where relevant.
- Receive personal advice that helps Students to achieve their individual career's goal – whether this is Higher Education, an apprenticeship or employment.
- Be equipped with the necessary skills to prosper in HE and employment.
- Have the relevant knowledge to make realistic and achievable goals based on their own interests and skills, whilst taking into account local job market information and relevant entry requirements.
- Receive up-to-date information about careers and skill-development opportunities.
- Understand how different subjects help keep different options open.
- Have access to additional help, whether this need is generated from a change of decision, personal circumstances or additional needs.
- Have meaningful and helpful encounters with employers and other education providers.
- Have at least one opportunity for a work experience placement before the age of 16 and at least one more before the age of 18 years old.

Students are expected to:

- Fully engage with Success for Life lessons, tutor sessions and activities that further their career learning.
- Utilise the available careers resources, including the on-line Unifrog platform, where relevant.
- Record careers-related skills, participation and research, reflect upon what has been learnt.
- Identify and set goals for the future.
- Actively participate in workshops, presentations and visits from external employers or providers.
- Attend informative events such as options evenings, optional events that are relevant to future aspirations, assemblies and open evenings/events.
- Take advantage of opportunities offered outside school, such as school trips and projects, CCF, DoE or other clubs that further their interests and career prospects.

Parents will, as far as reasonably practicable, have:

- Access to links to the National Careers Service information and other independent websites and resources via the school website.
- The opportunity to contact the careers advisor or careers lead in school.
- Access to information and guidance through parent information evenings and the sharing of relevant information through newsletters, Satchel One noticeboard and direct messages.
- Access to their own Unifrog account on request.

Management and Delivery

Careers advice and career related learning is provided through several means, including:

- A Careers Adviser who works in school all academic year and is available at key events such as parent's evenings, options evenings or results days.
- PSHE lessons delivered during tutor time and through our Success for Life programme to all students in Key Stage 3, 4 and 5. Lessons are created to be relevant to their stage of learning and to be cumulative, i.e., build on their knowledge and skills as they progress through education.
- Visits from training providers and employers, and presentations given by our pool of professional contacts including parent and alumni volunteers. These may be targeted to individual year groups, to build their knowledge or skills, or may be open to all students where relevant.

Advice begins at Key Stage 3, particularly around the time students are choosing their option subjects, and we ensure that every student in Year 11 has a plan for the next two years of their education, whether it be continuing into the Sixth Form with A levels, more vocational courses at college or an apprenticeship with a local business.

Our Sixth Formers are also given advice and support, particularly with university and apprenticeship applications. Their destinations post-18 are monitored with interest, and they are warmly invited to return to Denefield as alumni to talk about their chosen career pathway.

The impact of our careers programme is measured and assessed through progression and destinations information and through student voice but we also ask for and welcome ad hoc feedback.

Roles and Responsibilities

The Trust Board will:

- monitor and review the Career Education and Guidance policy;
- review the curriculum intent, implementation and impact through the Standards Committee.

The Headteacher, in conjunction with the Senior Leadership Team, will:

- ensure appropriate career education and career guidance provision, including enrichment activities, to meet the needs of all students. This includes disadvantaged students, those with SEND, and the most able;
- ensure that staff are suitably qualified, trained and supported to deliver the programme
- monitor intent, implementation and impact, including through student and parent voice, lesson observations, data analysis, including destinations data, and schemes of work reviews;
- consult with the Assistant Headteacher – Director of KS5 and the Careers Leader regarding provision proposals as necessary;

The Assistant Headteacher – Director of KS3 will:

- line manage the Careers Leader to ensure the programme meets the needs of students and that students are supported in choosing and moving on to their next phase of education, training or work.

The Careers Leader will:

- lead and organise the career programme, ensuring Trustees, SLT and members of staff involved in this work are kept up to date with legislation, good practice guidance and labour market information and contributing to overall organisational developments as appropriate.
- manage the careers advice and guidance activities ensuring the service fulfils the needs of students at the school.

Curriculum/Standards Leader for PSHE/Success for Life will:

- ensure that programmes of study, schemes of work and the methodology used in each subject are well planned and sequenced;

- secure high-quality learning, teaching and engagement through use of appropriate teaching strategies;
- identify training needs of, and provide appropriate and effective training for, staff in their areas in order to secure high quality delivery of the curriculum; • monitor curriculum delivery in their area through book scrutiny, lesson observations, data analysis and schemes of work reviews and challenge poor performance;
- monitor student performance against targets and put in place appropriate intervention where necessary;
- liaise with the Assistant Headteacher (Inclusion) to ensure appropriate curriculum support for vulnerable students.

Heads of House will:

- deliver high quality and impactful assemblies;
- ensure that the CHARACTER and tutor programmes are delivered by tutors;
- quality assure the provision of the CHARACTER and tutor programmes.
- ensure that appropriate students are targeted for enrichment opportunities;
- work with the Careers Leader to ensure all students are fully supported to move on to their next phase of education.

Teaching staff will:

- contribute to careers education and guidance through their roles as tutors and subject teachers teaching PSHE sessions and Success for Life lessons.

Tutors will:

- encourage students to explore their options for Further and Higher education;
- promote enrichment opportunities that will enhance their success in later life;
- seek support for students that may need it through the house team and Careers Leader;

Staff CPD

The school will assess the training needs of those delivering Careers Information and Guidance (CIAG) on a regular basis and will offer opportunities to those staff to attend relevant training programmes as and when appropriate. Opportunities to share good practice across the school will be made available and the school will engage in partnership work where relevant, including attendance at local Careers Network meetings.

Stakeholders and Partners

- Students
- Parents and Carers
- Staff
- Independent Careers Advisor
- Local Enterprise Partnership

- Unifrog
- West Berkshire Careers Leader Network
- Local FE and HE institutions
- School Alumni and local businesses

Arrangements for Monitoring and Evaluation

This policy will be reviewed every two years and will be updated in response to new guidance and/or legislation as necessary by the Careers Leader.

The Senior Leadership Team, with relevant staff, will monitor the delivery of the curriculum and will review the curriculum provision annually as part of the Options process. The Guidance Team will monitor the quality of the Success for Life and tutor programmes on a termly basis through their House impact reports. The Headteacher reports termly to the Trust Board to enable them to monitor and evaluate the impact of the school's policies, practices and procedures.

Who/what was consulted

- The Senior Leadership Team
- Career Development Institute Briefing Paper November 2019
- Independent Careers Advisor
- Link Trustee for Careers

Links to

- Curriculum Policy
- Staff CPD Policy
- Equality Policy
- Special Educational Needs Policy
- Provider Access Policy