



## **Careers Policy**

**Review Cycle:** **Every 2 years**

**Review By:** **A Team (G(Ed), G(Board)**

**Last Governor Approval:** **Summer 2025**

**Next Governor Approval:** **Summer 2027**

**Current Version:** **2**

## **Contents:**

### Statement of intent

1. Legal framework
2. Roles and responsibilities
3. Addressing the needs of pupils
4. Curriculum
5. The Gatsby Benchmarks

## **Statement of intent**

This policy is underpinned by Sections 42A and 45A of the Education Act 1997, and has due regard to the DfE's statutory guidance, 'Careers guidance and access for education and training providers', which was last updated in January 2023.

The main aims of careers provision at The Beacon are to:

- Prepare pupils for life post-education.
- Develop an understanding of different career paths and challenge stereotypes.
- Develop an understanding of the differences between school and work.
- Inspire pupils to chase and achieve their dreams.
- Offer targeted support for vulnerable and disadvantaged young people.
- Instil a healthy attitude towards work.

## **1. Legal framework**

1.1. This policy has due regard to legislation and statutory guidance, including, but not limited to, the following:

- DfE 'Careers guidance and access for education and training providers' 2023
- Education Act 1997
- Education and Skills Act 2008
- Apprenticeships, Skills, Children and Learning Act 2009
- Equality Act 2010
- Children and Families Act 2014
- Technical and Further Education Act 2017
- The School Information (England) (Amendment) Regulations 2018

## **2. Roles and responsibilities**

2.1. The governing board is responsible for:

- Ensuring that all pupils are provided with independent careers guidance from Year 7 to Year 8
- Ensuring that the independent careers guidance is presented in an impartial manner, showing no bias or favouritism towards a particular institution, education or work option
- Ensuring that the guidance includes information on a range of education or training options

- Ensuring the Careers Policy does not discriminate on any grounds, including but not limited to: ethnicity/national origin, culture, religion, gender, disability or sexual orientation

2.2. The Head of Upper School is responsible for:

- Managing the provision of careers information
- Establishing, maintaining and developing links with employers
- Providing pupils with effective careers guidance
- Supporting teachers and tutors providing information and advice
- Monitoring careers education
- Encouraging the training of school staff to promote careers guidance to their pupils
- Working with the LSC and other staff to identify the guidance needs of pupils with SEND
- Ensuring that pupils with SEND understand their different career pathways, and enabling them to gain the skills, knowledge and experience they require to achieve their career goals.

2.3. The school will make use of relationships with employers, businesses and professional networks (including current and former parents and alumni) to provide pupils with presentations and workshops on different possible career paths, as part of the post-exam programme in the Summer Term.

### **3. Addressing the needs of pupils**

3.1. The school's careers programme will aim to raise the aspirations of pupils. The programme will inform pupils of the range of opportunities available, encouraging them to aim high and make choices relevant to what they feel they can achieve

3.2. All forms of stereotyping will be prohibited in the careers guidance that is provided, to ensure pupils from all backgrounds, gender and diversity groups, and those with SEND, can consider the widest possible range of careers.

### **4. Curriculum**

4.1. The school will engage with local employers, businesses and professional networks, inviting visiting speakers, particularly alumni with whom pupils can relate to.

4.2. Every year, from the age of 11, pupils will participate in at least one careers event, for example careers talks, workshops, mock interviews or a work experience day.

## **5. The Gatsby Benchmarks**

The school's careers program will be mindful of the following benchmarks when delivering careers advice

- A stable careers programme
- Learning from career and labour market information
- Addressing the needs of each pupil
- Linking curriculum learning to careers
- Encounters with employers and employees
- Experiences of workplaces
- Encounters with further and higher education
- Personal guidance