



HET Careers Guidance Policy

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The Hamwic Trust does not have a single Careers policy which applies and operates in its schools. Instead, given the varying contexts and phases of its schools, the trust provides guidance to all of its schools on what the policy must or should contain in line with current DfE statutory guidance. In this way, each school can outline their individual and bespoke approach according to their context, phase and need. See guidance below.

Policy Guidance

In writing their own Careers guidance policy schools are advised to use the following guidance.

1. Purpose and Intent

- a. Set out the legislation that the guidance refers to for this policy – currently
 - The Education (Careers Guidance in Schools) Act 2022 (came into force 1st September 2022)
 - Section 42A (amended by above Act 2022) ,42B,45 & 45A of the Education Act 1997
 - Section 72 of the Education and Skills Act 2008
 - Schedule 4 (15) of the School Information (England) Regulations 2008

- b. **What is the intent of the Careers/IAG policy?**

e.g. See page 6 of the September 2022 guidance ...

The September 2022 ‘Careers Guidance and access for education and training providers’ states the following:

“High quality careers education and guidance in school or college is critical to young people’s futures. It helps them to prepare for the workplace by providing a clear understanding of the world of work including the routes to jobs and careers that they find engaging and rewarding. It supports them to acquire the self- development and careers management skills they need to achieve positive employment destinations. This helps students to choose their pathways, improve their life opportunities and contribute to a productive and successful economy”.

At _____ School we will address the above intent as stated below.

The Education (Careers Guidance in Schools Act) extends the previous duty on schools to secure independent careers guidance to pupils in year 8 to 13 to schools MUST now secure independent careers guidance from YEAR 7.

State which year groups and age ranges the policy applies to.

- c. **How is the policy meeting the values of equity and inclusion and supporting the needs of all learners?**

Include in your statements here that the intent of the policy and its practice MUST comply with the ‘Baker Clause’ and MUST provide opportunities for a range of education and training providers to access all years 8-13 pupils in form them about approved technical education qualifications and apprenticeships. (See Annex A pages 39-41 of the September careers guidance policy).

Set out how the “Baker Clause” will be achieved and what provision and practice will be in place for this and how providers can contact the school to gain access to the school and its pupils for the benefit of providing pupils with up to date college and apprenticeship advice.



2. Curriculum Implementation:

- a. State how Leaders and the Careers Lead will address and focus on the Gatsby Benchmarks. (Add hyper link to Gatsby benchmarks here)
e.g. What provision is in place in the curriculum to link curriculum learning to careers? – STEM subjects should highlight the relevance of STEM subjects for a wide range of future careers paths.
- b. Outline the school’s Careers programme for each year or refer to an Appendix for this information. To include/refer by number to Gatsby Benchmarks 1-8 including provision for workplace experiences & encounters with FE/HE/Employers.
- c. Name the school’s Careers adviser/s and how they can be contacted.
- d. Reference to how the schools is using (if it is) the National Careers Service
- e. Name additional website links and names of organisations pupils and parents can go to for further careers advice and guidance.
- f. Name the school’s lead for careers and the name of the link governor and how they can be contacted.

3. Leadership & Management – Monitoring of effectiveness of the policy and school practice

- a. Monitoring and Evaluation of the policy. By whom? How often?
- b. State the role of the LGB and how it will monitor and make sure that arrangements as set out in the ‘Careers guidance and access for education and training providers’ is provided and how they will measure and evaluate its impact.
- c. State how the careers programme will be evaluated including feedback from pupils, parents, staff and employers/colleges and the frequency of this evaluation.
- d. State the contact for the school should a person wish to raise a question, concern or complaint about the school’s careers practice and programme.
- e. State when and where people can view the schools destinations data (for the three years after their leaving date).

Please refer to the latest DfE guidance on the DfE website. Currently as of September 2022 this is:

1. Careers guidance and access for education and training providers – Statutory guidance for schools and colleges and sixth form colleges (September 2022).

As on page 3 of the above guidance the terms **“Must”** and **“should”** are used in the guidance and school policies should reflect this in their own policy.

“Must” is used when the person in question is legally required to do something and **“should”** when the advice set out should be followed unless there is good reason not to.

Schools are able to apply for the Quality in Careers Standard – [What is the Quality in Careers Standard?](#)

