



Policy Name	Careers Policy (CIEG)
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Author	Anthony Merriman
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## 1. Aims

This policy aims to set out New Avenue school'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. Statutory Requirements

This policy is based on the Department for Education's (DfE's) statutory Careers guidance and access for education and training providers – Updated May 2025. This update was to reflect the government's policy priorities.

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 1 January 2023. It explains that our school must provide a minimum of 6 encounters with technical education or training providers to all pupils in years 8 to 13.

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

- Our school must now secure independent careers guidance from year 7 (instead of from year 8, previously)

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.

### 3. Roles and Responsibilities

Our **careers leader** is Laura Johnstone, and they can be contacted by emailing [laura.johnstone@newavenueschool.co.uk](mailto:laura.johnstone@newavenueschool.co.uk). Our careers leader works closely with the senior leadership team (SLT) and will:

- Take responsibility for developing, running and reporting on the school'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, and careers adviser, to identify the guidance needs of all of our pupils and their special educational needs and/or disabilities (SEND) and put in place personalised support and transition plans
- Work with our school's designated teacher for looked-after children (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 our school's provider access policy statement at least annually, in agreement with our governing board

Our **SLT** will:

- Support the careers programme
- Support the careers leader in developing their strategic careers plan
- Make sure our school'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 7 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 **governing board** will:

- Provide clear advice and guidance on which the school can base a strategic careers plan which meets legal and contractual requirements
- Appoint a member of the governing board 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 18 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 7 to 11 to inform them of approved technical education qualifications and apprenticeships
- Make sure that details of our school'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

### 4. Our Careers Programme

Our school 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 career's 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 does not 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.

We implement a number of methods, including:

- Building Awareness – Pupils will be made aware of various routes to employment, including the continuation of academia, a vocational route, or through training. Pupils will be given information of local trends and market information, including future projections (such as AI integration)
- Building Self-awareness – Pupils, before embarking on these choices, will be given opportunities to grow in the understanding of themselves, including their strengths, areas of developments and aptitudes towards certain skillsets or knowledge
- Working with EBP South – This will include independent careers advice and suitability checks for work experience.
- Building a pathway – From KS3, pupils will be beginning to build a future careers portfolio. This will be discussed at annual reviews, so all stakeholders know of pupils wishes/aspirations.
- Work Experience - Where available and suitable to the needs of the learner, appropriate work experience is provided to KS4 pupils. A variety of potential placements are discussed with them, and once an agreed placement is determined, it is implemented. Guidance and supervision during the placement are provided by a learning/workplace mentor. Throughout their placement, students receive support from New Avenue staff.
- 14-16 Programmes – Pupils will be encouraged to join 14-16 programmes at local colleges, including Sparsholt, Totton and Brockenhurst. This will allow pupils to absorb post-16 settings and embark on courses that are not readily available in our standard curriculum.
- Signposting and links to resources, support and further information.

## 5. Destinations and Impacts

The school is committed to ensuring that all learners progress to positive and sustained destinations that reflect their aspirations, abilities and informed career choices. Destination data is used as a key measure of the impact and effectiveness of the careers education, information, advice and guidance (CEIAG) programme.

Learner destinations are tracked following completion of their programme of study, including progression to further or higher education, apprenticeships, employment or other training. This information is analysed to identify trends, strengths and areas for development within the careers programme.

Follow up email, calls and surveys will be sent to parents and carers 6 & 12 months after leaving New Avenue school

Destination outcomes are used to:

- Evaluate the effectiveness of careers guidance and employer engagement activities
- Identify groups requiring additional or targeted support
- Reduce the risk of learners becoming NEET (Not in education, employment or Training)
- Inform continuous improvement of the careers strategy and provision

Destination data is reviewed annually by senior leaders and the Careers Leader and contributes to strategic planning, quality assurance and reporting to relevant stakeholders.

#### 6. Monitoring and Evaluation

This policy will be reviewed as guidance from the local authority or DfE is updated, and as a minimum annually by Anthony Merriman, Headteacher. At every review, the policy will be approved by the full governing board.

#### Updates

Dates	Comments
16.02.25	Changes to the provisions provided by EBP.
4.02.26	Changes to wording Added destination and impact section