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TIME

Careers Guidance Policy

Approved by: Jill Fairclough

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1. Aims

This policy aims to set out our school's provision of impartial and informed careers guidance for our students. This includes the ways in which students, parents, teachers and employers can access information about our careers programme.

High-quality careers guidance is important for our students' futures, and our provision aims to:

Help students prepare for the workplace, by building self-development and career management skills

Provide experience and a clear understanding of the working world

Develop students' awareness of the variety of education, training and careers opportunities available to them

Help students 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.

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 students in years 8 to 13. For more detail on these encounters, see our provider access policy statement, which you can find on our website. 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)

The above guidance requires that schools publish information about their careers programme on their website. This policy includes this information and shows how our school complies with this requirement.

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. This policy should be read in conjunction with our provider access policy statement, which sets out how our school meets this duty, and can be found on our website

3. Roles and responsibilities

3.1 Careers leader

Our careers leader is Megan Baker, and they can be contacted by phoning 01744 808040 or emailing Meganbaker@thisismyeducation.org.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, including our special educational needs co-ordinator (SENCO) and careers adviser, to identify the guidance needs of all our students with 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 previous LAC to:
 - Make sure they know which students 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 body

3.2 Senior leadership team (SLT)

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 students in years 8 to 13 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

3.3 The governing body

The governing body 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 body who will take a strategic interest in careers education and encourage employer engagement
- Make sure independent careers guidance is provided to all students 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 students
- Make sure that a range of education and training providers can access students in years 8 to 13 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 career's 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 students to consider their career options and take steps to understand their choices and pathways. We provide statutory independent careers guidance to students from year 7 onwards.

Our programme has been developed to meet the expectations outlined in the Gatsby Benchmarks:

- A stable careers programme with a careers leader
- Learning from career and labour market information
- Addressing the needs of each student
- Linking curriculum learning to careers
- Encounters with employers and employees
- Experience of workplaces
- Encounters with further and higher education

➤ Personal guidance

Our programme doesn't show bias towards any particular career path and promotes a full range of technical and academic options for students.

It is structured in a way that builds upon previous years, and the overarching aim is divided between the Key Stages so that students are encouraged to think appropriately about their future. We provide aims, objectives and activities for each year group.

Our careers programme is delivered through a number of methods, including:

- Lessons
- Tutor Led discussions
- Displays
- Events
- Guest Speakers
- Employment/PHSE curriculums
- Personal Development Curriculum

4.1 Nurture

The aim of the Nurture Careers Education programme at TIME is to support students in exploring a broad and diverse range of careers, enabling them to make independent and informed decisions about their future. During keyworker sessions, students use digital resources to research careers, discuss their interests, and ask questions about potential career pathways. They develop an understanding of the factors that influence career choices, including subjects studied, qualifications, and potential earnings.

Students also take part in a variety of practical experiences, including school-based careers events and workplace visits. They engage with employers, develop essential employability skills, and participate in entrepreneurial activities, providing them with the knowledge, confidence, and experience needed to plan their next steps successfully.

4.2 Key Stage 3

At Key Stage 3, students develop research skills to access current and reliable careers information and understand realistic opportunities available locally and in surrounding areas. They take part in a variety of practical experiences, including school-based careers events and workplace visits. Students engage with employers, develop essential employability skills, and participate in entrepreneurial activities. Towards the end of the academic year, they take part in an enterprise day, working collaboratively to plan, create, and present a product or project. This activity, led by the Careers Team, provides practical experience in teamwork, problem-solving, and entrepreneurial thinking.

Through this carefully scaffolded and trauma-informed approach, Nurture students gain the knowledge, confidence, and experience needed to plan and achieve successful post-16 transitions, whether into further education, vocational training, or employment.

4.3 Key Stage 4

The primary purpose of the Employability qualification at TIME is to recognise and develop students' employability skills and knowledge. This qualification is designed to support students in actively preparing for employment or to enhance their professional development while in the workplace. It responds to the growing demand, in a competitive and rapidly changing economy, for employees across all sectors to demonstrate proficiency in transferable and generic employability skills.

The qualification enables students to develop the skills, attributes, behaviours, and values that build confidence, motivation, and the capacity for sustained and successful employment.

During Years 10 and 11, students participate in a Mock Interview Day, providing experience of engaging with employers in a realistic interview setting. Students gain insight into common interview questions,

professional body language, appropriate dress, and have the opportunity to ask questions and discuss any concerns before attending real interviews.

Students also have access to one-to-one drop-in sessions with a qualified Careers Adviser to explore career pathways, receive support with applications and assessments, and prepare for transition to college or vocational training. Support includes guidance on transport to interviews, completing bursary forms, and preparing for interview questions.

In addition, students are offered job shadowing opportunities, giving insight into their chosen careers. These experiences are accompanied by evaluation, observation, and feedback sessions involving both employers and students to ensure meaningful learning.

Finally, Year 11 students compile a Record of Achievement folder, which includes all GCSE or Functional Skills certificates, exam access arrangements, and other documentation that may be required for interviews, college enrolment, or job applications.

4.4 Key Stage 5

The intent of our Key Stage 5 provision at TIME is to continue preparing students for higher education or the world of work, depending on their individual aspirations. Students are supported to explore whether university is the right path for them through visits, guidance, and assistance with the application process. They also have opportunities for work experience and participate in careers sessions to build employability skills and prepare for future employment.

TIME actively removes barriers to work through strong collaborative partnerships with local businesses and community organisations. All students engage in real-life work experience, working towards personalised accreditation outcomes designed to develop the skills required for ambitious post-college destinations.

By working with a diverse range of partners across occupational areas, we foster understanding of autistic young adults and other learners with additional needs, benefiting both students and employers. This approach reduces barriers to employment, enhances resilience, and supports students' personal development. Students complete a personal vocational profile, engage in skills audits, and receive internal and external guidance (including Careers Connect) to support action planning and ensure they are well-prepared for positive future outcomes in education, training, or employment.

5. Students with special educational needs or disabilities (SEND)

We expect that the majority of students with SEND will follow the same careers programme that meets the Gatsby Benchmarks as their classmates, with adjustments and additional support as needed.

Our careers leader will work with teachers and, where appropriate, professionals from relevant organisations, to identify the needs of our students with SEND and put in place personalised support and transition plans. This may include meetings with students and their families to discuss education, training and employment opportunities, supported internships and transition plans into higher education.

Our careers leader may, as appropriate, invite adults with disabilities to visit and share their experience and advice.

5.1 Access to our careers programme information

A summary of our school's careers programme is published on our school website, including details of how students, parents, teachers and employers can access information about the careers programme.

Students, parents, teachers and employers can request any additional information about the careers programme by contacting meganbaker@thisismyeducation.org.uk

5.2 Assessing the impact on students

Our career programme is designed so students can give feedback, and their progress measured as they move through the Key Stages. We measure and assess the impact of the programme's initiatives by:

- Surveys
- Leaver's information
- Feedback from students, parents and teachers
- Employer evaluations

6. Monitoring and review

This policy, the information included, and its implementation will be monitored by the governing body and reviewed tri-annually.

The next review date is September 2026

7. Links to other policies

This policy links to the following policies

Child Protection Policy Curriculum Policy