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# TIME

## Careers Guidance Policy

Reviewed September 2023

To be Reviewed September 2026

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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](mailto: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 of 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 previously 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 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 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**:

1. A stable careers programme with a careers leader
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. Experience of workplaces
7. Encounters with further and higher education
8. 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

### **Nurture**

The aim of the nurture careers education programme at TIME is to engage students with a diverse range of careers to be able to make independent informed decisions about their future. Students will explore a greater variety of careers through digital media in form time to discuss and ask questions about what they are interested in as a future career. Students will gain a greater understanding about what factors influence their choice of future careers including, subjects, qualifications, and remuneration

Students will participate in a range of experiences through careers events in school and in the workplace. They will meet employers, develop employability skills and participate in entrepreneurial activities

Students will work towards the AQA Unit award accreditation in the key themes will be achieved by some students.

### **Key Stage 3**

Students will be encouraged to explore their self-awareness, by looking at skills, qualities and identifying areas for improvement. We will encourage discussion about the world of work and explore how to make positive decisions about their own career path. Students will have understanding about equality and stereotypes and be able to express themselves in a positive way. Key stage Three students will develop skills to research careers information, that is current and reliable, have understanding of realistic career opportunities that are available to them in or around the local and surrounding area. Towards the summer, students will have the opportunity to be involved in an enterprise day, where students will be encouraged to work in teams to plan and produce an item for investment, The Careers Team will run the activity within the school day.

### **Key Stage 4**

The primary purpose of the Employability qualification is to recognise development of employability skills and/knowledge. This qualification has been designed to either support students with their active search for employment or aid students in their professional development whilst in the workplace. The qualification addresses the increased demand, as an outcome of a changing economy and competitive global environment, for employees across all sectors to be proficient in the application of generic and transferable employability skills. The qualification will enable students to develop skills attributes, behaviours and values, which contribute to increased confidence and motivation and enable sustained and successful employment.

Within year 10 and 11, students will have Mock interview day so students have experiences of talking to an employer in an interview type setting. Students will have a good insight to what questions an employer may ask, body language and dress code. Students will have further opportunity to ask questions themselves and to discuss any fears they have before attending real interviews. Students will have one to one drop in sessions with a qualified Careers Adviser, to explore student's career paths and help support with applications, assessments and transition to a college or training provider. We will support the student with transport to interviews help to fill out bursary forms and prepare the student with interview questions. Alongside this, we will provide the students with opportunities for job shadowing which provide an insight and gain perspective to their chosen career, with evaluation and observations and employer/student feedback meetings during and after completion. Finally Year 11 students will have a record of Achievement folder, which will contain all of the students GCSE certificates or functional skills, exam access arrangements and any further information that the student may need during interview/enrolment stage.

### **Key Stage 5**

The intent of our Key Stage 5 provision is to continue to prepare our students for the world of work or university depending upon their choices. We provide students with the opportunity to see if university life is for them through visits and support them through the application process. We also offer the opportunity to complete work experience and continue to prepare them for the world of work through careers sessions.

TIME breaks down the barriers to accessing work through its excellent collaborative partnerships with local businesses and community groups. All students take part in real-life work experience opportunities and work towards identified personalised accreditation outcomes within their programme that will develop the skills needed for progression onto identified ambitious postcollege destinations.

Embracing a diverse range of partners from all occupational areas helps us share an understanding and knowledge of autistic young adults, benefiting all parties by breaking down barriers to employment, reducing students' vulnerability and increasing their resilience. Students complete a personal vocational profile as they focus more on action planning and breaking down the barriers to future positive outcomes that include employment. Students use vocational profiles, skills audits, advice and guidance (internal and external through Careers Connect)

#### **4.1 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.

No information will be given to students without SEND that is not also offered to our students with SEND.

#### **4.2 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](mailto:meganbaker@thisismyeducation.org.uk)

#### **4.3 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
- Leavers information
- Feedback from students, parents and teachers
- Employer evaluations

### **5. Links to other policies**

This policy links to the following policies

Child Protection Policy Curriculum

Policy

### **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