



HOLTON SLEAFORD

— INDEPENDENT SCHOOL —

Careers Policy

1. Introduction

Holton Sleaford Independent School is an Independent SEMH school catering for pupils aged 9-20, based in and around the market town of Sleaford. This policy outlines our commitment to providing high-quality, impartial careers education, information, advice, and guidance (CEIAG). Our aim is to empower all students to make informed decisions about their futures and prepare them for further education, training, or employment.

2. Vision and Aims

Vision:

To inspire and enable all students to achieve their potential and make a successful transition to the next stage of their lives.

Aims:

- Equip students with the knowledge and skills to explore career opportunities.
- Provide impartial and tailored advice to support informed decision-making.
- Foster resilience, adaptability, and confidence to thrive in a changing labour market.

3. Statutory Framework

This policy complies with national and regional guidelines, including the Gatsby Benchmarks and our statutory duty to provide independent and impartial careers guidance for students in Years 8-13+. Including but not limited to;

1	A stable Careers Programme
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	Experiences of workplaces
7	Encounters with further and higher education
8	Personal and independent guidance

4. Roles and Responsibilities

- **Careers Coordinator:** Oversees the careers programme, ensures compliance with the policy, updates it in line with statutory changes and liaises with external partners.
- **Senior Leadership Team:** Provides strategic oversight and resources for the implementation of the policy in consultation with Careers Coordinator.
- **Teachers and Subject Leaders:** Embed career-related learning into their subjects.
- **External Providers:** Deliver specialised advice and opportunities, such as work experience placements, employer talks, careers fayres and apprenticeship workshops.

5. Student Entitlement

All students are entitled to:

- A structured careers programme tailored to their needs.
- Access to impartial and confidential advice from a qualified careers advisor.
- Opportunities to develop employability skills through the Holton Work Experience Programme (see Work Experience Policy).
- Support in exploring all post-16 and post-18 pathways, including employment, academic, vocational, and apprenticeship routes.

6. Careers Programme Overview

	KEYSTAGE 2/3	KEYSTAGE 4	KEYSTAGE 5
Term 1	<p>"What Do I Want To Be When I Grow Up?"</p> <p>All students across both Key Stages to look at who they want to become and what career they'd be interested in doing during Tutor times using UniFrog Resources. Whole school project to create a visual "Career Board" expressing their personal aspirations.</p> <p>*GB 3, 4 and 8</p>	<p>"Build My Own CV" Project</p> <p>Students to follow planning with Form Tutors to create their own CV and Personal Statement using online resources and multimedia as per links in Planning. Students to begin discussing options for next academic year for Work Experience.</p> <p>*GB 1, 4 and 8</p>	<p>Lincoln Careers Fair</p> <p>Visit Careers Fair, Make ties with local employers and look at what employers are looking for in an ideal employee.</p> <p>*GB 2, 5 and 6</p>
Term 2	STEM Project	College Open Day	Birmingham NEC Careers Residential

	<p>A whole school look at how maths lead into other STEM Subjects such as Civil Engineering, Computer Science, Aerospace Engineering ect. This can be delivered cross curriculum and lead students to display work on the careers board or look at a visit to National Space Centre or Air & Space Institute in Newark.</p> <p>*GB 1, 4 and 7</p>	<p>Students in U2 or U3 to look at visiting Riseholme Agricultural College, Grimsby Institute or Boston College. Look at subjects they may be interested in, look at their individual educational pathways and gain information on potential things they may one day want to study which leads them onto their chosen career.</p> <p>*GB 4 and 7</p>	<p>6th Form Students to visit the UK's biggest Career and Higher Education trade fair with staff to investigate possibilities and potential career pathways over a two day annual event.</p> <p>*GB 2, 3, 5 and 7</p>
Term 3	<p>"Raising Aspirations: Part I"</p> <p>Tutor staff and students to engage with a host of lead professionals via webcast, guest speakers or pre-recorded seminars from various backgrounds about their experience of education and where it lead them in their career.</p> <p>Independent Careers Adviser appointments available</p> <p>*GB 1, 2, 3 and 8</p>	<p>"Raising Aspirations: Part I"</p> <p>Tutor staff and students to engage with a host of lead professionals via webcast, guest speakers or pre-recorded seminars from various backgrounds about their experience of education and where it lead them in their career.</p> <p>Independent Careers Adviser appointments available</p> <p>*GB 1, 2, 3 and 8</p>	<p>"Raising Aspirations: Part I"</p> <p>Tutor staff and students to engage with a host of lead professionals via webcast, guest speakers or pre-recorded seminars from various backgrounds about their experience of education and where it lead them in their career.</p> <p>Independent Careers Adviser appointments available</p> <p>*GB 1, 2, 3 and 8</p>
Term 4	<p>Emergency Services Day</p> <p>Students to engage across the school in meeting spokespeople from Police, Ambulance and Fire Service to</p>	<p>Emergency Services Day</p> <p>Students to engage across the school in meeting spokespeople from Police, Ambulance and Fire Service to</p>	<p>Nottingham Careers Fair</p> <p>Visit Careers Fair, make ties with local employers and look at what employers are</p>

	<p>understand more about how they serve their community and how it became their career.</p> <p>*GB 2, 5, 6 and 8</p>	<p>understand more about how they serve their community and how it became their career.</p> <p>*GB 2, 5, 6 and 8</p>	<p>looking for in an ideal employee.</p> <p>*GB 2, 5 and 6</p>
Term 5	<p>"Raising Aspirations: Part II"</p> <p>Tutor staff and students to engage with a host of lead professionals via webcast, guest speakers or pre-recorded seminars from various backgrounds about their experience of education and where it lead them in their career.</p> <p>Independent Careers Adviser appointments available.</p> <p>*GB 1, 2, 3 and 8</p>	<p>"Raising Aspirations: Part II"</p> <p>Tutor staff and students to engage with a host of lead professionals via webcast, guest speakers or pre-recorded seminars from various backgrounds about their experience of education and where it lead them in their career.</p> <p>Independent Careers Adviser appointments available</p> <p>*GB 1, 2, 3 and 8</p>	<p>"Raising Aspirations: Part II"</p> <p>Tutor staff and students to engage with a host of lead professionals via webcast, guest speakers or pre-recorded seminars from various backgrounds about their experience of education and where it lead them in their career.</p> <p>Independent Careers Adviser appointments available</p> <p>*GB 1, 2, 3 and 8</p>
Term 6	<p>"What Can We Do To Help"?</p> <p>Students to look at volunteering opportunities within the local community and what they could do to help - bag packing at a local supermarket, litter picking, collecting food for the local food bank, doing some gardening for the school or washing cars and minibuses for charity ect.</p> <p>*GB 3, 4 and 6</p>	<p>Work Experience Planning</p> <p>Students to engage with Work Experience Lead Tom Ward as they work together to set up opportunities to start in the coming September.</p> <p>*GB 3, 5 and 8</p>	<p>Lincoln / Nottingham University Open Day</p> <p>Visit to a local University to look at what's on offer if after BTEC subjects students may like to progress onto university.</p> <p>*GB 3, 7 and 8</p>

*GB: refers to which Gatsby Benchmark each student focused activity refers to.

7. Curriculum Integration

Career-related learning is embedded across the curriculum, ensuring students understand how subjects link to career pathways.

PSHE/PGW Lessons: Dedicated career development sessions.

Core Subjects: Highlight career applications (e.g., STEM subjects leading to engineering careers).

Extra-Curricular Activities: Clubs and societies offering leadership and networking opportunities.

8. Partnerships and Stakeholder Engagement

We actively collaborate with:

- **Parents and Guardians:** Regular updates on career options and support available.
- **Employers:** Work experience placements, guest talks, and mentoring opportunities.
- **Higher Education Institutions:** University visits, workshops, and student ambassadors.
- **Career Services and Local Authorities:** Specialist advice and resources.

9. Equal Opportunities

We are committed to ensuring all students have equal access to career guidance and opportunities, regardless of gender, race, ability, or socioeconomic background.

10. Monitoring and Evaluation

The effectiveness of the careers program is evaluated through:

- Student and parent feedback.
- Destination data tracking (e.g., percentage of students entering higher education, apprenticeships, or employment).
- Annual reviews of the careers programme and alignment with statutory requirements.

11. Resources

The school provides access to:

- A dedicated careers library and online tools such as Unifrog
- One-to-one appointments with a trained careers advisor.
- Events such as careers fayres and employer engagement activities.

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