

Silverdale School

Careers Policy

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	Policy Statement



Chorus Education Trust

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1. Aims

This policy aims to set out our 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](#).

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 [Skills and Post-16 Education Act 2022](#). It explains that our schools must provide a minimum of **6 encounters** with technical education or training providers to all pupils in years 8 to 13 about their education or training offer. For more detail on these encounters, see our provider access policy statement, which you can find on the school websites.

This policy is also in line with the Education (Careers Guidance in Schools) Act 2022, which amends the existing duty in The Education Act 1997, so that:

- Our schools must now secure independent careers guidance from year 7 (instead of from year 8, previously)
- As an academy in England, we're now required to provide and publish careers guidance

The above guidance requires that we publish information about the careers programme on our website, and that it is communicated in a way that enables learners, parents and carers, staff, and employers to access and understand it. This includes:

- The name and contact details of the careers leader
- A summary of the careers programme

- Details of how pupils, parents and carers, teachers, and employers can access information about the careers programme
- How our school measures and assesses the programme's impact on learners
- The date by which we will review information

We also act in line with our statutory duty under the provider access legislation (also known as 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 the school website.

This policy complies with our funding agreement and articles of association.

3. Roles and Responsibilities

3.1 The governing board

The governing board will:

- Actively engage in setting the direction for a whole-school approach to careers guidance with the headteacher, to make sure it is aligned with the school's vision, priorities and development plans
- Provide clear advice and guidance on which the school can base a strategic careers plan which meets legal and contractual requirements
- Maintain strategic oversight of the school's legal and contractual requirements for careers guidance and hold senior leaders to account for delivering against those requirements
- Appoint a member of the governing board who will take a strategic interest in careers education and encourage employer engagement
- Make sure that 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 8 to 13 to inform them of approved technical education qualifications and apprenticeships
- Make sure that arrangements are in place for the school to meet the legal requirements of the provider access legislation, including that the school has published a provider access policy statement
- Make sure that details of our school's careers programme and the name of the careers leader are published on the school's website

3.2 Headteacher

The headteacher will:

- Work with the governing board to set the direction for a whole-school approach to careers guidance, making sure it is aligned with the school's vision, priorities and development plans
- Support the careers team to deliver the school's careers programme
- Build careers into staff development for teachers and support staff, and make sure that the careers leader, careers adviser and senior leaders receive training and development to deliver high-quality careers provision
- Make sure that personal guidance is provided to pupils by a qualified careers adviser
- Network with employers, education and training providers, and other careers organisations

3.3 Senior leadership team (SLT)

The SLT will:

- Support the careers programme
- Support the careers leader in developing their strategic careers plan
- Make sure the careers leader is allocated sufficient time and budget, and has the appropriate training, to perform their duties to a high standard
- Support the careers adviser to deliver personal guidance to pupils, making sure it's well-resourced
- Work closely with the careers leader and careers adviser in the overall development and evaluation of the careers programme
- Network with employers, education and training providers, and other careers organisations

3.4 Careers leader

Our careers leader is Helen Elmore and they can be contacted by emailing helmore@chorustrust.org

Our careers leader will:

- Take responsibility for planning and delivering the careers programme and work towards meeting the Gatsby Benchmarks in a meaningful way
- Coordinate and manage careers activities and the budget for these
- Work with the SLT to make sure the careers programme is informed by a strategic careers plan aligned to the school's priorities
- Engage parents and carers throughout
- Establish and develop key relationships to drive progress and continuously improve the careers programme
- Establish and develop links with external employers, education and training providers, and careers organisations
- Use and sequence labour market information (LMI) throughout the careers programme, tailoring it to individual circumstances

- Support the careers adviser to work with relevant staff, including the SENCO, subject teachers and pastoral teams
- 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 pupils 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 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
 - Engage with the relevant virtual school head and ensure a joined-up approach to identifying and supporting pupils' career ambitions
- Evaluate and continuously improve the careers programme, drawing on feedback from all stakeholders and the destinations of pupils
- Review our school's provider access policy statement at least annually, in agreement with our governing board

3.5 Careers adviser

Our careers leader is Helen Elmore. They will:

- Support pupils to make effective career decisions
- Work with the careers leader and SENCO to identify the needs of pupils with SEND and provide personalised support
- Contribute to the overall development and evaluation of the careers programme

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 careers 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 doesn't 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.

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

- Lessons
- Tutor-led sessions
- Displays
- Careers Events
- Guest speakers
- Assemblies

4.1 How we meet our requirements

All subjects link curriculum learning with careers. Additionally, our PSHE curriculum includes information on careers and employability.

Every pupil will receive at least 1 personal guidance meeting with a careers adviser by age 16.

- Information about personal guidance support, and how to access it, will be communicated to pupils, parents and carers, and other stakeholders, including through the school website.

Key Stage 3

Our Key Stage 3 careers programme will support pupils in their planning and choices of GCSE subjects, and give students a broad understanding of a range of careers and industries within and beyond our community. This includes:

By the end of year 9 students will have had the opportunity to:

- Build on their understanding of the full range of 14-19 opportunities for progression to make an informed choice of GCSE options
- Have opportunities to explore what a 'career' means and how it encompasses a range of experiences.
- Had the opportunity to access and use online careers resources to research information about opportunities and apply their findings to help make informed choices for GCSE options.

- Log onto and use UNIFROG to investigate and explore future choices and progression routes.
- Develop their self-awareness and understanding of their strengths, achievements and weaknesses and received support to evaluate how these might inform future choices in learning and work.
- Hear from a Higher education provider.

We are meeting our requirements to provide:

- At least 2 encounters with providers of technical education or apprenticeships in year 8 or 9 (this is set out in more detail in our provider access policy statement, which can be found on the school website)

From September 2025, Silverdale school is working towards to providing Key Stage 3 (KS3) pupils with 1 week's worth of work experience activities

This could include:

- Work shadowing
- Employer talks, including technical demonstrations or tours of working premises (these could be in-person or virtual)
- Individual, or a group/class-based activity
- In person or virtual (although virtual activities shouldn't entirely replace in-person activities)

Key Stage 4

Our Key Stage 4 careers programme will support pupils research and understand their choices and routes into education and training. Students experience tailored post-16 pathways based on individual need. This includes:

By the end of Year 11 students will have had the opportunity to:

- Continue to develop an enhanced self-knowledge, career management and employability skills.
- Experience the world of work through work experience through a one-week work experience placement
- Targeted students will have the individual careers guidance on a basis of need
- All Y10 students will have continued access to the careers advice drop in sessions
- Effectively use Unifrog and other sources of advice to investigate and explore future choices and progression routes, with support as required
- Apply for Post-16 options, and back up plans where necessary, with support as required
- Directly access employers, colleges and training providers of further and higher education. This includes open evenings, the careers drop down day (Sheffield College, Apprenticeship Service, Sheffield Progress manager in attendance)
- Attend the Be Inspired Apprenticeship event and careers workshop talks from various employers

- Receive individual careers guidance to help identify a range of post-16 options

We are meeting our requirements to provide:

- At least 2 encounters with providers of technical education or apprenticeships in year 10 or 11 (this is set out in more detail in our provider access policy statement, which can be found on the school website)
- 1 week's worth of work experience placement(s)

Key Stage 5

Our Key Stage 5 careers programme will support pupils in their planning for their future, including university and alternative pathways. This includes:

- activities to develop self-awareness and personal skills and preferences
- use of Unifrog to explore Post-18 options, local labour market information, careers and subject options and the qualifications, training, salary and roles of different professions
- access to on-line webinars and virtual work experience as well as subject tasters from universities
- presentations from employers, universities and apprenticeship providers
- visits to the Apprenticeship Show, UCAS Discover Event and local universities as well as an Oxbridge College
- Work experience opportunities taken by students at a time appropriate to them and the employer
- Interview practice to help prepare for employment, apprenticeship and university
- Financial education covering budgeting, student finance, bank accounts and loans, renting and mortgages

4.2 Pupils with special educational needs or disabilities (SEND)

All pupils with SEND will be supported with a careers programme that follows the Gatsby Benchmarks. We expect that the majority of pupils with SEND will follow the same careers programme as their classmates, with adjustments and additional support as needed. Information, opportunities and support will be personalised and sequenced to meet the needs of each pupil with SEND and their families.

Our careers leader will work with teachers and, where appropriate, professionals from relevant organisations, to identify the needs of our pupils with SEND and put in place personalised support and transition plans. This may include meetings with pupils 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 pupils without SEND that is not also offered to our pupils with SEND.

4.3 Access to our careers programme information

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

Pupils, parents, teachers and employers can request any additional information about the careers programme by contacting the careers leader.

4.4 Access to pupil participation records

We measure the progress of pupils and keep records as they move through the Key Stages.

We collect, maintain and use accurate data for each pupil on their aspirations, intended and immediate education, and training or employment destinations, to inform personalised support. We also keep records for each pupil of their participation in the careers programme, the individual advice given to them and subsequent agreed decisions.

Pupils have access to these records to support them during transition points and in their career development.

These records will be kept in line with our data protection policy, which can be found at [Silverdale School - Trust policies](#)

Assessing the impact on pupils

Our career programme is designed so pupils 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:

- Pupil surveys and interviews (student voice)
- Destinations information at KS4 and KS5 (including NEETs)
- Parental feedback forms
- Evaluations such as work experience via Unifrog from employers, students and teachers

5. Links to other policies

This policy links to the following policies

- Provider Access Policy Statement
- Safeguarding & Child Protection Policy
- Curriculum Policy

6. Monitoring and review

This policy, the information included, and its implementation will be monitored by the Quality of Education Committee and reviewed annually.

The next review date is: September 2026