



West Hill School

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Careers Policy

Item	Author/Owner	Date Written	Approved by	Date Approved
1.	A. Barton/ S. Appleby	December 2023	Trustees (S Din)	Jan 2024
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Key Changes

Section 3: Updates to roles and responsibilities

Section 4.0: Modern work experience cited as part of our programme

Section 4.4: Added 'Access to student participation records'



Careers Policy

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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, carers, 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
- Take into account the individual needs of all students to tailor the programme accordingly and provide the right level of support
- 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 11. For more detail on these encounters, see our provider access policy statement, which you can find on the careers section of 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)
- As an academy in England, we're now required to provide and publish careers guidance.

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 the careers section of our website.

3. Roles and Responsibilities

3.1 Careers Leaders

Our Careers Lead is Mrs. Appleby, who works alongside Mrs. Barton, Assistant Headteacher. Our careers team can be contacted by emailing careers@westhillschool.co.uk. Our Careers Leaders reports to the Senior Leadership Team (SLT) and will:

- Take responsibility for planning, developing, running and reporting on the school's careers programme
- Plan, coordinate and manage careers activities
- Work with the SLT to make sure the careers programme is informed by a strategic careers plan aligned to the school's priorities
- Use and sequence Labour Market Information (LMI) throughout the careers programme, tailoring it to individual circumstances
- Manage the budget for the careers programme
- Engage parents and carers throughout



- Support teachers to build careers education and guidance into subjects across the curriculum
- Support the Careers Adviser to work with relevant staff, including the SENDCo, subject teachers and pastoral teams
- Establish and develop links with employers, education and training providers, and careers organisations
- Work closely with relevant staff, including our SENDCo 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 (PLAC) 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.
- Evaluate and continuously improve the careers programme, drawing on feedback from all stakeholders and the destinations of students
- Review our school's provider access policy statement at least annually, in agreement with our Trustee Board.

3.2 Senior Leadership Team (SLT)

Our SLT will:

- Support the careers programme
- Support the careers leaders in developing the strategic careers plan
- Make sure our school's Careers Lead is allocated sufficient time, budget and has the appropriate training, to perform their duties to a high standard
- Work closely with the Careers Leader and Careers Adviser in the overall development and evaluation of the 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
- Allow training providers access to talk to students 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
- Make sure that personal guidance is provided to students by a qualified Careers Adviser
- Network with employers, education and training providers, and other careers organisations.



3.3 Board of Trustees

The Board of Trustees 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 Trustee Board who will take a strategic interest in careers education and encourage employer engagement
- Make sure that independent careers guidance is provided to all students throughout their secondary education (11 to 16 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 7 to 11 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.

3.4 Careers Adviser

Our careers advice is provided by Tameside Council. They will:

- Support students to make effective career decisions
- Work with the Careers Leader and SENDCo to identify the needs of students 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 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:

- Timetabled lessons (including off timetable days)
- Character curriculum during form time
- Assemblies and guest speakers
- Displays, newsletter and social media presence
- On site events for students and their parents/carers
- Visits to colleges, universities and workplaces
- Modern work experience (including workplace safaris)
- Personal career guidance 1:1s

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 Mrs Appleby by email at careers@westhillschool.co.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:

- External accreditation with Career Connect. This involves an annual review and re-accreditation of the Quality in Careers Standard every three years
- Self-review using the Compass+ tool which measures progress towards meeting the Gatsby benchmarks
- Self-review against published guidance and statutory documentation
- Destination measures which are published annually
- Student, parent and staff voice following events, careers fairs and workplace visits
- Feedback from employers, and visiting partners
- Evaluation of feedback from employers and participants in work experience
- Regular reviews with our GMACS advisor
- Peer reviews as part of the local Career Network

This evidence will feed into the overall development plans to make it easier to evaluate, improve and adapt our careers programme to ensure it meets the needs of all students.

4.4 Access to Student Participation Records

We measure the progress of students and keep records as they move through the school.

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

Students 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 on our website.

5. Links to Other Policies

This policy links to our Provider Access Policy statement which can be found on our website.

6. Monitoring and Review

This policy, the information included, and its implementation will be monitored by the Board of Trustees and reviewed annually.