



Careers Education Guidance Policy (Including Policy on Provider Access)

Please also refer to the School's **'Whole School Visiting Speakers' Policy and Procedures'**

The Careers Guidance follows the '*Careers guidance and access for education and training providers (Statutory guidance for governing bodies, school leaders and school staff)*' (DfE July 2021) and updated to reflect the changes in the DfE guidance published January 2023. Any other changes which have been made are to enhance the experience of our pupils. Parts of this policy have been written with particular reference to the Government guidance "Political impartiality in schools" (17 February 2022).

Aims:

The programme is designed to meet the needs of the pupils at Cranford School. It is differentiated and personalised to ensure progression through activities that are appropriate to the pupils' stages of career learning, planning and development.

All pupils are entitled to accurate, up-to-date careers education and guidance which meets professional standards of practice and is pupil-centred, impartial and confidential. Such guidance should enable pupils to make informed choices about a broad range of careers options and provide advice which helps to encourage all pupils to fulfil their potential. This includes the introduction of the concept of apprenticeships in Key Stages 4 and 5. It is integrated into the pupils' experience of the whole curriculum and is based on a partnership between pupils, parents or carers and the School.

EDI commitment

Cranford School consciously works to prevent any form of stereotyping, for example, the School recognises that it would be unlawful discrimination in England to limit the subjects that either girls or boys can study or the careers advice available to them, on the basis of gender or any other protected characteristic.

- Careers education reflects the diversity of modern workplaces, highlighting a broad range of role models from different backgrounds, including ethnicity, disability, and socioeconomic status.
- All pupils receive guidance on how to challenge barriers to career progression, including discrimination and bias.
- Careers events and speakers represent a variety of industries and social backgrounds to ensure all pupils can see themselves in potential careers.
- Unconscious bias training is provided for staff involved in careers education and guidance.

Careers and British Values

Underpinning our Careers Education Guidance is the importance of ensuring the effective preparation of pupils for the opportunities, responsibilities and experiences of life in British society. The aim being to develop in every pupil the values, skills and behaviours they need to get on in life. We endeavour to deliver a rich provision of classroom and extra-curricular activities that develop a range of character attributes, such as resilience and grit, which underpin success in education and employment.

Staff and visiting speakers who deliver any aspect of the careers programme are provided with key information regarding the government guidance document “Political impartiality in schools” (17 February 2022) This requires all staff to ensure there is no promotion of partisan political views and they should therefore “take such steps as are **reasonably practicable** to secure that, where **political issues** are brought to the attention of pupils, they are offered a **balanced presentation of opposing views**”

The Careers Whole School Guidance Policy:

The Careers department is responsible for encouraging the development of each individual in terms of their future ambitions, economic well-being and financial capability. We hope to allow each pupil to reach their own set of goals, which will enable them to leave school to enter the higher education course and career of their choice. This process will enable decision making and create informed individuals who are aware of the opportunities available to them, and the skills required for future employment.

Cranford School aims to develop the following capabilities in all pupils:

- To prepare pupils for the opportunities, responsibilities and experiences of later life.
- To make informed decisions, by making effective use of Careers advice and guidance;
- To develop and implement personal action plans;
- To develop and demonstrate personal and employability skills;
- To learn through a range of work-related activities;
- To recognise strengths and weaknesses and evaluate how these might affect future choice.

Provider Access:

The School has arrangements in place for managing the access of providers to pupils at the School for the purpose of giving them information about the provider’s education or training offer. This complies with the School’s legal obligations under Section 42B of the Education Act 1997.

Pupils in Years 8 – 13 are entitled:

- To find out about technical education qualifications and apprenticeships opportunities, as part of a careers programme. The Careers Education programme at Cranford School provides information on a full range of education and training options available at each transition point;

- To hear from a range of local providers about the opportunities they offer, including technical education and apprenticeships, through options events, assemblies, group discussions and taster events;
- To understand how to make applications for the full range of academic and technical courses.

A number of events, integrated into the School's Careers Education programme, offer providers an opportunity to come into School to speak to pupils and/or their parents/carers. Further information on provider access or the programme of events can be obtained by contacting the School's Careers Leader, via the main School Office.

The School will make classrooms or meeting rooms available for discussions between providers and pupils, as appropriate to the activity. IT and other equipment will be made available where possible to support provider presentations and this will be discussed and agreed in advance of the visit with the School's Careers Leader and Headmaster as appropriate.

Providers are welcome to leave a copy of their prospectus or other relevant course literature with the Careers Leader.

Key Learning Outcomes:

At the end of the Junior School (Key Stages 1 and 2) we aim to provide pupils with the knowledge, understanding, attitudes, values and skills they will need in order to reach their potential as individuals as they move into the Senior School and in later life. Throughout the Junior School we give pupils the opportunity to increase their experience, confidence and resilience in a variety of ways:

- Working within the curriculum through individual, paired, group and class-based learning;
- Bestowing roles and responsibilities in and out of the classroom, for example: School Council, Learning Leaders, House Captains and Head of School;
- Allowing for opportunities for pupils to perform in front of an audience, for example in productions, music concerts, poetry readings;
- Opportunities to work with pupils from other year groups and schools, for example Vertical Teaching Day, sports tournaments, challenge days etc.

This is reinforced within the curriculum through the PSHCEE scheme of learning that the Junior School follows. This covers many different topics including recognising money, shopping budgets, hygiene, exercise, diet and food hygiene and other such topics.

Key Stage 3: At the end of this stage pupils should be able to:

- Understand themselves and the influences on them (self-development);
- Undertake a realistic self-assessment of their achievements, qualities, aptitudes, and abilities;
- Identify and use a variety of careers information and understand the options open to them;
- Use information handling and research skills to select and evaluate careers information relevant to their needs;
- Make informed decisions about their GCSE options.

Key Stage 4: At the end of this stage pupils should be able to:

- Build on the assessment of their achievements, qualities, aptitudes and abilities made at the end of Key Stage 3;
- Feel confident about planning for post-16 options;

- Develop a positive self- image;
- Recognize and respond to the main influences on their attitudes and values related to learning, work and opportunity;
- Add to their knowledge and understanding and develop more detailed career plans;
- Successfully complete a work placement to improve their employability and understanding of the workplace;
- Justify and critically compare the options available to them;
- Understand what employers look for and appreciate their rights and responsibilities;
- Take finance and other factors into consideration when making decisions about the future.

Key Stage 5: At the end of this stage pupils should be able to:

- Critically assess their achievements in order to set medium and long term goals and identify areas for development;
- To recognise and respond to the main influences on their personal views, attitudes and behaviour;
- Understand the purpose of interviews and select and present personal information to make targeted applications;
- Assess and manage risks relating to personal financial, enterprise and career choices;
- Take informed decisions about the next stage of their life and feel confident about planning for post 18 options;
- Have further relevant experience of work.

Careers Guidance in the Curriculum:

In the new secondary curriculum, Personal, Social, Health, Citizenship and Economic Education (PSHCEE) is described in two interrelated programmes of study for Key Stages 3 and 4: one for personal well-being and one for economic well-being and financial capability.

Careers Guidance is part of the Preparation for Economic Well-being and Financial Capability. Education for economic well-being and financial capability aims to equip pupils with the knowledge, skills and attributes to make the most of changing opportunities in learning and work. Through their learning and experiences inside and outside school, pupils begin to understand the nature of the world of work, the diversity and function of business, and its contribution to national prosperity. They develop as questioning and informed consumers and learn to manage their money and finances effectively.

Inclusion and SEND Provision

Cranford School is committed to ensuring that all pupils, including those with special educational needs and disabilities (SEND), have access to high-quality, personalised careers education. Careers guidance is tailored to meet individual needs, ensuring that pupils receive appropriate support in identifying and pursuing career pathways.

To achieve this:

- Careers education is embedded within the School's broader SEND provision, ensuring that pupils with additional needs have access to impartial advice that considers their abilities, aspirations, and any reasonable adjustments they may require.
- The Careers Leader liaises with the Learning Support Department to provide targeted interventions, such as small-group sessions and one-to-one careers meetings for pupils who may need additional guidance.

- Pupils with SEND are given access to appropriate work experience opportunities, including supported internships where applicable.
- The School ensures that all careers-related materials are accessible to pupils with a range of learning needs, including assistive technology where required.

At the end of Key Stage 3 we aim to provide the opportunity both through Careers lessons, the main curriculum and extra-curricular activities for all pupils to reach the abilities listed below:

Learners are able to:

- demonstrate an understanding of the concept of 'career' in relation to examples of people that they know;
- recognise their strengths, achievements and weaknesses and evaluate how these might inform future choices in learning and work;
- describe some of the qualities, attitudes and skills needed for employability;
- demonstrate a range of enterprise skills, attitudes and qualities;
- explain a range of financial terms and products and describe different ways to manage their money and personal finances;
- assess their needs, interests, skills, attitudes and aspirations in relation to options for learning and work and make creative and realistic plans for transition into Key Stage 4;
- use information sources to explore options and choices for learning and work
- demonstrate capability as critical consumers of goods and services;
- explain the positive and negative aspects of risk-taking in relation to economic issues and financial and career choices;
- assess and manage risks relating to financial, enterprise and career choices, and learn from mistakes;
- demonstrate an understanding of the economic and business environment, including how and why different businesses operate, and of different types of work, including employment, self-employment and voluntary work;
- demonstrate and apply understanding of economic ideas;
- explain a range of basic economic and business terms.

During Key Stage 4 these abilities are developed so that by the end of this Key Stage pupils will have been given the opportunity to reach the following capabilities:

- identify a range of post-16 options and careers advice and support networks that they can use to plan and negotiate their career pathways;
- relate their abilities, attributes and achievements to career plans, setting personal targets and evaluating choices;
- complete application procedures, including CVs and personal statements, and prepare for interviews;
- demonstrate a range of enterprise skills when working independently and with others;
- explain some of the financial products and services that will help them manage their current and future personal finances;
- demonstrate how to seek out and secure opportunities for learning and work and develop, review and adapt plans for transition from Key Stage 4 into Sixth Form or college;
- critically evaluate a wide range of goods and services from the consumer's point of view;
- calculate and balance the element of positive and negative risk when making decisions related to economic issues and financial and career choices;
- recognise that risk assessment and risk management are part of life and give examples of ways to manage and reduce risk in different circumstances.

During Key Stage 5 these abilities are developed so that by the end of this Key Stage pupils will have been given the opportunity to reach the following capabilities:

- Critically assess their achievements in order to set medium and long term goals and identify areas for development;
- To recognise and respond to the main influences on their personal views, attitudes and behaviour;
- Understand the purpose of interviews and select and present personal information to make targeted applications;
- Evaluate their career plans and respond appropriately;
- Take informed decisions about the next stage of their life;
- Become competent at managing personal expenditure and making budgets;
- Have further relevant experience of work.

Cranford School is committed to regularly reviewing and improving its careers education provision. The effectiveness of the programme is assessed through:

- **Student Feedback:** Regular surveys and focus groups to gauge student perceptions and areas for improvement.
- **Destination Tracking:** Monitoring pupil outcomes post-16 and post-18 to assess the long-term impact of careers education.
- **Staff and Employer Feedback:** Gathering insights from teachers, careers advisors, and industry partners to refine the programme.
- **Gatsby Benchmarks:** Ensuring the School meets and exceeds the eight Gatsby Benchmarks for Good Career Guidance.

Reviewed: March 2025: Assistant Head (EDI and CPD) and Headmaster

Review due: March 2026: Assistant Head (EDI and CPD) and Headmaster