



Shevington High School

Careers Policy

SHEVINGTON HIGH SCHOOL

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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 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 pupils in years 8 to 13. For more detail on these encounters, see our provider access policy statement, which you can find [here](#)

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

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.

3. Roles and responsibilities

3.1 Careers leader

Mrs L Ince-Sargeson has overall responsibility for the leadership of Careers and can be contacted by phoning 01254 400990 or emailing lince-sargeson@shevingtonhigh.org.uk. Our careers leader is a member of 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 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
- Review our school's provider access policy statement at least annually, in agreement with our governing board

Miss H Fowles is the Curriculum area lead for PSHCE & Careers and can be contacted by phoning 01254 400990 or emailing hfowles@shevingtonhigh.org.uk.

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 pupils 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 board

The governing board 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 board who will take a strategic interest in careers education and encourage employer engagement
- Make sure independent careers guidance is provided to all pupils 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 pupils
- Make sure that a range of education and training providers can access pupils in years 8 to 11 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 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:

PSHCE lessons, Missions, Assemblies, events and guest speakers.

How can we currently demonstrate that we are meeting the Gatsby Benchmarks?

<p>1. A stable careers programme</p>	<p>Our careers programme is well-structured across all year groups, from Year 7 to Year 11, and is supported by a combination of PSHCE lessons, missions, assemblies, and key events such as the Careers Fair and employer roadshows. We use platforms like Xello and Unifrog to provide consistent, interactive careers education.</p>
<p>2. Learning from career and labour market information</p>	<p>Students are regularly exposed to Labour Market Information (LMI) through lessons, activities, and resources like Xello. This helps them explore career trends, skill shortages, and job opportunities locally and nationally. LMI is emphasised particularly in Year 8 and Year 9 through activities that connect LMI to career planning.</p>
<p>3. Addressing the needs of each pupil</p>	<p>Our careers programme includes targeted support for vulnerable students and those with SEND, ensuring they receive personalised careers guidance. We use tracking systems to monitor each student's progress, providing differentiated support where needed. Coaching sessions and intervention groups are also used to raise aspirations and address specific needs.</p>
<p>4. Linking curriculum learning to careers</p>	<p>Subject teachers are encouraged to link curriculum content to career paths. For example, our Year 9 mission includes career exploration linked to subjects through a Careers Fair, where students research how their subject choices relate to future careers. Additional careers-related links are embedded throughout subjects during Careers Week.</p>
<p>5. Encounters with employers and employees</p>	<p>Students have at least one meaningful encounter with employers each year through events such as the Careers Fair, guest speaker sessions, and the BAE Roadshow. This is designed to provide insight into the world of work and develop employability skills.</p>
<p>6. Experience of workplaces</p>	<p>Work experience is a key feature of the programme for Year 10 students, allowing them to gain practical insights into different industries. In addition to this, workplace visits and further employer engagement are organised to expand students' understanding of diverse career opportunities.</p>
<p>7. Encounters with further and higher education</p>	<p>Students are introduced to post-16 options through college assemblies, taster days, and meetings with independent careers advisers. This provides them with information on apprenticeships, higher education options, and local college offerings.</p>
<p>8. Personal guidance</p>	<p>Independent careers advisers provide one-to-one guidance sessions for students, particularly in Year 10 and Year 11, ensuring that students receive personal advice tailored to their career aspirations. We aim to offer multiple guidance interviews, particularly as students approach key decision-making points.</p>

Our objectives moving forwards

<p>1. A stable careers programme</p>	<p>Improve accessibility by providing detailed and updated careers information on the school website for parents, teachers, and employers. Implement a structured system to collect and evaluate feedback from key stakeholders, including students, staff, employers, and parents, to continuously improve the careers programme.</p>
<p>2. Learning from career and labour market information</p>	<p>Evaluate the impact of the newly launched Year 9 mission that focuses on learning from Labour Market Information (LMI), using student feedback and performance indicators to assess how well students are using LMI to inform their career decisions.</p>
<p>3. Addressing the needs of each pupil</p>	<p>Increase transparency and communication regarding the additional support provided for vulnerable learners. Ensure that parents, staff, and students have a clear understanding of how tailored interventions and guidance are provided, especially for SEND and at-risk students.</p>
<p>4. Linking curriculum learning to careers</p>	<p>Conduct a comprehensive review of how each curriculum area links to careers, identifying strengths and gaps. Create opportunities for each subject to strengthen connections with career paths and employer/employee encounters, ensuring consistent coverage across the curriculum.</p>
<p>5. Encounters with employers and employees</p>	<p>Develop and strengthen employer encounters by integrating them with specific subject areas. Create a framework that ensures every subject has at least one meaningful employer encounter per year, linking subject learning to real-world career experiences.</p>
<p>6. Experience of workplaces</p>	<p>Launch Year 10 work experience and evaluate its impact. Develop a plan to introduce virtual workplace experiences for KS3 students, allowing them to gain early exposure to various industries and workplace environments before they reach KS4.</p>
<p>7. Encounters with further and higher education</p>	<p>Introduce structured encounters with further and higher education institutions for KS3 students. Organise events such as a 'speed dating' networking event with professionals and educators to help younger students explore future education options early on.</p>
<p>8. Personal guidance</p>	<p>Increase access to independent careers guidance for KS3 students, ensuring they receive at least one careers adviser session before making key decisions, such as selecting their GCSE options.</p>

Key Stage 3

Our Key Stage 3 careers programme will support pupils in their planning and choices of GCSE subjects, helping them to make informed decisions about their future career pathways. This includes:

Year 7: Introduction to careers education with a focus on self-awareness and understanding personal strengths through activities such as the Careers Dream Board and missions like 'Who am I, Where am I Going?' Pupils explore the connection between their interests and possible careers using the Xello platform, laying the foundation for future GCSE choices.

Year 8: Pupils begin to explore Labour Market Information (LMI), learning about different sectors of work and challenging stereotypes. Through PSHCE lessons and the use of Xello, they start to understand how subject choices can lead to specific career pathways, preparing them for making GCSE decisions.

Year 9: Pupils develop career action plans, linking their GCSE subject choices to potential careers. They plan and participate in a Careers Fair, where they explore subject-specific career links and use LMI to make informed choices about future education and career options. These activities help them understand the significance of their subject choices for their career aspirations.

Each year, pupils participate in missions, assemblies, and use interactive tools like Xello to explore career options and the link between subjects and career pathways, equipping them with the knowledge to make well-considered GCSE choices.

Key Stage 4

Our Key Stage 4 careers programme will support pupils in their planning for post-16 pathways, helping them align their GCSE choices and skills with future career and education opportunities. This includes:

Year 10: Pupils focus on preparation for the world of work and further education. Through activities such as work experience planning, students align their personal strengths with potential career options. The use of Xello helps them explore their interests, personality styles, and employability skills, while developing their CVs and career action plans. This guidance ensures their GCSE subjects are relevant to their future goals and post-16 pathways.

Year 11: The programme shifts towards the transition from school to further education, with a focus on college applications, CV writing, and mock interviews. Pupils use tools like Unifrog and Xello to research post-16 options, including apprenticeships, A-levels, and vocational courses. Assemblies, guest speakers, and careers fairs provide additional support as pupils prepare for their next steps and reflect on how their GCSE subjects align with future career aspirations.

Each year, pupils receive targeted guidance and practical support, including work experience, to ensure they make informed decisions about their post-GCSE pathways and are fully prepared for their future education or career choices.

4.1 Pupils with special educational needs or disabilities (SEND)

We expect that the majority of pupils 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 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.

4.2 Access to our careers programme information

A summary of our school's careers programme is published on our school website.

Pupils, parents, teachers and employers can request any additional information about the careers programme by contacting lince-sargeson@shevingtonhigh.org.uk

4.3 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:

- Analysis of whole college careers tracking
- Feedback from personal guidance interviews
- Learning Walks
- Questionnaires - students, staff, parents & carers, external agencies
- Student voice
- Destination data
- Termly evaluation completed on Compass.

5. Links to other policies

This policy links to the following policies

Provider access policy statement

6. Monitoring and review

This policy, the information included, and its implementation will be monitored by the governing body and reviewed annually.

The next review date is: October 2025