

# LUTTERWORTH HIGH SCHOOL



## CAREERS POLICY

Reviewed: By the Achievement and Attainment Committee - 04/02/2025

Adopted: By the Governing Board – 11/02/2024

Signed: Co-Chairs of Governors: Janet Price - Jones and Carmella Hunt

Date: 11/02/2025

Signed: Head Teacher: Julian Kirby

Date: 11/02/2025

Last updated: February 2025

Review date: February 2027

Version: V1

Policies linked to:

Assessment Policy	Child Protection	Safeguarding Policy and Procedures
Curriculum Policy	E-safety Policy	Provider Access Policy
Relationship and Sex Education Policy	School Development Plan	SEN Policy
EDI Statement and Objectives		

## **LHS Policy for Careers Education, Information, Advice and Guidance (CEIAG)**

### **Introduction and Entitlement**

Students are entitled to CEIAG that meets professional and ethical standards of practice and which is student-centred, impartial and confidential. Lutterworth High School's programme is integrated into student's experience of the whole curriculum and is based on the partnership between the school, the student and their parents/carers. The programme aims to raise aspirations and broaden horizons, challenge stereotyping and promote equality and diversity.

### **Commitment**

To support the school's curriculum there is a planned programme of careers education. CEIAG is available for all students and the school works in partnership with external independent providers. Lutterworth High School is guided by the principles of impartial careers education and the associated statutory guidance including The Education Act– Provider Access Guidance (Jan 2023); The Equality Act 2010 as it applies to CEIAG; and the statutory guidance,

'Careers strategy; making the most of everyone's skills and talents' – December 2017 and Careers guidance and access for education and training providers (January 2018)

The school's policy is informed by published reports from a range of sources including: Careers Education Framework 7-19 – Statutory Guidance: Impartial Careers Education (2010); Ofsted – Going in the right direction? (Sept 2012); Russell Group – Informed Choices (2013/4); The Gatsby Foundation – Good Career Guidance including the Gatsby benchmarks for career guidance (Apr 2014); National Careers Council – An Aspirational Nation (Jun 2013); DEMOS – The Forgotten Half (Mar 2011).

### **Links with other policies**

This policy has been written with reference to the following school policies:

Assessment Policy

Child Protection Safeguarding Policy and Procedures

Curriculum Policy

E-safety Policy

Provider Access Policy

Relationship and Sex Education Policy

School Development Plan

SEN Policy

EDI Statement and Objectives

## **Implementation**

The head teacher and governors have overall responsibility for CEIAG provision. The appointed careers lead is an assistant head teacher and has responsibility for CEIAG at Lutterworth High School. The name of the careers leader and their contact details are published on the school's website. They have responsibility for all strategic aspects of delivering the programme. The school's careers' adviser has operational responsibility for planning the delivery of the programme across the school and the SENDCo and the Pupil Premium Co-ordinator have responsibility in their areas for delivering the programme to identified students with different entitlements. Curriculum leaders have responsibility for the delivery of the careers aspects in their subjects set out in the curriculum policy, particularly the thread 'discovering careers'.

## **Partnerships**

An annual agreement is negotiated between Lutterworth High School and various partner organisations which identify the contributions that each will make to the programme. Agreements are in place with REACH, Leicestershire Cares and Leicestershire Local Authority for the contributions that they make to the programme. The school works with Leicester and Leicestershire and Enterprise Partnership (LLEP) and an Enterprise Advisor who volunteers to support the school through the LLEP.

## **Staffing**

All staff contribute to CEIAG through their roles as tutors and subject teachers. Specialist sessions are delivered through the PSHE curriculum and lessons as well as through off-timetable sessions at appropriate times. The careers programme is planned, monitored and evaluated by the career's leader and overseen for each year group by their progress leader. Careers information is available in the career's resource section in the Learning Hub which is managed by the school's Learning Hub Manager. The school's website has comprehensive links to a range of websites offering independent advice.

## **Curriculum**

The programme is planned and evaluated using the Gatsby Benchmarks, which are reviewed using the Compass Tool developed by the Careers and Enterprise Company (CEC).

The school is committed to:

Providing a planned programme of activities to which all students from Years 7 – 11 are entitled and which will help them to plan and manage their careers

Helping students develop an understanding of their own and others' strengths, limitations, abilities, potential, personal qualities, needs, attitudes and values

Helping young people investigate opportunities for further learning and employment, make decisions and manage transitions across key stages

Working in partnership with Leicestershire Local Authority, LEBC Education Business Partnership, Leicestershire Cares and other providers of associated services to ensure all students access education, employment or training at the relevant transition points

Ensuring that the CEIAG and Employability programme follows local, regional and national frameworks for good practice and other relevant guidance and takes regard of relevant published information about local and regional employment patterns and trends

Offering appropriate opportunities for all students to attend and visit further and higher education institutions to support them developing their aspirations

The outcomes for students are based on the Gatsby Benchmarks

The benchmarks are:

### **Benchmark 1 – A Stable Careers Programme**

Every school and college should have an embedded programme of career education and guidance that is known and understood by students, parents, teachers, governors and employers.

### **Benchmark 2 – Learning from Career and Labour Market**

Every student, and their parents, should have access to good quality information about future study options and labour market opportunities. They will need the support of an informed adviser to make best use of available information.

### **Benchmark 3 – Addressing the Needs of Each Pupil**

Students have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each student. A school's careers programme should embed equality and diversity considerations throughout.

### **Benchmark 4 – Linking Curriculum Learning to Careers**

All teachers should link curriculum learning with careers. STEM subject teachers should highlight the relevance of STEM subjects for a wide range of future career paths.

### **Benchmark 5 – Encounters with Employers and Employees**

Every student should have multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace. This can be through a range of enrichment activities including visiting speakers, mentoring and enterprise schemes.

### **Benchmark 6 – Experiences of Workplaces**

Every student should have first-hand experiences of the workplace through work visits, work shadowing and/or work experience to help their exploration of career opportunities, and expand their networks.

## **Benchmark 7 – Encounters with Higher and Further Education**

All students should understand the full range of learning opportunities that are available to them. This includes both academic and vocational routes and learning in schools, colleges, universities and in the workplace.

## **Benchmark 8 – Personal Guidance**

Every student should have opportunities for guidance interviews with a career adviser, who could be internal (a member of school staff) or external, provided they are trained to an appropriate level. These should be available whenever significant study or career choices are being made.

## **Providing access to our students**

The school recognises the statutory duty laid out in Provider Access Guidance to provide opportunities to a range of providers of technical education and apprenticeships to access pupils and to inform them about technical education qualifications or apprenticeships. The arrangements for access to our students are covered in the Provider Access Policy and arrangements are on the website for providers to join planned access events.

The careers' programme is published on the school's website with details of the programme for each year group.

## **Resources**

Funding is allocated in the annual budget planning round in the context of whole school priorities and particular needs in the CEIAG area. The careers lead is responsible for the effective deployment of resources.

## **Training**

Staff training needs are identified as part of the yearly planning cycle and agreement process. Funding for this is provided by the school and from external sources where appropriate.

## **Monitoring, Review and Evaluation**

All partnership agreements are reviewed annually by the careers' leader. The careers' programme is reviewed yearly. Students and parents are actively involved in the planning, delivery and evaluation of activities. Evidence from these reviews informs the school's self-evaluation process.

The careers programme is evaluated each year using the Gatsby Benchmarks and all students, parents and staff are invited to contribute to the evaluation.

Additionally, the effectiveness of the careers programme is evaluated by analysis of students' destinations at post-16 and an evaluation of their career intentions.