

High Grange

Adaptive thinking, Communication, Emotional wellbeing, Independence

Supporting learning & growth

CAREERS POLICY

Last Update: **September 2025**

Responsible: **Principal**

Page: **1 of 5**

This policy promotes ACE because;



The High Grange School careers policy promotes adaptive thinking, communication, and emotional wellbeing. Through work experience, enterprise projects, and community engagement, students develop confidence, resilience, problem-solving skills, and independence. A structured, flexible framework ensures they can navigate change and make informed, future-focused decisions.

Contents

1. Aims

The main aims of careers provision at High Grange School are to:

- Prepare pupils for life post-education.
- Develop an understanding of different career paths.
- Develop an understanding of the differences between school and work.
- Inspire pupils to chase and achieve their dreams.
- Help pupils to access information on the full range of post-16 education and training opportunities.
- Support pupils after leaving school.
- Offer targeted support for vulnerable and disadvantaged young people.
- Instil a healthy attitude towards work.

2. Roles and responsibilities

The board of directors are responsible for:

- Ensuring that all registered pupils at the school are provided with independent careers guidance from Year 8 to year 13 (or 14 if pupils are given an additional year by local authority)
- Ensuring that arrangements in place to allow a range of education and training providers to access all pupils in this range and inform them about approved technical education qualifications and apprenticeships.

- Ensuring that the independent careers guidance is presented in an impartial manner, showing no bias or favouritism towards a particular institution, education or work option.
- Ensuring that the guidance includes information on the range of education or training options, including apprenticeships and technical education routes.
- Ensuring the Careers Policy does not discriminate on any grounds, including but not limited to: ethnicity/national origin, culture, religion, gender, disability or sexual orientation.
- Handling complaints regarding this policy as outlined in the school's Complaints Procedure Policy.
- Providing clear advice and guidance to the Principal on which they can base a strategy for careers education and guidance which meets the school's legal requirements.

The careers leader/deputy headteacher is responsible for:

- Managing the provision of careers information.
- Liaising with the Assistant head/head of Personal development and the careers adviser to implement and maintain effective careers guidance.
- Liaising with the PSHE leader and other subject leaders to plan careers education in the curriculum. (Why Week, which is scheduled for week 5 in every half term)
- Referring pupils when the independent careers advisers are in school or to either the Deputy headteacher or head of personal development.
- Establishing, maintaining and developing links with further education colleges, universities, apprenticeship providers and employers.
- Providing pupils with effective careers guidance and supporting social mobility by improving opportunities for all young people.
- Supporting teachers of careers education and tutors providing initial information and advice.
- Monitoring teaching and learning in careers education, and the access to and take up of career guidance.
- Advising senior leadership on policy, strategy and resources for careers education, information, advice and guidance (CEIAG).
- Preparing and implementing a development plan for CEIAG.
- Reviewing and evaluating the programme of CEIAG.
- Encouraging the training of school staff to promote careers guidance to their pupils.
- Using the [Gatsby Benchmarks](#) to improve the school's careers provision and ensure compliance with legal duties, with an ultimate aim to meet all benchmarks.
- Allowing pupils to have access to providers of technical education, such as colleges, and apprenticeships to ensure every pupil is well-informed about their future options at every stage.
- Using the [Compass tool](#) for self-evaluating the careers provision the school offers.
- Publishing details of the school's careers programme and a policy statement on provider access on its website.

The careers adviser is responsible for:

- Reporting regularly to the careers leader, regarding pupil progress and the effectiveness of the school's career plan.
- Providing a thorough, personalised career service throughout the school.
- Staying up-to-date with relevant CPD and developments in the CEIAG sector.
- Producing careers information and guidance through online and hard copy literature, and visual displays in school.
- Organising workshops for pupils and actively promoting the careers service in-house at open evenings, presentation days, assemblies and parents' evenings.
- Developing incentives and initiatives which actively encourage pupils to sign up to the school's career service.
- Attending regular meetings with the careers leader to discuss the school's career plan.
- Providing an external service for pupils once a year to discuss their options.
- Arranging meetings and follow-up appointments with pupils who are interested in the careers service.
- Offer services to past pupils for up to a year after their departure from compulsory education.

Teaching staff are responsible for:

- Ensuring careers education is planned into their lessons. (Why Week, which is scheduled for week 5 in every half term)
- Attending any relevant CPD or training to ensure they are up-to-date with the school's careers plan.
- Promoting careers guidance in the classroom through visual aids.
- Creating a learning environment that allows and encourages pupils to tackle real life challenges, manage risks and develop skills that can be applied to the workplace.

3. A stable careers programme

High Grange School has its own careers programme in place which meets the requirements of the eight Gatsby Benchmarks through an enriched Personal, Health Social Education curriculum. The programme will be reviewed termly against the benchmarks to ensure it remains on target.

The Schools Deputy Headteacher ensures the leadership and coordination of a high-quality careers programme. The careers leader is recruited alongside the suggested requirements to ensure the role is correctly fulfilled.

A careers adviser will be appointed to support the careers leader and to provide individual, tailored careers guidance to pupils. The careers adviser is Kay McKensie, Futures careers advice.

Details of the school's careers plan will be published on the school website inviting pupils, parents, teachers, governors and employers to provide feedback.

4. Labour market information

The school will ensure every pupil, and their parents, has access to good-quality information about future study options and labour market opportunities.

Pupils and their parents will be referred to the National Careers Service which offers information and professional advice via a website, helpline and web chat.

The school will ensure pupils and their parents understand the value of finding out about the labour market, and support them in accessing this information. Pupils and their parents will be provided with information on the benefits of understanding the labour market, including the salaries and promotion opportunities for different jobs, and the volume and location of vacancies across different sectors.

The school will ensure that all pupils, by the age of 14, have accessed and used information about career paths and the labour market to inform their decisions on study options.

The school will provide pupils with the necessary links and information that will enable them to access this. Access will be monitored to review whether pupils are making the most of the service, and if not, what can be done to ensure they do.

The school will make use of local enterprise partnerships to provide pupils with presentations and workshops on the local labour market and employer expectations. The information provided through the partnership will be used to shape career guidance and workshops in schools.

To support social mobility, the school will work to raise pupils' aspirations and tackle stereotypical assumptions. Interventions will be used to tackle gender stereotypes; arrangements will be made for pupils to talk to employees who work in non-stereotypical jobs to raise awareness of the range of careers that science, technology, engineering and maths (STEM) qualifications lead to.

5. Addressing the needs of the students

The school's careers programme will aim to raise the aspirations of all pupils whilst being tailored to individual needs. The programme will inform pupils of the range of opportunities available to them, encouraging them to aim higher and make choices relevant to what they feel they can achieve.

All forms of stereotyping will be prohibited in the careers advice and guidance that is provided, to ensure pupils from all backgrounds, gender and diversity groups, and those with SEND, can consider the widest possible range of careers.

Comprehensive and accurate records will be kept to support the career development of pupils. These will be stored securely in the Deputy Headteachers office. The school will allow access to this information, should a pupil or their parent request it.

The school will collect and analyse destination data to assess how well the careers programme is countering stereotypes and raising aspirations. The data will be reviewed by the Deputy headteacher and careers leader on a yearly basis who can then base further development of the school's career guidance plan on the results and areas of success or failure.

6. Targeted support

The school will work with the Local authority to identify pupils who are in need of targeted support or those who are at risk of not participating in post-16 pathways. Agreements will be made over how these pupils can be referred for support drawn from a range of education and training support services available locally.

The school will work in partnership with their commissioning schools and LAs to provide support and advice on transitional pathways into further education or training.

The school will ensure that pupils understand the programmes available to support them and the financial costs associated with staying in post-16 further education.

To support pupils who are likely to need support with post-16 participation costs, such as those with SEND, the school will work with the LA and local post-16 education or training providers to share pupil data and ensure these pupils receive such support.

The careers leader will engage with the designated teacher for LAC and previously LAC to ensure they know which pupils are in care/are care leavers, to understand their additional support needs and to ensure that any personal education plans can inform careers advice.

7. Students with SEND

The school will ensure that careers guidance is differentiated, if appropriate, and based on high aspirations and a personalised approach.

All staff working with pupils will support them to develop the necessary skills and experience to succeed and fulfil their potential

The school will work with families of pupils to help them understand what career options are available.

Careers guidance and experience will be tailored to pupils based on their own aspirations, abilities and needs. Surveys will be conducted to find out individual pupils' aspirations; the results will be used to personally tailor careers guidance.

Careers guidance will take account of the full range of relevant education, training and employment opportunities. It will inform pupils about the ways employees with SEND are supported in the workplace, and how jobs can be adapted to fit a person's abilities.

The school will build partnerships with businesses and other employers, employment services, and disability and other voluntary organisations. Pupils will be prepared for

encounters with employers and provided with any special support that will allow them to benefit fully from the experience.

Careers guidance will focus on a pupil's career aspirations and the post-16 options which are most likely to give the pupil a pathway into employment or higher education.

The SEND local offer will be utilised; annual reviews for a pupil's education, health and care plan (EHCP) will be informed by good careers guidance.

When arranging work experience for pupils, the school will work with the employer to determine any additional support that will be needed during the work placement.

8. Curriculum

The school will work to encompass careers education and guidance into subjects across the curriculum. All teachers will be asked to support the career development of young people in their role and through their subject teaching.

The school will ensure that every pupil is exposed to the world of work by the age of 14.

Pupils are expected to study the core academic subjects at an appropriate level, whether GCSE, functional skills or Entry level including English, maths and science.

Pupils will be informed that if they do not achieve a grade 4 or higher in GCSE maths and English by the end of KS4, they will be required to continue working towards this aim as part of their 16-19 study programme.

The school will engage with local employers, businesses and professional networks, inviting visiting speakers, particularly alumni with whom pupils can relate to.

Every year, from the age of 11, pupils will participate in at least one meaningful encounter with an employer; at least one of these encounters will be with a STEM employer or workplace. These encounters will include:

- Careers events such as careers talks, careers carousels and careers fairs.
- Transitions skills workshops such as CV workshops and mock interviews.
- Mentoring.
- Employer delivered employability workshops.

9. Work experience

High Grange School will ensure that all pupils have had at least one experience of a work place by the age of 18, and one further such experience should the pupil so wish.

16-19 study programmes will require high-quality and meaningful work experience. A flexible approach will be adopted for younger pupils, such as the following:

- Workplace visits
- Work experience (this can be either a 1-2 week block or a day a week)

- Job shadowing
- Career-related volunteering and social action

10. Further education (FE)

Pupils are required to remain in education or training until their 18th birthday.

The school will provide pupils with a range of information and opportunities to learn about education, training and career paths throughout their school life, to prevent last minute decision-making.

Pupils will be encouraged to use information tools, such as websites and apps, which display information about opportunities. Education and training providers will have access to all pupils in Years 8 to 13 (14 if local authorities give pupils an additional year) for the purpose of informing them about approved technical education qualifications and apprenticeships.

The school will ensure that there are opportunities for providers to visit the school and speak to pupils in Years 8 to 13 (14 if local authorities give pupils an additional year), by maintaining connections with providers of further education and apprenticeships, and arranging regular visits, presentations and workshops.

A range of opportunities for visits from providers offering other options, such as FE will also be provided.

11. Personal guidance

All pupils will be provided with opportunities for personal guidance interviews with a qualified careers adviser. Such interviews will take place by the time the pupil reaches age 16, with the opportunity for a further interview by the age of 18. At Key stage 3 pupils are offered a small group session with the careers advisor to start to explore what careers path they may wish to pursue. At Key Stage 4 and 5, students are offered a 1:1 session with the careers advisor to look at individual targets and next steps with the careers advisor.

Careers advisers will meet the professional standards outlined by the [Career Development Institute](#). The school will integrate personal guidance interviews within the pastoral system so that they can be followed up by the form tutors or equivalent.

Careers advisers working with pupils with SEND will use the outcome and aspirations in the EHCP to focus discussions.

Careers advisers working with LAC or care leavers will use their personal education plan to focus discussions. These pupils will have a named adviser who will build a relationship with them to better understand their individual needs.

12. Information sharing

The school will provide the relevant information about all pupils to the Local authority's support services including:

- Basic information, such as the pupil's name or address.
- Other information that the Local authority requires to support the pupil to participate in education or training to track their progress.

The school's privacy notice will offer pupils and their parents the opportunity to ask for personal information not to be shared.

Local authorities will be notified, as early as is possible, whenever a 16 or 17-year-old pupil leaves an education or training programme before completion. The school will agree on local arrangements for ensuring these duties are met.