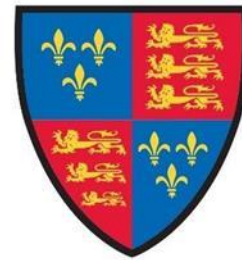


# Careers Policy



**THE SCHOOLS OF  
KING EDWARD VI  
IN BIRMINGHAM**

*In pursuit of educational excellence for all*



**KING EDWARD VI  
ACADEMY TRUST  
BIRMINGHAM**

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## **1. Introduction**

King Edward VI Balaam Wood Academy careers education programme provides our pupils with the opportunity to plan and manage their careers effectively, ensuring progression which is ambitious and aspirational. It promotes equality of opportunity, celebrates diversity and challenges stereotypes. We aim to support pupils to make realistic and informed decisions about their future, by raising aspirations and providing impartial and independent information and guidance.

It is designed to meet the Gatsby benchmarks and conforms to statutory requirements. The Good Career Guidance Report identifies a set of eight benchmarks, known as the Gatsby Benchmarks, that schools can use as a framework for improving their careers provision.

**1. A stable careers programme:** Every school should have an embedded programme of careers education and guidance that is known and understood by pupils, parents and carers, staff, governors, employers and other agencies.

**2. Learning from career and labour market information:** All pupils, parents and carers, teachers and staff who support pupils should have access to good-quality, up-to-date information about future pathways, study options, and labour market opportunities. Young people with special educational needs and disabilities (SEND) and their parents and carers may require different or additional information. All pupils will need the support of an informed adviser to make the best use of available information

**3. Addressing the needs of young person:** Pupils have different careers guidance needs at different stages. Careers programmes should help pupils navigate their concerns about any barriers to career progression. In addition, opportunities should be tailored to the needs of each pupil, including any additional needs of vulnerable and disadvantaged pupils, young people with SEND and those who are absent.

**4. Linking curriculum learning to careers:** As part of the school's programme of careers education all teachers should link curriculum learning with careers. Subject teachers should highlight the progression routes for their subject and the relevance of the knowledge and skills developed in their subject for a wide range of career pathways.

**5. Encounters with employers and employees:** Every pupil should have first-hand experiences of workplaces to help their exploration of career opportunities and expand their networks.

**6. Experiences of workplaces:** Every pupil should have first-hand experience of the workplace through work visits, shadowing, and/or work experience to help their exploration of career opportunities, and expand their networks

**7. Encounters with further and higher education:** All pupils should understand the full range of learning opportunities that are available to them including academic, technical and vocational routes. This should incorporate learning in schools, colleges, independent training providers (ITPs), universities and in the workplace.

**8. Personal guidance:** Every pupil should have opportunities for guidance meetings with a careers adviser, who could be internal (a member of school staff) or external, provided they are trained to an appropriate level. These meetings should be available for all pupils whenever significant study or career choices are being made. They should be expected for all pupils but should be scheduled to meet their individual needs. The careers leader should work closely with the careers adviser, SEND coordinator (SENDCO) and other key staff to ensure personal guidance is effective and embedded in the careers programme.

## **2. Our Vision**

To consistently support and engage every individual pupil to understand and develop their own future pathway, and to confidently raise knowledge around careers which will inform the pupils aspirations. For pupils to be bold in their decision making, ambitious in their learning, to work collaboratively with others to enrich their experiences and to be kind to themselves and others.

From this vision we have 3 main strategic objectives that we aim to meet over the next 3 years:

<b>Strategic Objective 1</b>	<b>Strategic Objective 2</b>	<b>Strategic Objective 3</b>
Embedding a sequential and well-structured careers education throughout the academy, ensuring that all members of the academy community to understand their role. To engage parents and support them to help their child make informed decisions for life after school. <b>Benchmarks 1,2,4,7 &amp; 8</b>	Build a continuously increasing and relevant network of varied partners and providers who can engage pupils in developing their career pathways. Developing an Alumni programme to present at assemblies to inspire current pupils <b>Benchmarks 1,2,3,4,5,6,7 &amp; 8</b>	Ensuring every pupils' engagement within the careers programme during their journey through the Academy is consistently tracked and evaluated to ensure that pupils are supported in raising their aspirations <b>Benchmarks 1,2,3 &amp; 8</b>

## **3.Provision**

This policy covers Careers Education, Information, Advice and Guidance given to students in Key Stages Three and Four.

The policy also applies to Year 11 students after they finish their examinations in June of their final year and before they start at their next place of education, employment or training. Though not necessarily in school regularly and attending lessons in July and August of Year 11, the policy is still applicable.

This policy accepts the 8 Gatsby Charitable Foundation's benchmarks as set out in the DfE guidance. This policy covers the legal duty of schools to ensure that a range of education and training providers can access pupils in Year 7 to Year 11 for the purpose of informing them about approved technical education qualifications or apprenticeships.

The current careers programme is delivered through a combination of methods, including discrete lessons provided within the Personal Development programme in Years 7 through to Year 11. Careers in the curriculum is also embedded throughout all faculty areas. Information is available both in the career's library, via newsletters and in digital format which provides access to information on a featured job of the week, through the delivery of weekly form time careers session that inform pupils about apprenticeships, universities, the labour market, career pathways and college applications.

At Key Stage 3, this includes, aiming to raise pupil aspirations, exploring stereotypes in the workplace, researching the history of the workplace, and developing personal, social and employability skills via dedicated weekly Form Time Careers Sessions. Assemblies and a parent and pupil information evening on choosing options are also provided. Year 8 and 9 pupils have at least one-half day enterprise experience from an external provider.

At Key Stage 4, pupils continue research into careers and pathways into higher education. They develop skills in CV and letter writing, presentations and interviews. This includes dedicated weekly Form Time Careers Sessions, a mock interview with an employer; 10 days work experience at a self-arranged placement, supported by a parent information evening; assemblies on apprenticeships; A-level; BTEC; T Level and Traineeships. Personal Development form time sessions explore all options Post16. Individual interviews are held with an independent careers' practitioner, who also provides guidance on apprenticeships. (for more information see Appendix 1)

Several special events are held, for example the careers fair evening, involving University, apprenticeship and careers representatives, to which Year 7 through to Year 11 pupils and parents are invited. The careers shorts programme, where volunteers from a range of industries present during a 20-minute form time slot on their career pathway and what their current job entails, the routes to this provision and any other further advice and support.

Gatsby Benchmark	Key Activities
1. Stable careers programme	Embedded careers curriculum, parent evenings
2. Labour market info	Weekly careers sessions, newsletters
3. Addressing needs	Personal guidance interviews, SEND adaptations
4. Curriculum links	Subject-specific careers integration
5. Employer encounters	Career Shorts, enterprise days
6. Workplace experiences	10-day cumulative work experience (EqualEx)
7. FE/HE encounters	Assemblies, careers fair
8. Personal guidance	Independent careers interviews

#### **4. Roles and responsibilities**

All members of staff at King Edward VI Balaam Wood Academy are expected to be aware of the importance of Careers Education, Information, Advice and Guidance (CEIAG) in the education of students; CEIAG is not the sole responsibility of the Careers Lead.

All staff contribute to the implementation of this policy through their role as tutors and as subject specialists. Subject specialists embed careers into their subject area. A range of connections between Higher Education providers and employers are invited to support the curriculum through KS3 to KS4.

#### **5. Careers team**

Kieran Lynch (DHT): SLT lead and strategic lead for careers

Yolanda Duckworth: Head of Year 11 & Careers Leader

Fiona Smith: (AHT) SENDCO

Marvet McAnuff: Independent Careers Advisor

Marcus Bernard: Link Governor

#### **6. Monitoring, Recording and Evaluation**

This policy will be reviewed and monitored at various levels and at different times by key groups on an annual basis.

- Annual review of partnership activities.
- Review of all career's events.
- Provision within PSHE lessons
- The effectiveness of the overall careers programme.
- The Academy's adherence to the Gatsby Benchmarks through Compass, an online self-evaluation tool for schools on a termly basis in addition to completion of The Internal Leadership Review.

Built into the careers programme are opportunities for pupils to self-evaluate and reflect on their learning at key points, such as following work experience and mock interviews during Year 10. All participants in the programme complete surveys following key events including pupils, parents and employers. Pupils in Years 7-11 are given the opportunity to complete the Careers & Enterprise Future Skills Questionnaire which contributes towards bespoke delivery of careers activities. Leavers' destination information is also analysed. All pupils have access to a report for all activities they have participated in.

### **7. Careers and SEND provision**

Every pupil with SEND follows the same programme of careers as their peers, with adaption and support from the SEND team where appropriate. "The school aligns SEND careers provision with the CEC SEND Gatsby Toolkit (2024) and ensures personalised guidance for pupils with EHCPs.

Pupils with SEND have an interview with the internal careers leader by year 9 before the options process to enable early identification of any necessary adaptations or interventions according to need to support their career aspirations. Pupils can self-refer, and form tutors are also able to raise concerns. If current provision cannot fully address a pupil's additional need, advice will be sought from the National Careers Service.

The SENDCO meets with parents/carers to discuss option suitability where individual need is likely to have an impact on choices made during the option process. The SEND Team also supports in 121 careers interviews. The SEND Team supports work experience placements, ensuring that providers are aware of individual needs, to promote a positive experience.

### **8. Entitlement**

Pupils attending the school, are in their careers programme, entitled to:

- Receive a stable careers programme from Year 7 that continues until they leave school
- Receive relevant careers guidance and have access to independent careers information and guidance, including labour market data where relevant.
- Receive personal advice that helps pupils to achieve their individual career goal – whether this is Higher Education, an apprenticeship or employment.
- Be equipped with the necessary skills to prosper in HE and employment.
- Have the relevant knowledge to make realistic and achievable goals based on their own interests and skills, whilst considering local job market information and relevant entry requirements.
- Receive up-to-date information about careers and skill-development opportunities.
- Understand how different subjects help keep different options open.
- Have access to additional help, whether this need is generated from a change of decision, personal circumstances or additional needs.
- Have meaningful and helpful encounters with employers and other education providers.
- The Academy delivers a cumulative programme of workplace experiences equivalent to 10 days across Key Stages 3 and 4, consistent with the CEC EqualEx expectations.

#### **Pupils are expected to:**

- Fully engage with careers lessons and activities.

- Utilise the available careers resources, including the school website.
- Record careers-related skills, participation and research, reflect upon what has been learnt.
- Identify and set goals for the future.
- Actively participate in workshops, presentations and visits from external employers or providers.
- Attend informative events such as Options Evening and the Careers Fair.
- Use study and research spaces such as the careers office and library appropriately and with respect for other users.
- Take advantage of opportunities offered outside school, such as school trips and projects. Parents are entitled to have:
- Access to links to the National Careers Service information and other independent websites and resources via the school website.
- The opportunity to contact the independent careers advisor, careers lead and careers coordinator.
- Access to information and guidance through parent information evenings including choosing options, college and 6th form applications and work experience

**Parents are entitled to have:**

- The Academy will communicate careers information to parents via newsletters, social media, and the school website, ensuring accessibility for families with additional needs
- Access to links to the National Careers Service information and other independent websites and resources via the school website.
- The opportunity to contact the independent careers advisor, careers lead and careers coordinator.
- Access to information and guidance through parent information evenings including choosing options, college and 6th form applications and work experience.

**9. Provider Access Policy Statement**

This policy statement sets out the school's arrangements for managing the access of providers to the pupils at the school for the purpose of giving them information about the provider's education, training offer, or skill set and pathway needed for access to the career or education sector that the provider represents. The school complies with the Provider Access Legislation (PAL, updated January 2023), ensuring all pupils in Years 8–11 participate in at least two provider encounters in Key Stage 3 and two in Key Stage 4.

**Management of provider access requests**

A provider wishing to request access should contact:

- Yolanda Duckworth Head of Year 11 & Careers Lead via 0121 464 9901 or [y.duckworth@bwa.kevibham.org](mailto:y.duckworth@bwa.kevibham.org)
- Jenny Quinn - Lead Practitioner (Enrichment via) via 0121 464 9901 or [j.quinn@bwa.kevibham.org](mailto:j.quinn@bwa.kevibham.org)

**Opportunities for access**

We welcome input into our careers provision from employers, employees, Universities, Apprenticeship, Higher and Further education providers. Our connections include former pupils, parents and local employers and providers and we are keen to widen this participation. A number of events, integrated into the school careers programme, will offer providers an opportunity to come into school to speak to pupils and/or their parents/carers. These include mock interviews for Year 10, enrichment days when pupils in KS3 and KS4 receive enterprise and career focused workshops; Career Shorts for all years; 10 days' worth of Work Experience in line with The Careers & Enterprise Company (CEC) EqualEx Framework for pupils throughout their time at the Academy; assemblies on apprenticeships; A-level options and careers; Outside agencies are also invited to support the curriculum in all subject areas. Some examples are performance poets and authors; visits from Paradise Birmingham, Park Regis Hotel, Greater Birmingham Chamber of Commerce, West Midlands Police, see our website for more details.

### **Premises and facilities**

Rooms and presentation resources will be made available for discussions between the provider and pupils, as appropriate to the activity. This will be discussed and agreed in advance of the visit with the Careers Leader or a member of their team. Providers are welcome to leave a copy of their prospectus or other relevant literature in the library to be made available in the careers resource section, which is managed by the School Librarian. This resource is available to pupils before, during and after school.

### **10. Links to other policies**

- PSHE Policy
- Curriculum Policy
- Equality, Diversity and Inclusion Statement and Policy
- SEND Policy

**Appendix 1: Careers Mapping – NB further activities will be added throughout the year**

	Personal Development Lessons	Assemblies/Form Time KS3	Assemblies/Form Time KS4	Other Opportunities
Y7	<ul style="list-style-type: none"> <li>How to be enterprising, including skills of problem solving, communication, teamwork, leadership, risk management and creativity</li> <li>Learn about the broad range of careers and the abilities and qualities required for different careers</li> <li>How to challenge stereotypes, broaden their horizons and how to identify future career aspirations, about equality of opportunity</li> <li>The links between values and career choices</li> </ul>	<p>Form Time Careers Sessions Local Labour Market Information Aspirations Assemblies</p>	<p>Form Time Careers Sessions Local Labour Market Information Aspirations Assemblies Alumni Assemblies Aim Higher Assemblies/Workshops Post 16 Options Assemblies</p> <ul style="list-style-type: none"> <li>A Levels</li> <li>BTECS</li> <li>T-Levels</li> <li>Traineeships</li> <li>Apprenticeships</li> <li>Higher Education – Degrees &amp; Degree Apprenticeships</li> </ul> <p>Post 16 Providers:</p> <ul style="list-style-type: none"> <li>Halesowen College</li> <li>South &amp; City College</li> <li>Cadbury College</li> <li>UCB</li> <li>Lordswood Sixth Form</li> <li>King Edward VI Five Ways Sixth Form</li> <li>Access Creative College</li> <li>BMET College</li> <li>Newman University</li> </ul>	<p>All years participate in Enterprise Activities – Paradise Birmingham, Park Regis Hotel</p> <p>All years participate in Career Shorts</p> <p>All years have access to Job of The Week</p> <p>All years have careers in the curriculum embedded</p> <p>All year groups have access to the Enquiring Minds Programme</p> <p>Year 7 &amp; 8 University trips</p> <p>Years 7-10 Aim Higher Visits</p> <p>KS3 – Equivalent of 5 days’ work experience KS4 – Equivalent of 5 days work experience</p> <p>KS4 – 1:1 Careers Coaching</p> <p>KS3 – Targeted small group Careers Workshops</p>
Y8	<ul style="list-style-type: none"> <li>Local labour market</li> <li>Employment, self-employment and voluntary work</li> <li>Equality of opportunity in life and work, how to challenge stereotypes and discrimination in relation to work and pay – protected characteristics</li> <li>What are my options post-16</li> <li>How to set aspirational goals for future careers and challenge expectations that limit choices</li> </ul>			
Y9	<ul style="list-style-type: none"> <li>How to demonstrate strengths, how to manage feelings relating to future employment</li> <li>Different types of employment and career pathways</li> <li>The local labour market</li> <li>How to work towards aspirations and set meaningful, realistic goals for the future</li> <li>GCSE and post-16 options</li> <li>Young people’s employment rights and responsibilities</li> </ul>			

	<ul style="list-style-type: none"> <li>• Skills for enterprise, employability and skills for decision making</li> </ul>			
Y10	<ul style="list-style-type: none"> <li>• Strengths, skills and attributes</li> <li>• Setting goals at work</li> <li>• Workplace skills</li> <li>• Showcasing personal strengths – including online potential for employers</li> <li>• The college application process, CV' and personal statements</li> <li>• Managing online reputation</li> <li>• How will education and jobs affect my finances</li> </ul>			
Y11	<ul style="list-style-type: none"> <li>• Post-16 and career pathways – applying for college</li> <li>• Applying for jobs and college – CV's and personal statements</li> <li>• Apprenticeships</li> <li>• Employment rights – part time work whilst studying</li> </ul>			