



THE NORTON
KNATCHBULL
SCHOOL

Careers Policy

Reviewed by	Heather Vernon, Careers Lead
EIA*	Completed by Heather Vernon, March 2024
Approved by the Education Committee	14 th May 2024
Updated and approved by FGB	8 th October 2024
Date of Review	This Policy will be reviewed as and when necessary to respond to any LEA or Government requirements or not later than Spring 2026
Publication	School Website

Policy for Careers and Enterprise Strategy

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1. Rationale

All students in Years 7 -13 are entitled to information and guidance to enable them to make informed decisions and plans for meeting the challenges and opportunities of working life. This will enable them to pursue relevant and realistic goals for education, training and work and give them the motivation to learn and achieve.

The strategy has been developed and is reviewed annually through discussions with teaching staff, the Careers Lead, student support managers, governors, parents, students, and external partners.

The school is committed to providing a planned programme of careers education and endeavours to follow the Statutory Guidance which was updated in September 2018. The statutory duty requires all registered students at the school to be provided with independent careers guidance from Year 7 (11–13-year-olds) to Year 13 (17–18-year-olds) and for it to:

- be presented in an impartial manner
- include information on the range of education or training options, including apprenticeships and other vocational pathways
- ensure that the guidance given promotes the best interests of the students to whom it is given

The school will seek to ensure that the provision is appropriate to the age, ability and educational needs of each individual student and is underpinned by equality of opportunity. Our current in-house Careers Advisor is fully qualified to Level 6 in Careers Education and Guidance. The Careers Lead will follow the Gatsby Benchmarks to ensure consistency and delivery is in line with the statutory guidance. Appendix 1 attached

2. Purpose

The careers and enterprise programme are designed to meet the needs of all students at The Norton Knatchbull School. It is differentiated to ensure progression through activities that are appropriate to students' stages of career learning, planning, and educational development.

Students are entitled to guidance that is impartial and confidential. It will be integrated into their experience of the whole curriculum wherever possible and will be based on a partnership with students and their parents/carers.

3. Implementation

The aim of the careers provision is to raise student aspirations and broaden their depth of knowledge and experiences of the outside world, to enable them to make informed, realistic decisions at all key transition points.

The Careers Leader is responsible for creating a stable, structured, and fully planned careers and enterprise programme. That suits the needs of all students and follows the Gatsby Benchmarks. Appendix 1.0 as attached.

This will include working closely with the Headteacher, Heads of Department, Heads of Year, Head of Sixth Form, Student Support Managers and Teaching staff. The Careers Leader is responsible to the Senior Leadership Team.

Activities included in the programme and implemented by the Careers Lead include:

- Work Experience in Years 10, 12 and 13
- Mock Interviews Years 10, 12 and 13
- Individual careers guidance sessions with a qualified careers professional in years 10, 11, 12 and 13 and other years as required
- Workplace visits
- Career talks
- Enrichment activities that include enterprise project working
- Careers Fair
- Subject assemblies
- Full Personal development programme incorporating careers
- FE/HE Visits
- Focus days
- UCAS Day
- Taster sessions
- Open evenings
- Links to careers in all curriculum areas
- Unifrog online programme
- Morrisby Careers online programme

Personal guidance is delivered by the Careers Lead who is also a fully qualified Careers Guidance Advisor and is a fully registered practitioner with the CDI (Careers Development Institute) Qualifications include Level 6 (Careers Education and Guidance) Level 6 (Careers Leadership and Management)

The school and Careers Lead will work alongside external partners to fulfil the provider access requirements for all students In Years 7 to 11 as set out in the provider access policy.

The school will provide opportunities for a range of external education and or training providers including apprenticeship programs to have access to deliver information sessions and targeted groups to support those who require such information.

The Careers Lead will actively engage with parents/carers with invitations to careers events, open evenings and as part of the personalised career guidance support offered in Year 11, 12 and 13. SEND provision will be offered on a more personal level with both students and parents contacted as required and information shared in the most appropriate way.

4. Monitoring and Implementation

The Norton Knatchbull Careers programme is delivered via personal development lessons, within curriculum, as well as through a wide range of enrichment opportunities such as employer engagement talks, alumni and through focus days. The monitoring and evaluation strategy will look at all aspects of delivery.

Regular systematic monitoring and evaluation is used to inform decision making about the changes needed for the careers programme.

Monitoring activities used to ensure the careers programme is being delivered as planned include.

- Learning walks
- Questionnaires
- Focus groups (students and staff)
- Compass +
- Curriculum plans (Being updated)
- Destination data for each transition stage

Evaluation activities used to measure the impact of the careers programme include:

- Analysis and comparison for destination data, including intended destinations, September guarantee and DFE (Department for Education) reports
- Compass +
- Focus Groups
- Questionnaires
- Student/ parental evaluations of personal guidance

Evaluation of the careers programme is shared with SLT line management, and the careers link governor as required.

The careers policy will be reviewed by the Careers Lead every two years to ensure it continues to meet the needs of the students, parents, and staff and that it is in line with current DFE advice and guidance. Key staff will also be included in the review process as part of the continued development.



Appendix 1

Gatsby Benchmarks

	Description
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 pupils, parents, teachers and employers.
2. Learning from career and labour market information	Every pupil, 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.
3. Addressing the needs of each pupil	Pupils have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each pupil. A school's careers programme should embed equality and diversity considerations throughout.
4. Linking curriculum learning to careers	All teachers should link curriculum learning with careers. For example, STEM subject teachers should highlight the relevance of STEM subjects for a wide range of future career paths.
5. Encounters with employers and employees	Every pupil 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.
6. Experiences of workplaces	Every pupil 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.
7. Encounters with further and higher education	All pupils 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.
8. Personal guidance	Every pupil should have opportunities for guidance interviews with a careers 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. They should be expected for all pupils but should be timed to meet their individual needs.

NKS Equality impact assessment

The purpose of an Equality Impact Assessment (EIA) is to ensure that policies, functions, plans, or decisions do not create unnecessary barriers for people protected under the Equality Act 2010. Where negative impacts are identified these should be eliminated or minimised, and opportunities for positive impact should be maximised.

THIS POLICY WILL AFFECT
Pupils , Parents & Staff

EIA completed by:	Name Heather Vernon
Contributors to EIA:	None
Date completed:	Date 30/9/24

Impact analysis

GROUP	POSITIV E IMPACT	NEUT RAL IMPAC T	NEGATIV E IMPACT	WHY WILL THE POLICY HAVE THIS EFFECT?
Sex		✓		
Race		✓		
Religion or belief		✓		
Sexual orientation		✓		
Gender reassignment		✓		
Pregnancy or maternity		✓		
Age		✓		
Disability		✓		
Marriage or civil partnership		✓		
You could also add non-protected characteristics that have a specific impact in your school, e.g.: English as an additional language Looked-after children Families with separated parents		✓		
INTERSECTIONAL IMPACT				
Please note any intersectional impact N/A				
CONSULTATION AND STAKEHOLDER ENGAGEMENT				
Please consider if the policy requires consultation N/A				
FINAL DECISION ON POLICY				
Consider if policies are required to the policy because of the EIA/policy change require None				