



Royal Wootton Bassett Academy

Careers Policy

Written by:	Mrs C Fisher and Mr D Storey
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POLICY STATEMENT

- I. Section 29 of the Education Act 2011 places schools under a duty to secure access to Independent Careers Guidance for their pupils in school years 9 to 11; From September 2013 this is extended to years 8-13
- II. The Royal Wootton Bassett Academy believes that every student should be prepared for the opportunities, responsibilities and experiences of adult life, and that this preparation should be an important and distinctive element of the curriculum.
- III. The Academy will ensure that each student's curriculum is broad and balanced to meet career aspirations as they develop, and that there will be equality of access to all teaching and learning strategies, irrespective of gender, race and ability. This will be achieved through on-going consultation with the Governing Body, Teachers, Parents and Students.
- IV. The Academy believes that each student has a right to impartial and independent Careers Guidance at all stages of their Secondary and further Education, and will ensure that this is available from properly qualified Advisors. All students will be made aware of how to access this advice.

ROLES AND RESPONSIBILITIES

- I. It is the role of the **Governing Body** to establish a policy and procedure for Careers Education and Guidance and to monitor its effectiveness within the school.
- II. It is the responsibility of the **Head Teacher** to ensure that all students have equality of access to Careers Education within the curriculum that provides the students with skills, knowledge, support and experience of the world of work to enable them to make informed career choices. A nominated **Member of the Leadership Team and the CEIAG Coordinator** will also ensure that students have access to Independent and Impartial Careers Advice to reinforce and advise on these pathways.
- III. **All teaching and support staff** will be involved with the monitoring, delivery and evaluating of Careers Education and Guidance through PSHE (Personal Development Time) and iLearn programme. It is the responsibility of all staff to familiarise themselves, and comply with this policy and procedure in accordance with relevant professional standards.

PROCEDURE

- I. To ensure that all students have equality of access to Careers Education it will be delivered through specific courses incorporated into the Curriculum (mapped according to PSHE/Citizenship objectives) within identifiable elements of the Core and Foundation subjects of the National Curriculum. This will involve programmes such as personal development days, enrichment visits and work-based learning, which maximises strong links with local industry and further/higher education institutions.
 - II. To ensure that all students have equality of access to Impartial and Independent Careers Guidance, all members of support and teaching staff are acquainted with the signposting and referral procedure, and students can take this opportunity themselves. Where students are targeted as needing additional support, staff will ensure that this is highlighted and prioritised (This will include Students on roll but not attending school for medical or other reasons).
 - III. To ensure that all students are aware of how to access individual, face-to-face local or independent guidance; this is done through Tutors, Teachers, displayed posters; the intranet, e mail and social media.
 - IV. The Academy will employ a variety of strategies to raise the profile of Careers Education and Guidance within the Curriculum, thereby raising future aspirations. These will include Assemblies; Parent/Student Newsletters; Options Evenings; Website updates and Parent Evenings.
- 3.2 As a result, students will:
- i. Be educated in an environment which values and enhances their knowledge and understanding of the world of work;
 - ii. Be provided with comprehensive, up-to-date and relevant information about career choices, training and employment opportunities from trained personnel;
 - iii. Have access to independent and impartial advice and guidance, which is easily accessible and broadens the horizons of the students;
 - iv. Have a robust Careers Education Programme that promotes equality, reflection and self-esteem;
 - v. Become independent learners, able to set achievable future targets and evaluate outcomes;
 - vi. Have an education which promotes self-development, career exploration and future management;

MONITORING AND REVIEW

- I. A review of the Policy and Procedures will be undertaken by the Careers Coordinator every two years. This will be reported to the Head Teacher as appropriate;
- II. All staff will be involved in reviewing the delivery and evaluation of Careers Education and Guidance, through staff meetings and formal feedback procedure.
- III. The Head Teacher will report to the Governing Body on any relevant aspects or changes in the policy as appropriate;
- IV. The Governing Body will review the policy every two years.