

Westfield School

Careers Policy

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Westfield School

Chorus Education Trust

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1. Aims

This policy aims to set out our trust's provision of impartial and informed careers guidance for our pupils. This includes the ways in which pupils, parents, teachers and employers can access information about our careers programme.

High-quality careers guidance is important for our pupils' futures, and our provision aims to:

- Help pupils prepare for the workplace, by building self-development and career management skills
- Provide experience and a clear understanding of the working world
- Develop pupils' awareness of the variety of education, training and careers opportunities available to them
- Help pupils to understand routes to careers that they're interested in, and to make informed choices about their next step in education or training
- Take into account the individual needs of all pupils to tailor the programme accordingly and provide the right level of support
- Promote a culture of high aspirations and equality of opportunity

2. Statutory requirements

This policy is based on the Department for Education's (DfE's) statutory [Careers guidance and access for education and training providers](#).

This guidance refers to:

- The Education Act 1997
- The Education and Skills Act 2008
- The School Information (*England) Regulations 2008

This policy is also in line with the [Skills and Post-16 Education Act 2022](#). It explains that our schools must provide a minimum of **6 encounters** with technical education or training providers to all pupils in years 8 to 13 about their education or training offer. For more detail on these encounters, see our provider access policy statement, which you can find on the school websites.

This policy is also in line with the Education (Careers Guidance in Schools) Act 2022, which amends the existing duty in The Education Act 1997, so that:

- Our schools must now secure independent careers guidance from year 7 (instead of from year 8, previously)
- As an academy in England, we're now required to provide and publish careers guidance

The above guidance requires that we publish information about the careers programme on our website, and that it is communicated in a way that enables learners, parents and carers, staff, and employers to access and understand it. This includes:

- The name and contact details of the careers leader

- A summary of the careers programme
- Details of how pupils, parents and carers, teachers, and employers can access information about the careers programme
- How our school measures and assesses the programme's impact on learners
- The date by which we will review information

We also act in line with our statutory duty under the provider access legislation (also known as the 'Baker Clause'), to be impartial and not show bias towards any route, be that academic or technical. This policy should be read in conjunction with our provider access policy statement, which sets out how our school meets this duty, and can be found on the school website.

This policy complies with our funding agreement and articles of association.

3. Roles and responsibilities

3.1 The governing board

The governing board will:

- Actively engage in setting the direction for a whole-school approach to careers guidance with the headteacher, to make sure it is aligned with the school's vision, priorities and development plans
- Provide clear advice and guidance on which the school can base a strategic careers plan which meets legal and contractual requirements
- Maintain strategic oversight of the school's legal and contractual requirements for careers guidance and hold senior leaders to account for delivering against those requirements
- Appoint a member of the governing board who will take a strategic interest in careers education and encourage employer engagement
- Make sure that independent careers guidance is provided to all pupils throughout their secondary education (11 to 18 year-olds) and that the information is presented impartially, includes a range of educational or training options and promotes the best interests of pupils
- Make sure that a range of education and training providers can access pupils in years 8 to 13 to inform them of approved technical education qualifications and apprenticeships
- Make sure that arrangements are in place for the school to meet the legal requirements of the provider access legislation, including that the school has published a provider access policy statement
- Make sure that details of our school's careers programme and the name of the careers leader are published on the school's website

3.2 Headteacher

The headteacher will:

- Work with the governing board to set the direction for a whole-school approach to careers guidance, making sure it is aligned with the school's vision, priorities and development plans
- Support the careers team to deliver the school's careers programme
- Build careers into staff development for teachers and support staff, and make sure that the careers leader, careers adviser and senior leaders receive training and development to deliver high-quality careers provision
- Make sure that personal guidance is provided to pupils by a qualified careers adviser
- Network with employers, education and training providers, and other careers organisations

3.3 Senior leadership team (SLT)

The SLT will:

- Support the careers programme
- Support the careers leader in developing their strategic careers plan
- Make sure the careers leader is allocated sufficient time and budget, and has the appropriate training, to perform their duties to a high standard
- Support the careers adviser to deliver personal guidance to pupils, making sure it's well-resourced
- Work closely with the careers leader and careers adviser in the overall development and evaluation of the careers programme
- Network with employers, education and training providers, and other careers organisations

3.4 Careers leader

Our careers leader is Jess Halliday and they can be contacted by emailing jhalliday@chorustrust.org

Our careers leader will:

- Take responsibility for planning and delivering the careers programme and work towards meeting the Gatsby Benchmarks in a meaningful way
- Coordinate and manage careers activities and the budget for these
- Work with the SLT to make sure the careers programme is informed by a strategic careers plan aligned to the school's priorities
- Engage parents and carers throughout
- Establish and develop key relationships to drive progress and continuously improve the careers programme
- Establish and develop links with external employers, education and training providers, and careers organisations
- Use and sequence labour market information (LMI) throughout the careers programme, tailoring it to individual circumstances

- Support the careers adviser to work with relevant staff, including the SENCO, subject teachers and pastoral teams
- Work closely with relevant staff, including our special educational needs co-ordinator (SENCO) and careers adviser, to identify the guidance needs of all of our pupils with special educational needs and/or disabilities (SEND) and put in place personalised support and transition plans
- Work with our school's designated teacher for looked-after children (LAC) and previously LAC to:
 - Make sure they know which pupils are in care or are care leavers
 - Understand their additional support needs
 - Make sure that, for LAC, their personal education plan can help inform careers advice
 - Engage with the relevant virtual school head and ensure a joined-up approach to identifying and supporting pupils' career ambitions
- Evaluate and continuously improve the careers programme, drawing on feedback from all stakeholders and the destinations of pupils
- Review our school's provider access policy statement at least annually, in agreement with our governing board

3.5 Careers adviser

Our careers leader is Jess Halliday. They will:

- Support pupils to make effective career decisions
- Work with the careers leader and SENCO to identify the needs of pupils with SEND and provide personalised support
- Contribute to the overall development and evaluation of the careers programme

4. Our careers programme

Our school has an embedded careers programme that aims to inform and encourage pupils to consider their career options, and take steps to understand their choices and pathways. We provide statutory independent careers guidance to pupils from year 7 onwards.

Our programme has been developed to meet the expectations outlined in the **Gatsby Benchmarks**:

1. A stable careers programme with a careers leader
2. Learning from career and labour market information
3. Addressing the needs of each pupil
4. Linking curriculum learning to careers
5. Encounters with employers and employees
6. Experience of workplaces

7. Encounters with further and higher education
8. Personal guidance

Our programme doesn't show bias towards any particular career path, and promotes a full range of technical and academic options for pupils.

It is structured in a way that builds upon previous years, and the overarching aim is divided between the Key Stages so that pupils are encouraged to think appropriately about their future. We provide aims, objectives and activities for each year group.

Our careers programme is delivered through a number of methods, including:

- PHSE and wider curriculum lessons
- Personal development time – form tutor led
- Displays
- Careers Events
- Guest speakers
- Assemblies
- Parent/carer newsletter
- Online platforms such as UNIFROG and ASPIRE

4.1 How we meet our requirements

All subjects link curriculum learning with careers. Additionally, our PSHE curriculum includes information on careers and employability.

Every pupil will receive at least 1 personal guidance meeting with a careers adviser by age 16.

- Information about personal guidance support, and how to access it, will be communicated to pupils, parents and carers, and other stakeholders, including through the school website.

Key stage 3

Our Key Stage 3 careers programme will support pupils in their planning and choices of GCSE subjects, and give students a broad understanding of a range of careers and industries within and beyond our community. This includes:

- Year 9 students will complete a 'Build my skills' project supported by ESH group delivering aspirational and informative information about a range of career sectors. The programme promotes students to consider skills needed for different areas of the workplace through guest speakers and independent tasks delivered during personal development time (links to Gatsby benchmark 2 and 5)
- The Personal Development Curriculum and PSHE deliver information focused on the local labour market and careers opportunities both locally and nationally (links to Gatsby benchmark 2)

- Westfield School Key Stage 4 Options process in Year 9, including careers-references learning in the curriculum and careers team supported events for students and families in school (links to Gatsby Benchmark 4 and 8)
- Guest speakers invited into school through the 'Speakers for Schools' initiative to share career journey information, raise aspirations and educate students about roles within a specific sector (links to Gatsby benchmark 2 and 5)
- All students enrolled in the ASPIRE personal development programme, supporting student reflection of current knowledge and future needs, with support to develop a personal action plan (links to Gatsby benchmark 1 & 3)
- All student enrolled with UNIFROG – a careers and work experience platform to support individual needs and wider curriculum references (links to Gatsby benchmark 1, 3, 4 & 6)

We are meeting our requirements to provide:

- At least 2 encounters with providers of technical education or apprenticeships in year 8 or 9 (this is set out in more detail in our provider access policy statement, which can be found on the school website)
- 1 week's worth of work experience activities

Key stage 4

Our Key Stage 4 careers programme will support pupils research and understand their choices and routes into education and training. Students experience tailored post-16 pathways based on individual need. This includes:

- Future bound programme targeted at specific Year 11 students. The programme combines outdoor education with careers mentoring to inspire leadership skills and confidence (links to Gatsby benchmark 3)
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- All students enrolled in the ASPIRE personal development programme, supporting student reflection of current knowledge and future needs, with support to develop a personal action plan (links to Gatsby benchmark 1 & 3)
- Year 10 students are supported to complete a one-week work experience placement (links to Gatsby Benchmark 5 & 6)
- Post 16 provider taster days at college and local sixth form providers (links to Gatsby Benchmark 7)
- All students are invited to a minimum of 1, 1-1 careers interviews with a trained careers specialist (links to Gatsby Benchmark 8)
- Support and guidance with the post-16 application process through personal development time and from the careers team (links to Gatsby Benchmark 8)
- CV-writing bespoke support and targeted workshops (links to Gatsby Benchmark 8)

- Post-16 careers fair with direct access to all providers across the city and beyond (links to Gatsby Benchmark 5 & 7)
- Information assemblies and targeted support through personal development time exploring careers options and linked post 16 pathways (links to Gatsby Benchmark 1)
- STEM-focused employers and apprenticeships event: “Get up to Speed” (links to Gatsby Benchmark 5)
- “Be Inspired’ apprenticeships fair facilitated by ‘Opportunity Sheffield” (links to Gatsby Benchmark 5)
- Virtual work experience offered to any student who is unable to secure an in person work experience placement (links to Gatsby benchmark 5 & 6)
- The Y10 Careers Day is an opportunity for students to reflect on the impact and learning from Work Experience placements and gain deeper knowledge of professional practice. Employers and post-16 providers are invited into school to take part in a careers fair to find out more about different sectors of employment (links to Gatsby benchmarks 1, 2, 5 &7)
- Past alumni and other inspiring speakers are invited into school to contextualise a range of careers and understand pathways to success (links to Gatsby Benchmarks 4 and 6)
- All student enrolled with UNIFROG – a careers and work experience platform to support individual needs and wider curriculum references (links to Gatsby benchmark 1, 3, 4 & 6)

We are meeting our requirements to provide:

- At least 2 encounters with providers of technical education or apprenticeships in year 10 or 11 (this is set out in more detail in our provider access policy statement, which can be found on the school website)
- 1 week's worth of work experience placement(s)

4.2 Pupils with special educational needs or disabilities (SEND)

All pupils with SEND will be supported with a careers programme that follows the Gatsby Benchmarks. We expect that the majority of pupils with SEND will follow the same careers programme as their classmates, with adjustments and additional support as needed. Information, opportunities and support will be personalised and sequenced to meet the needs of each pupil with SEND and their families.

Our careers leader will work with teachers and, where appropriate, professionals from relevant organisations, to identify the needs of our pupils with SEND and put in place personalised support and transition plans. This may include meetings with pupils and their families to discuss education, training and employment opportunities, supported internships and transition plans into higher education.

Our careers leader may, as appropriate, invite adults with disabilities to visit and share their experience and advice.

No information will be given to pupils without SEND that is not also offered to our pupils with SEND.

4.3 Access to our careers programme information

A summary of our school's careers programme is published on our school website, including details of how pupils, parents, teachers and employers can access information about the careers programme.

Pupils, parents, teachers and employers can request any additional information about the careers programme by contacting the careers leader.

4.4 Access to pupil participation records

We measure the progress of pupils and keep records as they move through the Key Stages.

We collect, maintain and use accurate data for each pupil on their aspirations, intended and immediate education, and training or employment destinations, to inform personalised support. We also keep records for each pupil of their participation in the careers programme, the individual advice given to them and subsequent agreed decisions.

Pupils have access to these records to support them during transition points and in their career development.

These records will be kept in line with our data protection policy, which can be found at [insert where to find your data protection policy – e.g. school website link]

4.5 Assessing the impact on pupils

Our career programme is designed so pupils can give feedback, and their progress measured as they move through the Key Stages. We measure and assess the impact of the programme's initiatives by:

- Surveys and feedback form work experience providers, use of evaluations and reflections on UNIFROG
- Student feedback through student voice activities throughout the year
- Successful post-16 transition, and post-14 transition
- Attendance and engagement with our internal and external careers events
- Returning successful alumni
- Analysis of the number of students not in Education, Employment or Training (NEET) post-year 11
- Students can access continual support from the school with post-16 placements after leaving Westfield at the end of Year 11
- Future skills questionnaire completed by KS4 students provides data on student knowledge and needs to inform the careers programme and deliver for future years
- ASPIRE data informs the careers programme, questionnaires completed by students are analysed by the senior leadership team

5. Links to other policies

This policy links to the following policies

- Provider Access Policy Statement
- Safeguarding & Child Protection Policy
- Curriculum Policy

6. Monitoring and review

This policy, the information included, and its implementation will be monitored by the Quality of Education Committee and reviewed annually.

The next review date is: September 2026