



HADLEY LEARNING  
COMMUNITY

## Career Education and Guidance Policy

**2021**

**Last reviewed on:** June 2023

**Previous Review:** 20<sup>th</sup> May 2021

**Next review due  
by:** June 2024



**Learning**  
Community Trust

*Part of the Learning Community Trust*

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*Including the Gatsby Benchmarks*

Hadley Learning Community's Career's education vision:

**“To provide a meaningful and challenging learning journey of careers education.”**

## **1. Vision and Values**

Our children deserve an environment in which they can flourish and achieve their potential, empowering them to change their lives and the lives of those around them for the better, no matter what their academic or social starting point.

From the moment they walk through our doors, our children will experience a highly personalised, modern Careers curriculum, rich in variety and diversity, yet underpinned by traditional values.

Our Children will be encouraged to become enterprising individuals and will experience preparation, support and guidance information for all pathways beyond Hadley Learning Community, including Further and Higher Education and apprenticeship routes.

Our children will not only receive information around local labour markets but will be supported in their aspirations and vision to work within national and international sectors.

## **2. Aim**

The Aim of the Careers Programme at Hadley Learning Community is to support students to flourish and develop whilst we support them in developing a deep understanding of the opportunities available to them through a variety of different pathways following the completion of their education with us.

Careers Information Advice and Guidance will be delivered throughout the curriculum at Hadley Learning Community, ensuring that as students' progress through both KS3 and KS4, their knowledge and understanding of career opportunities increases and informs their post 16 choices.

All Pupils are equal and therefore all will be able to access the careers curriculum and opportunities available throughout their time at Hadley Learning Community.

In line with Gatsby Eight Benchmarks for Careers Excellence, Hadley Learning Community aims to

1. design and provide a stable careers programme for our learners
2. expose students and their families to relevant labour market information (LMI)
3. address the needs of all students, in line with our school's vision
4. link curriculum learning to careers across all year groups
5. provide opportunities for students to encounter employers and employees at a local and national level
6. support students to obtain work experience placements within year 10
7. provide opportunities for students to encounter further and higher education across all year groups
8. provide personal guidance to students in a specified programme and have ad hoc access to our Careers Hub and the careers information it can provide.

### **3. Learner Entitlement, Management and delivery**

Hadley Learning Community aims to develop the following career learning in students and expose them to a rich and varied careers experiences. The programme of events will be updated on the website and communicated via the Careers Hub.

We commit to:

- Provide students with up-to-date careers information, allowing students to direct themselves towards both guidance activities and information throughout the development and decision-making stages of their time at Hadley Learning Community – specifically Year 9 Options and Post 16 options. These decisions should be informed by the experience they have gained over their 50 year journey, through Years 7 to 11 inclusive.
- Raise aspirations of all students, including subgroups – Disadvantaged, SEND, Gender etc to ensure that students are aspiring to the highest level of education, training or employment possible to facilitate aspirational career goals. This will be supported through access to careers and Further Education information in a variety of styles, a well-managed curriculum linked careers programme and a well-designed and managed Careers Hub.
- Enable learners to understand how personal finances will constantly impact their lives and should be considered when looking at career aspirations. This will be managed through careers led Life Skills Learning opportunities and the PSCHE programme.
- Ensure that careers guidance is wide ranging through a variety of different portals and through external providers, as this reduces the risk of students becoming NEET.
- Provide career learning opportunities through our Business partnerships with Saint Gobain, RBSL, Denso, Aico, Avara Foods, Chartwells, Dyke Yaxley, Global Freight, ReAssure, J&PR, Mrs Russell's Sweets & Treats, The Walnut, Saint Gobain and other local companies as well as national employers, such as NHS and the armed forces.
- Ensure that every student experiences the world of work, via a Year 10 placement. This is supported through the Careers and Enterprise department.
- Ensure that all staff have an up to date understanding of the job roles and careers that link directly with their subject area. This knowledge is used to enrich their teaching so that students are enthused by the subject and the potential careers opportunities that success in the subject can bring. Teachers will be supported with resources, lesson plans and updates in curriculum linked careers learning.
- Develop and support a culture which promotes an open and curious relationship between students and the Careers and Enterprise Department. Students will be invited to access the Careers Hub resources frequently with support or as individuals, engage in feedback, communicate through social media, email or arrange a 1:1 career interview session. This will enable students to develop self-driven career learning.

- Support students' career development by communicating with families and carers, sharing careers and further education information, inviting them to engage in feedback and to access many resources that are made available online including START Profile.
- Create a diverse and exciting programme of activities, events and interactions with further education and the world of work in line with the school's vision of creating an environment in which children can flourish and reach their full potential.
- This programme will continuously be assessed, expanded and improved as the Career and Enterprise Department review its provision each year.

#### **4. Staff Responsibilities**

At Hadley Learning Community we believe it is essential to involve all key stakeholders as detailed within our career's development plan.

##### **Trust CEO & Executive Principal**

Support the growth of careers through appropriate means.

##### **Head Teacher at Hadley Learning Community**

Support careers growth and development within Hadley Learning Community. Actively promote careers and support with staffing and resources

##### **All Deputy and Assistant Heads**

Support and promote careers across the whole school.

**Mrs J Lock, Assistant Head**- Senior leadership of the stable careers programme and ensuring the school meets the Gatsby Benchmarks. Line manages the Careers Lead.

##### **Careers Lead**

**Mrs L Phillips** - responsible for the Hadley Learning Community careers programme, planning and delivery of whole school careers and enterprise events.

##### **Future Focus**

**Ms R Holmes**- Providing individual support and guidance to all Year 11 students / parents to ensure that all year 11 students have a mapped career / education pathway after leaving Hadley Learning Community.

##### **Transition Coordinator**

**Miss H Smith**- Employed by the Learning Community Trust to support pupils into Further education or alternative routes post 16 to reduce the risk on NEETS.

##### **SENDCO**

**Mrs S Evans** -Ensure that all SEND students have an appropriate career / educational pathway mapped and planned prior to leaving Hadley Learning Community in Y11.

**Disadvantaged students lead** - Ensure that all DA students have an appropriate career / educational pathway mapped and planned prior to leaving Hadley Learning Community in Y11.

**Tutors** – Deliver Careers based activities and provide support and guidance during whole cohort / school events.

**Subject Leaders** – To ensure that within their subject area, Careers education is applied to the curriculum to ensure that Gatsby Benchmarks 2,4,5 & 7 are delivered at Hadley Learning Community.

**Teachers** – Will support the delivery of the careers programme. Teachers will link their subject area to their lesson plans, using labour market information and with direct job role links. Teachers will use employers and employees to enrich the curriculum and inspire students to want to work in their sectors and experience workplaces when appropriate.

## **5. Staff Development**

All staff are expected to contribute to the career learning and development of students in their different roles. To meet the training needs from this, we will conduct whole school training during personal development days alongside regular presentations to whole staff on the careers programme and its development.

The Careers Lead will undergo training in a Careers Enterprise supported Careers Qualification.

## **6. Funding and Resourcing**

Funding for careers will be allocated in the school budget.

The school will explore sources of external funding and support covering Aspire to HE, the local authority and private enterprises. HLC will also look to secure grants and other funding opportunities as and when they arise.

## **7. Teaching, Learning and Assessment**

In line with the school's vision to provide *"To provide a meaningful and challenging learning journey of careers education"*, the Careers department will provide a deep and broad selection of learning experiences within and outside of the classroom and provide information in a variety of formats and using different communication methods.

Assessment on an individual basis will be through formal and informal feedback.

Overall results of career interventions will be assessed on formal and informal feedback, through post 16 results monitoring and NEET statistics monitoring.

## **8. Monitoring, reviewing, evaluating and reporting**

All Careers and Enterprise interventions will be reviewed individually using feedback from the Careers Lead, teachers, SLT, external providers, parents and pupils. An ongoing and dynamic management of the Careers Programme will ensure improvements can be incorporated and the programme evolves with the needs of the pupils.

A formal, annual review will include statistics derived from CEIAG (Careers Programme) measurement.

## **9. Stakeholders and Partners**

**Parents / carers** : We recognise the important role that parents and carers have in their child's career development and the Careers department will manage a regular communication programme with parents, providing careers and Further Education information and sharing details of the various activities and resources the school offers their children.

**Careers support agencies**: The Careers department will continue to grow the professional and productive relationships they have with external agencies, including Future Focus, the Careers and Enterprise Company and the Telford and Wrekin Council, as well all within the Learning Community Trust.

**Employers, community partners and learning providers**: The Careers department will continue to grow the professional and productive relationships they have with local employers, regional representatives of national employers, community organisations and both local and regional FE and HE providers. In line with Learning Community Trust strategies, a review of skills and education provision in co-operation with local authorities and major local employers will be supported, relationships promoted, and activities designed to provide engaging and inspirational careers learning through our school. The school is conscious of the local context, that the area of Telford and Wrekin has a diverse manufacturing sector, a burgeoning tourism sector and research & development facilities. The biggest contributors to the Borough's economy are distribution, transport, accommodation and food, manufacturing and public administration and education and health.

## **10. Statutory requirements and expectations**

The school is committed to fulfilling its statutory duties in relation to Career Guidance and the following policy statements support that commitment.

### **2018 Access to Providers Policy**

This policy statement sets out the school's arrangements for managing the access of providers to pupils at the school for the purpose of giving them information about the provider's education or training offer.

This complies with the school's legal obligations under Section 42B of the Education Act 1997.

## **Pupil Entitlement**

All pupils in years 8-13 are entitled:

- to find out about technical education qualifications, apprenticeships and traineeship opportunities, as part of a careers programme which provides information on the full range of education and training options available at each transition point.
- to hear from a range of local providers about the opportunities they offer, including technical education, traineeships and apprenticeships – through options events, assemblies, group discussions, session within the PSCE programme and taster events.
- to understand how to make applications for the full range of academic and technical courses.

## **Management of provider access requests and Opportunities for Access:**

A provider wishing to request access should contact Catherine Lawson-Broadhead, Careers Lead, Telephone: 01952 387000; Email [Lucy.Phillips@LCT.education](mailto:Lucy.Phillips@LCT.education)

Several 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.

Please refer to the Careers and Enterprise Programme for current details or contact us to discuss other opportunities.

## **Equality and Opportunity Statement**

We have a public sector duty to promote equality of opportunity, foster good relations across all people, eliminate harassment and discriminatory practices and support children with protected characteristics (2010 Equality Act).

Please also refer to our Equality Policy. Equality, as well as being incorporated as a legal requirement, forms part of the ethos of the school and of the Careers department.

## **Statutory guidance – Careers guidance and access for education and training providers (DfE 2018)**

The statutory career guidance duty (2011 Education Act, subsequently extended) requires schools to ensure that all students are provided with independent careers guidance from year 8 to year 11 which is presented in an impartial manner, provides information on the range of education or training options, including apprenticeships and other vocational pathways and is guidance that the person giving it considers will promote the best interests of the students to whom it is given.

Please also refer to the following policies which underpin the work of the Careers Department.

- Behaviour for Success Policy
- Special Education Needs and Disability Policy
- Joint Disability, Equality and Accessibility plan
- Pupil Premium Policy
- Safeguarding Policy
- GDPR Policies
- Complaints Policy



## **11. Dissemination of the Careers Policy**

The careers policy forms part of Hadley Learning Community's overall strategy in the delivery of excellent education for all.

This policy is approved and supported by SLT, the governing Body and the Learning Community Trust. All play an active role in supporting the careers department in its implementation and evaluation of the careers programme. The policy is regularly reviewed and developed to reflect feedback from all stakeholders. HLC's student leadership body are invited to contribute their thoughts and ideas. All considerations will inform any changes required.

This policy will be available to view on the school's website within the policy section and the careers section. All stakeholders will be signed posted to view the careers policy via this route.

All information regarding the careers programme will be shared with all stakeholders through a variety of methods including:

- Information within the school's newsletter.
- Information displayed on notice boards.
- Detailed information on the school's website
- Letters sent home advertising events and activities.
- Information stands and careers staff available during parents evening and school events.
- Through the school's social media accounts; Twitter & Instagram.
- Through staff training sessions
- Within the Careers Hub
- On individual request

## **12. Date of Approval and Next Review**

This document has been approved and It will be reviewed annually

## **13. Further Linked Documents - Appendices**

1. Glossary/Definitions of careers terms
2. HLC Careers Education goals
3. Gatsby Benchmark Summary Grid

# Appendix 1

## Definitions

**Careers Education (CEIAG)** - helps young people develop the knowledge and skills they need to make successful choices, manage transition in learning and move into work,

**Careers Guidance** - enables young people to use the knowledge and skills they develop to make the decisions about learning and work that are right for them.

**Careers Lead** - the member of staff responsible for leading and coordinating the Careers curriculum in school.

**NEETS** – A young person who is no longer in the education system and who is not working or being trained for work.

## Appendix 2

### HLC Goals

GOAL	JUSTIFICATION
<p>1. To raise aspirations for post-16 choices which are based on informed decisions of all available routes.</p>	<p>1.a. To reduce NEETs further particularly following pandemic issues.            1.b. Report on course-switching and Year 1 drop-outs which does not impact on NEETs however it is evidence that CEIAG has not delivered.            1.c. To improve CEIAG from unofficial sources (eg parents/guardians) who may not yet trust or value vocational qualifications or apprenticeship routes.</p>
<p>2. To design a curriculum which puts equal value on all post-16 pathways, academic achievements in secondary school and the development of employability skills (soft skills).</p>	<p>2.a. Student motivation varies over 5 years for various reasons, some students however remain in the "silent majority" middle whereby they are not fulfilling potential or causing issues. Demonstrating value of more than academic prowess can nurture motivation which in turn improves student performance. In addition, openly valuing non-academic routes alongside academic can also improve motivation.            2.b. Work experience, GB6 specifically addresses employability skills however, with post pandemic issues alternatives to WEX needs to be found which provides a greater opportunity to explore soft skills in subject lessons as well as CEIAG lessons.</p>
<p>3. To allow students to development their careers decisions overtime, understanding the relevance to local and wider economic needs.</p>	<p>3.a. We currently offer one-off lessons without much context to using LMI. Using START and their soft-skill profiling and linking this with our local council's e-book on LMI, students can build up knowledge of local sector economic representation.            Lots of students fall into the category of "I don't know what to do when I leave school", some because of an age-appropriate naivety but some because they don't understand what's 'out there' or how they 'fit in', a teenage self-esteem issue which is addressed through Mental health education.            3.b. Use of LMI is not just to instil a need to fulfil local requirements, it is a stepping-stone to regional and national 'MI'.</p>

GOAL	JUSTIFICATION
<p>4. To evaluate the careers programme to ensure cyclical development across the 5 year groups.</p>	<p>4.a. Implementing effective evaluation using 4 levels; Level 1 – reaction; Level 2 – capture what has been the take-away learning; Level 3 – changed behaviour (this will only be relevant over 5 years); Level 4 – destination data.</p> <p>4.b. Planning evaluation methods will also organise the Careers team in terms of using the data to inform programme decisions.</p>
<p>5. To demonstrate community ownership of careers education to support young people.</p>	<p>5.a. Careers education is traditionally seen as delivered by the Careers team and/or the specialist Careers adviser. We need to demonstrate all staff are stakeholders and activists of this, if only in sharing experiences.</p> <p>5.b. The Education sector has to respond to rapid change, school staff have to keep up to date with this evolving knowledge. We need to share this information in the community with support staff, parents/guardians and employers. Through sharing, we can also help to reduce some parents/guardians who might not have a positive school experience, often seen in areas of high deprivation where we are located.</p>

## Appendix 3

### Gatsby Benchmarks

Gatsby Benchmark	Benchmark Descriptor	HLC actions:
GB1 – 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.	<ul style="list-style-type: none"> <li>▪ Careers Policy produced and submitted for approval February 2021               <ul style="list-style-type: none"> <li>- Policy and Careers Delivery Programme shared with Teachers, Students and Parents via Website</li> </ul> </li> <li>▪ Careers &amp; Enterprise Team; SLT, Careers Lead, Future Focus adviser and Transition manager, extended team; PSCH Coordinator &amp; tutors</li> <li>▪ Benchmarking of students experience and understanding of careers - ongoing</li> <li>▪ Review of careers programme Summer 2021 pupils/staff</li> <li>▪ Careers Parent survey Summer 2021</li> </ul>
GB2 – Learning from Careers 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 the best use of available information.	<ul style="list-style-type: none"> <li>• All students experience a range of activities through the HLC CEIAG Programme throughout the academic year.</li> <li>• All students in Year 10 / 11 will have one to one session with the Careers Advisor to identify and enrol on to post 16 provision – Education, Training or Employment.</li> <li>• All year groups along with parents can access the annual HLC Careers Festival – Autumn Term</li> <li>• HLC SLT and teaching staff will utilise external data on local and national employment to inform and justify the curriculum offer at HLC</li> <li>• HLC Website has a section designated to Careers – Full details of our policy, delivery plan, contact details for Careers Leads and Advisors plus links to a variety of resources are located here. These reference points will ensure that parents can support their child,</li> <li>• % Reduction in HLC NEET Rate compared to 2019/20</li> <li>• Broad and varied curriculum is developed and justified using the Local and National Data students can gain information to structure their decision making and the school clarifies via the Careers Delivery Programme at HLC</li> </ul>

Gatsby Benchmark	Benchmark Descriptor	HLC Delivery
GB3 – Addressing the needs of all students	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	<ul style="list-style-type: none"> <li>• Targeted opportunities for careers / education</li> <li>• Progression via the Aspire to HE programmes – although funding tba, in the interim direct activities with the universities offered primary to Year 11s</li> <li>• Target careers guidance for SEND students</li> <li>• Targeted additional careers guidance for Disadvantaged students</li> </ul>
GB4 – Linking Curriculum 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 career pathways.	<ul style="list-style-type: none"> <li>• Staff training delivered to identify and inform curriculum delivery of careers opportunities</li> <li>• Curriculum exposes students to different career roles through video, case studies, external visits and visitors to the school</li> <li>• Staff develop an up-to-date knowledge of the latest careers that are relevant and linked to their curriculum area</li> <li>• Subject Content is applied to real life contexts that allows students to link the subject area with potential job roles</li> <li>• All enrichment activities being delivered to whole year cohorts will be linked to career opportunities and ideally involve presentations by a visiting employee.</li> </ul>
GB5 – 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 opportunities including visiting speakers, mentoring and enterprise schemes	<ul style="list-style-type: none"> <li>• Via the HLC CEIAG Programme, all year groups have exposure to visiting companies, external people working in different job roles and trips out to see different job roles.</li> <li>• A variety of Enterprise projects for all years.</li> <li>• Working with outside agencies to deliver projects</li> </ul>

Gatsby Benchmark	Benchmark Descriptor	HLC Delivery
GB6 – 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	<ul style="list-style-type: none"> <li>• All Yr10 students to carry out WEX during Y10</li> <li>• Where there are restrictions, a Virtual WEX experience is the alternative to be offered, however this is subject to circumstances and management of missed curriculum time due to external forces (ie; pandemic)</li> </ul>
GB7 – 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	<ul style="list-style-type: none"> <li>• Careers Advice programme via careers lessons exploring opportunities post 16. - Programme of Guest speakers during the year for all years.</li> <li>• Annual HLC Careers Fair Autumn Term (virtual offer)</li> <li>• Attendance of the Apprenticeship Show – virtual offer</li> <li>• World of Work event – virtual offer (depending on curriculum time &amp; large group restrictions (because of external forces; ie pandemic)</li> </ul>
GB8 – 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	<ul style="list-style-type: none"> <li>• Careers Guidance sessions with Future Focus Ms R Holmes</li> <li>• Transition Manager Miss H Smith</li> </ul>