

## Careers Policy 2025



Achievement Beyond Expectation

|                           |            |
|---------------------------|------------|
| Policy Ratified on        | 15/12/2025 |
| Signed Chair of Governors | n/a        |
| Signed Headteacher        | S A Tan    |

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## Introduction

The Careers curriculum offered at Sidestrand Hall School and Sixth Form enables pupils to understand and discover the career and training options available for their future. It is vital that they have access to accurate, impartial and objective information, advice and guidance to help inform their decisions. The Careers curriculum has an important role to play in the wider aims of the curriculum, particularly in providing opportunities for students to learn and achieve in preparing for the opportunities, responsibilities and experiences of their future.

The school must be able to help all individual pupils, irrespective of ability to make informed decisions at all stages of their experience and development. Sidestrand Hall School takes the view that Careers Information must:

- Empower young people to plan and manage their futures
- Respond to the needs of the learner
- Provide current and comprehensive information and advice
- Increase knowledge of the range of opportunities available to them.
- Raise their aspirations
- Actively promote equality and challenge stereotypes
- Support young people to progress into a suitable pathway which they are interested in and which will challenge them.

Sidestrand Hall School and Sixth Form ensure that careers provision takes account of statutory guidance and meets the needs of the students. As part of this, the following guidance from The Department for Education (DfE) is adhered to;

DfE (2018): 'Careers Guidance and Access for Education and Training Providers' Statutory guidance for governing bodies, school leaders and school staff:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/748474/181008\\_schools\\_statutory\\_guidance\\_final.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/748474/181008_schools_statutory_guidance_final.pdf)

An important aspect of this guidance is using the Gatsby Benchmarks to develop and improve the school careers strategy. The Gatsby Benchmarks recommend 8 key areas of focus for careers in schools:

1. A stable careers programme
2. Learning from career and labour market information
3. Addressing the needs of each student
4. Linking curriculum learning to careers
5. Encounters with employers and employees
6. Experiences of workplaces
7. Encounters with further and higher education
8. Personal guidance

## Definition

A career is a 'course or progress through life, preparing for the next stage and advancing oneself.' Careers education, information, advice and guidance at Sidestrain Hall School and Sixth Form is seen as a 'whole school' approach and are key aspects of all pupils' learning.

## Aims and Objectives

Effective Careers curriculum will provide opportunities for students to:

- Investigate and implement career/post school opportunities.
- Have the skills, knowledge and attitude to make well-informed, realistic decisions. Students should be able to plan their future choices.
- Students should understand how educational and vocational achievements are linked to maximising their potential future choices.

## Implementation

To enable the aims of a Careers curriculum to be implemented, the school will ensure that pupils will:

- gain an understanding of the world of work including encounters with employers and will understand their entitlement to continued learning.
- have the opportunity for individual, impartial careers guidance with the Transition Coordinator at key decision points, particularly from years 9 - 14.
- have the opportunity to visit a range of different post 16 providers and to be made aware of open events and taster sessions being held at colleges and training providers.
- know and understand how to access sources of career/post school information and decision making support.
- use action planning, recording of achievement and progress and refer to the Gatsby Benchmarks and regularly evaluate through the Compass Toolkit in order to ensure that all the outcomes for a good careers programme are being covered and achieved.

A breakdown of what is offered in each Key stage in relation to careers is as follows:

### Key Stage 3

During KS3, students have the opportunity to:

- meet further education and Adult Services providers at the yearly transition event held at school to investigate their interests and ideas.
- receive 1:1 personal guidance in year 9 prior to their EHCP review or sooner if required.

- receive support and information where needed from the school Transition Co-ordinator to answer queries about transition, careers and post 16 training.
- have the opportunity to take part in career related activities such as a work place visit to a local employer to listen to a careers talk.
- have the opportunity to learn about careers resources available, such as online information and careers wizards, in order to investigate and research their ideas and aspirations for the future.

## Key Stage 4

During KS4, students are given the opportunity to:

- Meet employers through career themed activities and employer visits or talks.
- Find out about the range of opportunities available at post 16 through attending the transition event in Autumn Term and at external career and providers events.
- Visit different post 16 providers in year 11 to find out about different course options and to gain an insight into college or training.
- Attend taster days offered at their preferred colleges or post 16 providers.
- Receive regular one to one support and personal guidance through the Transition Co-ordinator. This also includes support with completing application forms to college and support with the interview process.
- learn/refresh themselves about careers resources available to them, including online information and careers wizards, in order to investigate and research opportunities.
- take part in activities and learning within the school curriculum which focus on enterprise and developing employability and vocational skills, through their option choices and the Duke of Edinburgh programme.
- learn about work experience and prepare for this by looking at issues such as health and safety, working practices and employer expectations. Students are encouraged to find their own work experience placement during year 11 and have support with this where needed. Students then have the opportunity to take part in work experience during a week long period.
- have the opportunity to take part in transition days prior to starting their post 16 course to help them to settle in to their new provider.

## Key Stage 5

During KS5, students are given the opportunity to:

- meet employers and adult services providers through career themed activities and employer visits or talks.

- find out about the range of opportunities available at post 18/19 through attending the transition event in Autumn Term and external career and providers events.
- visit different providers to find out about different course options and Adult Services provision to gain an insight into college or training.
- attend taster days offered at their preferred colleges or providers.
- receive one to one support and personal guidance through the Transition Co-ordinator. This includes support with completing application forms to college and support with the interview process.
- learn/refresh themselves about careers resources available to them, including online information and careers wizards, in order to investigate and research opportunities.
- take part in activities within the Sixth Form curriculum which focus on enterprise and developing employability and vocational skills, through Employability and careers lessons, ASDAN short course awards and the Duke of Edinburgh programme.
- study towards ASDAN units in Employability as part of their Sixth Form course which helps to equip them with the skills they need in the future. The units studied include 'rights and responsibilities in the workplace' and 'tackling problems at work.'
- learn about work experience and prepare for this by looking at issues such as health and safety, working practices and employer expectations. Students are encouraged to find a work experience placement during year 13 and have support with this where needed. Students then have the opportunity to take part in work experience one day a week.
- have the opportunity to take part in transition days in their leaving year to settle into their new programme.

## Staffing and Management

- All staff contribute to the through their roles as tutors and subject teachers.
- Subject leaders oversee and monitor the curriculum offered in each Phase including the careers education offered through subject teaching and RSHE lessons.
- The Transition Co-ordinator provides careers information, advice and personal guidance for Key Stage 3, 4 and 5 and organises additional careers activities and co-ordinates transition arrangements. The Transition Co-ordinator is the named Careers Leader and liaises with Subject leaders, SLT and the Governing Body in relation to Careers activities within the school.

## Parents and Carers

Parents and carers are kept informed throughout the transition process. Parents and carers can access information on all the options for post 16 education to help their child with making career and educational choices. This support is offered through EHCP reviews and through contact with the Transition Co-Ordinator. The Transition Co-ordinator completes the transition plan on the EHCP Review for all students from year 9 upwards. Discussions with parents/carers and students about aspirations, options and support needs are a key part of this process. In addition to this, parents and carers of students from year 9 upwards will:

- be invited to attend transition events held in school to find out more about the range of courses and options available for students post 16/post 18.
- receive information on external events they can attend such as college open days/careers events.
- be provided with information about Adult Social Care support and the referral process for the Preparing for Adult Life Team.

Parents and carers of students in year 11 will also be invited to attend a Sixth Form open morning and support will be offered for all parents of students in their leaving year with matters such as post 16 transport and the college bursary fund.

## Equal Opportunities

Sidestrand Hall School and Sixth Form is committed to equal opportunities for all:

- Careers Events are organised to give access to providers and industries that cater for the full range of abilities and needs.
- Support is given to help to remove barriers for students accessing careers activities such as interviews and transition days, for example transport and staff support is offered to accompany students where possible.
- Careers resources and activities are tailored to cater for the full range of abilities and needs. Information is given to students in the format which best suits their needs.
- When discussing options, students are given the guidance to choose subjects based on interest, experience and ability and not on pre-conceived traditional gender stereotypes.

## Information Technology

Students are encouraged to use ICT for careers research and during the application process in Year 11. Information is given to students about online careers resources they can access at home

and in school. Students receive support from the Transition Co-ordinator to make applications to their intended post 16/post 18 destinations using online application systems where appropriate.

## Outside Agencies/Organisations

Sidestrand Hall School has close links with organisations such as Norfolk County Council, FE Colleges, Training Providers and Adult Services providers and aims to provide impartial careers education and guidance at all times. There is a Providers Access policy in place and representation from different external providers is actively encouraged at school and Sixth Form events. Visits are regularly arranged to external providers for students to find out about the range of opportunities available.

## Evaluating the Programme

Monitoring and evaluation takes place regularly and considers preparation, planning and implementation of the programme. Many methods are used to monitor the effective delivery of Careers Education, Advice and Guidance including:

- questionnaires and feedback from students, parents, and employers
- observations and evaluation of activities from staff
- discussion and evaluation in meetings
- destination data
- regular completion of the Compass Toolkit to evaluate the effectiveness of the school careers programme and to identify improvements needed.