



St Thomas More Catholic Academy Careers guidance policy

1. Aims

This policy sets out the school's provision of impartial, independent and informed careers information, advice and guidance for all pupils. It explains how pupils, parents, staff and employers can access information about the school's careers programme.

High-quality careers guidance is central to pupils' future outcomes, and our provision aims to:

- Support pupils to prepare for the world of work by developing self-awareness, employability and career management skills
- Provide meaningful experiences and a clear understanding of the working world
- Increase pupils' awareness of the full range of education, training and career opportunities available to them
- Enable pupils to understand routes into careers they are interested in and to make well-informed choices about their next steps in education, employment or training
- Promote high aspirations, inclusion and equality of opportunity for all pupils

2. Statutory requirements

This policy is written in line with the statutory Careers guidance and access for education and training providers issued by the Department for Education.

The statutory framework includes:

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





This policy also reflects the Skills and Post-16 Education Act 2022 and associated provider access legislation, which came into force in January 2023. This requires that all pupils in Years 8 to 13 have at least six meaningful encounters with approved technical education or training providers, including further education colleges, independent training providers and apprenticeship providers. Details of how these encounters are delivered are set out in the school's CIAG plan.



Education and training providers who wish to contribute to the school's careers programme should refer to the Provider Access Policy Statement, which explains how and when opportunities to access pupils are made available during the school year.

This policy also reflects the Education (Careers Guidance in Schools) Act 2022, which amended the duty in the Education Act 1997 so that:

- Schools must secure independent careers guidance for pupils from Year 7 onwards
- Schools must publish details of their careers programme and careers leadership arrangements

In line with statutory requirements, information about the school's careers programme is published on the school website.

The school complies with its legal duty under the provider access legislation (commonly referred to as the Baker Clause). The school is impartial and does not promote one pathway over another, ensuring that pupils are informed about academic, technical and vocational routes, including apprenticeships and training options. This policy should be read alongside the Provider Access Policy Statement and the CIAG plan, which together set out how the school meets these duties in practice.

3. Roles and responsibilities

3.1 Careers leadership

The SLT Careers Lead is Adele Bradbury. She can be contacted on 01782 882900 or via abradbury@stmca.org.uk.

The operational Careers Leader is Victoria Kerr, who holds a Level 6 Careers Leader qualification. She can be contacted on 01782 882900 or via vkerr@stmca.org.uk.

James West, a Level 6 qualified Careers Adviser, works in school two days per week.

The careers team is responsible for developing, delivering, monitoring and reviewing the school's careers programme. This includes:





- Planning and managing careers education, information, advice and guidance activities
- Managing the careers programme budget
- Supporting staff to embed careers learning within the curriculum
- Establishing and maintaining links with employers, education and training providers and careers organisations
- Working closely with the SENCO and other relevant staff to identify and meet the needs of pupils with SEND through personalised guidance and transition planning
- Working with the designated teacher for looked-after children and previously looked-after children to ensure careers guidance takes account of additional needs and personal education plans
- Reviewing the Provider Access Policy Statement annually in agreement with the governing board

The allocation of responsibilities across the CIAG team ensures clear accountability for statutory compliance, Gatsby Benchmark delivery, destination tracking, employer engagement, provider access and targeted support for vulnerable groups, including pupils with SEND and those at risk of becoming NEET.

The diagram below outlines the key responsibilities across the CIAG team

<p>A Bradbury</p> <p>Oversight of the CIAG provision – Compass / Careers Hub</p> <p>Statutory duties - compliance</p> <p>Management of budget</p> <p>Recording of destinations data post 16 and 18 (in liaison with the sixth form and careers team)</p> <p>Parent Partnership / Alumni</p> <p>Website / social media</p> <p>Liaison with governors</p>		
<p>V Kerr (4 days) 8.30-4.30</p> <p>L6 trained – CIAG lead</p> <p>L4 Careers Advisor (pending)</p> <p>Term time plus 10 days</p> <p>Core provision – KS3 and 4</p> <p>L3 A level pathway (post 16)</p>	<p>J West (2 days) 8.30-4.30</p> <p>L6 trained – Careers Advisor</p> <p><u>Term time plus 4 weeks</u> (8 days)</p> <p>Y11 pathways – advice and guidance</p> <p>Oversight of RONI process post-16</p>	<p>SSO X3</p> <p>Y7 University visit</p> <p>Y10 University visit</p> <p>Y12 University visits</p> <p>Honours CIAG opportunities</p>





University applications (post 18) Careers within the curriculum (KS3-4) including work experience opportunities at KS4 Work Experience Lead (KS4) Career Ready lead (sixth form) Oversight of Unifrog	Post 18 -Retention concerns -Employment / apprenticeship applications AP students / Home visits	SEND Oversight of EHCP and students with SEND Additional transition for students with SEND
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3.2 Senior leadership team (SLT)

The SLT will:

- Support the delivery and development of the careers programme
- Support the Careers Leader in implementing a strategic and compliant careers plan
- Ensure the Careers Leader has sufficient time, training and resources to fulfil the role effectively
- Ensure education and training providers are able to access pupils in Years 8 to 13 in line with statutory requirements
- Support engagement with employers, education and training providers and external careers organisations

3.3 Governing board

The governing board will:

- Provide strategic oversight of the school's careers provision to ensure statutory compliance
- Nominate a governor to take a strategic interest in careers education and employer engagement
- Ensure independent and impartial careers guidance is available to all pupils from Year 7 to Year 13
- Ensure pupils receive information about a full range of post-16 and post-18 pathways
- Ensure the careers programme and Careers Leader details are published on the school website
- Ensure the school meets its legal duties under provider access legislation and that a Provider Access Policy Statement is published and reviewed





4. Our careers programme

The school has a planned and progressive careers programme that supports pupils to explore options, understand pathways and make informed decisions about their future. Independent careers guidance is provided from Year 7 onwards.

The programme is structured around the eight Gatsby Benchmarks of Good Career Guidance:

1. A stable careers programme
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. Experiences of workplaces
7. Encounters with further and higher education
8. Personal guidance

The programme is impartial and promotes a full range of academic and technical pathways. It is progressive across key stages and designed to build pupils' understanding and confidence over time.

Delivery includes a core entitlement for all pupils alongside targeted and responsive activities to meet individual needs. Full details are set out in the CIAG plan.

The Key Stage 3 programme supports early awareness and informed GCSE option choices while building resilience

The Key Stage 4 programme supports exploration of post-16 routes and the development of independence

The Key Stage 5 programme supports progression to higher education, apprenticeships, employment or training, preparing pupils for active participation in society

4.1 Pupils with special educational needs or disabilities (SEND)

Most pupils with SEND access the same careers programme as their peers, with reasonable adjustments and additional support as required.

The Careers Leader works with staff and external professionals where appropriate to identify needs and provide personalised careers guidance and transition planning. This may include supported internships, transition discussions with families and tailored post-16 or post-18 planning.





Careers information and opportunities are accessible and inclusive, and pupils with SEND are not excluded from any aspect of the careers programme.



4.2 Access to careers programme information

Details of the school's careers programme are published on the school website, including information for pupils, parents, staff and employers.

Further information can be requested by contacting Elizabeth Todd or Victoria Kerr using the contact details provided.

4.3 Assessing impact

The impact of the careers programme is monitored through pupil, parent, employer and staff feedback, destination data, and ongoing evaluation across key stages. Findings inform annual review and continuous improvement.

5. Links to other policies

This policy should be read alongside the Provider Access Policy Statement and the CIAG plan.

