



HONLEY HIGH SCHOOL

CEIAG POLICY

(CAREERS, EDUCATION, INFORMATION, ADVICE & GUIDANCE)

& PROVIDER ACCESS STATEMENT

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1. Statement of Intent

This policy is underpinned by Sections 42A and 45A of the Education Act 1997, and has due regard to the DfE's statutory guidance, 'Careers guidance and access for education and training providers'.

The main aims of careers provision at Honey High School are to:

- Prepare students for life post-education
- Develop an understanding of different career paths and challenge stereotypes
- Develop an understanding of the differences between school and work
- Inspire students to chase and achieve their dreams
- Help students to access information on the full range of post-16 education and training opportunities
- Support students after leaving school
- Offer targeted support for vulnerable and disadvantaged young people
- Instil a healthy attitude towards work

2. Legal Framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Education Act 1997
- Education and Skills Act 2008
- Apprenticeships, Skills, Children and Learning Act 2009
- Equality Act 2010
- Children and Families Act 2014
- Technical and Further Education Act 2017
- The School Information (England) (Amendment) Regulations 2018
- DfE (2023) 'Careers guidance and access for education and training providers'
- Special educational needs and disability code of practice: 0 to 25 years 2014 (updated April 2020)
- Careers Development Institute (CDI) Framework for Careers Employability and Enterprise Education (March 2018)

This policy operates in conjunction with the following school policies:

- Complaints Policy
- Child Protection and Safeguarding Policy
- Curriculum Policy
- Equality Policy
- Provider Access Policy Statement
- SEND Policy

3. Roles and Responsibilities

The Local Governing Board is responsible for:

- Ensuring that all registered students are provided with independent careers guidance from Year 7 to Year 11
- Ensuring that arrangements are in place to allow a range of education and training providers to access all students and inform them about approved technical education qualifications and apprenticeships. A policy statement will set out these arrangements
- Ensuring that the independent careers guidance is presented in an impartial manner, showing no bias or favouritism towards a particular institution, education or work option
- Ensuring that the guidance includes information on the range of education or training options, including apprenticeships and technical education routes
- Ensuring that the guidance that is provided promotes the best interests of students
- Ensuring this policy does not discriminate on any grounds
- Handling complaints regarding this policy as outlined in the Together Learning Trust's Complaints Policy
- Providing clear advice and guidance to the headteacher on which they can base a strategy for careers education and guidance which meets the school's legal requirements

The Careers Leader and Teacher in Charge of Careers and Transitions are responsible for:

- Managing the provision of careers information
- Taking responsibility for the development, management and reporting of the school's careers programme
- Planning careers activities, managing the careers budget and, where necessary, and managing and coordinating other staff involved in the delivery of careers guidance
- Establishing and developing links with employers, education and training providers, and careers organisations
- Liaising with the headteacher and the careers adviser to implement and maintain effective careers guidance
- Liaising with the Head of Humanities (who leads on CREATE, where careers education is explicitly and discretely taught) and other subject leaders to plan careers education in the curriculum
- Liaising with Heads of Year, Form Tutors, the SENDCO and Teacher in Charge of Resourced Provision to identify students needing guidance
- Referring students to careers advisers
- Establishing, maintaining and developing links with FE colleges, universities, apprenticeship providers and employers

- Providing students with effective careers guidance and supporting social mobility by improving opportunities for all young people
- Supporting teachers of careers education and tutors providing initial information and advice
- Supporting subject teachers to build careers education and guidance into subjects across the curriculum
- Monitoring teaching and learning in careers education, and the access to and take up of career guidance
- Advising senior leadership on policy, strategy and resources for careers education, information, advice and guidance (CEIAG)
- Preparing and implementing a development plan for CEIAG
- Reviewing and evaluating the programme of CEIAG
- Encouraging the training of school staff to promote careers guidance to their students
- Using the Gatsby Benchmarks to improve the school's careers provision and ensure compliance with legal duties, with an ultimate aim to meet all benchmarks
- Allowing students to have access to providers of technical education, such as colleges, and apprenticeships to ensure every student is well-informed about their future options at every stage
- Self-evaluating the careers provision the school offers
- Publishing details of the school's careers programme and a policy statement on provider access on its website
- Engaging with the designated teacher for Looked After Children and previously LAC to ensure they know which students are in care/are care leavers, to understand their additional support needs and to ensure that any personal education plans can inform careers advice
- Working closely with the SENDCO, Teacher in Charge of Resourced Provision and other staff to identify the guidance needs of all students with SEND and implement personalised support
- Ensuring that students with SEND understand their different career pathways, and enabling them to gain the skills, knowledge and experience they require to achieve their career goals

The Careers Adviser is responsible for:

- Reporting regularly to the Careers Leader, regarding student progress and the effectiveness of the school's career plan
- Providing a thorough, personalised career service throughout the school
- Staying up-to-date with relevant CPD and developments in the CEIAG sector
- Producing careers information and guidance through online and hard copy literature, and visual displays in school
- Actively promoting the careers service at open evenings, presentation days, assemblies and parents' evenings

- Attending regular meetings with the careers leader to discuss the school's career plan
- Providing an open-door service for all students
- Arranging meetings and follow-up appointments with students to prepare them for their post-16 options
- Offering services to past students for up to a year after their departure from compulsory education

Teaching staff are responsible for:

- Ensuring careers education is planned into their lessons
- Attending any relevant CPD or training to ensure they are up-to-date with the school's careers plan
- Promoting careers guidance in the classroom through visual aids
- Being good role models for their particular area of work or specialism
- Creating a learning environment that allows and encourages students to tackle real life challenges, manage risks and develop skills that can be applied to the workplace

4. Developing a Stable Careers Programme

The school will have its own careers programme in place which meets the requirements of the eight Gatsby Benchmarks:

- A stable career programme
- Learning from career and labour market information
- Addressing the needs of each pupil
- Linking curriculum learning to careers
- Encounters with employers and employees
- Experiences of workplaces
- Encounters with further and higher education
- Personal guidance

The programme will be reviewed regularly against the benchmarks to ensure it remains on target.

The school will demonstrate how it is working towards each Gatsby Benchmark, as part of its careers summary, including the aims, objectives and activities provided for each year group.

Regular feedback from students, parents, teachers, governors and employers will be invited. Feedback will be used to contribute to the development of the school's careers programme to ensure it meets the needs of all students.

A Careers Leader will be appointed to ensure the leadership and coordination of a high-quality careers programme. The Careers Leader will be recruited alongside the suggested requirements to ensure the role is correctly fulfilled. The current Careers Leader is Mrs Heidi Halliday (Assistant Headteacher/DSL).

The Careers Leader will possess the following skills:

- Leadership – they will be a good leader who takes responsibility for developing, running and reporting on the school careers programme
- Management – they will be able to plan careers activities, manage the careers budget, and manage other staff involved in the delivery of careers guidance where necessary
- Coordination – they will be a careful coordinator of staff from across the school or college and from outside
- Networking – they will be a good networker who can establish and develop links with employers, education and training providers and careers organisations. The following will be published on the school's website:
- The name and contact details of the Careers Leader and Teacher in Charge of Careers and Transitions
- A summary of the careers programme, including how information about the programme may be accessed
- Details of how the school measures and assesses the impact of the careers programme on its students
- The date and review schedule of the careers information published

The following will be published on the school's website:

- The name and contact details of the Careers Leader.
- A summary of the careers programme, including how information about the programme may be accessed.
- Details of how the school measures and assesses the impact of the careers programme on students.
- The date and review schedule of the careers information published.

A Careers Adviser will be commissioned to support the Careers Leader and to provide individual, tailored careers guidance to students. The Careers Adviser is Amy Hesselgrove (C&K Careers).

The headteacher will work with the school's Careers staff and enterprise coordinators to build careers and employer engagement plans to broaden the range of guidance that students have access to.

The school will work towards the Quality in Careers Standard (QiCS) to support the development of its careers programme, reviewing the programme regularly to ensure it is in line with the required standards.

5. Using Labour Market Information

The school will ensure every student, and their parents, has access to high-quality information about future study options and labour market opportunities. Students and their parents will be referred to an informed adviser to help them make best use of the information available.

The school will ensure students and their parents understand the value of finding out about the labour market, and support them in accessing this information. Students and their parents will be provided with information on the benefits of understanding the labour market, including the salaries and promotion opportunities for different jobs and the volume and location of vacancies across different sectors.

The school will ensure that all students, by the age of 14, have accessed and used information about career paths and the labour market to inform their own decisions on study options. Students will be provided with the necessary links and information that will enable them to access this. Access will be monitored to review whether students are making the most of the service, and if not, what can be done to ensure they do.

Parents will be encouraged to access and use information about labour markets and future study options to inform their support to their children.

The school will make use of local enterprise partnerships to provide students with presentations and workshops on the local labour market and employer expectations. The information provided through the partnership will be used to shape career guidance and workshops in schools.

To support social mobility, the school will work to raise students' aspirations and tackle stereotypical assumptions. Interventions will be used to tackle gender stereotypes; arrangements will be made for students to talk to employees who work in non-stereotypical jobs to raise awareness of the range of careers that qualifications (ie STEM) lead to.

The school will use labour market information, such as job roles, pay and vacancies, to inform students about the trends and opportunities in each industry. Information about a diverse range of progression pathways will be shared with students, including technical routes, to strengthen their capacity to make effective choices.

6. Addressing the Needs of Students

The school will ensure all requirements to meet 'Benchmark 3: Addressing the needs of each pupil' as outlined in the DfE's 'Careers guidance and access for education and training providers'.

The school's careers programme will aim to raise the aspirations of all students whilst being tailored to individual needs. The programme will inform students of the range of

opportunities available to them, encouraging them to aim higher and make choices relevant to what they feel they can achieve.

The school will embed equality and diversity considerations throughout its careers programme and actively seek to challenge stereotypical thinking.

All forms of stereotyping will be prohibited in the careers advice and guidance that is provided, to ensure students of all genders, backgrounds and abilities can consider the widest possible range of careers.

The school will tailor careers activities and educational goals to the needs of each student, taking into account their prior knowledge and skills, the choices they may face, and any additional support they may need to overcome barriers to progression.

Comprehensive and accurate records will be kept to support the career development of individual students at all relevant stages of education, beginning from the first point of contact.

Destinations data will be retained by the school for at least three years after a pupil has left school. This data, e.g. the percentage of pupils attending sixth form in the following term, will be published on the school's website alongside the school's careers programme.

Any data relating to current and former students will be collected, stored and managed in line with the GDPR.

7. Providing Targeted Support

The school will work with the LA, children's social care and Virtual School to identify students in need of targeted support or those who are at risk of not participating in post-16 pathways, such as (but not exclusively):

- LAC and PLAC
- Care leavers
- Students from Gypsy, Roma and Traveller backgrounds

Agreements will be made on how these students can be referred for support drawn from a range of education and training support services available locally. The school will share the relevant data with the LA and local education and training providers where support costs may be required, such as care leavers and students who are eligible for Free School Meals.

The school will ensure that students understand the programmes available to support them and the financial costs associated with staying in post-16 FE. To support students who are likely to need support with post-16 participation costs, such as those with

SEND, the school will work with the LA and local post-16 education or training providers to share student data and ensure these students receive such support.

Students will be made aware of the 16-19 Bursary Fund, which has been devised to support those individuals with a financial hardship. They will be advised of how to access this funding and who they should speak to in order to find out more information.

8. Supporting Students with SEND

The school will ensure that careers guidance is differentiated, if appropriate, and based on high aspirations and a personalised approach. The SEND local offer will be utilised; annual reviews for a student's EHC plan will be informed as appropriate by good careers guidance.

The Careers Leader will work closely with the SENDCo and other staff to support students with understanding different career pathways and how to develop the necessary skills, knowledge, experience and qualifications to succeed and fulfil their potential. The school will work with students' families to help them understand what career options are available.

Surveys will be conducted to find out individual students' aspirations. The results of the surveys will create careers guidance and experience that will be tailored to students' needs based on their own aspirations and abilities.

Careers guidance will take account of the full range of relevant education, training and employment opportunities. It will inform students about the ways employees with SEND are supported in the workplace, and how jobs can be adapted to fit a person's abilities. Guidance will focus on a student's career aspirations and the post-16 options which are most likely to give them a pathway into employment or FE/HE.

The school will build partnerships with businesses and other employers, employment services, and disability and other voluntary organisations. Students will be prepared for encounters with employers and provided with any special support that will allow them to benefit fully from the experience.

Students with SEND will have the opportunity to hear from adults with SEND who have succeeded in their careers as part of the school's successful careers strategy.

When arranging work experience, the school will work with the employer to determine any additional support that will be needed during the work placement.

9. Linking Curriculum Learning to Careers

The school will ensure all requirements to meet 'Benchmark 4: Linking curriculum learning to careers' as outlined in the DfE's 'Careers guidance and access for education and training providers' are in place.

The school will work to encompass careers education and guidance into subjects across the curriculum. All teachers will be asked to support the career development of young people in their role and through their subject teaching. Teachers with industry experience will play a part in building careers guidance into the curriculum.

Students are expected to study the core academic subjects at GCSE, including English, maths, science, history or geography and, where appropriate, a language. Students will be taught to understand how these subjects provide a sound basis for many careers, as well as how they can enrich and enhance their lives and prepare them for adult life in general. Careers, employability, and enterprise lessons will be embedded into the iGen curriculum (Honley's curriculum for Personal, Social, Health and Citizenship Education).

Students will be informed that if they do not achieve a grade 4 or higher in GCSE maths and English by the end of KS4, they will be required to continue working towards this aim as part of their 16-19 study programme.

The school will ensure that, by the age of 14, every student has had the opportunity to learn how various STEM subjects aid their entry into a wide range of careers and enable them be more effective workers. The same will be applied for every student in their chosen subjects by the end of their course of study. The Careers and Enterprise Company (CEC) have collaborated with STEM Learning to produce a series of [STEM toolkits](#).

10. Enabling Encounters with Employers and Alumni

The school will ensure all requirements to meet 'Benchmark 5: Encounters with employers and employees' as outlined in the DfE's 'Careers guidance and access for education and training providers' are in place.

The school will engage with local employers, businesses and professional networks, inviting visiting speakers, particularly alumni to whom students can relate. Every student will be exposed to the world of work by the age of 14.

Every year, from the age of 11, students will participate in at least one meaningful encounter with an employer; at least one of these encounters will be with a STEM employer or workplace. These encounters will include activities such as:

- Careers events such as careers talks, World of Work (WoW) Weeks and careers fairs
- Alumni activities

- Transitions skills workshops such as CV workshops and mock interviews
- Employer delivered employability workshops
- Employer encounters with parents
- Employer involvement in the curriculum
- Careers and Enterprise Club
- Business games and enterprise competitions

The school will develop strong links with local, regional and national employers across all sectors to help students obtain information on, and participate in, the rollout of T-levels. The school will work with an Enterprise Advisor, who will enhance connections to the labour market.

The careers programme will have a strong employer focus, allowing students to meet with sector representatives and businesses, to gain insights into a range of industries and sectors. This will include the opportunity to learn about the entrepreneurial skills needed for certain types of self-employment. Students will have the opportunity to meet with individuals from different levels within an organisation and those who have followed a variety of pathways into employment.

11. Providing Work Experience

The school will ensure all requirements to meet 'Benchmark 6: Experiences of workplaces' as outlined in the DfE's 'Careers guidance and access for education and training providers' are in place.

The school will ensure that all students have been given the opportunity to access at least one first-hand experience of a workplace by the end of their high school career, additional to any part-time jobs they may have.

Where required and appropriate, virtual experiences of the workplace will be used to complement the in-person experience.

The school will encourage students to experience a wide variety of workplaces and support them to plan for, reflect upon, and learning from these experiences.

Work experience will be designed to meet the needs of individuals, with particular consideration for those with SEND and those from disadvantaged backgrounds. The school will carefully match the placement to each student's ability, needs and aspirations. The school will work with the employer to put in place additional support within the work placement for students with additional needs, where required, and help prepare them for the work placement.

A flexible approach will be adopted; experiences of the workplace by the time the student is 16 may for example include:

- Workplace visits
- Job shadowing
- Career-related volunteering and social action

12. Enabling Encounters with Further Education (FE) and Higher Education (HE)

The school will ensure all students understand the requirement to remain in education or training until their 18th birthday and what this requirement means for them. The school will ensure students are aware that this does not mean they need to stay in school, and that they may:

- Study full time in a school/college or with a training provider
- Undertake an apprenticeship, traineeship, or supported internship
- Work or volunteer 20 hours or more a week, combined with part-time accredited study

The school will provide students with a range of information and opportunities to learn about the academic and technical pathways for education, training, and career paths throughout their school life, to prevent last minute decision-making. The school will not present HE more favourably compared to FE or other technical routes, nor will it disproportionately promote its own sixth form over other options.

By the age of 16, every student will be provided the opportunity to have a meaningful encounter with providers of educational opportunities, including sixth forms, colleges, universities and apprenticeship providers.

Students will be encouraged to use information tools, such as websites and apps, which display information about opportunities, such as the [National Careers Services' Find a Course](#). Education and training providers will have access to all students in Years 7 to 11 for the purpose of informing them about approved technical education qualifications and apprenticeships, by maintaining connections with providers of FE and apprenticeships, and arranging regular visits, presentations and workshops. A range of opportunities for visits from providers offering other options, such as FE will also be provided.

The school will ensure that there are opportunities for FE and apprenticeship providers to visit the school and speak to students, through regular visits, presentations and workshops.

13. Providing Personal Guidance

Careers advice provided by the school will be unbiased and maintain the best interests of individual students at all times. The school will not promote particular career or progression routes as better or more favourable than others; however,

students will be advised, where evidence supports it, whether a chosen course has the potential to lead to poor career outcomes.

All students will be provided with opportunities for personal guidance interviews with a qualified Careers Adviser by the end of Year 11.

Careers Advisers will meet the professional standards outlined by the Career Development Institute (CDI).

Careers advisers working with students with SEND will use the outcome and aspirations in the EHC plan to focus discussions. Careers advisers working with LAC or care leavers will use their personal education plan to focus discussions. These students will have a named adviser who will build a relationship with them to better understand their individual needs.

14. Sharing Information

The school will provide relevant information about all students to the LA support services including:

- Basic information, such as name or address
- Other information that the LA requires to support the student to participate in education or training to track their progress

Students with SEND will have their data monitored by the LA up until the age of 25.

The school's privacy notice will offer students and their parents the opportunity to ask for personal information not to be shared.

LAs will be notified, as early as is possible, whenever a 16-year-old student leaves an education or training programme before completion. The school will agree on local arrangements for ensuring these duties are met.

15. Compliance with legal duties and statutory guidance

Where someone has a complaint about the school's careers provision, such issues will be handled locally in accordance with the school's Complaints Procedures Policy. All complaints will be easy to submit and considered impartially.

Under Section 42B of the Education Act 1997 and the Skills and Post-16 Education Act 2022, the school has a duty to provide students in Years 8 to 11 with access to providers of post-14, post-16 and post-18 education and training. This will provide students with additional information about approved technical qualifications and apprenticeships, enabling them to build a picture of the kind of training that may suit them best, ultimately reducing the risk of them dropping out of courses.

All students in Years 8 to 11 will receive at least six encounters with accredited providers of technical education and apprenticeships. These encounters will be divided accordingly:

- In Year 8 or between 1 September and 28 February during Year 9, all students must attend two mandatory sessions by accredited providers
- In Year 10 or between 1 September and 28 February in Year 11, all students must attend two mandatory sessions by accredited providers

The school will be clear on the following:

- Who is to be given access to students
- Which students access will be given to
- How this will happen and when

The school will ensure that providers provide the following information to students and parents:

- Information about the provider and the technical qualifications and apprenticeships that they offer
- Information about the potential careers to which those technical qualifications or apprenticeships might lead
- What learning and training with them is like
- Any answers to questions that students and parents may have

The school will ensure that provider visits are available to all students in the relevant year group and will not do anything which may limit the ability of students to attend. The school will not, under any circumstance, restrict invitations to selected groups of students or hold events outside of normal school hours.

The school will prepare a policy statement which sets out the circumstances in which education and training providers will be given access to students. This policy statement will be published on the school website and will include:

- Details on how the school will meet the legal requirement to provide six encounters with providers between Year 8 and 13.
- Any procedural requirements in relation to requests for access, e.g. the main point of contact at the school to whom requests should be directed.
- Grounds for granting and refusing requests for access, e.g. details of timetabled careers lessons, assemblies or careers events which providers may attend.

- Details of premises or facilities to be provided to a person who is given access, e.g. rooms and resources.
- How the school will work with each visiting provider.
- A list of providers who have previously visited the school.
- Destinations of previous students.
- Details about live online encounters with providers.
- Information on how a provider can raise a complaint and the procedure to go through.

16. Monitoring and Review

The Governing Board, in conjunction with the Headteacher and Careers Leader, will review this policy on an annual basis, taking into account the success of supporting students in accessing post-16 education and training. The Careers Leader will make any necessary changes to this policy, and will communicate these to all members of staff.

The next review date for this policy is February 2024.

17. Key CEIAG Personnel

Key Personnel		
All staff can be contacted by telephone via the school reception: 01484 506484		
Area of CEIAG responsibility	Name	Contact Details
Careers Leader / Assistant Headteacher	Mrs Heidi Halliday	h.halliday@honley.tlt.school
Identity Coordinator	Mrs Gwyn Darwin	g.darwin@honley.tlt.school
Careers Adviser (C&K Careers)	Mrs Amy Hesselgrove	a.hesselgrove@ckcareers.org.uk
Designated Careers Governor	Mrs Alexandra Sands	c/o office@honley.tlt.school

18. Some Further Useful Websites and Publications:

<https://nationalcareers.service.gov.uk/>

<http://www.gatsby.org.uk/>

<https://ck.mydirections.co.uk/>

<http://www.careersandenterprise.co.uk/>

<http://www.cegnet.co.uk/>

<http://www.cegnet.co.uk/>

<https://www.careersengland.org.uk/> (for information on Quality in Careers Standard)

<http://www.education.gov.uk> (for information on Raising the Participation Age)

[House of Commons Briefing Paper Number 07236, updated 7 December 2021: Careers guidance in schools, colleges and universities](#)

Appendix 1: The Gatsby Benchmarks

Benchmark	Description
1. A 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.
2. Learning from career 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 best use of available information.
3. Addressing the needs of each pupil	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.
4. Linking curriculum learning 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 future career paths.
5. 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 activities including visiting speakers, mentoring and enterprise schemes.
6. 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.
7. 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.
8. 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.

Appendix 2: The 17 CDI Areas of Learning

Developing yourself through careers, employability and enterprise education	
1. Self-awareness	Individuals who realistically appraise their qualities and skills, roles and responsibilities, values and attitudes, needs and interests, aptitudes and achievements are better able to understand themselves, make informed choices and relate well to others. Self-awareness is essential for nurturing self-esteem, identity, and personal and mental wellbeing.
2. Self-determination	Self-determination or self-regulation promotes personal autonomy, self-efficacy and personal agency. It boosts hope, optimism, adaptability and resilience. Self-determination empowers individuals to aspire and achieve.
3. Self-improvement as a learner	Self-improvement sustains positive attitudes to learning throughout life. It fosters the skills of planning, review and reflection. Understanding what they have learned, what they need to learn next and how they learn best enables individuals to continue to improve.
Learning about careers and the world of work	
4. Exploring careers and career development	Career exploration expands individuals' horizons for action and awareness of opportunities. An understanding of career processes and structures enables individuals to make sense of their own careers, understand the career experiences of others and contribute in important ways to the career wellbeing of others.
5. Investigating work and working life	Investigating people's changing experiences of work enables individuals to understand the meaning and purpose of work in people's lives. They learn what constitutes good or decent work and how to find it for themselves.
6. Understanding business and industry	Understanding different sizes and types of business organisation, why they are organised as they are and how they view success enables individuals to prepare for employment and to appraise the contribution of business and industry to community, social and economic life.
7. Investigating jobs and labour market information (LMI)	Individuals need to know how to access, analyse and act on relevant, objective and up-to-date job and labour market information when thinking about careers, employability and enterprise. They also need to know how to protect themselves from subjective and biased information.
8. Valuing equality, diversity and inclusion	Individuals need to share in the commitment to equality, diversity and inclusion as a British and international value. By countering stereotyping, discrimination and prejudice, individuals can realise their own ambitions and help others to do the same.
9. Learning about safe working practices and environments	Learning about safe working practices and environments helps individuals to keep themselves and others healthy and safe at work.

Developing your career management and employability skills

10. Making the most of careers information, advice and guidance	Individuals need to learn how to recognise, access and make effective use of trustworthy sources of information, advice and guidance which are offered on a one-to-one or small group basis, both online and in person. This includes being actively involved in identifying their needs and how they can be met.
11. Preparing for employability	Preparing for employability is about enabling individuals to gain the skills and experience they need to get, maintain and make progress in employment or self-employment including networking, negotiation, self-advocacy and staying healthy.
12. Showing initiative and enterprise	Showing initiative and enterprise is about helping individuals to make the most of their opportunities, manage risk-taking and demonstrate drive and determination, especially in a business sense.
13. Developing personal financial capability	Being able to calculate and compare the costs and benefits of different living, education, training and employment options, considering any financial support that may be available, is an increasingly important skill for individuals to develop. They need to know how to make budgeting and financial planning decisions about spending, borrowing, saving and investing to safeguard their economic well-being now and in the future. Personal financial management is part of citizenship at KS3 & 4 and interpreting and solving problems in financial contexts is part of maths at KS3 & 4.
14. Identifying choices and opportunities	Individuals need to know how to identify and investigate possible choices, progression pathways and qualifications that are in their best interests to consider. This includes being able to respond effectively to unforeseen or unplanned choices and opportunities.
15. Planning and deciding	Individuals need to know how to make and carry-out carefully-considered and negotiated decisions and plans. This also involves showing persistence and resilience to cope with chance events and any unintended consequences of their decisions and plans.
16. Handling applications and interviews	Promoting themselves in a way that attracts the attention of selectors and recruiters, as well as managing the applications process, requires that individuals develop a range of self-presentation and marketing skills including the use of digital and social media. This also requires that they develop strategies to cope with set-backs and disappointment.
17 Managing changes and transitions	Transition confidence and preparedness help individuals to make successful moves such as changing schools, going to university or starting an apprenticeship or employment. Reviewing and reflecting on previous transitions can help individuals to develop the psychological resources to cope with future transitions.

Appendix 3: Careers Survey – Plans for Your Future

This survey is intended for Year 11 students to help them thinking about their career pathway when they leave school. This information will also serve as a guide to their teachers in deciding which classes and educational experiences they should have to help them be successful in their future.

Name:		Date of birth:	
Year group:		Date:	

Careers

When will you complete your GCSEs?	20____
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Please tick as many boxes as you wish below, and answer the relevant questions, to indicate what you would like to do following completion of your GCSEs.

<input type="checkbox"/> Job role
What kind of job role appeals to you?
What support and qualifications, if any, do you think you need to achieve this career path?

<input type="checkbox"/> Sixth form	
Which sixth form?	
What would you like to study?	
What support and qualifications, if any, do you think you need to begin your chosen programme of study?	
<input type="checkbox"/> University	

Which university?	
What would you like to study?	
What support and qualifications, if any, do you think you need to begin your chosen programme of study?	

<input type="checkbox"/> College	
Which college?	
What would you like to study?	
What support and qualifications, if any, do you think you need to begin your chosen programme of study?	

<input type="checkbox"/> Apprenticeship	
Which sector?	
What support and qualifications, if any, do you think you need to begin your chosen apprenticeship?	
<input type="checkbox"/> Military	

Which branch?	
What support and qualifications, if any, do you think you need to begin your chosen military course?	

Hobbies

What do you enjoy doing in your spare time?

Do you wish to pursue a career in relation to any of these hobbies? If yes, please indicate below.

How could the school help you to develop your hobbies?

Appendix 4: Destinations Survey – Plans for Your Future

This survey is intended to gain an insight into the career paths of students who have completed their time of study at **Honley High School**. This survey will also support our school in providing evidence for how our current careers programme has impacted on past students. Please fill in the questions below and return the survey back to the school.

Name		Date of birth	
Year group		Date	
Address			

1: Study	
Are you applying for a place at a university or college? (Please circle – If ‘no’, please go to section 2)	Yes/No
Have you been offered a place at a university or college? (Please circle)	Yes/No
How many offers have you received?	
Are the offers you have received conditional or unconditional?	<ol style="list-style-type: none"> 1. 2. 3. 4. 5.
If the offer is conditional, are you confident that you will achieve the grades necessary for the course? (Please circle)	Yes/No
Will you accept an offer? (Please circle)	Yes/No
If you answered ‘no’ to question F, why will you not be accepting an offer?	
What university or college would you like to be studying at?	

What is the title of the course you will be studying?	
Is the course full time?	Yes/No
What career path do you wish to pursue with your chosen programme of study?	

2: Employment	
Are there any job roles you wish to pursue? (Please circle)	Yes/No
If you answered 'yes' to question A, please give details of your desired job role.	
Have you secured a job role? (Please circle – if 'no', please don't answer question D, E or F)	Yes/No
What is the job title?	
What is your role?	
Is this job role what you aspired to achieve during your time at our school? (Please circle)	Yes/No

Appendix 5: Careers Audit

Employment related skill	Description	Was this included in my careers advice?
Self-management	<p>Ability to take the responsibility for setting and achieving personal goals:</p> <ul style="list-style-type: none"> • I can evaluate my performance in tasks • I am able to accept and deal with authority • I can accept feedback in a constructive manner • I am able to set goals and manage my school work and social life 	Yes/No
Initiative and enterprise	<p>Ability to seek and take advantage of opportunities:</p> <ul style="list-style-type: none"> • I can identify opportunities and act on them • I am willing to take risks and learn from mistakes 	Yes/No
Learning	<p>Ability to achieve new skills and/or knowledge:</p> <ul style="list-style-type: none"> • I am open to new tasks and use knowledge to further my technical skills • I can use different methods to learn new things • I am able to access information on courses to further my learning 	Yes/No
Communication	<p>Ability to express and understand information:</p> <ul style="list-style-type: none"> • I can speak to a group confidently • I have debated in front of large audience • I can speak and write in another language • I can follow verbal instructions 	Yes/No
Teamwork	<p>Ability to work effectively with others to get things done:</p> <ul style="list-style-type: none"> • I can work with other people to sort out a problem • I can work and collaborate with others on group tasks • I am able to value the work of others and share resources 	Yes/No
Planning and organisation	<p>Ability to coordinate and prioritise tasks and resources:</p> <ul style="list-style-type: none"> • I am able to make decisions • I can manage my time and priorities • I can collect, analyse and organise information using appropriate methods • I am able to organise equipment and materials needed for a task 	Yes/No

Appendix 6: Provider Access Policy Statement



Legislative Compliance

Schools are required to ensure that there is an opportunity for a range of education and training providers to access students in Years 8 to 13 (or Year 11 in the case of Honley High School) for the purposes of informing them about approved technical education, qualifications or apprenticeships. Schools must also have a policy statement that outlines the circumstances in which education and training providers will be given access to these students. This is outlined in section 42B of the Education Act 1997. This policy shows how our school complies with these requirements.

Aims

This policy statement aims to set out our school's arrangements for managing the access of education and training providers to students for the purpose of giving them information about their offer.

It sets out:

- Procedures in relation to requests for access
- The grounds for granting and refusing requests for access
- Details of premises or facilities to be provided to a person who is given access

Links to other policies:

- Safeguarding/Child Protection Policy
- CEIAG Policy
- Curriculum Policy
- Equality Policy

Version	V11.21
Compiled by:	Mrs Liz Lord, Deputy Headteacher/Careers Lead
Approved by:	Mr Paul Greenough, Headteacher
Date of last substantive update	February 2023
Next review due by:	February 2024

Student Entitlement

All students in Years 7 to 11* at Honley High School are entitled to:

- Find out about technical education, qualifications and apprenticeship opportunities, as part of our careers programme which provides information on the full range of education and training options available at each transition point
- Hear from a range of local providers about the opportunities they offer, including technical education and apprenticeships
- Understand how to make applications for the full range of academic and technical courses

*we endeavour to also provide opportunities wherever possible for Year 7 students

Management of Provider Access Requests

Procedure

It is normal procedure for providers wishing to access the school to make contact by email or in writing. A provider wishing to request access should contact Mrs Heidi Halliday (Assistant Headteacher/DSL) who is our designated Careers Leader

Telephone: 01484 506484

Email: h.halliday@honley.tft.school

Opportunities for Access

A number of events, integrated into our careers programme, will offer providers an opportunity to come into school to speak to students and/or their parents/carers. We also organise, host or arrange for students to attend one-off events that provide such opportunities. The integrated events are usually delivered internally, with input from external providers where necessary. The one-off events, such as a college open day or an apprenticeship event, are regularly advertised to our students and where appropriate we will arrange a visit, during the school day, for a select group of students to attend.

The school employs an independent and impartial careers adviser from an outside agent who works with students to ensure they are able to make an informed choice about their next steps. The adviser will see all of our Year 11 cohort at least once, but where necessary repeat appointments can be made (students from other year groups are also seen as appropriate).

We are clear that all teachers are teachers of career related learning. We also identify school staff with responsibility for work related learning, enterprise, STEM and raising aspirations. They work with Pastoral staff to inform students about the opportunities that other providers have, and when needed, they will complete application forms together for those selected college or apprenticeship placements.

Examples of Opportunities for Students:

	Autumn term	Spring term	Summer term
Year 7	Assembly & tutor group opportunities – Language & Communication, Leadership, Charity, Striving for the Highest, Political Structures/Mock Election University Visits, iD, Careers Week	Assembly & tutor group opportunities – Aspirations for the Future, Making Positive Choices Strive for the Highest Week Science Week, iD, Careers Week	Assembly & tutor group opportunities – Money & Wealth, My Money Week, iD, Careers Week
Year 8	Assembly & tutor group opportunities – Language & Communication, Leadership, Charity, Striving for the Highest, Political Structures/Mock Election Army Cadets, Careers Week	Assembly & tutor group opportunities – Aspirations for the Future, Making Positive Choices Strive for the Highest Week Science Week University Visits Army Cadets – Cadet Camp Careers Week	Assembly & tutor group opportunities – Money & Wealth My Money Week Army Cadets, Careers Week
Year 9	Assembly & tutor group opportunities – Language & Communication, Leadership, Charity, Striving for the Highest, Political Structures/Mock Election Employability Skills Future Fayre (Careers Convention) Assemblies on post-16 opportunities Army Cadets Careers Week	Assembly & tutor group opportunities – Aspirations for the Future, Making Positive Choices Careers & Apprenticeships Week Strive for the Highest Week Science Week Army Cadets – Cadet Camp Careers Week	Assembly & tutor group opportunities – Money and Wealth My Money Week University Visits Army Cadets Careers Week
Year 10	Assembly & tutor group opportunities – Language & Communication, Leadership, Charity, Striving for the Highest, Political Structures/Mock Election Work Experience Launch Future Fayre (Careers Convention) Assemblies on post-16 opportunities Army Cadets Careers Week	Assembly & tutor group opportunities – Aspirations for the Future, Making Positive Choices Careers & Apprenticeships Week Strive for the Highest Week Science Week College visits Army Cadets – Cadet Camp Careers Week	Assembly & tutor group opportunities – Money & Wealth My Money Week Preparation for Work Experience Work Experience / WoW (World of Work) Week College Visits University Visits Army Cadets Careers Week
Year 11	Assembly & tutor group opportunities – Language & Communication, Leadership, Charity, Striving for the Highest, Political Structures/Mock Election Assemblies on post-16 opportunities Personal Statements / Preparation for College applications Careers Week	Assembly & tutor group opportunities – Aspirations for the Future, Making Positive Choices Careers & Apprenticeships Week Strive for the Highest Week Science Week Mock Interviews Support with College & Apprenticeship applications College Visits Careers Week	

Please speak to our Careers Leaders Heidi Halliday, or our Communications Manager, Emily Cumming (e.cumming@honleyhigh.co.uk) to identify the most suitable opportunity for you.

Granting and refusing access

Access to students will be granted on the basis of student need and only in accordance with our school's safeguarding policy.

Safeguarding

Our safeguarding/child protection policy outlines the school's procedure for checking the identity and suitability of visitors. Education and training providers will be expected to adhere to this policy.

Equality and Diversity

We are an inclusive school. We believe that promoting equality and fostering good relations is the responsibility of everyone associated with our school. Education and training providers will be expected to have due regard to the Equality Act 2010 and the Together Learning Trust Equality policy. We do not accept any form of discrimination on the basis of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex or sexual orientation.

It is the responsibility of all third parties who visit or provide services to the school to adhere to our school policies which clearly state that homophobic, biphobic and transphobic (HBT) bullying and language are unacceptable. This includes reporting to school staff any incidents of HBT bullying or language witnessed.

Premises and facilities

The school has a wide range of facilities that can be made available upon request, to enable providers to access students e.g. large hall, general / specialist classrooms all with PC, projection facilities and sound, specialist IT rooms with 30 PCs and access to further laptops, conference room, dining facilities, hard surface / grassed outdoor spaces, sports hall, gym, cooking facilities. Providers are asked to identify in advance what facilities they would like to use, in order for school to ensure these can be made available. Providers may leave prospectuses or other material for students to read, subject to approval of the Careers Leader or Senior Leadership Team.

Monitoring arrangements

The school's arrangements for managing the access of education and training providers to students is monitored by Mrs Heidi Halliday, Assistant Headteacher, DSL and Careers Leader. This policy will be reviewed by Mrs Halliday annually and approved by the Headteacher.