



CAREERS POLICY

1. AIMS

1.1 This policy is underpinned by Sections 42A and 45A of the Education Act 1997, Education (Careers Guidance in Schools) Act 2022 and has due regard to the DfE's statutory guidance, 'Careers guidance and access for education and training providers', which was last updated in July 2021. The main aims of careers provision Hazelwood School are to:

- Prepare pupils for life post-education.
- Help pupils understand how their strengths and passions can lead to various career paths.
- Develop an understanding and respect of different career paths and challenge stereotypes, especially in relation to protected characteristics.
- Develop an understanding of the differences between school and work.
- Inspire pupils to pursue and achieve their dreams.
- Instill a healthy attitude towards work.

2. LEGAL FRAMEWORK

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

- DfE 'Careers guidance and access for education and training providers' 2023
- 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
- The Education (Careers Guidance in Schools) Act 2022

3. ROLES AND RESPONSIBILITIES

3.1 In line with DfE 'Careers guidance and access for education and training providers' 2021, the Education Committee is responsible for:

- Ensuring that arrangements are in place to allow a range of education and training providers to access all pupils and inform them about approved technical education qualifications and apprenticeships in line with the 'Baker Clause'.
- Ensuring that information relating to the School's career programme is published on the School's website.
- 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 the Careers Policy does not discriminate on any grounds, including but not limited to: ethnicity/national origin, culture, religion, gender, disability or sexual orientation;
- Providing clear advice and guidance on which the School can base a strategic careers plan in line with the Gatsby Benchmarks;
- Ensuring that the guidance includes information on the range of education or training options, including apprenticeships and technical education routes; and
- Handling complaints regarding this policy as outlined in the school's Complaints Procedure Policy.

3.2 The Senior Assistant Head Academic reports to the Head and Governors and is responsible for:

- Liaising with the Careers Leader and other subject leaders, including SENCO, to plan careers education in the curriculum, ensuring all pupils are provided with effective careers guidance and supporting social mobility by improving opportunities for all young people.
- Ensuring the Careers Leader meets all of their responsibilities under this Policy.
- Ensuring workshops are organised for pupils and actively promoting the careers service in-house, presentation days, assemblies.
- Publishing a policy statement on the School website.
- Monitoring that independent careers guidance is presented in an impartial manner, showing no bias or favouritism towards a particular career path; and that a learning environment is created which allows and encourages pupils to tackle real life challenges, manage risks and develop skills that can be applied to the workplace.

3.3 The Head of PSHE holds the position of Careers Leader and is responsible for:

- Managing the provision of careers information.
- Ensuring all pupils are provided with effective careers guidance and supporting social mobility by improving opportunities for all young people.
- Using relevant aspects of the Gatsby Benchmarks of:
 - o Addressing the needs of each pupil
 - o Linking learning to careers
 - o Encouraging encounters with employers and employees
 - o Encounters with further and higher education
 - o Providing personal guidance to improve the school's careers provision and ensure compliance with legal duties, with an aim to meet all benchmarks, as appropriate to a prep school.
- Ensuring workshops are organised for pupils and actively promoting the careers service in-house, presentation days, assemblies.
- 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.
- Creating a learning environment that allows and encourages pupils to tackle real life challenges, manage risks and develop skills that can be applied to the workplace.

3.4 Conducting an annual pupil survey to find out individual pupils' aspirations. The results of the surveys will create careers guidance and experience that will be tailored to pupils needs based on their own aspirations and abilities. The school will work to raise pupils' aspirations and tackle stereotypical assumptions. Interventions will be used to tackle gender stereotypes; arrangements will be made for pupils to talk to employees who work in non-stereotypical jobs to raise awareness of the range of careers available.

4. ADDRESSING PUPILS' NEEDS

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

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

4.2. All forms of stereotyping will be prohibited in the careers advice and guidance that is provided, to ensure pupils from all backgrounds, gender, and diversity groups, and those with SEND, can consider the widest possible range of careers.

4.3. The school will run Careers Guidance events including workshops with a range of guest speakers from a range of organisations to provide awareness of the variety of careers available. The School will ensure that visitors act as role models to inspire pupils and encourage aspirational aims.

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

4.5. The school will build partnerships with businesses and other employers, employment services, and disability and other voluntary organisations

5. CURRICULUM

5.1. 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.

5.2. The school will engage with local employers, businesses, and professional networks, inviting visiting speakers, as appropriate.

5.3. The school will provide opportunities to support career choices and aspirations. These include:

- Lower School exploring career opportunities through Topic work and PSHE lessons.
- Upper School talks and Form time activities
- Use of Career Podcasts on The Wellbeing Hub
- Use of the Careers section of the School Library
- Provision of Careers Talks by external speakers

6. MONITORING AND REVIEW

This policy will be reviewed on an annual basis.

Ratified by the Education Committee on 13 November 2024