



Careers Policy

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Date approved	July 2025	Approved by	Local Academy Council
Policy owner	Headteacher	Date of next review	July 2028

Updates made since the last review:

Review date	Changes made	By whom
March 2023	No amendments – up to date	Assistant Head Teacher
March 2025	Review period changed from bi-annually to annually Enhanced School Vision 1.1 – 1.10	Paul Waterhouse Assistant Headteacher

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Careers Education, Information, Advice and Guidance Policy

High Point Academy - 'My Future...The Road Ahead'

1.0 School Vision

- 1.1 At High Point Academy we recognise that it is important to enable our students' personal development through careers, employability and enterprise education, incorporating learning careers, local labour market information, the local offer, future planning and self-expression. Careers Education, Information, Advice and Guidance (CEIAG) forms an integral part of student life at High Point Academy. We want to encourage all students to consider a broad range of careers and pathways that are right for them and use contacts from the world of work, further education, and social care to help them understand where different choices can lead them in the future. With the varied needs of our learners in mind we refer to our Careers offer as "*My Future... The Road Ahead*", acknowledging the need for a full range of opportunities to be planned for, not simply paid or supported employment.
- 1.2 Our duty is to secure independent careers guidance for all Year 7-11 pupils. It is intended that we will expand on this advice and guidance, so they are inspired and motivated to fulfil their potential. We help every student develop high aspirations and consider a broad and ambitious range of options. Inspiring every pupil through more real-life contacts with the wider community can help them understand where different choices can take them in the future.
- 1.3 Through close collaboration with partners like Connexions and the Careers and Enterprise Company (CEC) we provide face-to-face advice and guidance to build confidence and motivation. This includes consideration of the role that careers professionals can play in supporting pupils as one element of a varied careers programme. All students attending High Point Academy have an Education, Health and Care Plan (EHCP). As part of the consultation towards these documents we fulfil the requirement to work with local authorities to identify vulnerable young people, including those with special educational needs and those at risk of not participating post-16, and the services that are available to support them.
- 1.4 Our careers curriculum is designed and regularly reviewed to meet the differing needs and requirements of our pupils. This is developed throughout pupils' time at school and is always supportive of their abilities, strengths and skills. In line with our Curriculum Phase model (Developer and Connector), the following vision statements identify aspirational outcomes for individuals in terms of their career (the road ahead).
- 1.5 The careers programme is designed to build upon student's experiences over time, whilst adhering to the requirements of the Gatsby Benchmarks. In some instances, these Benchmarks have been met in the most relevant way available to our students, as whilst we want to aim for aspirational outcomes

for all learners, it is important to ensure that realistic targets and opportunities are presented to our young people and their families.

- 1.6 To ensure our careers programme is fit for purpose and in line with National guidance, we assess it through termly review of Gatsby Benchmarks using the Compass plus auditing tool. This is supported by our Work-Related Learning Consultant and Enterprise Co-ordinator, Sally Stone.
- 1.7 Compass plus is also used to keep systematic records of any Careers activities undertaken by the students; taking into consideration individual attendance data and cross referenced against the Gatsby Benchmarks addressed.
- 1.8 Our Personal Learning Goals (PLG's) include headings such as, Independent Living, Employment and Future Learning and Community Inclusion.
- 1.9 This allows for short term targets to be specifically tailored towards the future goals and aspirations of individuals. Our EHCP reviews also include a Preparation for Adulthood section for our older students, identifying longer term goals to be worked towards.
- 1.10 At High Point Academy we aim to provide opportunities for pupils to experience Work Related Learning, promote employability skills and provide suitable opportunities for pupils to encounter a range of different employers and job types, which can be recorded and monitored against the relevant Gatsby Benchmarks.

1.11 The governing body have therefore adopted this policy in order to provide a clear commitment to and framework for Careers Education, Information, Advice and Guidance

2.0 Policy Scope

- 2.1 This policy covers Careers Education, Information, Advice and Guidance given to students in Key Stages Three, Four.
- 2.2 The policy also applies to Year 11 students after they finish their examinations in June of their final year and before they start at their next place of education, employment or training. Though not necessarily in school regularly and attending lessons in July and August of Year 11, the policy is still applicable.
- 2.3 The policy has been reviewed in line with the recently published DfE guidance document 'Careers guidance and access for education and training providers – Statutory guidance for governing bodies, school leaders and school staff. (DfE, January 2023).
- 2.4 This policy accepts the 8 Gatsby Charitable Foundation's benchmarks as set out in the DfE guidance. They can be seen in Appendix 1 of this policy.
- 2.5 This policy covers the legal duty of schools to ensure that a range of education and training providers can access pupils in Year 7 to Year 11 for the purpose of informing them about approved technical education qualifications or apprenticeships.

2.6 This policy refers to events and opportunities in both Key Stages and in all years and these events will impact upon all students at the school.

2.7 All members of staff at High Point Academy are expected to be aware of this policy and the importance of Careers Education, Information, Advice and Guidance (CEIAG) in the education of students; CEIAG is not the sole responsibility of the Careers Advisor/Lead.

2.8 It is important therefore that students leave school aware of themselves as individuals, aware of the opportunities available to them and able to make some decisions about their own life. They should be prepared for the transition from full time education to the world beyond. It is to these aspects of personal and social development that this policy will contribute.

3.0 Objectives:

- 3.1 The objectives of the Careers Education, Information, Advice and Guidance policy are as follows:
 - 3.1.1 To ensure that all students at the school receive a stable careers programme.
 - 3.1.2 To enable all students to learn from information provided by the career and labour market.
 - 3.1.3 The CEIAG programme should be individual and address the needs of each student.
 - 3.1.4 To link the curriculum learning to careers learning.
 - 3.1.5 To provide students with a series of encounters with employers and employees.
 - 3.1.6 To provide students with experiences of workplace(s).
 - 3.1.7 To ensure that students have a series of encounters with further and higher education.
 - 3.1.8 To provide each student with the opportunity to receive personal guidance.

4.0 School Responsibilities

4.1 The school has a series of statutory duties:

- 4.1.1 All registered pupils at the school must receive independent careers advice in Years 7 to 11 and beyond.
- 4.1.2 This careers advice must be represented in an impartial manner, showing no bias towards a particular institution, education or work option.
- 4.1.3 This advice must cover a range of education or training options.

- 4.1.4 This guidance must be in the best interests of the pupil.
- 4.1.5 There must be an opportunity for education and training providers to access pupils in Year 7 – Year 11, in order to inform them about approved technical qualifications or apprenticeships (See Section 6 of this policy).
- 4.1.6 The school must have a clear policy setting out the manner in which providers will be given access to pupils (See Section 6 and Appendix 3). This policy and these arrangements must be published.

4.2 The school will base its careers provision around the Gatsby Benchmarks. A summary of these can be seen in Appendix 1, and they cross reference with the objectives of this policy (Section 3)

4.3 High Point Academy believes that good CEIAG connects learning to the future. It motivates young people by giving them a clearer idea of the routes to jobs and careers that they will find engaging and rewarding. Good CEIAG widens pupils' horizons, challenges stereotypes and raises aspirations. It provides pupils with the knowledge and skills necessary to make successful transitions to the next stage of their life. This supports social mobility by improving opportunities for all young people, especially those from disadvantaged backgrounds and those with Special Educational Needs and disabilities.

4.4 The school will continuously monitor its CEIAG offer and seek further improvement. This will be done by the personnel involved in the design and delivery of the programme as well as by external stakeholders who assess the work of the school (e.g. School Improvement Partner or Ofsted).

5.0 Governor Responsibilities

- 5.1 The governing body will ensure that the School has a clear policy on Careers Education, Information and Guidance (CEIAG) and that this is clearly communicated to all stakeholders. They should ensure that this policy is:
 - 5.1.1 based on the eight Gatsby Benchmarks.
 - 5.1.2 meeting the school's legal requirements.
- 5.2 The governing body will ensure that arrangements are in place to allow a range of educational and training providers to access pupils in Years 7 – 11.
- 5.3 There will be a member of the governing body who takes a strategic interest in CEIAG and encourages employer engagement.

6.0 Provider Access

- 6.1 Introduction - This section of the policy 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.
- 6.2 All pupils in years 7-11 are entitled:
 - 6.2.1 to find out about technical education qualifications and apprenticeships opportunities, as part of a careers programme which provides information on the full range of education and training options available at each transition point.
 - 6.2.2 to hear from a range of local providers about the opportunities they offer, including technical education and apprenticeships – through options events, assemblies and group discussions and taster events.
 - 6.2.3 to understand how to make applications for the full range of academic and technical courses.
- 6.3 Appendix 3 shows the way in which education and training providers should get in touch with the school in order to gain access to pupils and/or parents to inform them about further opportunities.
- 6.4 The school will then work with providers in order to identify the most effective opportunity for them to share information about education and training opportunities.

7.0 Monitoring, Evaluation and Review

- 7.1 The Headteacher will ensure that:
 - 7.1.1 the work of the Careers Advisor and CEIAG events are supported and monitored.
 - 7.1.2 a member of the Senior Leadership Team has an overview of CEIAG work and reports regularly back to the team.
- 7.2 The effectiveness of this policy will be measured in a variety of ways, to include:
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 - 7.2.1 feedback from stakeholders through mechanisms such as student and parent survey.
 - 7.2.2 feedback from external visitors to the school such as the School Improvement Partner (SIP) or Ofsted.
 - 7.2.2 the number of students who are NEET in October having left the school in the previous summer. This figure can be compared to national figures as well as

against the equivalent figure from similar schools both nationally and within the county.

7.3 The Governors of High Point Academy will review this policy every three years.

The Gatsby Benchmarks

Appendix 1

GATSBY Benchmark	GATSBY Benchmark Criteria	High Point Academy Evidence
1. A Stable Careers Programme	<ul style="list-style-type: none"><i>Every school should have a stable, structured careers programme that has the explicit backing of governors, the headteacher and the senior management team, and has an identified and appropriately trained careers leader responsible for it.</i><i>The careers programme should be tailored to the needs of pupils, sequenced appropriately, underpinned by learning outcomes and linked to the whole-school development plan. It should also set out how parents and carers will be engaged throughout</i><i>The careers programme should be published on the school's website and communicated in ways that enable pupils, parents and carers, staff and employers to access, and understand it</i>	<p>High Point Academy has a stable and structured careers programme that has the support from our governors, headteacher and senior leaders. Paul Waterhouse (Assistant Headteacher) and Jason Weston make up the Careers Team at High Point Academy.</p> <p>The intent of our Careers Programme at High Point Academy is to provide students with a stable and consistent careers education which seeks to maximise the life chances of all of our young people. It is crucial to prepare young people for life beyond school and college - students should leave school aware of themselves as individuals, aware of the opportunities available to them and able to make some decisions about their own life. They should be prepared for the transition from full time education to the world beyond.</p> <p>We intend to raise aspirations through exposure to a wide range of education and employment opportunities, which are embedded throughout our school curriculum. Students will experience a range of</p>

	<ul style="list-style-type: none"> • <i>The programme should be regularly evaluated using feedback from pupils, parents and carers, teachers and other staff who support pupils, careers advisers and employers to increase its impact.</i> 	<p>encounters, tailored to their individual needs and circumstances, including community facilities, employers and potential post-16 settings, ensuring equal opportunities and inclusion.</p> <p>At High Point Academy we strive to provide an enriching, stimulating and sensitive careers programme that supports all students to experience positive transition, live as independently as possible and achieve their true potential in life. We aim to do this by consistently meeting the eight Gatsby Benchmarks.</p> <p>Alongside using the Gatsby benchmarks as a framework for our programme, we also have our own strategic objectives:</p> <ul style="list-style-type: none"> • To support pupils and their families in developing their understanding of transitions and future planning. • To prepare pupils for successful and positive transitions into life after High Point • To provide pupils with well-rounded and broad experiences of the ever-changing world of work. • To support pupils in the development of the interpersonal skills, qualities and attitudes that will be needed throughout life. • To support inclusion and promote equal
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		<p>opportunities by challenging stereotyping and encouraging diversity.</p> <ul style="list-style-type: none"> • To foster a sense of ambition and determination to motivate pupils to live as independently as possible.
<p>2. Learning from career and labour market information.</p>	<ul style="list-style-type: none"> • <i>During each Key Stage, all pupils should access and use information about careers, pathways and the labour market to inform their own decisions on study options or next steps.</i> • <i>Parents and carers should be encouraged and supported to access and use information about careers, pathways and the labour market to inform their support for pupils in their care</i> 	<p>At High Point Academy staff have developed strong relationships with external colleges exploring and offering experiences for our pupils. The careers team will ensure staff receive updates on any information surrounding careers so that these insights can be embedded into curriculum. This gives our pupils the opportunity to research the labour market in detail and find out any information/requirements for career paths.</p> <ul style="list-style-type: none"> • Pupils at High Point Academy research a range of pathways that are available to them once they leave school. Pupils explore the differences between colleges, apprenticeships, higher education and universities.
<p>3. Addressing the needs of each pupil</p>	<ul style="list-style-type: none"> • <i>A school's careers programme should actively seek to challenge misconceptions and stereotypical thinking, showcase a diverse range of role models and raise aspirations</i> • <i>Schools should keep systematic</i> 	<p>Pupils at High Point are provided with an inclusive, nurturing, happy and caring learning experience, where they flourish and achieve their full potential.</p> <p>We understand that structure and routine is important to our learners</p>

	<p><i>records of the participation of pupils in all aspects of their careers programme, including the individual advice given to each pupil, and any subsequent agreed decisions.</i></p> <ul style="list-style-type: none"> • <i>For pupils who change schools during the secondary phase, information about participation and the advice given previously should be integrated into a pupil's records, where this information is made available. Records should begin to be kept from the first point of contact or from the point of transition.</i> • <i>All pupils should have access to these records and use them ahead of any key transition points to support their next steps and career development</i> • <i>Schools should collect, maintain and use accurate data for each pupil on their aspirations, intended and immediate education, and training or employment destinations to inform personalised support.</i> • <i>Schools should use sustained and longer-term destination data as</i> 	<p>and therefore at High Point we offer high quality teaching and learning to enable your child to develop independent skills and develop resilience when they are faced with change to equip them for the future.</p> <p>Our focus is on academic and holistic development of all pupils. Our pastoral form teams and nurturing staff will support in all aspects of their educational pathway. High Point is an inclusive place, with a sense of community, where your child will be treated as an individual whatever their faith or socio-economic group. We believe that every child has a voice and a need to play an active part in fostering community cohesion and harmony.</p> <p>Our focus for all pupils who attend High Point are: -</p> <ul style="list-style-type: none"> • To achieve their full academic and holistic potential leading to life-long learning through a personalised pathway. • Learning together in an inclusive and nurturing environment. • To develop their independence to enable good choices for now and for the future.
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	<p><i>part of their evaluation process and use alumni to support their careers programme</i></p>	<ul style="list-style-type: none"> • To feel they have a voice and value the voice of others. • To be happy to come to school.
<p>4. Linking Curriculum Learning to Careers</p>	<ul style="list-style-type: none"> • <i>Every year, in every subject, every pupil should have opportunities to learn how the knowledge and skills developed in that subject helps people to gain entry to, and be more effective workers within, a wide range of careers.</i> • <i>Careers should form part of the school's ongoing staff development programme for teachers and all staff who support pupils</i> 	<p>At High Point Academy we have recently introduced an additional box in our mid-term plans which allows staff to input anything related to careers or life skills part of their planning. Staff have completed mid-term plans during Spring 2 with these changes so our pupils can gain the knowledge and skills in a range of subject areas.</p> <p>Pupils at High Point Academy can learn across all subject areas and gain an understanding of subject specific skills that can be transferred into life beyond High Point Academy..</p>
<p>5. Encounters with employers and employees</p>	<ul style="list-style-type: none"> • <i>Every year, from the age of 11, pupils should participate in at least one meaningful encounter with an employer.</i> 	<p>All students in years 7 to 11 at High Point Academy are entitled to:</p> <ul style="list-style-type: none"> • 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.
6. Experiences of Workplaces	<ul style="list-style-type: none"> • <i>By the age of 16, every pupil should have had meaningful experiences of workplaces.</i> • <i>By the age of 18, every pupil should have had at least one further meaningful experience.</i> 	<ul style="list-style-type: none"> • With the varied needs of our learners in mind we refer to our Careers offer as "My Future... The Road Ahead", acknowledging the need for a full range of opportunities and experiences to be planned for, not simply paid or supported employment.
7. Encounters with further and higher education	<ul style="list-style-type: none"> • <i>By the age of 16, every pupil should have had meaningful encounters with providers of the full range of learning opportunities, including sixth forms, colleges, universities and ITPs.</i> • <i>By the age of 18, all pupils who are considering applying to higher education should have had at least two visits to higher education providers to meet staff and learners.</i> 	<p>From year 9, our learners begin to work with Connexions to plan their next steps for life after secondary school. We will consider 'Pupil Voice', consider a pupils needs and then plan meaningful encounters with a carefully considered selection of providers. Parents will be informed of all possible next steps and opportunities so that we can all work together for the best outcome for every pupil.</p> <p><u>Provider access from 2022/23-2023/24 has included:</u></p> <ul style="list-style-type: none"> • Sandwell College – Year 9/10 assembly • Tilbury Douglas – Meet the apprentice – Years 9 and 10 • Walsall College – Year 10 employability course and discussions with course leaders • Sandwell Careers Fayre – November 2022 – Our year 10 cohort had the opportunity to meet

		<p>with various providers and gain an insight into the options available to them.</p> <ul style="list-style-type: none"> • West Bromwich Albion SEN career fayre – 2024 – Our year 10 cohort had the opportunity to meet with various providers and gather information of career interests. • Dudley College tour – Year 11 had the opportunity to explore Dudley College and ask any questions surrounding their career choices beyond High Point academy. • Halesowen College – Year 10's animal care and performing arts courses led by college tutors. • Birmingham British Institute College visit – Mr Weston explored an additional provision for our year 11 pupils and asked about opportunities and requirements to enrol at this provision that specialised in pupils with additional needs.
8. Personal Guidance	<ul style="list-style-type: none"> • <i>Every pupil should have at least one personal guidance meeting with a career's adviser by the age of 16, and a further meeting by the age of 18. Meetings should be scheduled in the careers programme</i> 	<p>Pupils have been working closely with our career advisor Lynn Edge from Connexions. Lynn has been working with our key stage 4 pupils where she has been discussing future aspirations and next steps. Lynn has been offering guidance to our pupils and parent/carers and using her expertise and</p>

	<p><i>to meet the needs of pupils.</i></p> <ul style="list-style-type: none"> • <i>Information about personal guidance support and how to access it should be communicated to pupils and parents and carers, including through the school website.</i> 	<p>links to give our pupils at High Point Academy the opportunities and experiences. Lynn has supported pupils with 1:1 meetings, discussing possible pathways best suited for the needs of individuals. Lynn has also supported High Point Academy with:</p> <ul style="list-style-type: none"> • 1:1 sessions with individuals to discuss pathways and career options. • Support in writing application forms for a range of college provisions. • Support in writing and drafting CV's. • Group discussions in preparation for adulthood. • Attends and supports from a career point of view in EHCP meetings. • Attends and offers additional support on parents evening. • Communicates and supports parents/carers in the transitioning to the next educational setting. • Regular updates Mr Weston and Mr Waterhouse on any upcoming events. • Communicates with keys stage 4 parent/Careers via our school DoJo platform.
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Application for Provider Access

Appendix 2

Introduction

This document 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 7-13 are entitled:

- to find out about technical education qualifications and apprenticeships 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 and apprenticeships – through options events, assemblies and group discussions and taster events;
- to understand how to make applications for the full range of academic and technical courses.

Appendix 3

Management of provider access requests procedure

A provider wishing to request access should contact:

Mr P Waterhouse
Assistant Headteacher
High Point Academy
Friar Park Road
Wednesbury
WS10 0JS

Telephone: 0121 594 0750
Email: enquiry@highpoint.fet.ac