



## Careers Guidance and Provider Access Policy Statement

<b>Approved by:</b>	Full Governing Board
<b>Last reviewed on:</b>	February 2024
<b>Next review due by:</b>	February 2027

## **Introduction**

Woodfield provides a relevant and engaging careers curriculum which meets the differing needs and requirements of our pupils. This is developed throughout a pupil's time at the school and is always supportive of their abilities, strengths and skills. We aim to ensure a high quality of vocational and careers education, to be delivered in a meaningful and appropriate way for each pupil's needs and circumstances.

## **Aims**

- Prepare pupils for the transition to life after Woodfield
- Support pupils in making informed decisions which are appropriate for them
- Provide pupils with well-rounded experiences
- Develop personal characteristics such as social skills, communication, independence and resilience
- Inspire and motivate pupils to develop themselves as individuals and live as independently as is possible
- Provide on and offsite work and career-related experiences, as appropriate to the needs of the individual.

## **Statutory requirements**

This policy is based on the statutory [Careers guidance and access for education and training providers](#) from the Department for Education (DfE).

This guidance refers to:

- [The Education Act 1997](#)
- [The Education and Skills Act 2008](#)
- [The School Information \(England\) Regulations 2008](#)

This policy is also in line with the [Skills and Post-16 Education Act 2022](#) (the 'provider access legislation').

This policy is also in line with the [Education \(Careers Guidance in Schools\) Act 2022](#), which amends the existing duty in The Education Act 1997, so that:

- Our school must now secure independent careers guidance for pupils from year 7 (instead of from year 8, previously)

## **3. Roles and responsibilities**

### **3.1 The governing board**

The governing board will:

- Actively engage in setting the direction for a whole-school approach to careers guidance with the headteacher, to make sure it is aligned with the school's vision, priorities and development plans
- Provide clear advice and guidance on which the school can base a strategic careers plan which meets legal and contractual requirements
- Maintain strategic oversight of the school's legal and contractual requirements for careers guidance and hold senior leaders to account for delivering against those requirements
- Appoint a member of the governing board who will take a strategic interest in careers education and encourage employer engagement

- Make sure that independent careers guidance is provided to all pupils throughout their secondary education (11 to 18 year-olds) and that the information is presented impartially, includes a range of educational or training options and promotes the best interests of pupils
- Make sure that a range of education and training providers can access pupils in years 8 to 13 to inform them of appropriate opportunities
- Make sure that arrangements are in place for the school to meet the legal requirements of the provider access legislation, including that the school has published a provider access policy statement
- Make sure that details of our school's careers programme and the name of the careers leader are published on the school's website

### **3.2 Headteacher**

The headteacher will:

- Work with the governing board to set the direction for a whole-school approach to careers guidance, making sure it is aligned with the school's vision, priorities and development plans
- Support the careers team to deliver the school's careers programme
- Build careers into staff development for teachers and support staff, and make sure that the careers leader, careers adviser and senior leaders receive training and development to deliver high-quality careers provision
- Make sure that personal guidance is provided to pupils by a qualified careers adviser
- Network with employers, education and training providers, and other careers organisations

### **3.3 Senior leadership team (SLT)**

The SLT will:

- Support the careers programme
- Support the careers leader in developing their strategic careers plan
- Make sure the careers leader is allocated sufficient time and budget, and has the appropriate training, to perform their duties to a high standard
- Work closely with the careers leader in the overall development and evaluation of the careers programme
- Network with employers, education and training providers, and other careers organisations

### **3.4 Careers leader**

Our careers leader is Dave Ferguson. He can be contacted by phoning 01442 253476 or emailing [admin@woodfield.herts.sch.uk](mailto:admin@woodfield.herts.sch.uk). Our careers leader will:

- Take responsibility for planning and delivering the careers programme and work towards meeting the Gatsby Benchmarks in a meaningful way
- Coordinate and manage careers activities and the budget for these
- Work with the SLT to make sure the careers programme is informed by a strategic careers plan aligned to the school's priorities
- Engage parents and carers throughout
- Establish and develop key relationships to drive progress and continuously improve the careers programme
- Establish and develop links with external employers, education and training providers, and careers organisations
- Work closely with relevant staff to identify the guidance needs of all of our pupils

- Evaluate and continuously improve the careers programme, drawing on feedback from all stakeholders and the destinations of pupils
- Review our school's provider access policy statement at least annually, in agreement with our governing board

#### 4. Our careers programme

Our school has an embedded careers programme that aims to inform and encourage pupils to consider their career options and take steps to understand their choices and pathways. We provide statutory independent careers guidance to pupils from year 7 onwards.

Our programme has been developed to meet the expectations outlined in the **Gatsby Benchmarks**:

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

Our programme doesn't show bias towards any particular institution, education or career path, and promotes a full range of relevant options for pupils. We consider the best interests of the pupil to whom the career guidance is given. It is structured in a way that builds upon previous years, and the overarching aim is divided between the Key Stages so that pupils are encouraged to think appropriately about their future.

#### Careers Provision at Woodfield

All pupils in years 7–14 are entitled to careers education. At Woodfield School, we believe that Preparation for Adulthood starts as soon as a young person enters the school. Within the context of our school, a career can be defined as a pathway through life. Consequently, our approach to careers includes key skills of life and independent living, social interaction and communication. Personalisation is a core component to a young person receiving the most appropriate careers education.

Students from Early Years through to the end of Key Stage 3 will learn about the world of work through cross curricular activities. The PSHE curriculum plays an important role within the delivery of Careers Education throughout the Middle and Upper School. The Upper School have a more vocational approach to teaching and learning.

#### Careers Education Summary

Key Stage 3	Careers Education Focus
Year 7 & 8	<ul style="list-style-type: none"> <li>• Classroom Lessons on skills &amp; interests.</li> <li>• Life Skills and Functional Skills through EHCPs, the personalised destination led Woodfield curriculum.</li> <li>• Roleplay of work-related activities.</li> <li>• Joining with and observing older learners carrying out vocational activities in school.</li> <li>• Participation in Enterprise projects.</li> <li>• Parents evening and Annual Review.</li> </ul>
Year 9	<ul style="list-style-type: none"> <li>• Education, Health &amp; Care Plan Transition Review.</li> <li>• Working together with students and families to identify aspirations and goals for the future.</li> </ul>

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<b>Key Stage 4</b>	<b>Careers Education Focus</b>
Year 10	<ul style="list-style-type: none"> <li>• Classroom Lessons on skills &amp; interests.</li> <li>• Life Skills and Functional Skills through EHCPs, the personalised destination led Woodfield curriculum.</li> <li>• Functional Skills lessons understanding what jobs are for and introducing concepts of making money and budgeting where appropriate.</li> <li>• On-site work-related learning activities such as mail, recycling and deliveries around school.</li> <li>• Opportunities evening.</li> <li>• Parents evening and Annual Review.</li> <li>• AQA accredited modules that support employability and career skills.</li> </ul>
Year 11	<ul style="list-style-type: none"> <li>• Continued classroom work with greater focus on key aspects of next steps in career aspirations (social interactions, communication, independent living skills) through EHCPs and the personalised destination led Woodfield curriculum.</li> <li>• Introduction to onsite work-related learning activities.</li> <li>• Participation in Enterprise projects.</li> <li>• Opportunities evening.</li> <li>• Education, Health &amp; Care Plan Transition Review</li> <li>• Working together with students and families to identify aspirations and goals for the future.</li> <li>• Parents evening and Annual Review.</li> <li>• AQA accredited modules that support employability and career skills.</li> </ul>
<b>Key Stage 5</b>	<b>Careers Education Focus</b>
Year 12	<ul style="list-style-type: none"> <li>• Increase in on-site work-related learning activities such as grounds work, Coffee Shop and admin support.</li> <li>• Participation in Enterprise projects.</li> <li>• Opportunity for offsite work experience placement in local business or charity.</li> <li>• Continued classroom work with greater focus on key aspects of next steps in career aspirations (social interactions, communication, independent living skills) through EHCPs and the personalised destination led Woodfield curriculum.</li> <li>• Opportunities evening.</li> <li>• Parents evening and Annual Review.</li> <li>• AQA accredited modules that support employability and career skills.</li> </ul>
Year 13	<ul style="list-style-type: none"> <li>• Continued participation in full range of on-site work-related learning activities</li> <li>• Potential for off-Site work experience placement in local business or charity.</li> <li>• Participation in Enterprise projects.</li> <li>• Continued classroom work with greater focus on key aspects of next steps in career aspirations (social interactions, communication, independent living skills) through EHCPs and the personalised destination led Woodfield curriculum.</li> <li>• Opportunities evening.</li> </ul>

	<ul style="list-style-type: none"> <li>• Parents evening and Annual Review.</li> <li>• AQA accredited modules that support employability and career skills.</li> </ul>
Year 14	<ul style="list-style-type: none"> <li>• Continued participation in full range of on-site work-related learning activities.</li> <li>• Potential for offsite work experience placement in local business or charity.</li> <li>• Continued classroom work with greater focus on key aspects of next steps in career aspirations (social interactions, communication, independent living skills) through EHCPs and the personalised destination led Woodfield curriculum.</li> <li>• Participation in Enterprise projects.</li> <li>• Opportunities evening.</li> <li>• Parents evening.</li> <li>• Education, Health &amp; Care Plan Transition Review.</li> <li>• Working together with students and families to identify aspirations and goals for the future.</li> <li>• Supporting students with transition from school to appropriate further education or other post school destination.</li> <li>• AQA accredited modules that support employability and career skills.</li> </ul>

**Access and Assessment**

This Policy is accessible on the school website.

Pupils, parents and carers, teachers, and employers can request any additional information about the careers programme by contacting Dave Ferguson via the school office.

The impact of our careers policy is monitored through teacher assessment, Annual Review reports, AQA certification, parents and carers feedback during annual reviews and parents evening, participation on activities, feedback from pupils and providers and through other usual channels.

This evidence will feed into the overall development plans to assist us to evaluate, improve and adapt our careers programme to ensure it meets the needs of all pupils.

This policy, the information included, and its implementation will be monitored by the governing body and reviewed annually.