



BROOK MEAD
ACADEMY

CAREERS AND GUIDANCE POLICY

Policy Monitoring, Evaluation and Review

The policy will be promoted and implemented throughout the academy. The Principal, along with the Executive Principal will take a key role in monitoring and evaluating the policy. The policy along with other academy policies will be available on the academy website. The Academy Council will review the policy annually and assess its implementation and effectiveness.

Version:	2.0
Date created:	January 2024
Author:	Careers Leader
Ratified by:	Principal
Date ratified:	January 2024
Review date:	January 2025

Revision History:

Version:	Date:	Author:	Summary of changes:
1.0	October 2021	Careers Leader	New policy
2.0	January 2024	Careers Leader	Policy updated using templates from The Key and CEC

Vision

Building Better Futures

The Careers Education, Information, Advice and Guidance (CEIAG) programme at Brook Mead Academy mirrors our whole school mission: 'Building Better Futures Together'!

We are unashamedly ambitious and determined to help our scholars to progress by unearthing and nurturing their talents and ambitions, instilling a confidence in them as informed and adaptable life-long learners, helping them to develop their knowledge, skills, experiences, and attitudes and therefore empowering them to thrive throughout each stage of their career journey and contribute positively to society.

Aims

This policy aims to set out Brook Mead Academy's provision of impartial and informed careers guidance for our scholars. This includes the ways in which scholars, parents, teachers, and employers can access information about our careers programme. High-quality careers guidance is important for our scholars' futures, and our provision aims to:

- **inspire** scholars to self-reflect and review their personal strengths, interests, and aspirations.
- **equip** scholars with research skills and access to high quality impartial resources, information, advice and guidance.
- **enable** scholars to broaden their viewpoints by developing a knowledge and understanding, as well as experiences, of the broad range of education, training and employment options and possibilities available both locally and nationally.
- **help** scholars to develop the skills and confidence to make well informed decisions, in preparation for the next phase of their education, training and world of work.
- **support** the ambitions and aspirations of all scholars by promoting equality of opportunity and supporting inclusion; therefore, helping scholars to explore and challenge stereotypes.
- **respond** to the needs of all scholars; the careers programme whilst being robust and progressive, has been designed to be flexible to reflect the needs of each cohort and develop a wide range of enterprise and employability skills in response to the changing world of work.

Statutory requirements

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

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 more recent [Skills and Post-16 Act 2022](#), which came into force on 1 January 2023. It explains that our school must provide a minimum of six encounters with technical education or training providers to all pupils in years 8 to 13. For more detail on these encounters, see our Provider Access Policy Statement.

This policy is also in line with the Education (Careers Guidance in Schools) Act 2022. This came into force on 1 September 2022, and amended the existing duty in The Education Act 1997, so that:

- Our school must now provide independent careers guidance from year 7 (instead of from year 8, previously)
- As an academy in England, we are now required to provide and publish careers guidance. The above guidance requires that schools publish information about their careers programme on their website. This policy includes this information and shows how our school complies with this requirement.

This policy complies with our funding agreement and articles of association.

We also act in line with our statutory duty under the 'Baker Clause', to be impartial and not show bias towards any route, be that academic or technical. This is included in our Provider Access Policy Statement which shows that

Brook Mead Academy encourages and supports provider access and education to enable scholars in years 7-11 to explore academic and technical/apprenticeship routes that are available to them as part of a holistic careers programme enabling all our scholars to make an informed choice about their post 16 provision. Brook Mead Academy proactively seeks to build relationships with sixth form schools, colleges, apprenticeship providers, universities, and employers as we plan our careers programme. We provide activities throughout the school year to ensure all our scholars have access to the most current and up to date careers information at key transition points and that providers have multiple opportunities to speak to scholars and their families to offer information on vocational, technical and apprenticeship qualifications and pathways.

Roles and responsibilities

Careers Leader

Our Careers Leader is Diana Walker, and she can be contacted by emailing dwalker@brook-tmet.uk.

The Careers Leader will:

- take responsibility for developing, running, and reporting on the school's career programme including implementation of a progressive careers curriculum.
- line manage the internal and external careers team.
- plan and manage careers activities.
- manage the budget for the careers programme.
- support teachers to build careers education and guidance into subjects across the curriculum.
- establish and develop links with employers, education and training providers, and careers organisations.
- work closely with relevant staff, including the pastoral team and the special educational needs co-ordinator (SENDCO) and careers adviser, to identify the guidance needs of all our scholars and put in place personalised support and transition plans.
- work with our school's designated teacher for looked-after children (LAC) and previously LAC to:
 - make sure they know which scholars are in care or are care leavers
 - understand their additional support needs
 - make sure that, for LAC, their personal education plan can help inform careers advice.
- review our school's Provider Access Policy Statement at least annually, in agreement with SLT and our governing board.

Senior Leadership Team

The Senior Leadership Team, with the Principal and Assistant Principal for Personal Development having key roles, give 'explicit backing' to the Careers Leader to ensure there is strong strategic leadership to develop a progressive and impactful careers programme.

SLT will:

- support the careers programme.
- support the Careers Leader in developing their strategic careers plan and driving improvement in the school's career provision.
- make sure our school's careers leader is allocated sufficient time, and has the appropriate training, to perform their duties to a high standard.
- allow training providers access to talk to scholars in years 8 to 11 about technical education qualifications and apprenticeships and set out arrangements for this in our school's Provider Access Policy Statement.
- network with employers, education and training providers, and other careers organisation.
- ensure all staff are contributing to the careers programme and sharing the careers vision across the school.

The Academy Council will:

- provide clear advice and guidance on which the school can base a strategic careers plan which meets legal and contractual requirements.
- appoint a member of the governing board who will take a strategic interest in careers education and encourage employer engagement.

- make sure independent careers guidance is provided to all scholars throughout their secondary education (11- to 16-year-olds) and that the information is presented impartially, includes a range of educational or training options and promotes the best interests of scholars.
- make sure that a range of education and training providers can access scholars in years 8 to 11 to inform them of approved technical education qualifications and apprenticeships.
- make sure that details of our school's careers programme and the name of the Careers Leader are published on the school's website.
- make sure that arrangements are in place for the school to meet the legal requirements of the 'Baker Clause', including that the school has published a Provider Access Policy Statement.

Wider responsibilities

Careers learning enables scholars to see how the subjects they are studying can be used in the real world and how they can transfer their skills to future careers and the world of work. All staff at Brook Mead Academy are committed to providing high quality careers education, information, advice, and guidance to help to inspire scholars and to enable them to make informed career decisions.

Members of staff in the pastoral and SEND teams, including Heads of Year, Key Workers, SENDO and Head of Safeguarding are responsible for:

- liaising with and providing information to the careers team in a timely manner to ensure that the careers programme meets the needs of all scholars.
- supporting the careers vision and careers related learning activities.
- providing additional support for the careers team and vulnerable scholars, particularly at key transition points such as the options process, the post 16 application process and work experience.

Curriculum leaders and all staff at Brook Mead Academy are responsible for:

- highlighting the relevance of their subject to future careers and opportunities.
- linking curriculum learning to careers, the world of work, job sectors and roles.
- highlighting where key transferable and employability skills are being developed.
- supporting the careers vision and careers related learning activities.
- Brook Mead Academy ensures that their staff involved in personal guidance and pastoral support are up to date with their knowledge through a programme of Continuing Professional Development.

Parents/carers

We recognise the important role that parents and carers have in their child's career development and are committed to working with families to develop their confidence and capability to support their child's planning and decision-making.

Our careers programme

Brook Mead Academy has an embedded careers programme that aims to inform and encourage scholars to consider their career options and take steps to understand their choices and pathways. We provide statutory independent careers guidance to scholars from year 7 onwards. Brook Mead Academy is committed to ensuring that every scholar receives a personal one-to-one guidance appointment delivered by a Level 6 qualified careers adviser by the time they leave Brook Mead Academy.

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

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

Our programme doesn't show bias towards any particular career path and promotes a full range of technical and academic options for scholars.

It is structured in a way that builds upon previous years, and the overarching aim interwoven across the Key Stages so that scholars are encouraged to think appropriately about their future. We provide aims, objectives, and activities for each year group.

Our careers programme is delivered through several methods, including:

- Careers lessons with form tutors
- Tutor time careers sessions
- Departments and curriculum teaching
- One-to-one advice appointments
- Group workshops
- Visiting speakers
- Assemblies
- Visits and events
- Displays
- Connexions input with 'vulnerable scholars'
- Bespoke interventions with targeted groups
- Brook Bonus Time enrichment programme
- A weeks' work experience placement in year 10
- Support with post 16 applications
- Drop-in support sessions with the careers team

Learning in each year has a key focus:

- **Year 7 – Awareness**
"How is what I am learning in school now preparing me for the wide range of future pathways and careers available to me?"
- **Year 8 – Explore**
"As I learn more about the world of work and the labour market, what aspirations do I have for my own careers journey?"
- **Year 9 – Consider**
"How can I prepare to make informed decisions about my future?"
- **Year 10 - Experience**
"How can I develop my employability skills further and articulate what I have to offer to potential employers and post 16 providers?"
- **Year 11 – Decide**
"Which post 16 pathway am I going to take and how do I prepare myself for success at this next stage in my careers journey?"

Pupils with special educational needs or disabilities (SEND)

We expect that most scholars with SEND will follow the same careers programme that meets the Gatsby Benchmarks as their classmates, with adjustments and additional support as needed.

Our Careers Leader will work with teachers and, where appropriate, professionals from relevant organisations, to identify the needs of our scholars with SEND and put in place personalised support and transition plans. This may include meetings with scholars and their families to discuss education, training and employment opportunities, supported internships and transition plans into higher education.

Our Careers Leader may, as appropriate, invite adults with disabilities to visit and share their experience and advice. No information will be given to scholars without SEND that is not also offered to our scholars with SEND.

Additional support will be given to year 10 and 11 scholars to assist with work experience and PS16 applications with input from the pastoral and inclusion teams.

Access to our careers programme information

A summary of our school's careers programme is published on our school website, including details of how scholars, parents, teachers, and employers can access further information about the careers programme.

Scholars, parents, teachers, and employers can request any additional information about the careers programme by contacting Diana Walker, Careers Leader, via dwalker@brook-tmet.uk.

Assessing the impact on scholars

Our career programme is designed so that scholars can give feedback, and their progress is measured as they move through the Key Stages. We measure and assess the impact of the programme's initiatives by using knowledge recall and knowledge checks throughout Key Stage 3 to ensure that key learning is embedded. We use a range of methods including questionnaires and focus group surveys to gain feedback on activities, events, and encounters from all stakeholders. We will review our scholars' destinations from August 2026. Compass+ Evaluation is used termly to audit, evaluate, and develop our careers provision.

Links to other policies

This policy links several other policies including:

- Provider Access Policy Statement
- Safeguarding and Child Protection Policy

All policies can be found on the Brook Mead Academy website: [Policies – Brook Mead Academy | TMET Leicester MAT \(brook-tmet.uk\)](#)

Monitoring and review

This policy, the information included, and its implementation will be monitored by the Careers Leader and the Assistant Principal for Personal Development and reviewed annually.