

St Martins School



**Careers at
St Martins School**

Careers Guidance Policy

Approved: Spring 2025

www.318education.co.uk

Introduction

High quality careers education and guidance in schools and colleges is critical to young people's futures. This policy aims to set out the 3-18 Education Trust (Trust) and St Martins School's provision of impartial and informed careers guidance for pupils. This includes the ways in which pupils, parents, teachers and employers can access information about the School's careers programme.

The provision outlined in this Policy aims to:

- Help pupils prepare for the workplace, by building self-development and career management skills.
- Provide experience and a clear understanding of the working world.
- Develop pupils' awareness of the variety of education, training and careers opportunities available to them.
- Help pupils to understand routes to careers that they are interested in, and to make informed choices about their next step in education or training.
- Promote a culture of high aspirations and equality of opportunity.

Careers Leader for St Martins School

The Careers Leader is:

Hannah Weaver - Assistant Head.

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The Careers Leader is a member of the senior leadership team and will:

- Take responsibility for developing, running and reporting on the school's career programme.
- 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 our special educational needs co-ordinator (SENCO) and careers adviser, to identify the guidance needs of all of our pupils with special educational needs and/or disabilities (SEND) 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 pupils 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.

The St Martins School 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 has the appropriate training, to perform their duties to a high standard.
- Allow training providers access to talk to pupils in years 8 to 13 about technical education qualifications and apprenticeships and set out arrangements for this in the School's Education and Training Provider Access Policy Statement.
- Network with employers, education and training providers, and other careers organisations.

St Martins School's Careers Programme

St Martins 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. The school provides statutory independent careers guidance to pupils from year 7 onwards.

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

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

The programme does not show bias towards any particular career path, and promotes a full range of technical and academic options for pupils.

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. The programme provides aims, objectives and activities for each year group.

Key Stage 3 & 4

Key Stage 3 & 4 careers programme will support pupils in their planning and choices of GCSE subjects. This includes:

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 students, parents, teachers, governors and employers.		
<ul style="list-style-type: none"> • Every school should have a stable, structured careers programme that has the explicit backing of the senior management team, and has an identified and appropriately trained person responsible for it. • The careers programme should be published on the school's website in a way that enables students, parents, teachers and employers to access and understand it. <ul style="list-style-type: none"> • The programme should be regularly evaluated with feedback from students, parents, teachers and employers as part of the evaluation process. 		
Autumn	Spring	Summer

<p><i>Careers SOW in PSE lessons (Years 8 and 9)</i></p> <p><i>Careers focus through PSE and life skills for year 11</i></p> <p><i>HE and FE year 10 through tutor activities</i></p> <p><i>Pupil voice to gather information on how to improve careers</i></p>	<p><i>Careers SOW in PSE lessons (Year 7)</i></p> <p><i>Careers focus through PSE and life skills for year 11</i></p> <p><i>HE and FE year 10 through tutor activities</i></p>	
<p><i>Information and education in school.</i></p>		

2. Learning from career and labour market information

Every student, 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.

- By the age of 14, all students should have accessed and used information about career paths and the labour market to inform their own decisions on study options.
- Parents should be encouraged to access and use information about labour markets and future study options to inform their support to their children.

Autumn	Spring	Summer
<p><i>All pupils have access to Unifrog (parents can access this through their child/wards log on)</i></p> <p><i>Questionnaire sent out to pupils (future skills questionnaire) and parents given information through online forums, the school newsletter and parents evening about careers in the curriculum</i></p> <p><i>Careers SOW in PSE lessons (Years 8 and 9)</i></p>	<p><i>Careers SOW in PSE lessons (Year 7)</i></p> <p><i>Options evening for year 9</i></p> <p><i>Forum for parents to share information on career along with the school newsletter and parents evening about careers in the curriculum</i></p>	<p><i>Forum for parents to share information on careers along with the school newsletter and parents evening about careers in the curriculum.</i></p>

3. Addressing the needs of each student

Students have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each student. A school's careers programme should embed equality and diversity considerations throughout.

- A school's careers programme should actively seek to challenge stereotypical thinking and raise aspirations.
- Schools should keep systematic records of the individual advice given to each pupil, and subsequent agreed decisions.
- All students should have access to these records to support their career development.
- Schools should collect and maintain accurate data for each pupil on their education, training or employment destinations.

Autumn	Spring	Summer
<p><i>All pupils have access to the Unifrog.</i></p> <p><i>All year 11 pupils have an individual meeting with our careers advisor, Gemma Evans, in school. This runs throughout the year on a Wednesday.</i></p> <p><i>Careers SOW in PSE lessons (Years 8 and 9)</i></p> <p><i>SEND team deliver the talk for work course to help SEND pupils access information about the world of work.</i></p>	<p><i>All pupils have access to Unifrog (revisited throughout the year)</i></p> <p><i>All year 11 pupils have an individual meeting with our careers advisor, Gemma Evans, in school. This runs throughout the year on a Wednesday.</i></p> <p><i>Careers SOW in PSE lessons (Year 7)</i></p> <p><i>SEND team deliver the talk for work course to help SEND pupils access information about the world of work.</i></p>	<p><i>All pupils have access to Unifrog (revisited throughout the year)</i></p> <p><i>SEND team deliver the talk for work course to help SEND pupils access information about the world of work.</i></p>

4. Linking curriculum learning to careers

All teachers should link curriculum learning with careers. STEM subject teachers should highlight the relevance of STEM subjects for a wide range of future career paths.

- By the age of 14, every pupil should have had the opportunity to learn how the different STEM subjects help people to gain entry to, and be more effective workers within, a wide range of careers.

Autumn	Spring	Summer
<p><i>Year 7 pupil's trip to AICO</i></p> <p><i>Year 9 maths focus webinar about the different options and careers routes through maths.</i></p> <p><i>Discussions and displays in classrooms about different pathways through different subjects.</i></p> <p><i>French trip years 8-10.</i></p> <p><i>Shropshire music service performances and talk</i></p>	<p><i>Year 8 pupils visit to a university.</i></p> <p><i>Theatre trip years 10 and 11 – English</i></p> <p><i>Discussions and displays in classrooms about different pathways through different subjects.</i></p> <p><i>Keele Maths fest year 10</i></p> <p><i>Shropshire music service performances and talk</i></p>	<p><i>Discussions and displays in classrooms about different pathways through different subjects.</i></p> <p><i>Spanish trip years 8-10.</i></p> <p><i>Liverpool trip to the British Music experience</i></p> <p><i>Shropshire music service performances and talk</i></p>

5. Encounters with employers an employees

Every student should have multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace.

- Every year from the age of 14 students should participate in at least one meaningful encounter with an employer.

Autumn	Spring	Summer
<i>Careers fair for year 9-11</i> <i>Assemblies for year 7-11 from a range of employers</i> Mock interview day for year 10	<i>Assemblies for year 7-11 from a range of employers</i> Moreton Hall careers fair for year 10.	<i>Assemblies for year 7-11 from a range of employers.</i> Year 10 work experience (July) Year 7 trip to AICO

6. Experiences of workplaces

Every student 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.

- By the age of 16, every pupil should have had at least one experience of a workplace, additional to any part-time jobs they may have.
- By the age of 18, every pupil should have had one further such experience, additional to any parttime jobs they may have.

Autumn	Spring	Summer
Mock interview day year 10 with a range of local businesses. Year 7 trip to AICO	University trip year 8 – study both options for university and jobs within universities. Year 11 Theatre trip	Year 10 pupils to attend work experience from 23 rd 27 th June 2025 Year 7 trip to AICO

7. Encounters with further and higher education

All students should understand the full range of opportunities that are available to them . This includes both academic and vocational routes and learning in schools, colleges, universities and in the workplace.

- By the age of 16 every pupil should have had a meaningful encounter with providers of the full range of learning opportunities including sixth forms, colleges, universities and apprenticeship providers. This should include the opportunity to meet both staff and students
- A meaningful encounter is one in which the student has an opportunity to explore what it is like to learn in that environment

Autumn	Spring	Summer
Local college assemblies for year 11 Taster day at either a sixth form or college for year 11. HE and FE tutor activities for year 10. University trip for year 10.	HE and FE tutor activities for year 10. University trip for year 8.	University trip for year 10.

8. Personal guidance

Every student should have opportunities for guidance interviews with a career advisor who could be internal (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.

<ul style="list-style-type: none"> • Every pupil should have at least one such interview by the age of 16 		
Autumn	Spring	Summer
<i>All year 11 pupils have an individual meeting with our careers advisor, Gemma Evans, in school. This runs throughout the year on a Wednesday.</i>		

Pupils with special educational needs or disabilities (SEND)

The Trust expects that the majority of pupils with SEND will follow the same careers programme that meets the Gatsby Benchmarks as their classmates, with adjustments and additional support as needed.

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

The Careers Leader may, as appropriate, invite adults with disabilities to visit and share their experience and advice.

No information will be given to pupils without SEND that is not also offered to our pupils with SEND.

Access to St Martins School Careers Programme Information

A summary of the School's careers programme is published on the St Martins School website, including details of how pupils, parents, teachers and employers can access information about the careers programme.

Pupils, parents, teachers and employers can request any additional information about the careers programme by contacting the Careers Leader at school.

Assessing the Impact on Pupils

The career programme is designed so pupils can give feedback, and their progress measured as they move through the Key Stages. The impact of the programme's initiatives is measured and assessed by:

- Surveys and pupil voice with students
- Surveys with parents
- Evaluations from employers and encounters