



Careers Education Policy

THIS POLICY IS AN APPENDIX TO THE MAIN OVERARCHING POLICY HELD BY NEXUS MULTI ACADEMY TRUST

Date Published	November 2022
Version	2
Approved Date	May 2024
Review Cycle	Annual
Review Date	July 2025

An academy within:



"Learning together; to be the best we can be"



1. Vision and Purpose

- 1.1. Promoting a career development culture is an essential part of the mission and ethos of Abbey School. We aim to support the aspirations of *a//* our learners and to ensure that they gain the understanding, skills and experience they need to make progress and succeed in learning and employment. We believe that effective careers education and guidance not only contributes to the well-being of individuals but also to the wellbeing of their families, the communities to which they belong, wider society, businesses and the economy.

2. National and Local Expectations:

- 2.1. We are committed to meeting national and local expectations in relation to careers by:
- Securing independent and impartial careers guidance for Y7-13 as required by the 2011 Education Act. In implementing this duty we will pay particular regard to the DfE's principles of good practice (Section 10 of the statutory guidance, March 2015) and Ofsted's inspection criteria for evaluating careers provision in schools (September 2015).
 - Fulfilling our duties under the Equality Act 2010 to promote equality of opportunity, foster good relations across all people, eliminate harassment and discriminatory practices and support children with protected characteristics.

3. Current priorities:

- 3.1. Our careers strategy is informed by these current priorities:
- Supporting individual aspirations, improving attainment and ensuring positive destinations.
 - Meeting the needs of all our students with special educational needs and disabilities.
 - Meeting the needs of specific groups including Looked After Children, EAL students, students from economically-deprived backgrounds (Pupil Premium), young carers.
 - Developing learners' career management skills, especially those associated with WAVEE – Wellbeing, Academic, Vocational, Enterprise and Employability.
 - Improving young people's employability by helping them to identify the values that are important to them such as contributing to the wellbeing of self and others through their paid and voluntary work and working in environmentally friendly ways.
 - Developing the use of digital technologies to meet young people's career



development needs in conjunction with face-to-face support.

- Working with parents/carers, education, community and business partners to meet students' career development needs.

4. Strategy

4.1. To achieve the objectives of this policy, we will ensure that the local governance is actively involved in shaping careers policy and strategy through its committee structure.

- The senior member of staff will be qualified to Level 6 Careers and advise the senior leadership team and governors on curriculum, staffing and resource requirements; and to lead the development, implementation and evaluation of the school's careers provision with the support of other key post holders (e.g. SENCO, Post 16 Lead) and specialist careers staff.
- Develop and maintain a costed annual careers plan for achieving current priorities including delivering the planned programme, meeting staffing and CPD costs, and monitoring, reviewing and evaluating the strategy.
- Commission independent careers guidance services from individuals/organisations that meet the standards set by the Quality in Careers Standard.
- Set out clearly the contribution expected of all staff including Upper and Lower School Class Teams and Post 16 Team for students' career learning and planning.
- Communicate the benefits of effective provision to our partners, including Nexus MAT schools, and engage them in co-ordinating provision.
- Actively involve learners themselves in the planning, delivery and evaluation of the careers programme.

5. Review

This policy will be reviewed by the Policy Review Board annually.