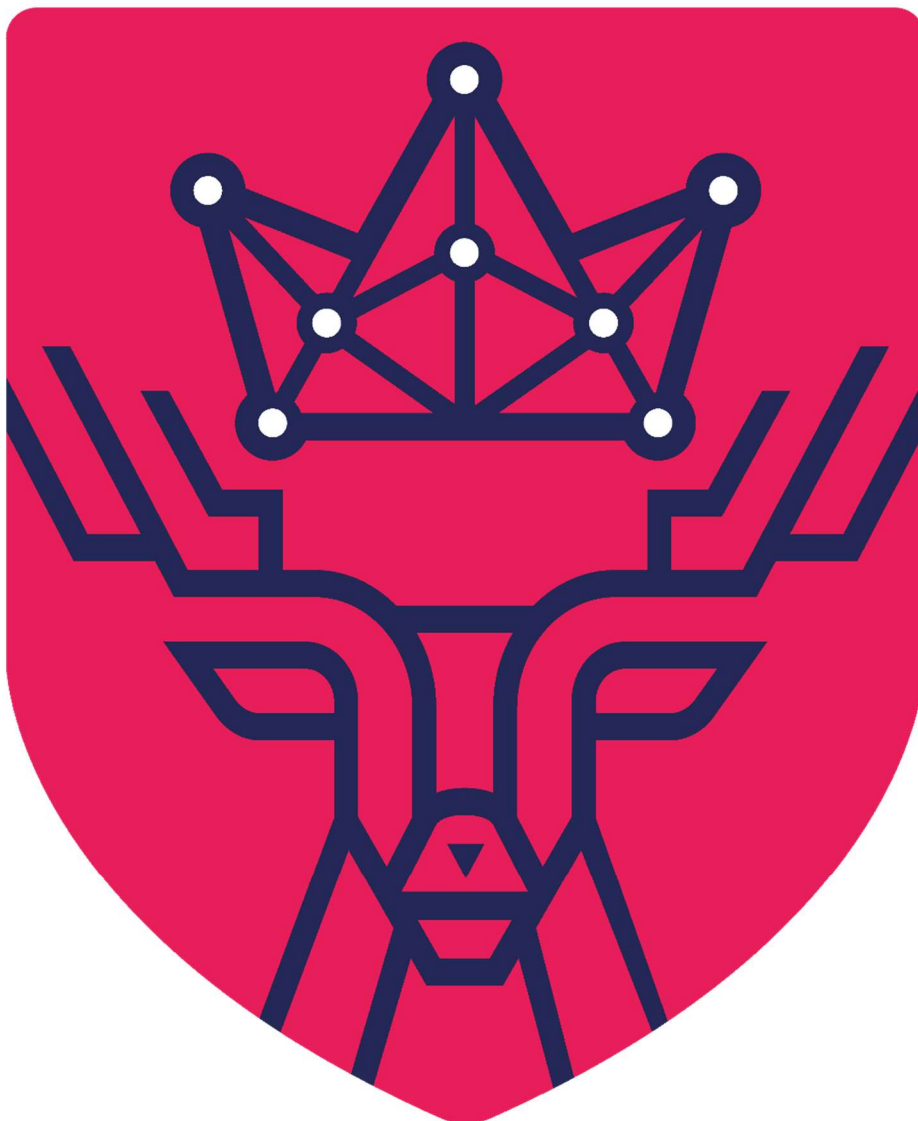




Fairlands Middle School

We Collaborate, Achieve & Belong

Careers and Employability Policy



Approved by: Rebecca Bennett (Headteacher) Rob Dickins (Careers Leader)

Last Reviewed: February 2026

Next Review Date by: February 2027

Terminology

There are a number of terms used to describe different careers interventions, and there is inevitably some overlap between them;

- **Careers education** is the delivery of learning about careers as part of the curriculum. Careers education is often closely related to work experience and other forms of work-related learning.
- **Work-related learning** is the provision of opportunities to develop knowledge and understanding of work and to develop skills for employability through direct experiences of work.
- **Careers information** is the provision of information and resources about courses, occupations and career paths.
- **Careers advice** is more in-depth explanation of information and how to access and use information.
- **Careers guidance** is a deeper intervention in which an individual's skills, attributes and interests are explored in relation to their career options.

Introduction

Fairlands Middle School is committed to providing a planned Careers Education programme for all pupils and therefore ensure all pupils in Y5-Y8 are given opportunities to explore and develop the skills and knowledge required for future success in education and the wider world of work. A solid foundation in careers education will aid a young person in finding their pathway through learning and into the world of work and can help them achieve. Here at Fairlands, we are the starting point for that journey before pupils move on into Key Stage 4 and 5 or the wider world of work and training.

The 2011 Education Act places a duty on the school to give all pupils access to careers education and impartial information, advice and guidance. Careers education at Fairlands aims to help pupils develop a positive self-image, increase self-confidence and raise personal aspirations. The school strives to provide appropriate advice, up to date information and a range of opportunities to support pupil's development at key points throughout their education. The careers education programme aims to prepare pupils for the ever-changing opportunities, responsibilities and experiences of adult life and equips them with the skills to manage the choices, changes and transitions ahead of them.

We believe this policy should be a working document that represents the school ethos, enables consistency and quality across the school and is related to the following legislation:

- Education Act 1997
- Education and Skills Act 2008
- School Information (England) Regulations 2008
- Education Act 2011
- Equality Act 2010

The following documentation is also related to this policy:

- Careers guidance and access for education and training providers (DfE)
- Gatsby Charitable Foundation: Good Career Guidance (Gatsby Charitable Foundation)
- Understanding the role of the Careers Leader (Careers and Enterprise Company)
- Equality Act 2010: Advice for Schools (DfE)
- Race Disparity Audit - Summary Findings from the Ethnicity Facts and Figures Website (Cabinet Office)

We acknowledge the Government's career guidance (2017) that clearly sets out a 'long term plan to build a world class careers system that will help young people and adults choose the career that is right for them.' The statutory guidance sets out in the 'strategy to make sure that young people in secondary school get a programme of advice and guidance that is stable, structured and delivered by individuals with the right skills and experience.'

We understand that in order to achieve this aim we may use the Gatsby Charitable Foundation's Benchmarks to develop and improve our careers provision.

We are aware that the Gatsby Benchmarks are not a statutory framework but by adopting them we can feel confident that we are fulfilling our legal duties namely:

- To secure independent careers guidance
- To provide opportunities to a range of providers/advocates to inform pupils about a wide range of technical education qualifications, higher education or apprenticeships
- To publish information about the careers programme on the school website
- To make sure that there are opportunities for all pupils in Year 8 to become informed about possible routes into future education, training or qualification

We all have a responsibility to ensure equality permeates in to all aspects of school life and that everyone is treated equally irrespective of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation. We want everyone connected with this school to feel safe, secure, valued and of equal worth.

We believe it is essential that this policy clearly identifies and outlines the aims, roles and responsibilities of all those involved in the procedures and arrangements that is connected with this policy.

Curriculum

Through a variety of activities and events in PSHE lessons, assemblies, experiential days and curriculum learning, pupils are introduced to the world of work and career guidance. Each faculty area is encouraged to contextualise their subjects allowing for pupils to see how they could possibly use the skills being learned in the wider world and in which sector of employment. Pupils in Key Stage 3 may also be offered the opportunity to work with selected universities and external organisations through external visits and projects, allowing them to build a picture of what journey they may choose to go on after compulsory education, no matter what their background.

Leadership and Review

The Deputy Headteacher responsible for careers education will oversee the strategic vision, working closely with the Local Partnership Board Link Partner to ensure delivery of the strategy and with heads of faculty and pastoral leaders, parents and external providers to ensure the above objectives are met.

The review of the strategy and policy will be conducted annually.

Role of Local Partnership Board

The Local Partnership Board (LPB) has responsibility for monitoring

- The school complies with all equalities legislation.
- This policy is reviewed through discussing improvements to this policy during the school year.
- Organising surveys to gauge the thoughts of all pupils; and reviewing the effectiveness of this policy with the LPB.
- The nomination of a link partner to visit the school regularly

Role of the Headteacher

The Headteacher will ensure

- The school complies with section 42a of the Education Act 1997 that all registered pupils are provided with independent careers guidance from year 8 to 13;
- Independent careers advice provided is presented in an impartial manner, showing no bias or favouritism towards a particular institution, education or work option, includes information on the range of education or training options, including apprenticeships and technical education routes and promotes the best interests of pupils.
- Compliance with the Technical and Further Education Act 2017 to ensure that there is an opportunity for a range of education and training providers to access all pupils in year 8-13 in order to inform them about approved technical education qualifications or apprenticeships.
- Publication of the school's Careers Education programme including:
 - the contact details of the Futures Education Leader;
 - a summary of the Futures Education programme;
 - the impact of the Future Education programme on pupils;
 - the date of the next review of the information published
- Provide guidance, support and training to all staff;
- Make effective use of relevant research and information to improve this policy;
- Monitor the effectiveness of this policy by speaking with pupils, school personnel, parents and LPB
- Annually report to the LPB on the success and development of this policy

Role of the Careers and Employability Lead

The Careers and Employability Lead will:

Have the skills, commitment and the backing of the senior leadership team to deliver the careers programme across all eight Gatsby Benchmarks.

<p>1. A stable careers programme</p>	<p>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.</p>	<p>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.</p> <p>The careers programme should be published on the school's website in a way that enables pupils, parents, teachers and employers to access and understand it.</p> <p>The programme should be regularly evaluated with feedback from pupils, parents, teachers and employers as part of the evaluation process.</p>
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<p>2.Learning from career and labour market information</p>	<p>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.</p>	<p>By the age of 14, all pupils should have accessed and used information about career paths and the labour market to inform their own decisions on study options.</p> <p>Parents should be encouraged to access and use information about labour markets and future study options to inform their support to their children.</p>
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<p>3.Addressing the needs of each student</p>	<p>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.</p>	<p>A school's careers programme should actively seek to challenge stereotypical thinking and raise aspirations.</p> <p>Schools should keep systematic records of the individual advice given to each pupil, and subsequent agreed decisions.</p> <p>All pupils should have access to these records to support their career development.</p> <p>Schools should collect and maintain accurate data for each pupil on their education, training or employment destinations.</p>
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<p>4.Linking curriculum learning to careers</p>	<p>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.</p>	<p>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.</p>
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<p>5.Encounters with employers and employees</p>	<p>Every student should have multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace. This can be through a range of enrichment activities including visiting speakers, mentoring and enterprise schemes.</p>	<p>Every year, from the age of 11, pupils should participate in at least one meaningful encounter* with an employer.</p> <p>A 'meaningful encounter' is one in which the student has an opportunity to learn about what work is like or what it takes to be successful in the workplace.</p>
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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 part-time jobs they may have.
7.Encounters with further and higher education	All students should understand the full range of learning 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 pupils. By the age of 18, all pupils who are considering applying for university should have had at least two visits to universities to meet staff and pupils. A 'meaningful encounter' is one in which the student has an opportunity to explore what it is like to learn in that environment.
8.Personal guidance	Every student should have opportunities for guidance interviews with a career adviser, who could be internal (a 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.	Every pupil should have at least one such interview by the age of 16, and the opportunity for a further interview by the age of 18.

Provide leadership by:

- ensuring the career guidance provision is of high quality and meets all external requirements;
- reviewing and evaluating career guidance;
- promoting career guidance within the school

Provide good management by:

- planning the programme of activities in career guidance;

- monitoring the delivery of the Futures Education programme to ensure it meets the needs of the school's diverse range of learners;
- supporting staff who provide information and advice to pupils;
- overseeing the overall management of budget and resources;
- ensuring that appropriate training is in place to support the implementation of career advice

Co-ordinate:

- the relationship between different departments to ensure that career guidance is effectively delivered;
 - tutors, mentors and learning support staff to identify pupils needing guidance;
 - and manage support for pupils with Education, Health and Care (EHC) Plans by ensuring they are fully included in the careers programme
- network with schools, apprenticeship providers, employers, Local Enterprise Partnership, National Collaborative Outreach Programme, National Careers Service and other external organisations
- lead the development of this policy throughout the school;
 - work closely with the Headteacher and the nominated local partner.
 - provide guidance and support to all staff;
 - provide training for all staff on induction and when the need arises;
 - make effective use of relevant research and information to improve this policy;
 - keep up to date with new developments and resources;
 - undertake risk assessments when required;
 - review and monitor;
 - annually report to the local partnership on the success and development of this policy