



**LIONHEART**  
EDUCATIONAL  
TRUST

**CAREERS EDUCATION INFORMATION AND  
GUIDANCE POLICY**

**This policy applies to all the academies in  
The Lionheart Educational Trust**

**Approved by Trust Board  
January 2023 – 2024**

## Contents

<b>1. Aims</b> .....	<b>4</b>
<b>2. Policy Scope</b> .....	<b>4</b>
<b>3. Roles and responsibilities</b> .....	<b>5</b>
<b>3.1 Careers leader</b> .....	<b>5</b>
<b>3.2 Senior leadership team (SLT)</b> .....	<b>6</b>
<b>3.3 The Trust Board</b> .....	<b>6</b>
<b>4. Our careers programme</b> .....	<b>6</b>
<b>Key Stage 3</b> .....	<b>7</b>
<b>Key Stage 4</b> .....	<b>8</b>
<b>Appendix 1: Summary of the Gatsby Benchmarks</b> .....	<b>10</b>

## 1. Aims

- 1.1. Lionheart Educational Trust (“the Trust”) aims to support the aspirations of all our learners and to ensure that they gain the understanding, skills and experience they need to make progress and succeed in learning and work.
- 1.2. This policy will set out the Trust schools/college provision of impartial and informed careers guidance for our pupils. This includes the ways in which pupils, parents, teachers and employers can access information about our careers programme.
- 1.3. High-quality careers guidance is important for our pupils’ futures, and our provision 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, equality and equitable opportunity.

## 2. Policy Scope

- 2.1. This policy covers the Careers Education, Information, Advice and Guidance given to all pupils in Key Stages 3, 4 and 5 and is based on the Department for Education’s (DfE’s) statutory [Careers guidance and access for education and training providers](#).
- 2.2. 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 Trust schools/college must provide a minimum of **6 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, which you can find on our website.
- 2.3. 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:
  - Trust schools/college must now secure independent careers guidance from year 7 (instead of from year 8, previously)
  - As a multi academy trust in England, Trust schools/college 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 Trust schools/college complies with this requirement.
- 2.4. This policy complies with our funding agreement and articles of association.

- 2.5. 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 policy should be read in conjunction with our provider access policy statement, which sets out how our school meets this duty.
- 2.6. All members of staff within the Trust are expected to be aware of this policy and understand the importance of Careers Education, Information, Advice and Guidance (CEIAG) in the education of students and promote these within their specialism.
- 2.7. It is important that Trust pupils leave school/college aware of themselves as individuals with a clear understanding of the opportunities open to them and be equipped with the tools needed to make informed life decisions. They should have resilience to make the transition from fulltime education to the world beyond. It is these personal and social development characteristics that this policy will contribute to.

### **3. Roles and responsibilities**

#### **3.1 Careers leader**

Our careers leader is Kirsty Kirby, and they can be contacted by phoning 01509412385 or emailing [Kirsty.Kirby@humphreyperkins.org.uk](mailto:Kirsty.Kirby@humphreyperkins.org.uk). Our careers leader is Kirsty Kirby the senior leadership team (SLT) and will:

- Take responsibility for developing, running and reporting on the schools'/college careers 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 special educational needs coordinator (SENCO) and careers adviser, to identify the guidance needs of all of pupils with special educational needs and/or disabilities (SEND), young carers and those who are economically disadvantaged and put in place personalised support and transition plans as appropriate
- Work with school/college 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
- Review Trust provider access policy statement at least annually, in agreement with the Trust Board

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

Our SLT will:

- Support the careers programme
- Support the careers leader in developing their strategic careers plan
- Make sure the schools/college careers leaders are allocated sufficient time, and have 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 their provider access policy statement
- Network with employers, education and training providers, and other careers organisations

### **3.3 The Trust Board**

The Trust Board will:

- Provide clear advice and guidance on which the Trust schools/college can base a strategic careers plan which meets legal and contractual requirements
- Appoint a member of the local governing board who will take a strategic interest in careers education and encourage employer engagement in each school/college. This member should also act as a critical friend when the school evaluates its CEIAG offer
- Make sure 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 approved technical education qualifications and apprenticeships
- Make sure that details of Trust schools'/college's careers programme and the name of the career's leader are published on the schools/college website
- Make sure that arrangements are in place for Trust schools/college to meet the legal requirements of the 'Baker Clause', including that each school/college has published a provider access policy statement.

## **4. Our careers programme**

Each Trust school/college 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** (see appendix 1 for more detail):

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 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. We provide aims, objectives and activities for each year group.

Our careers programme is delivered through a number of methods, including:

Discrete lessons, displays, events, guest speakers, curriculum based activities and interviews

### Key Stage 3

The Key Stage 3 careers lessons will support pupils in their planning and choices of GCSE subjects and beyond. This includes:

Year 7	Year 8	Year 9	
Essential skills	Challenging stereotypes: Pay gap	How to demonstrate strengths	Employment rights and responsibilities
Skills and qualities	Types of employment	Managing emotions in the workplace	Skills for enterprise
Identifying future careers aspirations	Goal Setting	Post 16 options	Giving and receiving constructive feedback
Challenging stereotypes: Careers	Options for Year 9	Year 10 options	Strategies for progress
Assessment and feedback	Assessment and feedback	Assessment and feedback	Assessment and feedback

## Key Stage 4

The Key Stage 4 careers lessons aims to help pupils research and understand their choices and routes into education, training and employment. This includes:

Year 10	Year 11
Evaluating strengths and weaknesses	Using constructive feedback
Opportunities in learning and work	Writing CVs and personal statements
Responsibilities in the workplace	Interview technique
Building on and learning from work experience	Applying to college, training and/or apprenticeships
Assessment and feedback	Rights and responsibilities: part time

### 4.1 Pupils with special educational needs or disabilities (SEND)

We expect 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.

Our careers leader will work with teachers and, where appropriate, professionals from relevant organisations, to identify the needs of our 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.

Our careers leader may, as appropriate, invite adults with disabilities to visit and share their experience and advice.

All information will be given to pupils without SEND that is not also offered to our pupils with SEND.

### 4.2 Access to our careers programme information

A summary of our school's careers programme is published on our careers page of the school/college 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 Kirsty Kirby, Careers Leader, [Kirsty.kirby@humphreyperkins.org.uk](mailto:Kirsty.kirby@humphreyperkins.org.uk)

### 4.3 Assessing the impact on pupils

Our career programme is designed so pupils can give feedback, and their progress measured as they move through the Key Stages. We measure and assess the impact of this policy and the CEIAG offer in a number of ways:

- Feedback from stakeholders through mechanisms such as the student, parent, teacher and employer surveys
- Feedback from external visitors to the school such as the Leicester Local Enterprise Partnership (LLEP) or Ofsted
- Leavers information - destination data and the number NEETs in October. This can be measured against other schools/colleges locally and nationally.

## **5. Links to other policies**

This policy links to the following policies:

- Provider Access Policy statement
- Safeguarding Policy
- SEND Policy

## **6. Monitoring and review**

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

The next review date is: December 2024.



## Appendix 1: Summary of the 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 students, parents, teachers and employers to access and understand it.</p> <p>The programme should be regularly evaluated with feedback from students, parents, teachers and employers as part of the evaluation process.</p>
<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 students 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>
<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 student, and subsequent agreed decisions.</p>

		<p>All students should have access to these records to support their career development.</p> <p>Schools should collect and maintain accurate data for each student on their education, training or employment destinations for at least three years after they leave the school.</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 student 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.
5. Encounters with employers and employees	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>Every year, from the age of 11, students should participate in at least six *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>
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.	<p>By the age of 16, every student should have had at least one experience of a workplace, additional to any part-time jobs they may have.</p> <p>By the age of 18, every student should have had one further such experience, additional to any part-time jobs they may have.</p>
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 student should have had a meaningful encounter* with providers of the full range of learning opportunities, including Sixth Forms, colleges, universities and

		<p>apprenticeship providers. This should include the opportunity to meet both staff and students. By the age of 18, all students who are considering applying for university should have had at least two visits to universities to meet staff and students.</p> <p>*A 'meaningful encounter' is one in which the student has an opportunity to explore what it is like to learn in that environment.</p>
8. Personal guidance	<p>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.</p>	<p>Every student should have at least one such interview by the age of 16, and the opportunity for a further interview by the age of 18.</p>