

# Millais School

## Careers Guidance Policy

<b>Date of Last Review:</b>	April 2025	<b>Owner:</b>	
<b>Date of Next Review:</b>	April 2026	<b>Approving Body:</b>	

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## 1. Aims

This policy aims to set out our school’s provision of impartial and informed careers guidance for our students. This includes the ways in which students, parents, teachers and employers can access information about our careers programme.

High-quality careers guidance is important for our students’ futures, and our provision aims to:

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

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## 2. 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:

- o The Education Act 1997
- o The Education and Skills Act 2008
- o 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 schools must provide a minimum of **6 encounters** with technical education or training providers to all students in years 8 to 13. Millais, as an 11 – 16 establishment has a responsibility to therefore provide a minimum of 4 encounters. For more detail on these encounters, see our provider access policy statement, which you can find in the Millais Policy section or Life Beyond Millais – Careers section of our website.

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:

- o Our school must now secure independent careers guidance from year 7 (instead of from year 8, previously)

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.

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.

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

#### **3.1 Careers leader**

Our careers leader is Caroline Jones, and they can be contacted by phoning 01403 254932 or emailing [clj01@millais.org.uk](mailto:clj01@millais.org.uk). Our Careers Leader is a member of the senior leadership team (SLT) and will:

- o Take responsibility for developing, running and reporting on the school’s career programme
- o Plan and manage careers activities
- o Manage the budget for the careers programme
- o Support teachers to build careers education and guidance into subjects across the curriculum
- o Establish and develop links with employers, education and training providers, and careers organisations. Those interested in partnership-working with the School for the purposes of delivering CEIAG are encouraged to contact Caroline Jones on the above contact details.
- o 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 students with special educational needs and/or disabilities (SEND) and put in place personalised support and transition plans
- o 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

- Review our school's provider access policy statement at least annually, in agreement with our governing 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 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 students in years 8 to 13 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 organisations

### **3.3 The governing board**

The governing board 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 students 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 students
- Make sure that a range of education and training providers can access students in years 8 to 13 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

### **3.4 Whole Staff**

- DOLs must ensure that each subject area is responsible for careers delivery within their subject – promoting careers links and potentially organising encounter opportunities
- Staff training needs are identified as part of the annual evaluation process of the School's careers programme. The School will endeavour to meet training needs within a reasonable period of time.

### **3.5 Providers**

We have set out our arrangements for managing the access of providers to students at the Millais in our Provider Access Policy (PAP), for the purpose of providing all stakeholders and providers with information about education and/or training offer(s), in line with our statutory duties under section 42B and 45A of the Education Act 1997.

The PAP policy is published on the Millais School's website.

### **3.6 Parents and Students**

Careers information is available for students, parents, teachers, and employers to access via the career section on the Millais School website, alongside Unifrog (a digital careers guidance and destinations platform).

### **3.7 Resources**

Funding for Millais School's careers programme is allocated during annual budget planning processes and is considered within the context of whole-school priorities. The designated Careers Leader is responsible for the effective deployment of allocated resources.

## **4. Our careers programme**

Our school has an embedded careers programme that aims to inform and encourage students to consider their career options, and take steps to understand their choices and pathways. We provide statutory independent careers guidance to students from year 7 onwards.

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 students.

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:

- o PD units of work throughout Years 7 - 11
- o Curriculum Subjects
- o CAS focus weeks
- o Tutor-led discussion
- o Displays
- o Events
- o Guest speakers
- o Careers information is available both in the LRC and in digital format via Unifrog, a platform which provides access to information on apprenticeships, universities, the labour market and career pathways.

### **Key Stage 3**

At Key Stage 3, this includes careers library research, aiming to raise student aspirations, exploring stereotypes in the workplace, researching the history of the workplace, and developing personal, social and employability skills. Our Key Stage 3 careers programme will support students in their planning and choices of GCSE subjects. This includes assemblies, and a parent and student information evening on choosing options are also provided.

### **Key Stage 4**

At Key Stage 4, students continue research into careers and pathways into the sixth form and higher education. They develop skills in CV, letter writing, presentations and interviews. This includes a week's work experience at a self-arranged placement, supported by a parent information evening; assemblies on apprenticeships and A-level options and Post 16 options evening for parents and pupils. Individual interviews are held with an independent careers practitioner, who also provides guidance on apprenticeships. Every pupil in Year 11 meets with a member of the SLT to discuss their Post 16 options.

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

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

The SENCO will work with teachers and, where appropriate, professionals from relevant organisations, to identify the needs of our students with SEND and put in place personalised support and transition

plans. This may include meetings with students and their families to discuss education, training and employment opportunities, supported internships and transition plans into higher education.

Our SENCO is Karen Potter: kmp01@millais.or.guk

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

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

#### **4.2 Access to our careers programme information**

A summary of our school's careers programme is published on our school website in the form of a Careers Learning Journey, including details of how students, parents, teachers and employers can access information about the careers programme.

Students, parents, teachers and employers can request any additional information about the careers programme by contacting Caroline Jones on the details shown above.

#### **4.3 Assessing the impact on pupils**

Our career programme is designed so students can give feedback, and their progress measured as they move through the Key Stages. Built into the careers programme are opportunities for pupils to self-evaluate and reflect on their learning at key points, such as following work experience during Year 10.

Students develop a profile on Unifrog through which their activities and skills development can be recorded. We measure and assess the impact of the programme's initiatives by:

- o surveys
- o leavers' information
- o feedback from pupils, parents, teachers and employers
- o evaluations

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

This policy links to the following policies:

- o Provider access policy statement
- o Child protection policy
- o Curriculum policy

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#### **6. Monitoring and review**

This policy, the information included, and its implementation will be monitored by the [governing board and reviewed annually. The next review date is: April 2026