



QUORN HALL
SCHOOL

Careers Education Policy

Person Responsible: Headteacher

Last reviewed on: 25th March 2024

Next review due by: 25th March 2025

Created:

Revisions: Annually (12th February 2021; 19th January 2022; 18th Apr 23)

Quorn Hall School is part of Newcome Education, which is owned and operated by Cavendish Education.

This policy is one of a series of school policies that, taken together, are designed to form a comprehensive statement of the school's aspiration to provide an outstanding education for each of its pupils and of the mechanisms and procedures in place to achieve this. Accordingly, this policy should be read alongside these policies. In particular it should be read in conjunction with the policies covering equality and diversity, Health and Safety, safeguarding and child protection.

All of these policies have been written, not simply to meet statutory and other requirements, but to enable and evidence the work that the whole school is undertaking to ensure the implementation of its core values:

- **'Levelling up'** – We want our children to be able to meet appropriate milestones and age related expectations, socially, emotionally and academically.
- **Thrive not survive** – We want our children to thrive in school and society, not just survive their adverse childhood experiences.
- **Confidence** – Develop confidence in their abilities and self image/esteem as learners and members of society.
- **Creativity** – Foster individuality and celebrate differences and create a compassionate and accepting environment. Provide tools that give pupils options, voice, and choice in order to enable them to be creative.
- **Competence** – In their ability to self-regulate and interact with different types of people and overcome the challenges and traumas from the past.
- **Character** – Develop resilience so they see failures or negative situations as a learning opportunity by implementing a growth mindset approach.
- **Compassion** – For pupils and the challenging circumstances they have encountered in both their personal and educational lives.
- **Care** – To overtly demonstrate to pupils that adults do care about them and their futures – every day is a fresh start.

While this current policy document may be referred to elsewhere in Quorn Hall School documentation, including particulars of employment, it is non-contractual.

In the school's policies, unless the specific context requires otherwise, the word "parent" is used in terms of Section 576 of the [Education Act 1996](#), which states that a 'parent', in relation to a child or young person, includes any person who is not a biological parent but who has parental responsibility, or who has care of the child. Department for Education guidance [Understanding and dealing with issues relating to parental responsibility updated August 2023](#) considers a 'parent' to include:

- all biological parents, whether they are married or not

- any person who, although not a biological parent, has parental responsibility for a child or young person - this could be an adoptive parent, a step-parent, guardian or other relative
- any person who, although not a biological parent and does not have parental responsibility, has care of a child or young person

A person typically has care of a child or young person if they are the person with whom the child lives, either full or part time and who looks after the child, irrespective of what their biological or legal relationship is with the child.

The school employs the services of, among others, the following consulting companies to ensure regulatory compliance and the implementation of best practice:

- Peninsula BrightHR
- Peninsula BusinessSafe (Health and Safety)
- Atlantic Data/Due Diligence Checking Ltd (DBS)
- Educare / National College (online CPD)
- SchoolPro (data protection)
- Marsh Commercial (insurance)
- Neotas (Online searches / Social Media checks)
- VWV (legal)

Where this policy refers to 'employees', the term refers to any individual that is classified as an employee or a worker, working with and on behalf of the school (including volunteers and contractors).

Quorn Hall School is committed to safeguarding and promoting the welfare of children and young people and expects all staff, volunteers, pupils and visitors to share this commitment.

All outcomes generated by this document must take account of and seek to contribute to safeguarding and promoting the welfare of children and young people at Quorn Hall School.

The policy documents of Quorn Hall School are revised and published periodically in good faith. They are inevitably subject to revision. On occasions a significant revision, although promulgated in school separately, may have to take effect between the re-publication of a set of policy documents. Care should therefore be taken to ensure, by consultation with the Senior Leadership Team, that the details of any policy document are still effectively current at a particular moment.

1. Introduction & Context

Maximising the life chances and opportunities of our students is at the heart of Quorn Hall School's provision. We want our students to be valued members of their local communities and aim to adequately prepare them for their next steps in education and life beyond this. This policy exists in order to provide a clear commitment to and framework for Careers Education, Information, Advice and Guidance (CEIAG) within Quorn Hall School.

2. Aims and purpose

This policy has been reviewed in line with the recently published Department for Education (DfE) guidance document Careers guidance and access for education and training providers - Statutory guidance for governing bodies, school leaders and school staff (DfE, January 2018)

This policy accepts the 8 Gatsby Benchmarks ([Grid](#)) as set out below;

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 pupils, teachers, governors and employers.

2. Learning from Career & Labour Market Information

Every pupil, 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.

3. Addressing the Needs of Each Pupil

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

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 career paths.

5. Encounters with Employers & Employees

Every pupil 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.

6. Experiences of Workplaces

Every pupil should have first-hand experience of the workplace through work visits, work shadowing and/or work experience to help their exploration of career opportunities, and expand their networks.

7. Encounters with Further and Higher Education

All pupils 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.

8. Personal Guidance

Every pupil should have opportunities for guidance interviews with a careers advisor, who could be internal or external, provided that they are trained to an appropriate level. These should be available whenever significant study or career choices are being made. They should be expected for all pupils from KS3 but should be timed to meet their individual needs.

All staff at Quorn Hall school are expected to be aware of this policy and the importance of CEIAG for our students, embedding content across the curriculum; CEIAG is not the sole responsibility of the Careers Lead. It is important that students leave school aware of themselves as individuals and the opportunities available to them.

3. Aims and Objectives

At Quorn Hall School we aim to:

- prepare pupils for the transition to life beyond secondary school;
- support pupils in making informed decisions which are suitable and ambitious for them;
- provide pupils with well-rounded experiences;
- develop characteristics e.g. social skills, communication, innovation, resilience and leadership which support high achieving pupils in the curriculum and in their careers;
- inspire and motivate pupils to develop their aspirations.

The impact of these aims will be that pupils:

- understand their options and different paths to work, to plan the steps they need to take, and to get from where they are to where they want to go;
- will be inspired about new opportunities they might not have known about or thought they could not achieve;
- understand their own knowledge and skills and how they can be used in the workplace;
- get, hold and progress in a job, whatever their age, ability or background;
- increase the amount they earn across their working lives;
- improve their well-being through doing a job they are good at and enjoy.

The school will deliver careers education information, advice and guidance (CEIAG) in line with statutory guidance and recommendations contained in documents such as:

- 1997 Education Act;
- 2003 Education Regulations;
- 2011 Education Act;
- National Framework for CEG 11-19 in England (DfES, 2003);
- the Young People's IAG Standards (DCSF, 2007);
- the statement of careers education principles (DCSF, 2008);
- Career, work-related learning and enterprise 11-19: A framework to support economic wellbeing, QCA (2008);
- [Careers guidance and access for education and training providers](#) (we acknowledge that this does not formally apply to independent schools)

At the heart of this guidance is:

- impartiality;
- information on a range of pathways, including university options or apprenticeships;
- adaptation to the needs of the pupils, including those with protected characteristics.

4. Careers Provision at Quorn Hall School

At Quorn Hall School the Careers Lead is responsible for developing a clear careers programme that is shared with all stakeholders via the school website. Our named Careers Lead is Georgia Howard (georgia.howard@quornhallschool.com).

Our careers programme is currently delivered through a weekly careers session in Key stages 3 and 4 but is also embedded across the curriculum, with additional support given in Year 11 as the students prepare to transition from School.

We aim for all of our pupils have access to the following:

- Extra-curricular activities and visits, which support pupils in developing their understanding of a range of different subjects.
- Encounters with employers in a range of careers that inspire and motivate the pupils.
- Access to online resources such as Unifrog.
- Careers and labour market information.
- Career lessons as part of the curriculum.
- Additional support from the SENCO where appropriate.
- Support from an external Level 6 Careers Adviser in KS4.

Where we have students remain with us for their Post-16 year, they will follow a 3-day programme with the focus predominantly being Personal Development and gaining literacy and numeracy qualifications at GCSE or in functional skills. They will access one day of work experience per week along with a member of staff when necessary and will be supported in preparing for their next steps with the aim to have 100% of students securing an appropriate

provision for the next academic year. Where possible, the provision will be away from the Quorn Hall site to help students to transition away.

Destinations

The school will record all student destinations at the end of Year 11, and additionally those pupils who depart mid-year. All other leavers destinations including those who are NEET (not in education, employment or training) will also be available. Destination data will influence careers provision accordingly.

Staff Development

Staff will be trained annually in the use of any Careers based online programmes being used and will be kept up to date with any significant changes to statutory guidance. This is to ensure tutors and teaching staff can support pupils, and the careers curriculum, throughout the academic year.

The Careers Lead (if not already qualified) will seek advanced training e.g. Level 6 Diploma in Career Information and Advice or higher.

Monitoring and Evaluation

The Senior Leadership Team will ensure that:

- the work of the Careers Lead and CEIAG events are supported and monitored
- the designated Careers Lead will regularly review the Careers Curriculum and associated documentation

The effectiveness of this policy will be measured in a variety of ways:

- Feedback from stakeholders through mechanisms such as the student and parent survey, observations and student voice
- Feedback from external visitors to the School, such as Ofsted
- The number of students who are not in education, employment or training (NEET) in October, having left the College in the previous academic year. This figure can be compared to national figures as well as against the equivalent figure from similar colleges both nationally and within the county.
- We monitor using the [Gatsby Benchmark Toolkit](#)

An evaluation of the retention and destinations data will enable measurement of success, which will be monitored by SLT and governors.

Policy Links

This policy should be read in conjunction with the following policies:

- Curriculum Policy