

Careers Policy

Documentation Information

Reviewed by:	Ivanhoe School Local Governing Body		
Last Reviewed:	20 th March 2025	Next Review:	March 2026
Review Cycle:	2 Yearly	Ratified by Governors	

Statement of Intent

This policy is underpinned by sections 42A1, 42B and 45A of the Education Act 1997, section 72 of the Education and Skills Act 2008 and schedule 4 (15) of the School Information (England) Regulations 2008 and has regard to the DfE's statutory guidance, 'Careers guidance and access for education and training providers' – Statutory guidance for schools and guidance for further education schools and sixth form schools - updated January 2023, click here to read this. [Careers guidance and access for education and training providers](#)

All school students are entitled to a planned programme of Careers Education Information, Advice and Guidance and work related learning within the overall broad and balanced curriculum of the School. Progress is monitored through the PSHE curriculum and through the pastoral system. Careers Education, Information, Advice and Guidance (CEIAG) is an integral part of the preparation of students for the opportunities, responsibilities and experiences of adult life. Its central concern is preparing students for the choices, changes and transitions affecting their future education, training and life as adult members of society. The school is committed to impartial Careers Education, Information, Advice and Guidance as a right for all students.

The main aims of careers provision at Ivanhoe School are to:

- Prepare pupils for the next stage of their life – training, education or work.
- Develop an understanding of different career paths.
- Develop an understanding of the differences between school and work.
- Inspire pupils to chase and achieve their dreams.
- Offer targeted support for vulnerable and disadvantaged young people.
- Instil a healthy attitude towards work.

Statutory duties

At Ivanhoe, we use the Gatsby Charitable Foundation's Benchmarks to develop and improve our careers provision and ensure we meet all statutory requirements.

Up to date details of Ivanhoe's current careers provision can be found on the school website – [Careers Education | Ivanhoe College](#)

Ivanhoe School ensures that all registered pupils are provided with independent careers advice and guidance from year 7 onwards.

The school's careers strategy is shaped by the needs of individual pupils, and, therefore, developing a strong dialogue with pupils is at the heart of the policy.

The school will ensure that the independent careers advice provided:

- Is presented impartially

- Is given in the best interest of the individual pupil receiving the guidance, taking into account their personal needs and aspirations
- Consists of a wide range of information to support choices for key stage 4 subjects and education/employment routes beyond that

The school will make it clear to pupils that they will be required to continue studying GCSE English and maths post-16 if they do not achieve a grade 4 or better at GCSE in these subjects.

The school will make it clear to pupils that although they must remain in education or training beyond the age of 16, they are not required to stay in school.

The school will also ensure that pupils understand the wide variety of opportunities available in the job market, including the fact that many careers require a good knowledge of the science, technology, engineering and maths (STEM) subjects.

The school will ensure that the opportunities created by studying STEM subjects are particularly emphasised for female pupils, who are statistically much more likely to limit their careers by dropping STEM subjects at an early age.

The school will ensure that opportunities for pupils to develop an entrepreneurial spirit are accessible, e.g. through Design & Technology lessons, enrichment activities and external competitions.

Methods

Ivanhoe School will use the following methods to deliver a strong, well-rounded careers provision:

- Provide a range of opportunities that enhance the curriculum for all students to raise aspirations of individual academic achievement and personal development.
- Promote any of the above opportunities adequately, whilst identifying and overcoming any barriers to wider participation (differentiation of resources; financial limitations).
- Promote an awareness of the world of work.
- Promote especially any opportunities and provisions that assist in raising aspirations and achievement, - including those that are socially and culturally gendered (for example: nursing, engineering, careers in STEAM industries).
- Promote an awareness and deeper understanding of the interrelation between education, employment, industry, the local/national economy and the local, national and global communities
- Opportunities to help students explore and identify how their existing skills, attitudes and knowledge learned in school can be applied to, and developed further in, the world of work.
- Embed within the curriculum a practical and extensive focus on the use and development of all personal and social skills that relate the world of work and that can be developed in and out of the school classroom.
- Provide access for all students to impartial careers guidance through the considered selection and use of teaching resources and visitors to the school. This should enable all students to make considered decisions with regard to future choices of employment and/or education

- As an integral part of the above, promote independent reflection and enquiry by students into their academic strengths and needs, as well as the qualifications/skills required for their desired careers. As such, students can make informed and wise decisions about education and employment post 16.
- Provide assistance for all students in basic career management such as CV writing, job searches and job interviews.
- Visit open days at further and higher education institutions
- Provide and/or assist access to online creative resources and employment market intelligence; encourage independent research into careers opportunities
- Maintaining and developing effective links with post 16 education and training providers.
- The school will provide cross-curricular links to careers in all subject areas.
 - Provide advice and support with post 16 applications.

Curriculum

Personal development, personal learning and thinking skills, preparation for life outside of school and understanding of life and career choices are embedded in all curriculum areas.

All students study PSHE for one hour per fortnight per year group. Additionally, year 7 and 8 students study ACE, (Academic and Character Enrichment) for 1 hour per week. The development of personal learning and thinking skills are developed intrinsically within all PSHE lessons. Explicit careers lessons are delivered in modules in all year groups. (See Appendix A).

Enrichment activities, extracurricular trips and Tutor Time further enhance students understanding and knowledge of the world of work and build essential skills needed beyond school; team work, grit and resilience.

All students have opportunity and are encouraged to participate in extracurricular activities and competitions. E.g. STEAM Competition, 3M Science Detectives and Rotary Public Speaking competition.

Our Careers curriculum aims to broaden students' understanding of the labour market in the UK through a range of activities and resources designed to link students' strengths and interests with a comprehensive range of careers. We utilise a number of Gatsby-approved sites and events as a means of facilitating this. These include the iCould resource site, National Careers Service database and benefit from the support and resources provided by the Careers and Enterprise Company.

Monitoring and review

The governing body, in conjunction with the head teacher, will review this policy regularly.

Lesson content and delivery will be monitored through the usual school QA monitoring process. This incorporates regular CPD responsive to staff and student needs as dictated by governmental policy changes and evidence from learning walks and 'book-looks'.

In the evaluation of the careers provision, the school will take account feedback from pupils, parents/carers and link employers engaged in our careers activities, as well as data from the DfE's destination measures, and NEETS.

SLT member with responsibility for PSHE will make any necessary changes to this policy, and will communicate these to all members of staff.

Appendix A: Policy Statement on provider access

Ivanhoe School Provider Access Policy

Introduction

This policy statement sets out the school's arrangements for managing the access of providers to pupils at the school for the purpose of giving them information about the provider's education or training offer. This complies with the school's legal obligations under Section 42B of the Education Act 1997.

Pupil entitlement

All pupils in years 7-13 are entitled:

- to find out about technical education qualifications and apprenticeships opportunities, as part of a careers programme which provides information on the full range of education and training options available at each transition point;
- to hear from a range of local providers about the opportunities they offer, including technical education and apprenticeships – through options events, assemblies and group discussions and taster events;
- to understand how to make applications for the full range of academic and technical courses.

Management of provider access requests Procedure

A provider wishing to request access should contact Emma Cresswell 01530 412756 ex 208
e.cresswell@ivanhoe.co.uk

Opportunities for access

The school offers a comprehensive Careers Education, Information, Advice and Guidance programme and an overview of this programme can be seen in the School's Careers section on the school website and in the careers policy.

Please speak to our Careers Advisor to identify the most suitable opportunity for you.

The school will make a suitable space available for discussions between the provider and students, as appropriate to the activity. The school will also make available ICT and other specialist equipment to support provider presentations. This will all be discussed and agreed in advance of the visit with the Careers Advisor or a member of their team.

Providers are welcome to leave a copy of their prospectus or other relevant course literature with the Careers Advisor so that they can be displayed in the Careers Section of the school library.

Appendix C: USEFUL WEBSITES FOR RESEARCH ON CAREER/COURSES

www.careerpilot.org.uk

‘Job Sectors’ give an insight into a range of careers

Complete the ‘job sector quiz’ to find out what career area you are suited to.

www.prospects.ac.uk

Job profiles and career information including ‘What can I do with my degree?’

www.bbc.com/bitesize/careers

Information on a range of careers and case studies from young people

www.ucas.com

This website provides application services across a range of subject areas and modes of study for UK universities and schools

<https://www.gov.uk/apply-apprenticeship>

Live apprenticeship vacancies. You will need to register first. You then get an e-mail to enable your registration to become live. You can then apply to the apprenticeships either on the site or via another link.

www.leicesteremploymenthub.co.uk

Local job and apprenticeship vacancies

www.do-it.org.uk

Volunteering opportunities

www.indeed.co.uk

Job and apprenticeship vacancies

<https://llep.org.uk/skills/information-resources-for-young-people/>

Latest Labour Market Information to help you with knowing what jobs are in demand

www.barclaylifeskills.com

Skills to help you understand and better navigate through your career.