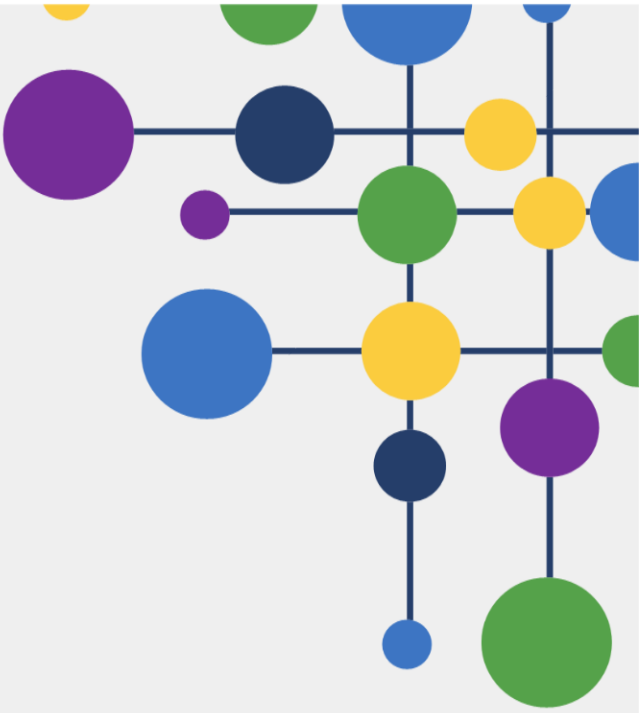



CAREERS POLICY

ROYDS HALL

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Name of policy writer	Tracy Woodhead
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OVERVIEW

At Royds Hall, we recognise that Careers Education, Information, Advice and Guidance (CEIAG) plays a vital role in preparing young people for the opportunities, responsibilities and experiences of adult life. Our carefully planned and progressive programme of careers activities supports students from Year 7 through to Year 11, enabling them to develop key employability skills and a clear understanding of the range of opportunities available in the world of work. This approach helps each student to make informed decisions and pursue a sustainable and fulfilling career pathway that reflects their individual interests, strengths and aspirations.

CEIAG encompasses a broad range of activities and interventions designed to support students in making well-informed and realistic choices about their futures. This includes the provision of independent and impartial advice and guidance at key transition points, alongside access to up-to-date information on education, training, employment opportunities and issues affecting young people's well-being and continued engagement in learning.

The aim of our CEIAG provision is to help students develop the knowledge, skills, attitudes and attributes required to be successful in a variety of adult roles and occupations. Effective careers education raises aspirations, supports informed decision-making and empowers students to reach their full potential. It also provides valuable support for parents and carers, enabling them to guide their children towards positive and realistic future pathways.

At Royds Hall, we have established and continue to develop a clear and robust strategy for careers guidance. We make effective use of well-trained staff, qualified careers professionals, employer networks, local colleges and training providers to ensure that all students receive high-quality guidance and support in planning their career journeys. Our programme is regularly reviewed using the Compass tool to ensure full alignment with the **Gatsby Benchmarks** for good career guidance.

CONTEXT

From September 2022, the **Education Act** placed schools under a statutory duty to ensure that all registered students in Years 7–13 have access to independent, accurate and impartial careers information, advice and guidance. In addition, the **Technical and Further Education Act 2017** requires all schools in England to provide opportunities for a range of education and training providers to access students during the relevant phases of their education. This access enables providers to inform students about approved technical education qualifications and apprenticeship opportunities.

At Royds Hall, we are fully committed to meeting these statutory requirements. At each key point of transition, we ensure that students receive high-quality, personalised advice and guidance to support them in making informed decisions about their next steps. This includes comprehensive information and support relating to subject options, apprenticeships, employment opportunities, and further study with external providers.

AIMS AND VALUES

At Royds Hall, our Careers Education, Information, Advice and Guidance (CEIAG) programme aims to inspire and support students to explore a wide range of options and opportunities, enabling them to progress into courses and careers that reflect their individual skills, interests, ambitions and personal qualities.

Our CEIAG provision makes a significant contribution to preparing young people for the opportunities, responsibilities and experiences of adult life. Through a planned, progressive programme of careers-related activities, we support students from the age of 14 as they make informed choices about their future pathways.

Within this programme, students will:

- Develop a broad understanding of the world of work and the ability to adapt to changing opportunities.
- Make effective use of careers information, advice and guidance (IAG), both independently and with support.
- Develop essential employability and career management skills.
- Raise their aspirations, broaden their horizons and challenge stereotypical thinking about what they and others can achieve within society.
- Learn from high-quality career and labour market information, ensuring that both students and parents have access to accurate and up-to-date details about future study options and employment opportunities.

The **Government's Careers Strategy (2017)** sets out a long-term plan to build a world-class careers system that supports young people and adults in choosing the career that is right for them. To achieve this, the strategy requires every school and academy providing secondary education to use the **Gatsby Charitable Foundation's Benchmarks** to develop and enhance their careers provision.

In line with this policy, all students at Royds Hall are entitled to independent and impartial careers education and guidance that is fully integrated into their overall education. This provision is designed to offer timely support at key decision points and to meet the continuing needs of every learner. Students are also entitled to access a range of providers offering technical education and apprenticeships, ensuring that they receive comprehensive information about the full breadth of post-16 and post-18 opportunities available to them.

COMMITMENT

The Governing Body, Headteacher, Senior Leadership Team and staff are committed to:

- meeting our statutory careers-related responsibilities and principles of good practice in CEIAG.
- providing resources and advice to enable students to understand and develop career choices, including securing independent and impartial careers guidance.
- ensuring that careers education is a key part of the overall curriculum and learning framework for all years, with a planned programme of CEIAG activities that meet students' needs.
- ensuring that careers advice provided is both independent and impartial, and is offered equally to all students regardless of gender, ethnicity or disability.
- involving students, staff, parents and carers in the further development of careers work
- working with a range of external partners and organisations, including providers of careers advice and guidance, local education-business partnerships and former students, and especially collaborating more fully with local and national employers.
- measure and assess the impact of the careers programme on students

Statutory Requirements and Provider Access

Section 42A of the Education Act 1997 requires governing bodies to ensure that all registered students are provided with **independent careers guidance** from **Year 8 through to Year 13**.

The governing body must ensure that the independent careers guidance provided:

- Is presented in an **impartial manner**, showing no bias or favouritism towards a particular institution, education or employment option.
- Includes information on the **full range of education and training opportunities**, including **apprenticeships** and **technical education routes**.
- Is guidance that the adviser reasonably considers to be in the **best interests of the student**.

In addition, the **Baker Clause** (an amendment to the Technical and Further Education Act 2017) stipulates that all schools must provide **education and training providers with access** to students in **Years 8–13** for the purpose of informing them about approved technical education qualifications and apprenticeship opportunities. This ensures that students are fully aware of the range of academic and vocational routes available to them at **14–16, post-16 and post-18**.

At **Royds Hall, A Share Academy**, we are fully committed to meeting these statutory requirements. The following arrangements outline how the school manages **provider access** for all students in **Years 7–11**, ensuring that they receive comprehensive information about both academic and non-academic pathways. Our approach forms part of a **holistic and progressive careers programme**, enabling students to make well-informed choices about their post-16 and future career options.

Our CEIAG provision is regularly evaluated against the **Gatsby Benchmarks** using the **Compass Assessment Framework**, as well as through ongoing feedback from students, staff and senior leaders.

Royds Hall proactively builds and maintains strong relationships with **sixth form schools, colleges, apprenticeship providers, universities and employers**. Throughout the academic year, these partners are given multiple opportunities to engage directly with students and parents to share up-to-date information on **vocational, technical and apprenticeship qualifications and pathways**.

We also ensure that all staff involved in careers education, personal guidance and pastoral support maintain **current and relevant knowledge** through a structured programme of **Continuing Professional Development (CPD)**. This commitment enables our staff to provide accurate, effective and impartial guidance to every student

MANAGEMENT OF PROVIDER ACCESS REQUESTS

Providers wishing to request access should contact Tracy Woodhead, Careers Leader

Telephone: 01484 463366 or email tracy.woodhead@sharemat.co.uk

STUDENT OFFER AND OPPORTUNITIES FOR ACCESS

Any provider is welcome to contact us to discuss what they can provide for our students and how we can best accommodate your support. Example activities include: Careers Fair, World of Work Preparation, I Love my Job, Assemblies and Mock Interviews

Any provider wishing to access or provide IAG to our students as part of our careers programme will be supported by our teaching staff throughout their visit and never left unattended. We will make available appropriate resources to support provider presentations, which will be discussed and agreed in advance to ensure material meets our quality assurances and security measures.

Providers are welcome to leave copies of their prospectus' or course literature and we will distribute them to relevant students and have them available in our careers library.

Students can drop in to our careers library to access this information or will be provided relevant information in their careers guidance interviews.

We can promote and distribute details of careers and apprenticeship literature and vacancies to all relevant students and parents through direct Email, parent-mail or promotion in our newsletter.

ROLES AND RESPONSIBILITIES

The Governing Body

The MAT Directors/governing body must ensure that the independent careers guidance 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;
- will promote the best interests of the students to whom it is given.

The Directors/governing body should provide clear advice and guidance to the head teacher on which he/she can base a strategy for careers education and guidance which meets the school's legal requirements, is developed in line with the Gatsby Benchmarks and informed by the requirements set out in this document. Every school should have a member of their governing body who takes a strategic interest in careers education and guidance and encourages employer engagement.

The Directors/governing body must make sure that arrangements are in place to allow a range of education and training providers to access all students to inform them about approved technical education qualifications and apprenticeships, and that a policy statement setting out these arrangements is published. This should be part of a broader approach to ensuring that young people are aware of the full range of academic and technical routes available to them at each transition point.

The Headteacher

The Headteacher is ultimately responsible for all aspects of the school curriculum and ensuring the CEIAG policy is effectively managed and implemented and that appropriate provision for CEIAG is made within the school budget.

The school is required to publish information about the school's careers programme and must include:

- the name, email address and telephone number of the school's Careers Leader
- a summary of the careers programme, including details of how students, parents, teachers and employers may access information about the careers programme

- how the school measures and assesses the impact of the careers programme on students
- the date of the school's next review of the information published

The careers strategy (DfE, 2017) sets out that every school needs a Careers Leader who has the energy and commitment, and backing from their senior leadership team, to deliver the careers programme across all eight Gatsby Benchmarks. The named member of staff is Tracy Woodhead along with support from Dan Hall Assistant Headteacher with responsibility for CEAIG.

A named member of staff co-ordinates the CEAIG programme for Key Stage 3 and Key Stage 4 during the academic year 2019-2020, this is Tracy Woodhead.

The careers leader will ensure Royds Hall:

- has a good careers programme that meets the expectations set out in the Gatsby Benchmarks
- has published details on the school website of our careers programme and arrangements for providers
- provides technical education and/or apprenticeships talk to students
- The destinations of young people from Royds Hall are tracked and that this information is used to improve the effectiveness of the school's career programme
- Attend external careers event(s) and/or skills training programs each year.

All staff contribute to the CEAIG programme through their roles as form tutors and subject teachers.

Other staff with the responsibilities for CEIAG: Tamsin Dyson: School Careers Advisor

We are part of the Kirklees Careers Hub where CPD and resources are available.

PARENTS AND CARERS

Parental involvement is encouraged at all stages. Details of our careers programme is published on our website so that it is known and understood by students, parents/carers, teachers, governors and employers. Parents are kept up to date with careers related information through school website, letters, careers newsletters, and at open evenings/kick start/options evenings etc. Parents are welcome at careers interviews and, where necessary, are invited.

ORGANISATION AND CONTENT

The Careers education programme is delivered in Personal Development lessons in Years 7 – 11 in assemblies and during tutor time. This allows pupils immediate access to highly detailed and continuously updated career pathway and subject information, including labour market information.

Year 7 – Skills for life

- A careers and enterprise programme will be delivered during Personal Development lessons, during the tutor programme and through assemblies. The aim is to introduce students to setting personal goals, raising aspiration and empowering them to make informed choices. To start to look at local labour markets and build skills and resilience.

Year 8 – Employable Me

- A careers and enterprise programme will be delivered during Personal Development lessons, during the tutor programme and through assemblies. The aim is to encourage all students to fully explore the pathways available to them and how to achieve their aspirations.

Year 9 – Your route to success

- A careers and enterprise programme will be delivered during Personal Development lessons, during the tutor programme and through assemblies. The aim is to allow students to make informed choices for their GCSE options based on an understanding of FE and industry requirements as well as their own strengths.
- Specific assemblies outlining the options process and the importance of this for future decisions

Year 10

- A careers and enterprise programme will be delivered during Personal Development lessons, during the tutor programme and through assemblies. The aim is to encourage all students to refine their career aspirations and recognise the next steps. Students will develop their knowledge and employability skills, so they make smart choices about their post-16 career pathways making plans for colleges, training providers and apprenticeships.
- Access to individual guidance interviews/advice for vulnerable students and those students (and parents/carers) who ask for such.
- Students choose to visit New College, Kirklees and Greenhead College at the end of year 10 in set taster days in which they can pick specific subject areas to explore.

Year 11

- A careers and enterprise programme will be delivered during Personal Development lessons, during the tutor programme and through assemblies. Students will focus on post-16 routes and how to apply, the importance of a back-up option and ‘what to do if...’
- Number of assemblies given at strategic times to emphasise and inform about pathways.
- Students given information on all open events for all pathways through notices, form tutors, assemblies, e-mail.
- Preparatory lessons in tutor time for mock interviews including the completion of a mock application form.
- Students choose activities and group sessions led by local colleges giving experience and information about the different pathways
- Every student takes part in a mock interview from an external individual and receives written feedback
- Access to training providers during lunchtime drop-in sessions after February half-term for information and advice about apprenticeships.
- Access to individual guidance interviews/advice.

CROSS – CURRICULAR LINKS

Careers Education and Guidance are made with appropriate departments and enhanced by enterprise activities. All students are encouraged to develop an understanding and awareness of equality in relation to gender, ethnicity/religion, disability, age and sexual orientation. The school actively promotes personalised learning approaches in order to raise aspirations and to breakdown cultural and economic barriers in order to fulfil potential.

RESOURCES

There is an annual allocation of money for Careers and Careers resources. Relevant resources are available. Professional development is emphasised and provided in line with the school's commitment to CPD. In house training is ongoing for newly-appointed staff and designated bespoke training is delivered for specific issues related to the CEIAG curriculum. The Careers co-ordinator and the Careers Advisor ensures that staff are updated and given the appropriate training either through formal requests or informal sessions.

PROVISION FOR LEARNERS WITH LEARNING DIFFICULTIES AND/OR DISABILITY (LLDD)

The designated careers lead will engage with the school's designated teacher for vulnerable, looked after and previously looked after children to

- 1) ensure they know which students are in care or who are care givers;
- 2) understand their additional support needs;
- 3) ensure that, for looked after children, their personal education plan can help inform careers advice.

Royds Hall aims to ensure that careers guidance for students with special educational needs and disabilities (SEND) is differentiated where appropriate and based on high aspirations and a personalised approach. We endeavour to work with parents and carers or students with SEND to help them understand what careers options are possible. This guidance will take account of the full range of relevant education, training and employment opportunities. Where students have EHC plans, their annual reviews must, from Year 9 at the latest, include a focus on adulthood, including employment.

STAFF TRAINING AND PROFESSIONAL DEVELOPMENT

Staff training and professional development needs are identified through an annual needs assessment and appropriate arrangements are made to meet these needs within a reasonable time frame.

REVIEW AND EVALUATION

CEAIG provision is monitored regularly and amended following annual review by the Careers Leader and the member of the Senior Leadership Team with responsibility for CEAIG. Students' opinions are sought via student voice group interviews, the School Council and via online surveys following a series of careers interviews or events. Evaluation of other aspects of CEIAG is undertaken regularly. Monitoring activities used to ensure that the careers programme is being implemented as planned include: Learning walks, Lesson observations, termly completion of Compass, tracking data, Work

scrutiny and tracking of student destinations. The effectiveness of our career's guidance will be reflected in the higher numbers of students progressing to positive destinations such as apprenticeships, technical routes, sixth form colleges and other further education colleges. Destination data (Dfe) is used to assess how successfully students make the transition into the next stage of education or training, or into employment and to inform future careers provision.

Destination measures are analysed closely and used to ensure that the school is providing the right advice and guidance to head students in the right directions so that they are successful.

STUDENT ENTITLEMENT TO CEAIG

Careers Education and guidance (CEG) is an important component of the 11-16 Curriculum and at Royds Hall, we fully support the statutory requirement for a programme of careers education.

As a student of Royds Hall, your CEAIG programme will help you to:

- Understand yourself, your interests, likes and dislikes, what you are good at and how this affects the choices you make.
- Find out about different courses, what qualifications you might need and what opportunities there might be.
- Develop the skills you may need for working life.
- Make realistic, but ambitious, choices about courses and jobs.
- Develop a plan of action for the future.
- Understand the different routes after Year 11 including training, further and higher education and employment.
- Be able to make effective applications for jobs, training and further and higher education.
- Develop your interview skills.
- Gain access to relevant labour market information, skills for working life and financial wellbeing.

You will receive:

- Careers sessions through Tutor Time.
- A range of careers activities through extra-curricular provision.
- Access to the careers library – information is available in books, videos, leaflets and on computer.
- Interviews with a Careers Adviser.
- Careers focused lessons through ERIC.
- Relevant information in form time and assemblies specific to year group and time of year including open events for all pathways.
- Access to the schools Careers Advisor and/or a representative from C&K Careers for careers guidance through individual interviews or group sessions
- Careers workshops from external visitors including colleges, universities, training providers and employers
- A mock interview in Year 11 with an external employer.
- Access to good-quality information about future study options and labour market opportunities which will be available on the school website.

You can expect to be:

- Treated equally with others
- Given careers information and advice that is up to date and impartial.
- Treated with respect by visitors to the school who are part of the careers programme
- Given extra help if you have require it

EQUALITY AND DIVERSITY

Careers education is provided to all students and provision is made to allow all students to access the curriculum. Students are encouraged to follow career paths that suit their interests, skills and strengths with the absence of stereotypes. All students are provided with the same opportunities and diversity is celebrated.

The school ensures that careers guidance is impartial through employing a dedicated careers guidance professional. The Careers Advisor targets support to students at certain key strategic points during the school year to meet students' needs (e.g. preparation for GCSE or A Level options subjects, or offering advice regarding next steps). Core groups and those at risk of NEET are targeted for intensive support.

LINKS WITH OTHER POLICIES

The CEIAG policy supports and is underpinned by key school policies including: Equal Opportunities, Special Educational Needs, Teaching and Learning and Curriculum, Provider Access Policy.

Appendices 1: Gatsby benchmarks

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<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 tailored to the needs of pupils, sequenced appropriately, underpinned by learning outcomes and linked to the whole-school development plan. It should also set out how parents and carers will be engaged throughout</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>During each Key Stage, all pupils should access and use information about careers, pathways and the labour market to inform their own decisions on study options or next steps.</p> <p>Parents and carers should be encouraged and supported to access and use information about careers, pathways and the labour market to inform their support for pupils in their care</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 misconceptions and stereotypical thinking, showcase a diverse range of role models and raise aspirations. Schools should keep systematic records of the participation of pupils in all aspects of their careers programme, including the individual advice given to each pupil, and any subsequent agreed decisions.</p> <p>For pupils who change schools during the secondary phase, information about participation and the advice given previously should be integrated into a pupil’s records, where this information is made available. Records should begin to be kept from the first point of contact or from the point of transition.</p> <p>All pupils should have access to these records and use them ahead of any key transition points to support their next steps and career development.</p> <p>Schools should collect, maintain and use accurate data for each pupil on their aspirations, intended and immediate education, and training or employment destinations, to inform personalised support.</p>

		Schools should use sustained and longer-term destination data as part of their evaluation process and use alumni to support their careers programme.
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.	Every year, in every subject, every pupil should have opportunities to learn how the knowledge and skills developed in that subject helps people to gain entry to, and be more effective workers within, a wide range of careers. Careers should form part of the school's ongoing staff development programme for teachers and all staff who support pupils.
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.	Every year, from the age of 11, pupils should participate in at least one meaningful encounter with an employer.
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 meaningful experiences of workplaces
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 meaningful encounters with providers of the full range of learning opportunities, including sixth forms, colleges, universities and ITPs.
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 personal guidance meeting, with a careers adviser by the age of 16, and a further meeting by the age of 18. Meetings should be scheduled in the careers programme to meet the needs of pupils. Information about personal guidance support, and how to access it, should be communicated to pupils and parents and carers, including through the school website.

