



INVICTUS

The logo for Invictus Education Trust features the word "INVICTUS" in a bold, black, sans-serif font. It is framed by two horizontal yellow lines above and below the text. A yellow brushstroke underline is positioned below the word. The background of the entire page is white, with a large, abstract graphic on the right side consisting of a black curved shape and a yellow curved shape. At the bottom, there is a series of thin, grey, curved lines.

Education Trust

Careers Policy

Trust Template

LEARN WITH **US** - WORK WITH **US** - BELONG WITH **US**

Document Control and Version Control

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Invictus Education Trust
Careers Policy

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1. Our Mission, Vision and Values



Mission

'Excellence every day,
unlimited ambition and
transforming lives'



Vision

'To create a community of inclusive schools where
people choose to learn with us, work with us
and belong with us, so that everyone succeeds'



Values

- Respect
- Resilience
- Relationships

2. Aims

This policy aims to set out our school's 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.

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're interested in, and to make informed choices about their next step in education or training
- Promote a culture of high aspirations and equality of opportunity

3. 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:

- The Education Act 1997
- The Education and Skills Act 2008
- 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 our school 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.

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:

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

As an academy in England, we're 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 school complies with this requirement.

This policy complies with our funding agreement and articles of association.

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.

4. Roles and responsibilities

4.1 Careers leader

Our careers leader is **Stuart Coggins**, and they can be contacted by phoning **01902504980** or emailing **scoggins@wombournehighschool.co.uk**. Our careers leader **is a member of** the senior leadership team (SLT) and will:

- Take responsibility for developing, running and reporting on the school's career 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 our special educational needs co-ordinator (SENCO) and careers adviser, to identify the guidance needs of all of our pupils with special educational needs and/or disabilities (SEND) and put in place personalised support and transition plans
- 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

4.2 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 pupils 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 governance board

The governance board (trust board and academy committees) 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 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 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

5. Our careers programme

Our school 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**:

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 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:

- Our provision is delivered primarily through a spiral curriculum mapped against CDI learning outcomes which is taught half termly during the tutor programme alongside supplementary assemblies
- This is supplemented with world of work content taught through the year 11 PSHE programme
- Students receive provider encounters through on-site assemblies, onsite careers fairs and visits to conventions such as the national apprenticeship show.
- Guest speakers from universities and university campus visits
- A work experience programme
- 1-2-1 CIAG with a level 6 advisor

Key Stage 3

The aim of our KS3 program is to allow students to explore the many opportunities available to them, by immersing them in experiences which show every pathway available to them.

Our Key Stage 3 careers programme will support pupils in their planning and choices of GCSE subjects. This includes an assembly with a follow up taught session on:

GATSBY Link	CDI LEARNING AREA	Year 7		Year 8		Year 9	
2 3 8	Grow throughout life Grow throughout life by learning and reflecting on yourself, your background, and your strengths.	Who am I?		What are my interests?		What are my skills?	
		30m	term 1a	30m	term 1a	30m	term 1a
2 7	Explore Possibilities Explore the full range of possibilities open to you and learn about recruitment processes and the culture of different workplaces.	Exploring possibilities: dream jobs		Job applications: CVs		What comes after school: the main learning pathways	
		30m	term 1b	30m	term 1b	30m	term 1b
2 7 8	Manage Career Manage your career actively, make the most of	What is a career?		Challenges and rewards of work		Decision making: choosing what to study at KS4	

opportunities and learn from setbacks.		30m	term 2a		30m	term 2a		30m	term 2a	
2 6 7	Create opportunities Create opportunities by being proactive and building positive relationships with others.	Can you be self employed?			Creating the life you want			Taking control of your career journey		
		30m	term 2b		30m	term 2b		30m	term 2b	
2 3 6 7	Balance life and work Balance your life as a worker and/or entrepreneur with your wellbeing, other interests and your involvement with your family and community.	What is a work-life balance?			What does success mean to me?			Working and earning: managing your money		
		30m	term 3a		30m	term 3a		30m	term 3a	
2 3 6	See the big picture See the big picture by paying attention to how the economy, politics and society connect with your own life and career.	Careers and the future			Careers and the climate			What is the labour market and why is it important?		
		30m	term 3b		30m	term 3b		30m	term 3b	

In addition to these specifically taught sessions, all students in years 7, 8 and 9 receive an hour long subject specific careers lesson in every subject they study every year. The vast majority of these are delivered during National Careers Week.

Students will have access to employer encounters during their Key Stage 3 journey whole school with an assembly from a local provider of a technical qualification in year 8 and within the first term of year 9. Additionally, Students in Y9 take part in a national virtual work experience programme during the autumn term.

Key Stage 4

Every successful individual of working age will have a message to share about gaining employment, the development of skills, unusual pathways into careers, and what it is like to undertake different roles. At Wombourne we therefore aim to create an environment whereby conversations about careers are regularly facilitated, either from the staff within the school, or visitors to the school, or with people students encounter on trips and visits. The aim of the careers education programme at Wombourne is to allow students to explore the many opportunities available to them, to understand the different skills and qualifications they need, and to inspire students to work towards career goals that align with their passions and interests.

Our Key Stage 4 careers programme aims to help pupils research and understand their choices and routes into education and training. This includes an assembly with a follow up taught session on:

GATSBY Link	CDI LEARNING AREA	Year 10	Year 11
2 3 8	Grow throughout life Grow throughout life by learning and reflecting on	Reflecting on my career journey: past, present and future	What are my employability skills?

yourself, your background, and your strengths.		30m	term 1a		30m	term 1a	
2 7	Explore Possibilities Explore the full range of possibilities open to you and learn about recruitment processes and the culture of different workplaces.	Exploring employer profiles			Post 16 – Available Choices		
		30m	term 1b		30m	term 1b	
2 7 8	Manage Career Manage your career actively, make the most of opportunities and learn from setbacks.	What type of career is best for me?			Decision making: choosing your post-16 pathway		
		30m	term 2a		30m	term 2a	
2 6 7	Create opportunities Create opportunities by being proactive and building positive relationships with others.	Preparing to go on work experience			Researching volunteering and paid work		
		30m	term 2b		30m	term 2b	
2 3 6 7	Balance life and work Balance your life as a worker and/or entrepreneur with your wellbeing, other interests and your involvement with your family and community.	Wellbeing in the workplace			apprenticeships vs. higher education		
		30m	term 3a		30m	term 3a	
2 3 6	See the big picture See the big picture by paying attention to how the economy, politics and society connect with your own life and career.	In person, hybrid, and remote: what workstyle is best?			EXAMS		
		30m	term 3b				

In addition to these specifically taught sessions, all students in years 10 and 11 receive an hour long subject specific careers lesson in every subject they study every year. The vast majority of these are delivered during National Careers Week.

Students will have access to employer encounters during their Key Stage 4 journey whole school with an assembly from a local provider of a technical qualification in year 10 along with attendance at an onsite career's fayre.

Additionally, Students in Y10 take place in a week of work experience during the summer term.

All Year 11 students are taken to the National Apprenticeship Show and University fest to explore post 16 and 18 options pathways. All year 11 students are given a 1-2-1 CIAG session with a level 6 qualified advisor. Students at a high risk of NEET are also referred to the Local authority for additional advice sessions.

Key Stage 5

At Wombourne High School we understand that students entering the workplace over the next few years are likely to change career paths much more frequently than previous generations. We also understand that many skills that employers need are in emerging technologies. We therefore seek to develop as many skills in our young people as

possible, to widen their horizons to the pace of change, and to make them adaptable young people, quickly able to pick up new concepts.

Our Key Stage 5 careers programme supports pupils in planning for their future, including university and alternative pathways. This includes:

GATSBY	CDI LEARNING AREA	Year 12			Year 13		
2 3 8	Grow throughout life Grow throughout life by learning and reflecting on yourself, your background, and your strengths.	Preparing for a personal guidance one-to-one			Personal branding: your CV and online profile		
			60m			N/A	
2 7	Explore Possibilities Explore the full range of possibilities open to you and learn about recruitment processes and the culture of different workplaces.	Post 18 – Choices, Choices			The basics of interviews: in person and online		
			60m			60m	
2 7 8	Manage Career Manage your career actively, make the most of opportunities and learn from setbacks.	Setting career goals			Confidently managing transitions		
			60m			60m	
2 6 7	Create opportunities Create opportunities by being proactive and building positive relationships with others.	How to network and be enterprising			Preparing for an employer assessment day		
			60m			60m	
2 3 6 7	Balance life and work Balance your life as a worker and/or entrepreneur with your wellbeing, other interests and your involvement with your family and community.	Wellbeing: balancing life, learning and work			Being self-employed and working freelance		
			60m			60m	
2 3 6	See the big picture See the big picture by paying attention to how the economy, politics and society connect with your own life and career.	What makes an employer 'good' to work for?			Should all employers adopt a four-day week?		
			60m			60m	

In addition to these specifically taught sessions, all students in years 12 and 13 receive an hour long subject specific careers lesson in every subject they study every year. The vast majority of these are delivered during National Careers Week. By the time a student has left year 13 they will have received a 1-2-1 CIAG session with a level 6 qualified advisor.

Year Group	Careers Education
12	University Guest Speakers Apprenticeship show UCAS Convention UCAS Parent Information Evening Unifrog – all students have access Work experience (Summer term) Futures day

	Post 18 Options convention (Halesowen) Bespoke mock interviews English Speaking Board Qualification
13	University Guest Speakers Apprenticeship show Bespoke mock interviews Student finance – parents information evening

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

Pupils with SEND are prioritised in receiving level 6 IAG with extra time allocated for 1 to 1 meetings and all SEND support staff have been given introductory training into using our online careers platform to support students

5.2 Access to our careers programme information

A summary of our school's careers programme is published on our school 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 [Stuart Coggins scoggins@wombournehighschool.co.uk](mailto:Stuart.Coggins@wombournehighschool.co.uk)

5.3 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 the programme's initiatives by:

- [Pupil Voice](#)
- [Parental Surveys](#)
- [employer feedback](#)

6. Links to other policies

This policy links to the following policies

- [Provider access policy statement](#)
- [Child protection policy](#)

7. Monitoring and review

This policy, the information included, and its implementation will be monitored by the Deputy CEO and the Careers Lead within each school, and will be reviewed annually.