

MOULSHAM HIGH SCHOOL



**Careers Education Information, Advice
And Guidance Policy
September 2026**

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Aims

1. This policy aims to set out our provision of impartial and informed careers education and guidance for all our students which promotes their best interests and enables them to choose the most appropriate learning and career pathway. This includes the way in which students/parents/teachers and employers can access information about our careers programme.

High quality careers guidance is vital to our students' futures and our provision aims to:

- 1.1 Help students prepare for the workplace by building self-development and career management skills.
- 1.2 Provide experience and a clear understanding of the working world.
- 1.3 Develop students' awareness of the variety of education/training and careers opportunities available to them.
- 1.4 Help students understand routes to careers they are interested in and make informed choices about their next step in education or training.
- 1.5 Promote a culture of high aspirations for all.
- 1.6 Promote inclusivity and challenge stereotypes.

Statutory Requirements

This policy is based on the Department for Education'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 in to 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 students in Years 8-13. See our Provider Access Policy statement which is on the school website: www.moulshamhigh.org

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 1997 Education Act so that:

- Our school must now secure independent careers guidance from Year 7.
- As an academy we are required to publish information about our careers guidance on our website.

We also act in line with our statutory duty under the 'Baker Clause' – i.e. to be impartial and not show bias towards any route (either academic or technical). This policy should be read in conjunction with our Provider Access Statement which sets out how our school meets this duty and can be found on the school website: www.moulshamhigh.org

Roles and Responsibilities

3.1. Careers Leader

Our Careers Leader is Alex Sullivan who can be contacted by phoning 01245 260101 or e-mailing asullivan@moulshamhigh.org Our Careers Leader is a Member of SLT who attends all SLT meetings and will:

- Take responsibility for developing/running and reporting on the school's careers 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 SENCO) to identify the guidance needs of all SEND needs and put in place personalised support and transition plans.
- Work with our designated teacher for LAC and PLAC students to understand their additional support needs and ensure their personal education plans can help inform careers advice.
- Review the school's Provider Access Statement at least annually in agreement with the Local Governing Committee.

3.2 Senior Leadership Team

Our Senior Leadership Team will:

- Support the careers programme.
- Support the Careers Leader in developing their strategic careers plan.
- Ensure the Careers Leader is allocated sufficient time and has the appropriate training to perform their role to a high standard.
- Allow training providers access to talk to students in Years 8-13 about technical education qualifications and apprenticeships and set 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 Local Governing Committee

The Local Governing Committee will:

- Appoint a link Governor who will take a strategic interest in careers education and encourage employer engagement.
- Ensure independent careers guidance is provided for all students in Years 7-13 and that the information is presented impartially – including a range of educational or training options – and promotes the best interests of all students.
- Ensure that a range of education and training providers can access students in Years 8-13 to inform them of approved technical education qualifications and apprenticeships.

- Ensure details of the school's careers policy and the name of the careers leader are published on the school website.
- Ensure that the school meets the requirements of the Baker Clause' – including the publication of our Provider Access Statement.

Our Careers Programme

4. 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 from Year 7.

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 student.
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 does not show bias towards any particular career path and promotes a full range of technical and academic options for students.

It is structured so that it builds on previous years and the overarching aim is divided between the Key Stages so that students are encouraged to think appropriately about their futures.

Our careers programme is delivered through a number of methods including: lessons; tutor-led discussion; events; displays; guest speakers and trips/visits.

4.1 Key Stage 3

Our Key Stage 3 careers programme supports students in their planning and choices of G.C.S.E. subjects. This includes:

Students will have two encounters during their first key phase (Year 8 or Year 9). These may include NHS Workshops, MHS Careers Fair, Eye on the Prize and Chelmsford Skills Festival at Writtle College.

Through the tutor programme students in Key Stage 3 cover a range of activities focused on careers provision:

- Employability Skills
- Workplace Skills
- Apprenticeships
- Developing An Online Profile
- Post-16 Options – A-Levels and Vocational Qualifications

The Careers Lead also send outs a job weekly to tutors to deliver for 'My Career Monday'. The Careers Programme is full of themed weeks ranging from Green Careers Week and Creative Careers Week in November to National Apprenticeship Week in February.

Any student can request an individual careers interview with an independent IAG advisor from Directions; this could be because of a personal, staff or parental request.

KS3 Citizenship also supports students in their career pathways. Various topics such as Employment and Unemployment, Attitudes to the World of Work, Careers Introduction, Lifestyle, Job Role, Budgeting, Careers Review and Time Management are covered.

4.2 Key Stage 4

Our Key Stage 4 careers programme aims to help students research and understand their choices and routes into education and training. This includes:

Pupils will have two encounters during their second key phase (Year 10 or Year 11). These include the MHS Careers Fair, Mock Interview Days and CV Writing Workshops.

Through the tutor programme pupils in Key Stage 4 cover a range of activities focused on careers provision:

- Employability Skills
- CV Careers Writing

The Careers Lead also send outs a job weekly to tutors to deliver for 'My Career Monday'. The Careers Programme is full of themed weeks ranging from Green Careers Week and Creative Careers Week in November to National Apprenticeship Week in February.

Any student can request an individual careers interview with an independent IAG advisor from Directions; this could be because of a personal, staff, or parental request. All Year 11 students are offered a Directions interview.

KS4 Citizenship also supports students in their career pathways. Various topics such as World of Work, Careers Interviews.

4.3 Key Stage 5

Our Key Stage 5 careers programme supports students in planning for the future – including university and alternative pathways. Students have a range of opportunities to obtain advice regarding Higher Education:

- Higher Education Fairs at ARU/University of Essex and 'What Career Live' in London
- Guidance from Sixth Form staff and external speakers
- Information evening and advice on student finance
- ARU Roadshow Day – Higher Education
- Getting In Conference (Oxbridge/Russell group) for the most able students in Year 12
- Personal statement workshops
- Onward Destination Evening – presentations from UEA, ARU and Amazing Apprenticeships

Through the tutor programme, students complete sessions on letter writing, application forms and CVs. Every Monday in tutor time is 'My Career Monday' where pupils are exposed to a new job each week.

Students are invited to attend and take part in the school's 'Careers Fair' held in March. Each year, around 60 organisations from across Essex come to this event to speak directly to students about their industry sectors, how to pursue a career with them and explain about the kind of people they are looking for.

Presentations and workshops from The Aim Group are also provided for pupils who wish to attend.

Any student can request an individual careers interview with an independent IAG advisor from Directions; this could be because of a personal, staff or parental request. All Year 12 students are offered a Directions interview.

All Year 12 also participate in a mock interview day each year.

4.4 Students with Special Educational Needs or Disabilities

We expect that nearly all students with SEND will follow the same careers programme that meets the Gatsby benchmarks as their peers but with adjustments and additional support as needed.

Our Careers Leader will work with teachers and (where appropriate) other professionals to identify the needs of our SEND students 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 and transition plans into higher education.

Our Careers Leader may (as appropriate) invite adults with disabilities to visit and share their experiences and advice.

All students who may be vulnerable (SEND, LAC, Pupil Premium, under-achievers, poor attenders, potential NEETs) have a one-to-one careers interview with an independent IAG advisor from Directions. Where needed an LSA will attend to minute the conversation and liaise with parents. Our EHCP students have further support from a SEND Careers Advisor from Mid Essex. This advisor also attends students' annual reviews in Year 10 and Year 11. The SEND Careers Advisor will also liaise with SENDOPS when needed for any additional support.

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

4.5 Access to Our Careers Programme Information

A summary of our careers programme is published on the school website:

www.moulshamhigh.org Any stakeholder can request additional information by contacting our Careers Lead (Alex Sullivan): 01245 260101 or asullivan@moulshamhigh.org

4.6 Assessing the Impact on Students

Our careers programme is designed so students 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: surveys; destinations data; evaluations.

Link to Other Policies

This policy links to our:

- Provider Access Policy Statement.
- Child Protection Policy.
- Equality Objectives.

Monitoring and Review

This policy and the information included in it together with its implementation is monitored by the Local Governing Committee and reviewed annually.

The next review date is June 2027.