

Careers Education, Information, Advice and Guidance Policy

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Title	Careers Education, Information, Advice and Guidance Policy
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Purpose of the policy	Set our Careers policy for Manchester Hospital School
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Review	Full Governing Body every 3 years 2025
Author	Joe Warmington - Amendments Lisa Biggar
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Under the Public Sector Equality Duty, Manchester Hospital School has due regard to the need to eliminate discrimination, harassment and victimisation and any other conduct prohibited by the Equality Act 2010; to advance the equality of opportunity between those who share a relevant protected characteristic and those who do not share it and to foster good relations across all protected characteristics. Manchester Hospital School will take into account equality considerations when policies are being developed, adopted and implemented.

Manchester Hospital School serves the needs of a very large and diverse range of children, young people and their families at times when they are extremely vulnerable. Our core purpose as a school is to uphold the child's right to Education and our policies and procedures are necessary to keep staff and children safe. We acknowledge that our students are often living with a range of very complex medical conditions including mental ill health and therefore we keep the needs of the student at the heart of all decisions. We will, therefore, work within the parameters of all statutory policies whilst seeking to understand and support the child's long-term education and health needs.



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1.0 Introduction

Manchester Hospital School seeks to maximise the life chances of all of our young people. It is important that we prepare our young people for life beyond school and college. It is vital that every young person, no matter what their background, has a good understanding of both the technical and academic routes available to them post 16. Good career guidance will help young people to raise their aspirations and capitalise on the opportunities available to them.

2.0 Young people not in education, employment or training (NEET)

At Manchester Hospital School we recognise that there are risk factors which can increase the likelihood of students not in education, employment or training (NEET).

The most significant educational risk factor is low educational attainment at GCSE. Other risks factors are where students have:

- medical or mental health needs
- caring responsibilities
- difficult family circumstances (such as being in care or experiencing a breakdown in relationship with parents)

Structural risk factors were also identified which include:

- difficult labour market conditions
- a lack of training and apprenticeship opportunities
- welfare support providing a higher income than potential wages

It is clear from our analysis of NEET data that disadvantaged students are at a higher risk of being NEET than their peers.

3.0 Aims

High quality careers education and guidance in school or college is critical to young people's futures. This supports social mobility by improving opportunities for all young people, especially those from disadvantaged backgrounds and those with special educational needs and disabilities. Although we are one school we have different sites. Each site is unique and the careers curriculum for each site is designed to:

- help the students to understand the changing world of work
- facilitate meaningful encounters with a range of employers, sixth form providers and universities
- encourage participation in continued learning, including further and higher education and apprenticeships.
- contribute to improving motivation and reducing the number of pupils at risk of NEET
- ensure pupils' readiness to take their next step in their learning or career
- supporting inclusion, challenging stereotyping and promoting equality of opportunity
- helping pupils to develop the skills, attitudes and qualities to make a successful transition into the world of work



3.1 Hospital Sites

Careers Guidance will be provided by the student's home school. MHS will work in partnership with the student's home school to prioritise careers guidance for long stay year 11 students.

3.2 The Christie

The students who attend The Christie do so on a 10-week program. Careers Guidance will be provided by the student's home school. MHS will work in partnership with the student's home school to prioritise careers guidance for long stay year 11 students.

3.3 HIVE

Careers Guidance will be provided by the student's home school. MHS will work in partnership with the student's home school to prioritise careers guidance for year 11 students who have been with us for one term.

3.4 Leo Kelly School

Careers Guidance will be provided by Manchester Hospital School. During their time at Leo Kelly School students can expect:

- access to one-to-one guidance with a L6 (working towards or qualified) impartial careers adviser by the age of 16.
- access to one-to-one guidance with a L6 (working towards or qualified) impartial careers adviser by the age of 18.
- access to up-to-date labour market information (LMI) by the age of 14.
N.B. this will be displayed on the MHS website
- careers will be delivered through our PSHE curriculum, lessons might include what work is, how salaries relate to different jobs, stereotyping around jobs, how to find out about jobs, the skills needed for work, jobs of the future and the geography of jobs.
- to complete interactive career, personality, learning style, and skills assessments to help them better understand their unique interests, skills, and strengths. Each engaging assessment encourages reflection, helping students connect who they are with relevant career options. This will be accessed via <https://xello.world/en-gb/xello-for-schools/>
- access to a range of education and training providers, including colleges, universities and apprenticeship organisations: this could include visits and taster



days, careers fairs and assemblies. Every year group will have access to at least two encounters every year as per the provider access legislation (January 2023)

- the opportunity to relate and link what they learn in lessons to possible careers
- the opportunity to talk through their career and educational choices with staff including form tutors
- where deemed appropriate information on the importance of Maths and Science and how they can lead to STEM careers
- where deemed appropriate the opportunity to experience 2 work experiences one by the age of 16 and one by the age of 18.
N.B. this may not be possible due to the medical needs of our pupils but we will ensure that pupils are provided with the opportunity to access online work experience via <https://www.springpod.com/>
- to have visited a university by the age of 18 *if university is the preferred career destination*
- to be invited to join the school's alumni network on leaving

In addition to this we will:

- track the careers guidance that has been provided to determine next steps (see appendix A).
N.B. The Form Teacher will be responsible for this.
- keep parents/carers informed of their young person's progress and provide parents/carers with information to support students career planning and decision making.
N.B. This will be achieved by allowing parents/carers access to Xello. LMI will be available on the MHS website and parents/carers can request meetings with the career's adviser and careers leader.
- allow parents/carers to attend careers meetings, by prior arrangement with school careers leader and the careers adviser
- seek feedback from pupils and parents about the careers education they have received to ensure that the service continues to meet the needs of the pupils
- provide an update of careers guidance for year 11 and year 13 students at annual reviews.
N.B. this may be in the form of an action plan from the career adviser



4.0 Legislation and statutory requirements

- DfE Careers guidance and access for education and training providers Statutory guidance for schools and guidance for further education colleges and sixth form colleges: September 2022
- DfE Careers guidance and access for education and training providers: October 2018
- Sections 42A1, 42B and 45A of the Education Act 1997
- Section 72 of the Education and Skills Act 2008
- Schedule 4 (15) of the School Information (England) Regulations 2008 Section 42A of the Education Act 1997 requires governing bodies to ensure that all registered students at the school are provided with independent careers guidance from year 7 to year 13

The independent careers guidance provided must:

- be presented in an impartial manner, showing no bias or favouritism towards a particular institution, education or work option
- include information on the range of education or training options, including apprenticeships and technical education routes
- provide guidance that the person giving it considers will promote the best interests of the students to whom it is given

The policy statement includes Manchester Hospital Schools arrangements for:

- Procedures for requests for access to students
- Grounds for granting and refusing requests for access to students
- Details of premises or facilities to be provided to a person who is given access to students

External sources of careers support could include employer visits, mentoring, website, telephone and helpline access and personal guidance provided externally to the school. Taken together, the external sources must include information on the range of education and training options, including apprenticeships.

Each secondary or all-through school must publish information about its careers programme. This information must relate to the delivery of careers guidance to year 7 to 13 students in accordance with Section 42A of the Education Act 1997.

5.0 Website requirements

The Department for Education requires maintained schools to publish the following information about their careers programme on their websites:

- the name, email address and telephone number of the schools 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 schools next review of the information published
- destination data

We will publish information on the destinations of our students on our website. Examples include the percentage of students who go on to: sixth form, employment, further education college or an apprenticeship after key stage 4 or an apprenticeship or higher education institution after 16-18 study. This will allow parents and others to see where students at that school progress to. This will sit alongside the careers programme on the school website.

<https://www.gov.uk/guidance/what-academies-free-schools-and-colleges-should-publish-online>

6.0 Gatsby Charitable Foundation's Benchmarks

We use the Gatsby Charitable Foundation's Benchmarks to develop, improve and evaluate our careers provision. These are not a statutory framework, but by adopting them we can be confident that we are fulfilling our legal duties.

<http://www.gatsby.org.uk/education/focus-areas/good-career-guidance>

and

<http://www.goodcareerguidance.org.uk/>

The government's expectation is that schools continue to make every effort to improve their performance against the Gatsby Benchmarks. We use Compass+ which is an online self-evaluation tool to assess how our careers support compares against the Gatsby Benchmarks and the national average.

We have baselined ourselves using this tool and considered the opportunities to improve our careers programme based on the results. We track our progress against the Gatsby Benchmarks every term.

<http://www.careersandenterprise.co.uk/schools-colleges/about-compass>

Manchester Hospital School is registered with The Careers and Enterprise Company and belongs to the network. The Careers & Enterprise Company provides external support to schools. The company supports and coordinates collaboration between employers, schools, colleges, Local Enterprise Partnerships and careers and enterprise organisations to create high impact careers and enterprise support to young people (aged 11-18).



7.0 Data analysis

We use our destination data (by group and sub group) for students who attend Leo Kelly School to assess our success in supporting our students to take up education or training which offers good long-term prospects. Collection and analysis of destination data, by group and sub group, will help us to see how well we are doing in countering stereotypes and raising aspirations.

We collect and maintain accurate data for each student for at least three years after they leave the school or from the end of key stage 4, whichever is earlier.

We also develop alumni networks of students that have recently left school. (See appendix B)

For further support school leaders should use the destinations data good practice

guide: <https://www.gov.uk/government/publications/how-to-use-destinations-data>

8.0 Targeted support for vulnerable and disadvantaged young people

At Manchester Hospital School we continue to work with local authorities, particularly children's social care, to identify young people who need targeted support or who are at risk of not participating post-16. This includes young people with particular vulnerabilities or who are receiving support to safeguard them and promote their welfare, such as Children in Need (including those who are on child protection plans or who are looked after). It also includes young people with additional needs, such as special educational needs and disabilities, or those who may leave care between the ages of 16 and 18. At Manchester Hospital School we agree how these young people can be referred for support drawn from a range of education and training support services available locally. This often requires multi-agency working with other professionals involved in supporting the young person, such as social workers.

9.0 Students in Alternative Provision

It would be highly unusual for Manchester Hospital School to seek an alternative provision for one of our students. However, if an alternative provision was sought then the alternative provision would be responsible for the student's career guidance.

10.0 Looked after children

Looked after children and previously looked after children, and care leavers may need particularly strong support to ensure high levels of ambition and successful transition to post-16 education or training. The designated careers lead will engage with the school's designated teacher for looked after and previously looked after children to:

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



11.0 Students with SEND

The overwhelming majority of young people with SEND, including those with high levels of needs, are capable of sustainable paid employment with the right preparation and support. The Careers Leader at Manchester Hospital School works closely with the Special Educational Needs Coordinator and other teachers and professionals in the school to identify the guidance needs of all students with SEND and puts in place personalised support. This may include helping students with SEND to understand different career pathways, and enabling them to gain the skills, knowledge and experience they require to achieve their career goals.

12.0 Careers Curriculum

The curriculum offers excellent opportunities for developing the knowledge and skills that employers need and subject teachers can be powerful role models to attract students towards their subject and the careers that flow from it. Manchester Hospital School ensures that careers education and guidance is embedded in subjects across the curriculum, including PSHE. Each subject supports students to identify the essential skills they need to develop and to identify the pathways to future careers.

Manchester Hospital School ensures where appropriate that information is provided to pupils on the importance of Maths and Science and how they can lead to STEM careers choices. We ensure that, by the age of 14, every student is exposed to the world of work. This includes meeting a range of professionals from occupations which require maths and science qualifications, as well as highlighting the importance of maths to all jobs.

We understand the schools should ensure that students have access to a knowledge rich and ambitious academic, technical and vocational curriculum. We acknowledge that the EBacc curriculum provides a sound basis for a variety of careers beyond the age of 16 but our curriculum is designed for the needs of the students it serves. At Manchester Hospital School we make clear to students that if they do not achieve a grade 4 or better in GCSE maths and English by the end of key stage 4 they will be required to continue working towards this aim as part of their 16-19 study programme.

13.0 Encounters with employers, employees and work places

At Manchester Hospital School we help students gain the confidence to compete in the labour market by providing opportunities to gain the practical know-how and attributes that are relevant for employment.

We engage fully with local employers, businesses and professional networks to ensure real-world connections with employers lie at the heart of the career's strategy. Visiting speakers can include junior employees, or apprentices, particularly alumni, with whom students can readily identify.

Every year from the age of 11, students will participate in at least two meaningful encounters with an employer, this means at least two encounters each year from years 7 to 13.



Different encounters will work for different sites and students, but it could mean in practice:

- alumni activity
- business games and enterprise competitions
- careers fairs
- employer encounters with parents
- employer involvement in the curriculum
- employer mentoring
- employer talks
- mock interviews
- CV workshops
- mock assessment centres
- speed networking/careers carousels

In our context, many of our pupils will not be able to access work experience. We acknowledge that where it is deemed appropriate, students should have first-hand experience of the workplace. This may not be possible due to the medical needs of our pupils but we will ensure that pupils are provided with the opportunity to access online work experience via <https://www.springpod.com/> *by the age of 16 and 18.*

14.0 STEM

With the high returns to STEM careers, and the increasing need for many jobs to have greater quantitative skills in future, we will make sure one of the encounters that our students experience before year 11 is with a STEM employer or workplace, or one of our careers events is focused around STEM.

15.0 Encounters with further and higher education

It is important that young people realise that all of their educational choices have implications for their longer-term career. We encourage young people to consider what career options different educational choices open up and close down. At Manchester Hospital School we encourage students to use information tools such as websites and apps which display information about opportunities.

16.0 Access to providers of technical education and apprenticeships

At Manchester Hospital School we inform students about approved technical education qualifications and apprenticeships. This allows students to consider how the opportunity to study or train in different ways, and in different environments, might suit their skills, interests and aptitudes. This will lead to better-informed choices and help to reduce the risk of dropping out of courses.

17.0 Visits

At Leo Kelly School we have at least one internal careers fair and aim to have one external careers fair every year. We provide opportunities for visits from a range of providers of:



- A level
- Applied General
- Apprenticeships and technical options to inform key stage 4, key stage 5 and post-18 choices
- Further Education Colleges
- Studio Schools
- University Technical Colleges
- A range of providers of apprenticeships and technical options

At Leo Kelly school we also provide opportunities for the following to meet with students:

- sixth form
- tertiary colleges
- higher education institutions

18.0 Equality and Inclusion

At Manchester Hospital School we would never do anything that might limit the ability of students to attend any part of a careers programme. Unacceptable behaviour would include restricting invitations to selected groups of students, or holding events outside of normal school hours.

19.0 Manchester Hospital Schools careers provider access policy statement

The purpose of the statement is to set out opportunities for providers to visit and to explain how requests from providers will be handled. This will be reviewed annually and must include:

- any procedural requirements in relation to requests for access e.g. the main point of contact at the school to whom requests should be directed
- grounds for granting and refusing requests for access e.g. details of timetabled careers lessons, assemblies or careers events which providers may attend: and should include the safeguarding policy
- details of premises or facilities to be provided to a person who is given access e.g. rooms and resources to be made available in support of a provider visit

N.B. - Our provider access policy statement can be found on our school website

20.0 Parental / Carer involvement

Parental awareness of the careers programme is vital. Parents and carers are kept informed via the school's website, parent consultation sessions and the parental newsletters. The contact details for the Careers Leader is also on the school's website.

Young people do not make career decisions in isolation and parents/carers can have a substantial impact, as well as a clear interest in the right outcomes for their young person. The school is keen to foster parental involvement in the careers programme, wherever possible.



Parents can have access to Xello which will enable them to view their young person's profile to see their skills, interests and possible career options. Parents can also use Xello to complete interactive career, personality, learning style, and skills assessments to help them better understand their unique interests, skills, and strengths. Each engaging assessment encourages reflection, helping parents connect who they are with relevant career options.

21.0 Monitoring and evaluation of the careers programme

When monitoring the success of a careers programme at Leo Kelly School, we consider:

- student feedback on their experience of the careers programme and what they gained from it
- staff feedback on careers lessons, mock interviews etc
- gathering informal feedback from external partners and from parents
- quality assurance of careers lessons
- Improvement in the Gatsby Benchmarks
- student destination figures post-16



Appendix A - student careers guidance checklist

Pupil Name:	Year group:	Site:	Start Date:
Home School:			
Name of the Careers Leader at students home school:	Form Tutor/Key Teacher at MHS:		
Student Career Guidance Checklist			
Please tick once student has:	Action Completed	By Whom	Date
Access to one-to-one guidance with a L6 (working towards/qualified) impartial careers adviser by the age of 16.			
Access to one-to-one guidance with a L6 (working towards/qualified) impartial careers adviser by the age of 18.			
Access to up-to-date labour market information (LMI) by the age of 14. N.B. this is available on the MHS website			
Career guidance through PSHE curriculum, this might include what work is, how salaries relate to different jobs, stereotyping around jobs, how to find out about jobs, the skills needed for work, jobs of the future and the geography of jobs.			
Complete interactive career, personality, learning style, and skills assessments to help students better understand their unique interests, skills, and strengths. N.B. This will be accessed via https://xello.world/en-gb/xello-for-schools/			



<p>Access to a range of education and training providers, including colleges, universities and apprenticeship organisations; this could include visits and taster days, careers fairs and assemblies. Every year group will have access to at least two encounters every year as per the provider access legislation (January 2023)</p> <p><i>N.B. students outside of LKS can attend the LKS or home school careers fairs if able to do so. We could also use the robots or allow them to attend virtually. Recordings of such events can also be provided to students in our hospital settings.</i></p>			
<p>The opportunity to relate and link what they learn in lessons to possible careers</p>			
<p>The opportunity to talk through their career and educational choices with staff</p>			
<p>Where deemed appropriate information on the importance of Maths and Science and how they can lead to STEM careers</p>			
<p>Where deemed appropriate the opportunity to experience 2 work experiences one by the age of 16 and one by the age of 18.</p> <p><i>N.B. This may not be possible due to the medical needs of our pupils but we will ensure that pupils are provided with the opportunity to access online work experience via https://www.springpod.com/</i></p>			
<p>To have visited one university by the age of 18 <i>if university is the preferred career destination</i></p>			



To be invited to join the school's alumni network on leaving			
To complete a student survey one a year on the career guidance offered at MHS			
	Next steps / Actions		
Staff Comment			
Student Comment			



Appendix B - alumni consent letter

Consent form for contacting students as part of the alumni network.

NOTE: This form is for pupils aged 12 and over.

Date:

Dear *[pupil name]*,

At *[school name]*, we would like to use your contact details to get in touch with you in the future about alumni events and activities.

This helps us continue to:

- Build a community around the school
- Offer enrichment opportunities to pupils

[You could add in short examples of success stories from your alumni network here.]



We would like your consent in order to do this. If you're not happy for us to do this, that's no problem - we will accommodate your preferences.

If you change your mind at any time, you can let us know by emailing [*email address*], calling the school on [*phone number*], or just popping in to the school office.

If you have any other questions, please get in touch.

Please tick the relevant box(es) below, sign and return this form to school.

[Add this if you have previously sought consent] Why are we asking for your consent again?

As part of our commitment to processing personal data fairly and transparently, we want to remind you of the consent you've previously given us and make sure you're still happy with the ways we use your data.

We would appreciate you taking the time to give consent again, as we really value being able to use the information in the ways listed below.

[To add rows to the table, right click in the bottom row, hover over 'Insert', and then choose 'Insert rows below']

USE OF PERSONAL DATA	TICK (✓)
I am happy for the school to keep my contact details to contact me about future alumni events.	
I am happy for the school to keep my contact details to contact me about future alumni fundraising activities.	
I am happy for the school to use my image for alumni network purposes (e.g. displays in school).	
I am happy for the school to use my image and journey through Manchester Hospital school for alumni network purposes (e.g. displayed on the school website).	
I am happy be an ambassador for Leo Kelly School This may involve the following: <ul style="list-style-type: none"> ● attending external events to discuss my time at LKS ● attending internal events to discuss my time at LKS ● visiting LKS to speak to pupils on a 1-1 or group basis ● speak to external visitors about my time at LKS 	



USE OF PERSONAL DATA	TICK (✓)
<ul style="list-style-type: none">to host/show selected MHS pupils around my onward setting or work environment	
<p><i>[Copy and paste this line as often as necessary, to make sure you seek consent for each of the ways in which you'd like to use their personal data, e.g. the different ways you use it and the different organisations you share it with, where relevant.]</i></p> <p>I am happy for the school to <i>[insert the use of the personal data - make sure you're specific about the personal data you want to use and what you want to use it for.]</i></p>	
<p>I am NOT happy for the school to use my personal data for any of the above purposes.</p>	

Pupil's signature:

Date: