



# Careers Education, Information, Advice and Guidance Policy

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<b>Purpose of the policy</b>	Set our Careers policy for Manchester Hospital School
<b>Related policies/guidance</b>	Careers guidance and access for education and training providers (DfE, January 2023) Child protection Policy Provider Access Policy
<b>Review</b>	Full Governing Body every 3 years 2028
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<b>Date adopted by</b>	





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.

## Careers vision

At Manchester Hospital School we aim to provide an inspirational careers programme that prepares and supports our pupils for the world of work, enabling pupils to achieve aspirational career outcomes and having the confidence to flourish in an ever-changing careers landscape. We are fully committed to providing pupils with the information, guidance and experiences necessary in order to support them to make informed decisions about their future careers as well and the different options 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

## 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. Our Careers education, advice and guidance;

- helps the students to understand the changing world of work
- facilitates meaningful encounters with a range of employers, sixth form providers and universities
- encourages participation in continued learning, including further and higher education and apprenticeships.
- contributes to improving motivation and reducing the number of pupils at risk of NEET
- ensures pupils' readiness to take their next step in their learning or career
- supports inclusion, challenged stereotyping and promotes equality of opportunity
- helps pupils to develop the skills, attitudes and qualities to make a successful

transition into the world of work

### **3.1 Hospital Sites and pupils taught in the home** (not including The School at Galaxy House)

For pupils at our hospital sites and pupils who are taught via our HOP pathway (hospital 'outpatients'), it is the home school's responsibility to provide students with Careers Guidance. Manchester Hospital School delivers careers education through the PSHE curriculum for these pupils. MHS will liaise with students, parents and home schools regarding careers guidance, in particular for those students in year 11 and year 13. This is to support students and identify any gaps in their careers journey. The Key Teacher will contact the Site Lead who will liaise with the Careers Leader and then appropriate support will be coordinated. This support may include advice from our in-house careers advisor.

### **3.2 Leo Kelly School / The School at Galaxy House**

Careers Education, Advice and Guidance will be provided by Manchester Hospital School. During their time at Leo Kelly School / The School at Galaxy House students can expect:

- access to one-to-one guidance with a L6 (working towards or qualified) impartial careers adviser by the age of 16 or 18 if in year 13.
- access to up-to-date labour market information (LMI) by the age of 14.
- careers education will be delivered through our PSHE curriculum and the Preparation for Adulthood curriculum. Lessons 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. Pupils have access to Xello that can support the research around up to date labour market information.
- access to a range of education and training providers, including colleges, universities and apprenticeship organisations: this could include visits and taster visits.
- 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 key teachers.
- 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 participate in work experiences by the age of 16 and one by the age of 18.
- to have visited a university by the age of 18 if university is the preferred career destination
- to join the school's alumni network on leaving our provision.

In addition to this we will:

- track the careers advice and guidance that has been provided to determine next steps. Each pupil has their own learning journey. An example of this can be found in Appendix A.
- keep parents/carers informed of their young person's progress and provide parents/carers with information to support students career planning and decision making. 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 Roles and Responsibilities**

**SLT Careers Leader – Lisa Biggar** - l.biggar@hospitalschool.manchester.sch.uk

**Careers Advisor (Career Connect) – Megan Jezzard** - Contact details – 0161 509 2368 -  
megan.jezzard@careerconnect.org.uk

**Transition Lead** – Sue Schofield - s.schofield@hospitalschool.manchester.sch.uk

#### **5.0 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
- 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.

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.

## 6.0 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.

## 7.0 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.

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. The Careers Lead and Senior leader for careers have created and reviewed a Strategic Action Plan for Careers to further develop the careers provision across all sites.

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).

## 8.0 Data analysis

We use our destination data (by group and sub group) for students who attend The 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.



## **9.0 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 accessing post-16 education. 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.

## **10.0 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 education and guidance.

## **11.0 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.

## **12.0 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. Meetings will also be set up with colleges and other further educational providers in order to discuss the needs of our pupils and what support can be put into place to enable a smooth transition.

## **13.0 Careers Curriculum**

The school curriculum offers excellent opportunities for developing student's knowledge and skills that employers look for. Manchester Hospital School ensures that careers education and guidance is embedded in subjects across the curriculum, including PSHE and Preparation for Adulthood curriculum. Subject teachers support 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 in all careers.

We understand that 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.

## **14.0 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:

- 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
- work experience

## **15.0 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.

## **16.0 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.

### **17.0 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.

### **18.0 Visits**

At Leo Kelly School we have at least one internal careers fair. We provide opportunities for a range of providers of including;

- 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

### **19.0 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.

### **20.0 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

## **21.0 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

## **22.0 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
- Review of the Strategic Careers Action Plan.

## **23.0 Alumni Network**

It is a requirement for educational settings to track the intended destination of leavers for up to 3 years, after the student has left the school setting. At The Leo Kelly School, we do this by ensuring on-going communication with the young person after they have left our school at the end of year 11. We liaise with the further education setting that the young person has transitioned to, we liaise with the young person and their family and other professionals where appropriate.

Each term, the careers lead communicates with parents / carers / colleges / workplaces via email and / or telephone to collect the updated information and record this on a central spreadsheet. This information helps to improve our offer, identifying where pupils have attended and achieved well and what support they have had access to. There are planned dates throughout the year whereby past students from The Leo Kelly School are invited back into school to talk to pupils about their journey.