



James Bateman Middle School

Careers Policy

Created June 2025	Approved June 2025
Review due	June 2028

Careers education and guidance programmes make a major contribution to preparing young people for the opportunities, responsibilities and experiences of life. At James Bateman Middle School, a planned progressive careers programme of activities is delivered to all four-year groups. This helps to develop our pupils' awareness of employability skills and understanding of opportunities in the working world that suit their interests and abilities and help them to follow a suitable careers path, find their best next step and sustain employability throughout their working lives.

Commitment

James Bateman are committed to providing its students across all four-year groups a programme of careers, information, advice and guidance. The Policy, Programme and Implementation Plan is informed by current government Department for Education guidelines and recommendations. We are also part of the Stoke-on-Trent and Staffordshire Careers Hub who support us in all aspects of our career's curriculum.

Aims

We deliver our programme based around the following objectives:

- To plan and provide a stable careers programme for our pupils.
- To link curriculum learning to careers.
- To address the needs of all pupils.
- To provide pupils with enterprise opportunities in both key stages.
- To provide meaningful opportunities for pupils to encounter employers and employees.

Outcomes

As a result of the above objectives, the outcomes are:

- A careers programme for Y5-Y8 is established and annually reviewed; it is published on the school website alongside how we measure the impact of our careers programme as per DfE statutory requirement.
- Opportunities to support and embed careers education across all subjects are planned for in medium term planning, and within extra-curricular activities.
- There is equal opportunity for all pupils to access careers information and guidance.
- Enterprising opportunities and employability skills in pupils are developed.
- Annual events which provide the opportunity for discovering employment through a range of experiences and areas take place and are added to the school calendar.
- All school stakeholders are involved in the career's education of pupils, including teachers, employers, providers, parents and carers.

Implementation of Careers Education

Our careers education is delivered primarily through our PSHE curriculum. It is planned by the PSHE and Careers Leaders and taught by class teachers. Careers education is also delivered through subjects across the curriculum where links are made and in line with impact against wider school

improvement priorities. Extra-curricular activities support careers education through enterprise days, trips and themed weeks.

Careers education is monitored and reported using the CEC Compass + database system and pupil careers education baselines for aspirations and skills gaps is assessed using the DfE/CEC Future Skills Questionnaire (FSQ).

Gatsby Benchmarks “The eight benchmarks are a framework for good career guidance developed to support schools in providing students with the best possible careers education, information, advice, and guidance.” THE GATSBY CHARITABLE FOUNDATION benchmarks are used to support secondary schools and colleges. As we are a middle school they mainly apply to our KS3 curriculum although some of the benchmarks are woven into our KS2 careers education. Some of the benchmarks are aimed at KS4 education and therefore don't apply to pupils at our stage however we embed all benchmarks into our careers education programme to ensure effective transition into KS4. Highlighted below are the benchmarks that do apply and are embedded within our career's curriculum.

1. **A stable careers programme** - All schools and colleges should have a stable careers programme which is known by students, teachers, parents and employers. This should include high-quality career advice and guidance. Our careers policy including compliance to the Provider Access legislation alongside a summary of our careers programme, how we measure the impact of the programme and the name of our Careers Lead can be found on the school website
2. **Learning from career and labour market information** - All students and parents should have access to labour market information which includes post 16 and post 18 options. There should be a designated informed adviser who can help students and parents to understand this. Lessons on labour market information are included within our curriculum, they tell us what the labour market is and how it can help with future decisions. We check students understanding of current LMI and how this may influence their skills knowledge and decision making using FSQ.
3. **Addressing the needs of each pupil** - Each student will require different career advice and guidance. Schools and colleges need to address the requirements of students as an individual. Equality and diversity should also be taken into consideration here. Our programme addresses the needs of each pupil and we ensure all careers activities are bespoke cohort to cohort and addresses the needs of those most disadvantaged including PP, FSM, SEND and EHCP.
4. **Linking curriculum learning to careers** - Teachers should explain how subjects which are being taught are related to careers outside of education. For example, maths can be heavily linked to a career in accounting. Many lessons and subjects across our curriculum make links to careers, particularly our strong STEM curriculum.
5. **Encounters with employers and employees** - Schools and colleges should organise for students to speak with employers and employees. We arrange visits to places of work, for our year 8 pupils, as well as delivering our own careers events where many employers and employees from a variety of job sectors visit the school to inspire our young people.
6. Experiences of workplaces - Each student should have the opportunity to experience the world of work first hand. This will enable students to explore different career pathways and extend their network. This is an area we hope to develop further.
7. Encounters with further and higher education - School and colleges should ensure students have a proper understanding of the learning opportunities available to them and this should cover all

academic and vocational routes. Links with FE and HE are made where students are able to understand the education structure and support their decision making to effectively transition into KS4 and beyond.

8. Personal guidance - All students should have opportunities to meet with a career adviser to discuss guidance and career options. We are able to offer some personal guidance where and when this is needed opting for a 'right time right place' model, often relating to those choosing their GCSE options and for those students who need support to make sense of their careers education at James Bateman. Equality and Diversity Careers education is provided to all pupils and provision is made to allow all pupils to access the curriculum. Pupils are encouraged to follow their own individual career aspirations which involve specific skills, interests and their own strengths with the absence of stereotypes. All pupils are provided with the same opportunities and diversity is celebrated whilst students requiring bespoke careers education to support their learning needs have an adapted programme.

The careers curriculum is planned, monitored and evaluated by the Careers Leader. All staff contribute to the CEIAG through their roles as tutors, subject teachers and facilitators of PSHE. Guidance is given to staff; through external CPD (Inset days and Teacher encounters), from the Careers Leader, through medium term plans, resources, staff meetings and information.