



Notre Dame High School

Sharing the love and goodness of God with everyone

Careers Information, Advice and Guidance Policy

2026-2027

Policy Name	Careers Information, Advice and Guidance Policy
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Policy Author	Mr T. Day (Careers Lead)
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Contents

1. Aims
2. Statutory requirements
3. Roles and responsibilities
4. Our careers programme

1. Aims

“At Notre Dame, our careers provision is informed by the words of St Julie - “teach them what they need to know for life”. We are guided by our catholic ethos and our belief that all are lovingly created in the image and likeness of God. Through effective careers information, advice, and guidance we strive to enable all members of our community to realise their full potential and set aspirational goals for their future.

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

2. 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, which you can find in the policies section of our website.

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, and can be found in the policies section of our website.

3. Roles and responsibilities

3.1 Careers leader

Our Careers Leader is Mr T. Day, and they can be contacted by phoning 0114 230 2536 or emailing tday@notredame-high.co.uk. Our careers leader works closely with 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

3.2 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 governing board

The governing board 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

4. 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:

- Careers Lessons within the PSHE curriculum
- Form time activities
- Enrichment Day activities
- Guest speakers
- Assemblies
- Careers specific events
- Careers in curriculum learning
- Work Experience Placements

Key Stage 3

At each Key Stage our careers programme is designed to prepare students for life. We do this by equipping students with the knowledge, skills and understanding required at this phase in their time at Notre Dame. Our

Key Stage 3 careers programme will support pupils in their transition to high school, planning and choices of GCSE subjects, and formation of early career decisions. This includes:

Year 7

Careers learning focusses on self-awareness, aspirations and the world of work including recruitment processes. Students receive their log in to the Unifrog platform and use this as part of their PSHE and other curriculum learning.

Year 8

Careers learning is designed to prepare students for and support students with their GCSE options choices. Students build on their self-awareness by reflecting on their skills, interests, and measures of success. Learning also focusses on the local labour market; options post 16 and how these factors may influence their GCSE choices. In year 8 Students have the opportunity to take part in the "Big Challenge" enterprise competition. In lessons and assemblies, students learn about apprenticeships and T levels as a post 16 option. Towards the end of Year 8, students attend our yearly careers fair and network with a range of employers.

Year 9

Careers learning enables students to take control of their career journey by building on their self-awareness and understanding of how to overcome barriers. Students learn about wages, taxes and how to effectively budget. In year 9 Students have the opportunity to take part in the "Big Challenge" enterprise competition.

Notre Dame is committed to working towards the government's Work Experience Guarantee, ensuring that all students have access to a minimum of 50 hours (equivalent to two weeks) of meaningful, high-quality work experience during their time with us. In the next stage of development, we aim to offer students meaningful work experience during key stage 3 in addition to existing opportunities in Key Stage 4.

By the end of KS3 all students will have:

- An awareness and understanding of their strengths, achievements and weaknesses and support to evaluate how these might inform future choices in learning and work.
- An increased understanding of the full range of 14-19 opportunities for progression.
- An awareness and understanding of some of the qualities, skills and attitudes needed for employability.
- Received detailed and appropriate help, support and guidance on KS4 options and been supported in their application to their chosen subjects.
- Opportunities to learn more about specific careers through independent research, assemblies and talks.
- Gained direct experience of the workplace through targeted employer encounters.

Key Stage 4

Our Key Stage 4 careers programme aims to help pupils research and understand their choices and routes into post 16 education and training. Students build on their learning from Key Stage 3 improving their self-awareness, understanding of the labour market and skills in demand. This includes:

Year 10

Careers learning develops student's self-awareness and understanding of key employability skills while also prompting students to consider their future career decisions. Through assemblies, visits, and classroom lessons

students develop an understanding of the range of routes into further education, training and higher education. Students are supported in finding a work experience placement that takes place in the summer term. During which, students develop a greater understanding of the workplace, and the skills required to successfully progress in their desired career path. In the spring term, careers guidance appointments begin to which parents may attend if requested. Towards the end of Year 10, students attend our yearly careers fair and network with a range of employers and training providers.

Year 11

Careers learning supports students with their progression into post 16 education and training. Students are supported with their making applications through Sheffield progress. Careers guidance appointments continue, and all students receive their appointment prior to applications opening. Further appointments are made available to students who require extra support, and students can drop in to meet the careers advisor during lunchtime on their working day. Prior to making their applications, students opt into taster sessions related to their post 16 choices. In preparation for the world of work, students take part in mock interviews and are supported with how to successfully interview for a job or other position. Through assemblies, visits, and classroom lessons students develop an understanding of the range of routes into further education, training and higher education.

By the end of KS4 all students will have:

- Enhanced self-knowledge and employability skills.
- Gained meaningful experience of the workplace
- Been given direct access to employers, colleges and training providers.
- Been given guidance to help identify a range of post 16 options and careers advice and support networks.
- Applied for their Post 16 options, linking to their career aspirations.

Key Stage 5

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

- On GCSE results day in August and then in September of Year 12, students have discussions with both form tutors and VI Form staff about their A Level choices to ensure they are appropriate for the student and in line with their plans.
- On Enrichment Days in October, Year 12 students are introduced to both Apprenticeships and University and the possible advantages and disadvantages of these routes.
- During March of Year 12, students attend the Higher Education evening in school and have the option of attending the Oxbridge evening. This event includes speakers from school, student finance and University. A trip to Oxford university takes place, alongside representatives from Cambridge University visiting school and speak to students.
- In the summer term of Y12 students undergo a weeklong work experience placement related to their career aspirations. During which, students develop a greater understanding of the workplace, and the skills required to successfully progress in their desired career path
- In June of Year 12, students access the UCAS Fair at Sheffield Arena, as well as various university open days.
- Summer enrichment days include visits to university, personal statement & student finance talks, as well as talks on gap years, Degree Apprenticeships & Advanced Apprenticeships. Students also sign up for UCAS Apply in preparation for their university applications. University entrance tests are also covered during this time.

- In September, Year 13 students are invited to an Oxbridge information session led by current Oxbridge students shortly before the application process starts.
- During October/November/December of Year 13, students apply to University through UCAS. Year 13 students also focus on personal statements and completing the UCAS application during the October enrichment days.
- Support is available from February to results day in August covering UCAS Extra, clearing, student finance and accommodation.
- Apprenticeship vacancies are sent out to students throughout Year 12 & 13. Support is given to students wishing to apply for an apprenticeship vacancy.
- Throughout Year 12 and 13, students have access to a qualified careers adviser within the sixth form team. Students may also speak with an externally hired careers adviser on a drop-in basis at lunchtime

By the end of KS5 all students will have:

- Enhanced self-knowledge and employability skills.
- Been given direct access to employers, colleges, universities and training providers.
- Been supported in finding and taking up work experience.
- Been given guidance to help identify a range of post 18 options and careers advice and support networks.
- Been provided with resources, guidance and support to complete UCAS applications.

4.1 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.

4.2 Access to our careers programme information

A summary of our school's careers programme is published on our school website in the form of this policy, 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 Mr T Day, Head of Careers & PSHE – tday@notredame-high.co.uk.

4.3 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 using information such as:

- Student responses to the future skills questionnaire
- Student and tutor feedback to careers events
- Parental feedback collected on parent's evenings
- Observations of tutors delivering careers learning
- Destinations data