Careers Policy

Last Reviewed by:	J Edwards
Date of review:	September 2025
Due for next Review:	September 2026
Headteacher:	Rebecca Thompson

Our Vision

To maximise potential for confident and independent futures.

At Highfield School we provide a student-centred curriculum, delivered in an inclusive environment. Students develop their communication, independence and social skills to make outstanding personal progress towards their EHCP outcomes. We prepare them for the responsibilities and experiences of adult life, building resilience opportunities throughout the curriculum.

Our Commitment

The careers education, information and guidance programme is designed to meet the needs of each and every student at Highfield School. It is differentiated to ensure progression through activities that are appropriate to their individual stages of career learning, planning and development.

Our aim is to encourage our students how to learn and think for themselves, to be creative and innovative thinkers in their response to problems.

To understand how to use a range of sources to find solutions and apply their knowledge and learning to real life and work situations.

The hope is that the knowledge and skills developed through this programme of study will help students to develop their knowledge and skills needed to lay the foundations for future employment and life after Highfield.

Student entitlement

All students at Highfield School are entitled to:

- Find out about technical education qualifications and apprenticeship opportunities, as part of our careers programme which provides information on the full range of education and training options available at each transition point
- Hear from a range of local providers about the opportunities they offer, including technical education and apprenticeships
- Understand how to make applications for the full range of academic and technical courses

We have a whole school approach to careers education with all staff helping to deliver quality and impartial Careers Education, Information, Advice and Guidance, allowing our students to access the necessary information to help them make informed decisions about their future.

Our careers programme throughout the year supports our careers education curriculum and in line with the most recent careers guidance strategy and our careers plan supports the achievement of the eight Gatsby benchmarks. Through employability we hope that our students understand how what they are being taught will link to their future pathways.

We are also supported by the SEND Careers Hub as part of the Leeds City Region Enterprise partnership and are currently linking with the Lighthouse School in Leeds to increase our Enterprise capability.

The school has recently formed links with HARIBO who will be supporting school by working with our KS4 Cohort through workshops that are designed around identifying key areas of the World of Work and look at the process of designing and manufacturing their products.

The school has links with Wakefield Trinity who work with students across school, focusing on Preparation for Adulthood, where students will look at budgeting,

Aim of the policy

This policy statement aims to set out our school's arrangements for managing the access of education and training providers to students for the purpose of giving them information about their offer.
It sets out:

- Procedures in relation to requests for access
- The grounds for granting and refusing requests for access
- Details of premises or facilities to be provided to a person who is given access

Statutory requirements

Schools are required to ensure that there is an opportunity for a range of education and training providers to access students in years 7 to 14 for the purposes of informing them about approved technical education, qualifications or apprenticeships.

Schools must also have a policy statement that outlines the circumstances in which education and training providers will be given access to these students.

This is outlined in section 42B of the Education Act 1997.

This policy shows how our school complies with these requirements.

The named Careers lead is Caroline Randall, crandall@highfield.wakefield.sch.uk tel 01924 264140

Management of provider access requests

Procedure

Any provider seeking access should refer to the opportunities for access below. They should submit in writing a request outlining the specific opportunity they wish to access and why this would be appropriate for students at Highfield School. This should be sent to the AHT responsible for the pathway within school.

Semi-formal Pathway Angela Andrews

Formal Pathway Jude Hickey
Post 16 Provision Anna Bates
SCERTS Pathway Lee McAvoy

Granting and refusing access

When considering provider applications for access the following will be considered:

- *The reputability of the provider*
- *The needs and aspirations of the pupils attending the event*
- *The safeguarding duty of the school*
  The Careers curriculum and where the provider offer would most complement this.
- *The school's duty to remain impartial*
- *Advice, if required, from Targeted Information Advice and Guidance (TIAG)*

While the school reserves the right to grant or deny access, Highfield School will always seek to provide the broadest offer possible to students. If denied access the provider will receive a response, in writing, confirming the decision around why access is deemed unsuitable at this time.

Safeguarding

Our safeguarding/child protection policy outlines the school's procedure for checking the identity and suitability of visitors.
Education and training providers will be expected to adhere to the Safeguarding Children and Vulnerable adults' policy and the School's external speaker policy at all times whilst working with pupils and staff at Highfield School.

Premises and facilities

When providers are granted access, they may request equipment by contacting Pam Pickles, School Business Manager. The location of the event will dictate the availability of equipment. The school will make an appropriate room available for discussions between the provider/visitor and students as necessary for the activity. The school will also make available Technical equipment to support presentations. This will be discussed and agreed in advance of the visit with the Careers Leader and/or Assistant Head of Pathway.

At Assemblies or workshops- a room will be booked within school, audio-visual equipment (plasma screen) will be made available and technical support can be on hand. At larger event, providers will get a station to base themselves on with access to electricity but the school will be unable to provide audio visual equipment to large numbers of providers.

Providers are able to leave a small number of prospectus within school for reference. These will be located within the School library and Post 16 common area for students to access.

Links to other policies

Other policies you may find useful to your application can be found on the school website These include but are not limited to:

- *Safeguarding/child protection policy*
- *Careers policy*
- *Curriculum Documents*

Monitoring arrangements

The school's arrangements for managing the access of education and training providers to students is monitored by *Judith Hickey Assistant Headteacher (formal) and Amanda Sheppard Assistant Headteacher (Post 16*) on an annual basis. At every review, the policy will be approved by the Headteacher.

Gatsby Benchmarks

The school is working towards the Gatsby benchmarks by the following:

GBM	Criteria	How we meet this
1	Every school should have a stable, structured careers programme that has the explicit backing of the senior management team and has an identified and appropriately trained person responsible for it.	Highfield School is creating a structured Careers Guidance programme to provide young people the opportunity through the curriculum to develop work, life and social skills. The policy will provide: Students with the opportunities to develop their self-advocacy, negotiation and decision-making skills – via the school council and pupil voice. A range of meaningful encounters and interactions with a variety of trusted and familiar adults including school staff and visitors including Community Education lessons, college visits (KS4) and class trips out.
	The careers programme should be published on the school's website in a way that enables young people, parents, teachers and employers to access and understand it. The programme should be regularly evaluated with feedback from young people, parents, teachers and employers as part of the evaluation process	The Careers policy has been added to the website. The careers programme will be evaluated yearly with feedback from students, parents/careers, teachers and employers to maximise its value to the curriculum.
2	By the age of 14, all young people should have accessed and used information about career paths and the labour market to inform their own decisions on study options. Parents should be encouraged to access and use information about labour markets	Students at Highfield have opportunities to learn about and engage with potential careers routes from Year 7 through Employability lessons, Careers Lessons through to Post 16, and Community Education lessons in and around Ossett. Students engage in Enterprise Projects within Employability lessons in KS4 designed to help them learn key skills required in the workplace. Highfield School is part of the Leeds City Region SEND Hub. Highfield School is a member of the Careers Enterprise Network.

	and future study options to inform their support to their children.	Parents/carers are invited to EHCP and IEP meetings where potential careers and skills required are discussed and planned for.
3	A school's careers programme should actively seek to challenge stereotypical thinking and raise aspirations. Schools should keep systematic records of the individual advice given to each pupil, and subsequent agreed decisions. All Young people should have access to these records to support their career development. Schools should collect and maintain accurate data for each pupil on their education, training or employment destinations for at least three years after they leave the school.	Highfield School are developing a Careers Policy where our students will be challenged daily through the schools' curriculum and personalised timetable. All students work on opportunities to develop these skills in a practical context through Employability Skills lessons and Enterprise Projects in Key Stage 3 and Enterprise Lessons in Key Stages 4 and 5 to create items to sell at the Christmas Fayre. All students at Highfield School have an EHCP that plans for all aspects of their future lives including future employment. Key Stage 4 Parent Evening Events provides information to parents/carers regarding future transitions as students prepare to leave at the end of year 11. Colleges and Post 16 providers are invited to inform parents of future destinations. Procedures are in place to ensure that records will be collected and stored for three years after young people leave Highfield stating their education/training/ employment after they leave. A alumni programme is being set up to help maintain accurate information for pupils leaving Highfield at Year 11 and Post 19. This to be done in discussion with SLT.
4	By the age of 14, every pupil should have had the opportunity to learn how the different STEM subjects help people to gain entry to, and be more effective workers within, a wide range of careers.	Highfield Schools Careers policy endeavour to aspire our students to challenge stereotypes and believe they can achieve. All students work on opportunities to develop these skills in a practical context through Employability Skills lessons and Enterprise Projects in Key Stage 3 and Enterprise Lessons in Key Stages 4 and 5 to create items to sell at the Christmas Fayre. All students at Highfield School have an EHCP that plans for all aspects of their future

		lives including future employment. Key Stage 4 Parent Evening Events provides information to parents/carers regarding future transitions as students prepare to leave at the end of year 11. Procedures are in place to ensure that records will be collected and stored for three years after young people leave Highfield stating their education/training/ employment after they leave. Science is taught to KS4 for one lesson a week by the science lead. KS3 Topic has different links with Science depending on the subject.
5	Young people should participate in at least one meaningful encounter* with an employer every year between years 7-13. * A 'meaningful' encounter is one in which the student has an opportunity to learn about what work is like or what it takes to be successful in the workplace.	Students are offered creative opportunities to engage in careers activities through Employability Skills and Enterprise projects designed to develop their ability to engage in work place practices. Highfield School is registered with the Careers Enterprise Network and will work with the local LEP. Students at Highfield have opportunities to learn about and engage with potential employers from Year 7 through Employability lessons, Careers Day, options evening (Year 9) and Community Education lessons in and around Ossett. Students will engage in workshops with HARIBO Company, looking at how different elements of their company is run from manufacturing to personal. Students will learn about the different Job Roles that are common in all companies.
6	By the age of 16, every student should have had at least one experience of a workplace, additional to any part-time jobs they may have.	Building relationships with a range of local businesses to explore any employment opportunities they may provide. Highfield School is registered with the Careers Enterprise Network and will work with the local LEP. Highfield School will be used as an employer organisation to develop work skills and

	*As far as is possible, schools and employers should ensure these are positive experiences.	routines to support student need as preparation for work experience outside of school. Offering internal work experience e.g. Working in the school Admin office, Caretaker or additional classroom support to experience a range of skills needed to engage in external work experience in Post 16.
7	By the age of 16, every pupil should have had a meaningful encounter* with a provider of the full range of learning opportunities. * A 'meaningful' encounter is one in which the student has an opportunity to explore what it's like to learn in that environment.	Pupil voice considered at options evening and EHCP meetings. Transition visits to local colleges to see course options and availability. Destination Evening event for students from Year 9 to Year 14 in all pathways. Pupils in KS4 to visit Colleges (starting Year 10) to encourage students to meet providers of Post 16 Learning Opportunities in order to give an informed view of Post 16 Learning Opportunities.
8	Every student should have at least one such interview by the age of 16, and the opportunity for a further interview by the age of 18.	At Highfield School through Employability Skills lessons and Careers Guidance we gain comprehensive knowledge of our students including their likes, interests, skills, and experiences. From these we help them to identify and explore suitable options. All students are invited to make contributions to their EHCP meeting. At KS3 and 4 this includes reference to areas of interest, enjoyment and potential routes for future employment and further education. During their Year 11 EHCP there is an opportunity to discuss their futures with parents/carers and put a transition programme of support in place. Pupils in Year 11 and 14 will have an interview with colleagues at Highfield to present them with the information they need to succeed. They will watch a mock interview between Staff that will highlight good and bad interview practice.

Key Stage 3 Long Term Plan

Year Group	Subject Area	Skills
Year 7	Self-Awareness	• Demonstrate an understanding of what skills and qualities are • List personal skills and qualities • Identify hobbies and interests • Recognise the skills and qualities needed for familiar jobs • Match skills and qualities with job requirements • Identify/explore a variety of jobs
	Identify and investigate jobs	• Investigate a variety of jobs and job roles: - within the school - of family and friends - within local organisations, - within the wider community
Year 8	Why Work?	• Discuss what is work and understand the reasons why people work • Explore how the world of work has changed over time - types of jobs available - technological changes at home, - technological changes at work • Identify a range of working patterns.
	The Good Employee	• Identify the personal skills and qualities of a good employee • Become aware of acceptable/unacceptable behaviour and dress in the workplace • Develop an awareness of health and safety in the workplace
Year 9	Lifelong Learning	• Become familiar with the concept of lifelong learning • Recognise the need to begin planning for the future now • Consider how to make future plans a reality by setting goals and targets • Use ICT skills to gather information • Develop communication and presentation skills.
	Decision Making	• Identify a number of decisions they make each day • Recognise the importance of making informed choices • Examine consequences of choice and the effects on self and others • Consider the factors that influence choices and decisions • Recognise the need to plan ahead and demonstrate planning skills • Understand the planning process.

All students participate in Enterprise and Entrepreneurship activities in Autumn term 2 for all students in the Employability vocational option.

Key Stage 4 Long Term Plan

Year Group	Subject Area	Skills
Year 10	About Me and Work	• Review, list and record personal skills, qualities and achievements • Match skills, qualities and achievements with specific jobs • Identify opportunities for employment in relation to own skills, qualities and achievements • Understand the rights and responsibilities of employers and employees.
	Opportunities and self-employment	• Identify opportunities for employment in the local area and within West Yorkshire • Understand why people choose to become self-employed • Recognise opportunities for enterprise activities in your school and in your area.
Year 11	Transition Preparation to Post 16 Options	• Review, list and record personal skills, qualities and achievements • Review steps necessary for career planning • Identify methods of recruitment and selection • Identify and select relevant information to complete recruitment documentation (application form/CV) • Develop interview skills • Experience the world of work first hand (where appropriate) • Identify opportunities for Lifelong Learning. • Pupils will take part in mock interviews with members of staff at Highfield, highlighting good and bad interview techniques.

All students participate in Enterprise and Entrepreneurship activities in Autumn term 2 for all students.

In Summer term Year 10 students create tasks over alternative years for a Crystal Maze Activity Day or Cardboard Arcade Day. These days encourage team building, problem solving, working under pressure and confidence building, all skills that future employers look for.

In Summer term Year 11 students undertake a weekly work experience during Employability and careers lessons.

Key Stage 5 - Post 16

In Post 16 a bespoke package of employability and enterprise activities has been developed and targeted at individual groups according to need.

Post 16 continue and consolidate experiences from both KS3 & 4. Students then develop and transfer these skills and apply within a live context. Depending on the ability and aspirations of the students will lead to opportunities to access "real-life" work, e.g. Morrisons, McDonalds, Holliday Inn, in-house opportunities are in the school kitchen, administration, library, laundry service and Café.

Alongside work experience and employability-based activities, students also participate in a wide range of enterprise activities, which include but not limited to:

Food and Beverage sales

- Breakfast Baps,
- Smoothies,
- Soup,
- Fruit Salad,
- Jacket Potatoes
- And "specials" to sell in the café,

Enterprise

- Staff car washing
- Christmas fair goodies.

Work Experience

- Working at Ossett Community Center
- Working at Dehale Community Center- Cleaning
- Window Cleaning- Penny Appeal Campus
- Litter Picking in Thornes Park and Penny Appeal Campus
- Wool n Stuff
- My Eco Baby
- We have also built connections with Create Café, Scope Charity and are in talks with Wakefield Bid to create more work experience opportunities.