

Careers Policy

“Careers advice makes a difference.....Good advice doesn’t just transform lives, it transforms our society by challenging the pre-conceived ideas about what each of us seeks and what all of us can achieve.”

John Hayes, Minister of State, Education, Skills and Lifelong Learning [2010]

Careers Vision statement

The BHSA careers department aims to empower students with the knowledge, skills, and confidence to make informed decisions about their future career pathways. We strive to provide an inclusive, personalized, and comprehensive careers education, information, advice, and guidance (CEIAG) that equips students with the necessary employability skills and experiences to succeed in a rapidly changing world of work.

We envision a future where all our students are well-prepared for their post-16 education, training, or employment, regardless of their background, abilities, or aspirations. We aspire to create a culture of lifelong learning, exploration, and self-discovery that enables students to realize their full potential and pursue their passions and interests.

We believe that effective CEIAG requires a collaborative and multi-stakeholder approach that involves students, parents/carers, staff, employers, and community partners. We strive to build strong partnerships and networks that enhance our CEIAG provision and ensure its relevance, currency, and impact.

We envision our careers department as a center of excellence for CEIAG that embraces innovation, best practices, and continuous improvement. We aim to be at the forefront of new developments in the field of careers and employability education and to share our knowledge and expertise with others.

In summary, our vision for the secondary school careers department is to empower and inspire students to achieve their full potential, to equip them with the necessary skills and experiences to succeed in the world of work, and to create a culture of lifelong learning and exploration that enriches their lives and the wider community.

Rationale for CEG

A young person’s career is their pathway through learning and work. All young people need a planned programme of activities to help them make decisions and plan their careers, both in school and after they leave. The 1997 Education Act places a duty on schools to give students in Years 9- 11 access to careers education, information and guidance. The 2008 Education and Skills Act built on this ensuring that students have access to impartial information that puts the student and not the school interest first, especially regarding the post 16 provision. In 2018 the Department for Education amended the 2015 statutory guidance on Careers Education and this policy seeks to follow and promote the advice given.

Commitment

At BHSA we are well aware of the changing world of work, the economic climate and the effect that this has on both employers and employees. Future employees need to have the ability to:

- be innovative in their approach to solving problems
- demonstrate initiative
- communicate well with others, regardless of the situation
- work effectively as part of a team and independently
- demonstrate a flexible approach in order to cope with uncertainty and change
- re-invent themselves, continually learn and develop professionally in order to remain in employment

Therefore our students need a planned programme of activities to enable them to:

- gain the knowledge, understanding, skills, attitudes and attributes required to make informed choices regarding their 14 -19 pathways

Statutory Requirements and Expectations

The school is committed to fulfilling its statutory duties in relation to Careers Education and Guidance.

BHSA Careers policy ensures that all registered students at this school are provided with independent careers guidance from year 7 to year 13. The independent careers guidance provided:

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

Each activity is mapped against the Gatsby Benchmarks as set out in the Careers Policy- this ensures a stable Careers Programme is on offer:



The eight benchmarks are:

1 A STABLE CAREERS PROGRAMME	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 EXPERIENCES OF WORKPLACES	7 ENCOUNTERS WITH FURTHER AND HIGHER EDUCATION	8 PERSONAL GUIDANCE

Management and Delivery

Birkenhead High School Academy is committed to providing a planned, impartial and aspirational programme of careers education, information and guidance for all students in Years 7-13 in partnership with the local career connect service, the GDST career start programme, Wirral Young Chamber and the Careers and Enterprise Company. We seek to offer careers education within and additional to the school curriculum. Birkenhead High School Academy offers a full commitment to careers education with a clear staffing structure, Kelly Murphy takes responsibility for the programme, overseen by SLT and the governing body of the school.

Careers Compass is completed termly and action points inform improvements. The compass assessment tool has helped BHSA to fully secure all of the Benchmarks. The Careers Leader along with the Enterprise Advisor network, Independent Careers Advisor, Curriculum Leaders, External Providers, Link Governor and employers strive for continuous improvement. Evaluation activities are used to measure the impact of our career programme and inform future planning. Evaluation activities include:

- Analysis of destination data
- Activity survey
- Learning walks
- Lesson observations
- Questionnaires – students, staff, parents and carers, external partners
- Focus groups – students, staff, Careers Champions
- Student evaluations of personal guidance interviews

The effectiveness of our careers guidance will be reflected in the higher numbers of students progressing to positive destinations such as apprenticeships, technical routes, sixth form colleges, further education colleges, universities or employment. Destination data (Dfe) is used to assess how successfully students make the transition into the next stage of education or training, or into employment and to inform future careers provision.



Student careers offer



WEEKLY STEPS PROGRAMME IN FORM TIME

1

- Audited each half term by KM & KC
- Age appropriate and developmental workbook
- Links to careers outcomes for each year group
- content can be seen on learning journey
- helps FT's understand career aspirations of their form

WEEKLY 1X1 GUIDANCE INTERVIEWS

- Career connect - level 6 qualified - impartial
- sequence can be seen in sequencing document
- Drop in sessions at break and lunch
- 2 appointments each week reserved for SEND /LAC/. PP or requested by parents / progress leaders

2

ROLLING ASSEMBLY / EXTERNAL SPEAKER ROTA

3

- apprenticeship focus until Feb to meet The skills and post-16 education act 2022/ Baker clause followed up with group Q&A / information / workshops to ensure 'meaningful'

CAREERS IN THE CURRICULUM

- Web page created and updated by KM to provide subject specific careers resources
- Staff appointed 'careers champions' / Performance Management targets
- Careers focus on subject careers days e.g National MFL day

4

CAREERS EMBEDDED IN WIDER ETHOS OF SCHOOL

5

- enrichment linked with careers skills
- faculty careers wall displays
- Links with PHSE
- regular opportunities list to y10/11/12/13
- Alumni spotlight
- Runway app / GDST helps social media
- Women mean business events / Powerful women project online and in person career networking events
- Head girl team member and prefect allocated to careers
- Career focus when celebrating cultural capital

CAREERS & SEND / LAC / PP

- dedicated built in 1x1 careers support /interviews
- staff in SEND team have careers training e.g unifrog
- SEND resources on BHSA careers webpage
- Careers target on all pupil plans / passports

6

WORK EXPERIENCE

7

- year 12 week long placement
- Virtual workplace experience videos
- opportunities list sent regularly to y10 - 13
- Plan for KS3 work experience project
- Links with local employers significant in the local Labour market, e.g Unilever /typhoo with aim of providing tours of work place

Learning objectives / Intent for Key stage 3 students

1. To describe yourself, your strengths and preferences
2. To be able to focus on the positive aspects of your wellbeing, progress and achievements
3. To explain how you are benefitting as a learner from careers, employability and enterprise activities and experiences
4. To describe different explanations of what careers are and how they can be developed
5. To give examples of different kinds of work and why people's satisfaction with their working lives can change
6. To give examples of different business organisational structure
7. To be aware of what labour market information (LMI) is and how it can be useful to you
8. To identify how to stand up to stereotyping and discrimination that is damaging to you and those around you
9. To be aware of the laws and bye-laws relating to young people's permitted hours and types of employment; and know how to minimise health and safety risks to you and those around you
10. To identify your personal networks of support, including how to access and make the most of impartial face-to-face and digital careers information, advice and guidance services
11. To recognise the qualities and skills you have demonstrated both in and out of school that will help to make you employable
12. To recognise when you are using qualities and skills that entrepreneurs demonstrate
13. To show that you can manage a personal budget and contribute to household and school budgets

14. To know how to identify and systematically explore the options open to you at a decision point
15. To know how to make plans and decisions carefully including negotiating with those who can help you get the qualifications, skills and experience you need
16. To know how to prepare and present yourself well when going through a selection process
17. To show that you can be positive, flexible and well-prepared at transition points in your life

Learning objectives / Intent for Key Stage 4 students

1. To recognise how you are changing, what you have to offer and what's important to you
2. To explain how you manage your wellbeing, progress and achievements through telling your story in a positive way
3. To review and reflect upon how you are benefitting as a learner from careers, employability and enterprise activities and experience
4. To discuss the skills involved in managing your own career
5. To explain how work and working life is changing and how this may impact on your own and other people's career satisfaction
6. To explain different types of business organisational structures, how they operate and how they measure success
7. To be able to find relevant labour market information (LMI) and know how to use it in your career planning
8. To recognise and challenge stereotyping, discrimination and other barriers to equality, diversity and inclusion and know your rights and responsibilities in relation to these issues
9. To be aware of your responsibilities and rights as a student, trainee or employee for staying healthy and following safe working practice
10. To build your personal networks of support including how to access and make the most of a wide range of impartial face-to-face and digital careers information, advice and guidance services
11. To show how you are developing the qualities and skills which will help you to improve your employability
12. To show that you can be enterprising in the way you learn, work and manage your career
13. To show that you can manage financial issues related to your education, training and employment choices including knowing how to access sources of financial support that may be open to you
14. To be able to research your education, training, apprenticeship, employment and volunteering options including information about the best progression pathways through to specific goals
15. To know how to make plans and decisions carefully including how to solve problems and deal appropriately with influences on you
16. To know your rights and responsibilities in a selection process and strategies to use to improve your chances of success
17. To review and reflect on previous transitions to help you improve your preparation for future moves in education, training and employment

Learning objectives / Intent for Key Stage 5 students

1. To assess how you are changing and be able to match your skills, interests and values to requirements and opportunities in learning and work
2. To reflect on the positive elements in your career story to show the responsibility you are taking for managing your own wellbeing, progress and achievements
3. To show that you are proactive in taking part in and learning from careers, employability and enterprise activities and experiences
4. To reflect on changing career processes and structures and their possible effects on your experience and management of your own career development
5. To discuss the personal, social, economic and environmental impacts of different kinds of work and working life in the context of your own thinking about career satisfaction
6. To explain the main reasons why business organisations change their structures
7. To be able to draw conclusions from researching and evaluating relevant labour market information (LMI) to support your future plans

8. To reflect critically on the ethical, legal and business case for equality, diversity and inclusion in the workplace and the implications for your behaviour and others
9. To recognise different levels of risks and understand your responsibilities and rights as a student, trainee or employee for staying healthy and observing safe working practices
10. To develop and make the most of your personal networks of support and show that you are a proactive and discerning user of impartial face-to-face and digital careers information, advice and guidance services
11. To explain how you are developing your employability qualities and skills to satisfy your own expectations and the future expectations of your employers and co-workers
12. To develop and apply enterprise qualities and skills in your approach to learning, work and career planning
13. To show how you are developing your personal financial capability to make better decisions about everyday living, further study, training and work
14. To be able to research and evaluate progression pathways and return on investment for the higher and further education, training, apprenticeship, employment and volunteering options open to you
15. To know how to make career enhancing plans and decisions including developing the resilience required to sustain them
16. To know how to prepare for, perform well and learn from participating in selection processes
17. To know how to develop and use strategies which will help you to deal with the challenges of managing your career transitions

Impartial guidance

All students in Years 7-13 currently have access to an Impartial Independent Careers Advisor currently working with Career Connect. These appointments can be made through the Careers Lead, Progress Leaders, the SEND or Inclusion team. In addition, at break and lunch these sessions can be accessed through a 'drop in' service.

Staff development and linking careers to the curriculum

All staff are expected to contribute to the career learning and development of students in their different roles. Subject Curriculum Leaders embed careers learning opportunities into their schemes of learning. All staff have access to a google site that is regularly updated with the most up to date subject specific information regarding careers, FE, Apprenticeships etc. Each faculty has a 'careers champion' ensuring that careers are embedded in their area. All faculty areas have a careers display area, with visual representations of pathways in their subject field.

Links with other policies

Birkenhead High School recognises that Careers Education is a whole school responsibility and as such this policy document is underpinned and supported by the school's policies for teaching and learning, assessment, recording and reporting achievement, PSHE and citizenship, STEM, work experience, equal opportunities, health and safety, and special needs. Various enrichment clubs will also provide information and support linked to careers education and individual subjects will contribute to overall delivery of careers education.

Groups of Focus

SEND, Vulnerable and CLA

Extra provision is made for SEND, Vulnerable and CLA students. All students receive extra 1:1 career interviews. In response to the needs of the young people an external provider is arranged to offer tailored support and provide impartial advice and inspiration on post 16 and 18 pathways and opportunities. Each week 2 Career Connect interviews are reserved for use with these groups and the Inclusion team allocate appointments as necessary. The inclusion team at BHSA has received specific training from the Liverpool City Region on alternative pathways and support for vulnerable groups. Those students who have an Educational Health Care Plan are involved in a similar process, though they have the added support of the Local Authority Service to offer specialist guidance, support and monitoring which is reviewed. Pupil Premium In year 11 have the option for additional 1x1 careers guidance. In response to the needs of the young people an external provider is arranged to offer tailored support and provide impartial advice and guidance on post 16 pathways and opportunities.

Partnership work

The school will continue to work with a range of partners to assist in the support and delivery of CEIAG and LMI including the Career and Enterprise Company, Enterprise Advisor, local employers, post 16 providers and professional bodies. A partnership with Career connect is reviewed annually to ensure impartiality of advice. Liverpool John Moores University and the Liverpool City Region Apprenticeship hub also partner with BHSA to help our students understand careers and HE options both academic and technical. Airbus our main workplace partner in 2023/4.

Parental involvement

Parental involvement is encouraged at all stages. Online resources have been specifically chosen to help parents become more involved. All online resources are easily accessed through the links on the School website. Parents are kept up to date with careers related information through letters, newsletters and at open evenings. They are also provided with access to the careers email address and a careers calendar outlining the events throughout the academic Year. Parents are welcome to attend careers interviews with their child. There will be careers representatives available to meet on Parents evenings and parents are able to contact careers Lead, Kelly Murphy, at any stage on k.murphy@birkhs.gdst.net

BHSA and the Baker Clause / Skills and Post-16 Education Act 2022

About the legislation

The skills and post-16 education act 2022, which passed into law in April, creates a new legal duty for schools to provide pupils with “at least six encounters with a provider of approved technical education qualifications or apprenticeships”. The law change supports the so-called Baker clause, an amendment to the law in 2018 by former education secretary Lord Baker which required schools to give training providers access to their pupils.

But the new legislation goes further, stipulating when and how often schools must provide these encounters. The new law states two of these must be in school years 8 or 9, with another two in years 10 or 11. A further two must be offered in years 12 or 13. However, unlike the earlier encounters, sixth formers will not have to attend by law. The “encounters” for year 9, 11 and 13 pupils will have to take place between September 1 and February 28 in each academic year.

How we met the requirements this current academic year (please note this is a working document and subject to change)

Year 8	<ul style="list-style-type: none">● Reaseheath - Cheshire FE college specialising in animal care● University of Liverpool School of Maths - apprenticeships in STEM
Year 9	<ul style="list-style-type: none">● Key training - apprenticeship provider -
Year 10	<ul style="list-style-type: none">● Army - apprenticeships in the armed forces● BeMore - apprenticeship support from Liverpool City Region● Unilever workshop - school leaver programme
Year 11	<ul style="list-style-type: none">● RAF - apprenticeships in the armed forces● Wirral Engineering college - FE opportunities assembly● Career connect impartial and objective, 1x1 interviews discussing local apprenticeship /

	<p>FE opportunities on a local level personalised to individual student</p> <ul style="list-style-type: none"> ● University of Law chester - careers and FE in law assembly
Year 12/ 13	<ul style="list-style-type: none"> ● Weekly opportunities list with overview of local and national FE / apprenticeship opportunities ● 1x1 career connect interview - impartial and objective overview of FE / apprenticeship options ● University of Law Chester assembly / workshop ● National HE and UCAS fair ● Royal Navy FE options - recent Alumni discussion - ● Unilever Apprenticeships

NEET / In danger of NEET

Stage 1	<p>Identification of 'in danger of NEET' students. Input from</p> <ul style="list-style-type: none"> ● Learning mentors ● Intervention team ● Head of year 11 & pastoral team ● Gwen Saccheri 	
Stage 2	<ul style="list-style-type: none"> ● Introduction to Career connect (Ruth Evans) ● 1x1 interview scheduled ● Made clear to student that they can 'drop in' to Career connect as often as possible without appointment on Wednesday lunch times. ● Contact details of career connect shared with student and parents ● Attendance monitored 	
Stage 3	<p>Group sessions arranged on</p> <ul style="list-style-type: none"> ● CV skills ● Apprenticeship awareness / traineeships / pre apprenticeships ● Application forms ● Interview skills <p>Email group set up / google classroom page to share current labour market information</p>	
Stage 4	<p>Results day monitoring -</p> <p>Sharing information with alternative provision, guidance regarding alternative provision.</p> <p>Career connect NEET team invited to results day to support students</p>	
Stage 5	<p>Student details passed to Career connect NEET team</p> <p>Emma Bird</p>	

	<p>Wirral ESF Team Leader</p> <p>Tel. 07974 197 049</p> <p>Emma.bird@careerconnect.org.uk</p> <p>You can direct pupils to the main office:</p> <p>56 Argyle Street, Birkenhead, CH41 6AF</p> <p>Tel. 556 2620</p>	
Stage 6	KM check in call	

Update in light of May 2025 legislation

- **‘Two week guarantee’:** Every student should complete **50 hours** (equivalent to 10 days) of workplace experience by the end of Year 11.
- **Status:** While the "Guarantee" is the government's official legislative vision, the May 2025 guidance categorises this as something schools "**should**" do (statutory expectation) rather than a rigid legal "must" for every individual student yet. Schools must prove they are **actively working towards** this for all cohorts in 2026.
- **The Key Stage Split** - The guidance explicitly splits the 50 hours to ensure students don't just do one week in Year 10 and nothing else.

Key Stage 3 (Years 7–9): 25 hours / 5 days. This focuses on "workplace activities" (visits, employer-led projects, shadowing)

Key Stage 4 (Years 10–11): 25 hours / 5 days. This focuses on "work placements" (in-person time at a place of work)

- **Flexibility:** It does **not** have to be a single block. It can be accrued through "micro-placements," "intensive employer projects," or traditional week-long stints.
- **What Counts as "Meaningful" The 2025 guidance is very strict on quality to prevent "box-ticking":**
 - **No Teacher-Led Only:** Activities must have **direct employer involvement** in the design or delivery.
 - **No Passive Video-Watching:** Pre-recorded videos do not count as "meaningful encounters" unless they are part of an interactive, two-way project with an employer.
 - **Careers Fairs:** a standard "walk-through" careers fair **does not** count toward the 50 hours because there is no guarantee of a sustained, meaningful task or interaction.
 - **Virtual/Hybrid:** Unlike previous years, **high-quality virtual experiences** (using the *Equalex* framework) **can** now count toward the hours, especially to support equity for students with SEND

Key Stage 5 (Ages 16–18) - Schools and colleges should still provide workplace experiences at KS5. The focus here shifts to Benchmark 6 (Experiences of Workplaces) tailored specifically to the student’s chosen career path or subject of study.

BHSA is currently working towards meeting the 2 week guarantee by exploring the below

- Has a team of temporary staff who help facilitate paid for by a PA bid.

Key stage 3 suggestions	Key Stage 4 suggestions
<p>Take your daughter to work day? (5 hours) This is something that GDST schools do regularly. If parents unable to facilitate - could we have a small cohort in school? Juniors? Kitchen? Finance? In school session on professional etiquette prior?</p> <p>Integrate 'work place interviews' into Key stage 3 English lessons. Perhaps link to a relevant part of English curriculum? Homework? Students interview an employer / employee about skills / routines / workplace. Write up a report - possibly take photos - make a school display somewhere prominent. (potentially 5 hours)</p> <p>NHS 'Step into careers' competition - The Step into the NHS competition introduces students to the more than 350 NHS careers so they are inspired and motivated to fulfil their potential, no matter their interests and skills. KM could arrange careers talks from NHS employees to introduce competition. Could be done in science? PHSE? Half day off timetable? (4 hours) chromebooks use would be needed</p> <p>CCF careers in armed forces day - year group off timetable for the day - year 7 perhaps to help with CCF recruitment? Info sessions delivered by Navy / RAF / Army - followed by CCF outdoor obstacle course? (5 hours)</p> <p>Sports day - focus on life as an athlete? (5 hours)</p> <p>Trips - could we add a box on to Evolve to document the careers benefit of visits. Whole year group visits to Theatre / Zoo. These could be backed up by resources supplied by KM via google classroom and also trip leaders should point out how each trip is a work place (5hours)</p> <p>Talks from professionals in assembly time (1 hour)</p> <p>PHSE x careers day - Merseyside police 'the zone' - year 9 (5 hours)</p>	<p>2 day work experience placement? (16 hours - assuming 9am - 5pm)</p> <p>Enrichment time - junior school work experience? Each form has an allocated half termly slot - 3 - 3.30? Reading? Helping in PE? Helping with putting coats on etc? (2.5 hours)</p> <p>Key stage 4 trip - workplace focus - similar to Key Stage 3 - alton towers as a work place? (5 hours) Cadburyland?</p> <p>'Meet the Professionals' talks in assembly - (1.5 hours)</p> <p>STEM day careers day? Carousel with different activities? Feb 11: International Day of Women and Girls in Science.</p> <p>World book day / literacy festival - could author visits be asked to talk about writing as a job?</p>

Revised: February 2026

Date of next review: February 2027