



Red Kite Special Academy

Careers Policy

Chair Signature: 
Reviewed by SLG: **Autumn 2025**
Reviewed by Governors: **Autumn 2025**
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1. Aims

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, guardians, 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 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 (where applicable)
- 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. 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 on school website.

3. Roles and responsibilities

3.1 Careers Lead

Our careers leader is Anna Kociemba, she can be contacted by phoning 01536 216489 or emailing anna.kociemba@redkite.school. Our careers leader works closely with the senior leadership group (SLG) 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 (DTLAC) 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 Body.

3.2 Senior Leadership Group (SLG)

Our SLG 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
- Network with employers, education and training providers, and other careers organisations.

3.3 The Governing Body

The Governing Body 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 Body 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.

At Red Kite Special Academy careers education, information, advice and guidance is at our forefront ensuring pupils' leave with the right tools and values to help prepare them for adulthood. We support pupils to consider their future options, realise their potential and decide how their skills and experiences fit with opportunities in the job market. We prepare pupils for their preferred transitional pathway whether that is to continue with further education, employment, training or living independently, and we use a person-centred approach in our delivery method. We are fully committed to our statutory and moral obligation to provide a holistic careers service to pupils identified in Year 8 onwards, highlighting the vocational and academic routes to their preferred careers path. Throughout Red Kite our careers programme is known as Careers and Enterprise.

We ensure that pupils are inspired and motivated for the world of work, ensuring high achievable aspirations are considered for a range of careers available. Our careers strategy works in line with our RSE policy.

We work closely with the local authority due to the vulnerable nature of our pupils who all have special education needs and disabilities (SEND) with Education, Health and Care plans in place, ensuring that we know of all the services available to support pupils, to access these and share this knowledge amongst our community. We all share the presumption that for many of our pupils with SEND are capable of sustaining paid employment with the right preparation and support. We regularly celebrate and showcase and promote the achievements of our pupils who are volunteering or in paid employment at every possible opportunity.

Red Kite is committed to providing a planned programme of careers education activities to all year groups, including the opportunity for all pupils to access impartial information and expert independent advice and careers guidance. Red Kite is also committed to maximise the benefits for all pupils by adopting a whole school approach involving guardians, external IAG providers, employers and other local agencies and the wider community.

The school will provide resources for the successful implementation of this policy through securing:

- An annual budget to cover internal needs, CPD training opportunities and commissioning of external sources
- Adequate staffing
- Pupil and staff access to information (electronic and hardcopy)
- Designated space for individual, group and research sessions in compliance with the 2017 government careers strategy.

Red Kite will:

- Ensure that pupils are aware of the full range of career opportunities available
- Learn from employers about valued workplace skills and have first-hand workplace experience
- Offer an excellent programme of advice and guidance delivered by qualified advisers with support tailored to the individual
- Provide information needed to understand job and career opportunities available and how knowledge and skills can help towards particular career paths
- Offer CV writing advice/help with mock interviews
- Offer college taster days
- Offer open day visits to future education providers

- Provide pupils with work related learning/experience opportunities
- Publish details of career programmes for pupils and guardians.

Curriculum

The school is split into departments and all classes have a mix of age groups. The Meadows department caters for primary aged pupils and has six classes. Four classes have a range of needs with autism predominating and two classes cater for pupils with PMLD/SLD. The Woods department generally caters for secondary aged pupils and has seven classes. These are:

- KS2/3 ASD/MLD
- KS2/3 ASD/SLD
- KS3 PMLD/SLD
- KS3 SLD
- KS3 ASD/MLD
- KS3/4 ASD/SLD
- KS4 ASD/MLD

The Lookout department caters for pupils in KS4 and KS5. There are three classes in this department. One class caters for pupils with PMLD/SLD and the other two classes are a mix of needs with one class being more tailored to ASD.

Careers education starts in the Early Years, KS1 and KS2 where pupils learn about CEG (careers education and guidance) through cross-curricular themes, for example:

- Self-Development - learning about themselves through PSHE
- Career Exploration - exploring themes such as 'People who help us'
- Careers Management - preparation for the next stage, e.g. new work, class, teacher.

Tailored careers education begins in Year 7 and continues through into our Sixth Form (Key Stage 5). There are careers lessons dedicated to this. Some objectives from the National Framework are taught through PSHE lessons, recording, review and planning activities and special events. In Key Stage 3, 4, and 5 we follow long-term planning based on the Talentino scheme of work. Our careers programme includes careers education lessons, careers guidance activities (group work and individual interviews), information and research activities (work-related learning (including work experience), action planning and recording achievement (record of achievement)).

The Prospects external personal adviser provides specialist careers guidance for students in Years 11 to 13. The Advisor produces bespoke action plans for pupils, which are shared with guardians. Guardians of pupils in Years 11-13 are encouraged to take part in our annual transition event in November, where post-16-18 providers are invited to present their offer to families and pupils.

Where appropriate internal and external work experience for pupils in Year 11 and 13 is carried out within the local area, or within the school environment. This is in the form of one long-term block or a morning/afternoon a week as appropriate.

The school holds three annual careers weeks where pupils are introduced to specific market sectors through employer visits, related learning activities and follow up work.

Pupils also have access to school/college link courses at local further education institutions on an individual basis. Work experience preparation and follow-up takes place in careers lessons and other appropriate parts of the curriculum.

In particular we intend our pupils to develop:

- A broad understanding of the world of work and an ability to respond to changing opportunities as appropriate
- Independent research skills so that they can make good use of information and guidance as appropriate
- And use their self-knowledge when thinking about and making choices as appropriate
- Their understanding of employability skills and how to enhance these as individuals as appropriate
- The skills they need to review achievements, plan future actions, make decisions, present themselves well and cope with change and transition as appropriate.

4.1 Pupils with special educational needs or disabilities (SEND)

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.

4.2 Access to our careers programme information

A summary of our school's careers programme is published on our school website including details of how pupils, guardians, teachers and employers can access information about the careers programme. Pupils, guardians, teachers and employers can request any additional information about the careers programme by contacting Anna Kociemba on anna.kociemba@redkite.school.

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 by:

- Surveys
- Leavers' information
- Feedback from guardians, pupils, teachers and employers.

5. Links to other policies

This policy links to the following policies:

- Provider Access Policy Statement
- Child Protection & Safeguarding Policy
- Curriculum Policy.

6. Monitoring and review

The effectiveness of our provision is reviewed with the careers co-ordinator **Sarah Latimer**, Enterprise Co-ordinator for SEND South Midlands Careers Hub.

At Red Kite Special Academy, we use the Compass+ tool to measure our provision in careers, information, advice and guidance against the Gatsby Benchmarks. This tool is used by schools and colleges in England to support the analysis and evaluation of careers activity against the eight benchmarks of best practice.

Effective careers support is vital to our pupils, and alongside learning life skills that will help them prepare for the opportunities, responsibilities and experiences of life. More information on this can be found on our website in the Compass Assessments section.

Our development in creating our careers strategy, plans and activities is also measured by Careers Health Check provided by Talentino - the leading independent career company working with young people with special needs.

This policy, the information included, and its implementation will be monitored by the Governing Body and reviewed annually.