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**THE
HAYLING
COLLEGE**

Happy, Healthy, High Performing

Careers Education and Guidance Policy

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Document Owner and Approval

The Hayling College is the owner of this document and is responsible for ensuring that this policy document is reviewed in line with the school's policy review schedule.

A current version of this document is available to all members of staff in the School Pool
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Version History Log

Version	Description of Change	Date of Policy Release
1	Initial issue	May 2024
2	Policy Review	April 2025

1. Introduction

A young person's career is their pathway through learning and work. The Hayling College is committed to ensuring all students have access to a planned programme of activities which help them make decisions and plan their careers, both in college and after they leave.

The curriculum is broad and balanced and enables all options Post-16 to be accessible. Students are encouraged to develop personal qualities as well as meeting their academic potential. The college follows statutory guidance from; the Association of Careers Education & Guidance Framework, the PSHE Association programme of study, the Gatsby benchmarks and the national curriculum programme of study for citizenship.

Commitment

The Hayling College is committed to providing a planned programme of careers education information and guidance for all students in Years 7 – 11 in partnership with Hampshire Futures and EBP South. The programme developed is around the three aims of careers education and guidance:

- Understanding themselves and the influences on them – self development
- Investigating opportunities in learning and work – career exploration
- Making and adjusting plans to manage change and transition – career management

In the broader context of 'Every Child Matters' the college recognises that information, advice and guidance contribute directly to the five outcomes. It aims to support students to:

- 1) Be healthy – by helping young people to review and assess their decision making and goal setting in relation to health issues.
- 3) Be happy – by helping young people to set priorities for learning, work and leisure and to develop a work life balance. Helping young people to be active citizens, who are actively involved in their communities.
- 5) Be high performing – by challenging aspirations and helping young people to progress into further learning, training or employment to realise their potential.

Development

The policy was developed and is reviewed regularly through discussions with teaching staff; Hampshire Futures Careers Adviser; students; parents; governors and external partners.

Links with other policies

It is underpinned by the colleges policies for teaching and learning, assessment, recording and reporting achievement, PSHE, work experience, enterprise and work-related learning, equal opportunities, health and safety and special educational needs.

2. Objectives

Pupil's Needs

The careers programme is designed to meet the needs of pupils at The Hayling College. It is differentiated to ensure progression through activities that are appropriate to the students' stages of career learning, planning and development through both the key stages. Through working in partnership with a wide range of external partners such as employers, tertiary colleges, Education Business Partnership, training providers, Hampshire Futures, local universities, and other educational establishments.

Entitlement

Students are entitled to guidance that is impartial and confidential as part of their wider careers' education programme. It will be integrated into their experience of the whole curriculum based on a partnership with students and their parents / carers. The programme will promote equality of opportunity, inclusion, and anti-racism.

Parents / carers can expect the college to actively involve them in the planning, implementation, and review of their child's career learning through:

- Year 9 'Choices' evening
- Work Experience Information (Year 10)
- College Taster Day information (Year 10)
- Student Progress Reviews
- The opportunity to attend their child's careers interview if requested
- Providing specialist help if your child needs learning support
- Contact with the college to request information or advice about their child
- Unifrog careers software package
- Supporting their child by allowing them to attend / take part in events such as Careers Fairs, college visits, work experience (Year 10), employer contacts and any other relevant presentations / activities which are deemed by the college to support the careers education and guidance programme

By the end of Key Stage 3, students will:

- Have had the opportunity to undertake a self-assessment of their achievements, abilities, and aptitudes to date (self-development).
- Be able to demonstrate knowledge and understanding of the opportunities available to them through both academic and vocational options (career exploration)
- Be able to make realistic informed choices of options available to them post 14 (career management)

By the end of Key Stage 4, students will:

- Be able to use review, reflection, and action planning to plan their career development (self-development)
- Have had the opportunity to explore all the options open to them at post 16 (career exploration)

- Have developed the knowledge and skills needed to understand the demands, rights and responsibilities of the work place (career management)

3. Implementation

Staffing

All staff have a duty to contribute to the careers education and guidance programme through their roles as tutors and subject teachers. The careers education and guidance programme is planned, monitored and evaluated by the Careers Leader in consultation with the senior management team.

The Careers Adviser from Hampshire Futures provides specialist careers guidance to students and supports the careers programme. The college provides a confidential interview room which is next to the library, where up to date careers information and resources are accessible. It provides access to ICT resources and internet links.

Curriculum

The careers education and guidance programme include careers focused lessons, careers guidance activities (group work and individual interviews), information and research activities, work related learning (including two weeks of work experience), action planning and recording achievement. Careers lessons are part of the college's PSHCE programme and are delivered by the careers pastoral team and in tutor and lesson times as part of the themed careers weeks. Work experience preparation and follow up take place in careers lessons and in other appropriate parts of the curriculum.

Partnerships

An annual "Partnership Agreement" is negotiated between the college and Hampshire Futures identifying the contributions to the programme that each will make. The college has worked for some time now in partnership with local employers, Careers and Enterprise company, South Downs College, Havant College, Highbury College, Sparsholt College, Chichester College, the Education Business Partnership, local training providers, PETA, the Armed Forces, and the local community.

The Hayling College works in partnership with both the University of Chichester and University of Portsmouth which offer a range of opportunities for students to explore the benefits of higher education, with a view to raising aspirations.

Resources

Funding is allocation in the annual college budget. Funding for developments in the college's improvement plan is considered in the context of whole college priorities.

Staff Development

Staff training needs for planning and delivering the careers education and guidance programme will be identified in the "Partnership Agreement" with Hampshire Futures. The Assistant Headteacher responsible for CPD, identifies the training needs for careers in conjunction with SLT and Middle Leaders.

Monitoring, Review and Evaluation

A framework for monitoring the delivery of the careers programme is in place for years 7-11. The



framework is based on the Association of Careers Education and Guidance framework. Hampshire Futures is reviewed at the end of each academic year.

The Assistant Headteacher reviews the careers education and guidance programme annually in conjunction with the PSHCE team.

The Careers lead will review and monitor the careers programme through the compass report on a quarterly basis. This is in partnership with the Solent Careers Hub Careers and Enterprise.

The Assistant Headteacher submits a report to Full Governing Body as part of the Headteacher's report.