



Prince Albert HIGH SCHOOL



Careers and Pathways Policy

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Introduction

At PA High, we believe that every community deserves access to a world class education matching the very best state or private schools in the country. Our absolute focus is delivering that high standard of education so that we realise every student's potential to be a responsible, articulate, and successful individual. Our vision is that when students leave PA High, they will do so with real options: to go to best universities and courses and succeed there. The purpose of the success at university is so that they can serve others.

First and foremost, we will inspire students to think more deeply and more broadly about the world around them and the opportunities it presents. PA High students will understand the impact that school and further education can have on their future life and that of their families and communities.

We guarantee our students access and exposure to the experiences that will help them to shape a vision for their own future and guide their decisions about their university or career pathway after school. Teachers will introduce and discuss further study, career options and aspirational role models. Guest speakers will share their career insights. Students will visit a university each year, with visits increasingly tailored to individual aspirations as they get older. This will give them a comprehensive understanding of a range of careers and the qualifications, skills, and experiences they need in order to pursue them.

We are committed to building the habits and skills most desired by employers and universities – our 'our habits of success'. Students will learn to be independent and organised. We will teach them how to take notes and conduct research, how to listen, discuss and debate; they will be confident speaking in public. Our students will also recognise how their learning, character and personal development support their future prospects and will reflect on this when making decisions about their future.

Lastly, PA High will offer an extensive enrichment programme. This will give our students the opportunity to develop lifelong talents, skills, interests, and passions.

Pathways & Enrichment Statutory Requirements & Gatsby Benchmarks & Provider Access Legislation

PA High will align their planning, delivery, and evaluation of pathways & enrichment on the Gatsby Benchmarks for Good Career Guidance. These benchmarks are:

- 1. A stable career programme.**
Every school and college should have an embedded programme of career education and guidance that is known and understood by students, parents, teachers, local academy representatives and employers.
- 2. Learning from career and labour market information**
Every student, and their parents, should have access to good quality information about future study options and labour market opportunities. They will need the support of an informed adviser to make best use of available information.
- 3. Addressing the needs of each pupil**
Students have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each pupil. A school's careers programme should embed equality and diversity considerations throughout.
- 4. Linking curriculum learning to careers**
All teachers should link curriculum learning with careers. STEM subject teachers should highlight the relevance of STEM subjects for a wide range of future career paths.
- 5. Encounters with employers and employees**
Every student should have multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace. This can be through a range of enrichment activities including visiting speakers, mentoring and enterprise schemes.
- 6. Experiences of workplaces**
Every student should have first-hand experiences of the workplace through work visits, work shadowing and/or work experience to help their exploration of career opportunities and expand their networks.
- 7. Encounters with further and higher education**
All students should understand the full range of learning opportunities that are available to them. This includes both academic and vocational routes and learning in schools, colleges, universities and in the workplace.
- 8. Personal guidance linking curriculum learning to careers.**
All teachers should link curriculum learning with careers. STEM subject teachers should highlight the relevance of STEM subjects for a wide range of future career paths.

Whilst our core focus is academic, we are keen to ensure that technical courses and apprenticeships provide our students with the knowledge that they need to make informed choices about their pathways and their future.

Within this framework, PA High is committed to the following statutory requirements for schools (note that in some instances we have gone beyond statutory requirements). We will: -

- Have a named person leading Careers & University pathways PA High (see Roles & Responsibilities)
- Have a named person coordinating the Enrichment programme at PA High (see Roles & Responsibilities)
- Ensure that all of our students are provided with independent careers guidance.
- Ensure that there is an opportunity for a range of education and training providers to access all students to inform them about approved technical education qualifications and/or apprenticeships.
- Provide at least six encounters with approved providers of apprenticeships and technical education for all their students: Publish details of our careers programme for young people and their parents in addition this, we will also.
- Appoint a Link Governor for Pathways & Enrichment
- Appoint a named Strategic Lead on the senior leadership team, who has oversight for school pathways & enrichment strategy.
- Collect pupil destinations data for Year 11 and Year 13 leavers (when applicable) for destinations data (see below)

Provider Access Legislation will be met by:

- Two encounters for students during the ‘first key phase’ (year 8 or 9) that are mandatory for all pupils to attend overseen by the SLT
- Two encounters for students during the ‘second key phase’ (year 10 or 11) that are mandatory for all pupils to attend overseen by the SLT
- Two encounters for students during the ‘third key phase’ (year 12 or 13) that are mandatory for the school to put on but optional for pupils to attend overseen by the SLT

The new legislation aims to help learners understand and take-up, not just apprenticeships, but wider technical education options such as T-Levels and Higher Technical Qualifications.

Roles and Responsibilities

Personnel with delegated responsibility for Pathways and Enrichment:

Role	Delegated Person	Contact Details
Enrichment Lead	Manjit Harvey More	m.harvey-more@pahigh.co.uk
Career & University Pathways Lead	Emily Avill	E.avill@pahigh.co.uk
Pathways & Enrichment SLT link	Manjit Harvey More	m.harvey-more@pahigh.co.uk
Pathways & Enrichment Link Governor	TBC	

Pathways & Enrichment Leads

Strategic Responsibilities

- Have a full understanding of the Gatsby Benchmarks for Good Career Guidance in schools and the Provider Access Legislation as the framework used to guide Pathways and Enrichment at PA High
- With the Head of School, create a cycle of activity and meetings with those responsible for delivery in school to drive the planning and monitoring of pathways & enrichment.
- Interrogate destinations and the pathways & enrichment audit to ensure strategic plan is evidence-led, focused on key priority areas and is mission aligned.
- Ensure timely and relevant messaging around pathways & enrichment to Local Academy Representatives, SLT and key staff as appropriate to gain buy-in and embed knowledge and understanding of pathways & enrichment across the whole school.

- Ensure pastoral and CPD activity is linked to needs identified in the pathways and enrichment priorities for the year.
- Identify need for and access pathways & enrichment support from PACT where relevant.

Operational Responsibilities

- Ensure a full understanding of the Gatsby Benchmarks for Good Career Guidance in schools and the Provider Access Legislation, as the framework used to guide Pathways and Enrichment in PA High
- Ensure the strategic plan includes independent guidance for all students in years 8-13, and access for further education and technical providers to speak with students.
- Ensure that relevant evidence is recorded against the strategic plan and programmes and activities are regularly evaluated for quality and monitored for impact.
- Engage with external businesses, further and higher education institutions and third sector organisations to create purposeful partnerships and secure high-quality pupil opportunities.
- Facilitate and coordinate events and opportunities for students and ensuring that all safeguarding and health and safety requirements are met, particularly for off site visits.
- Make strong links within the academy to ensure pathways and enrichment provision is embedded across all key stages, including liaising with heads of departments and colleagues delivering PSHE and enrichment programmes.
- Oversee personal guidance opportunities for students to secure positive and appropriate destinations at the end of Year 11 and Year 13 (when applicable) and manage the destinations data collection process.
- Develop and manage the alumni community within the school, ensuring that they are used within pathways and enrichment events.

Pathways & Enrichment Link Governor

The Pathways and Enrichment link Local Academy representative works on behalf of the Governing Body to ensure a strategic approach to Pathways and Enrichment at the school and support for the operational and strategic leads. Key responsibilities include.

- Ensure a full understanding of the Gatsby Benchmarks for Good Career Guidance in schools and the Provider Access Legislation, as the framework used to guide Pathways and Enrichment in PA High
- Ensure the school is meeting the statutory duty to provide independent careers advice to students from Y8- Y 13 and are providing opportunities for FE and Technical providers to speak to students about pathways.
- Support and challenge on the design and ongoing development of the school Pathways and Enrichment strategy. Monitor the effectiveness of delivery and seek out appropriate opportunities to talk to learners about their experience of the school's Pathways provision.
- Support school to forge purposeful links and partnerships with universities, colleges, and employers.
- Ensure destinations data is recorded, interrogated, and used to measure impact of the school's Pathways and Enrichment provision.
- As we are a brand-new school, the Pathways & Enrichment Link role will be appointed in our second year.

University & Careers Policy Statement

As stated above, PA High uses the Gatsby Benchmarks and the Provider Access Legislation as a guide to plan our Pathways and Enrichment programme. As part of our commitment to informing our students of the full range of learning and training pathways on offer to them, we encourage training, apprenticeship, and vocational education providers to speak to students.

PA High also proactively seeks to build relationships with these partners as we plan our Pathways and Enrichment activity throughout the school year to ensure that providers have multiple opportunities to speak to students and their parents across years 7-13, to offer information on vocational, technical and apprenticeship qualifications and pathways.

PA High will ensure that staff involved in personnel guidance and pastoral support are up to date on their knowledge of these post 16 and post 18 pathways through our staff training programme.

Opportunities for providers to speak with students may include school assemblies, employer and provider engagement events or opportunities to speak with students and parents on a one-to-one basis supporting GCSE, post 16 or post 18 option choices.

PA High's Pathways and Enrichment programme is monitored for quality and impact by the Academy's Senior Leadership and Governance Teams and monitoring of access to and opportunities to engage with, technical, vocational, and training providers will form part of this process. In the first instance, requests by providers should be sent to the Academy's Career & University Pathways Lead.

All requests will be considered on the basis of: -

- Staffing availability to support the activity.
- Clashes with other planned activities on the school calendar
- Trips or visits to the Academy
- Interruption to preparation for examinations
- Rooming and space availability to host the activity.

For questions on this or PA High's wider Pathways and Enrichment programme, please contact the school's Pathways Lead.

Destinations Data

PACT collect destination data in Y6, Y11 and Y13.

PACT collect the intended and final destinations of their Year 11, 12 and 13 students and share with their local authorities as part of their statutory responsibility.

- PA High will take stock of intended destinations after February half term to understand if any additional guidance conversations are required with students.
- We will support students on results days with any changes to destination decisions and to remain in contact for up to 12 weeks after results days to confirm where and what students have gone on to do after school.
- If students at KS5 leave during the year, we will record where they have gone on to study.
- PA High's analysis of destinations will take place in autumn term and be shared with school leaders before Christmas.
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Review

This policy will be reviewed annually, or more regularly in the light of any significant new developments or in response to changes in guidance.

PACT Pathways & Enrichment Benchmarks:	Audit of practice	
Name of School/college:		
School Address:		
Local Authority Area:		
Total Number of Students on Roll:		
Number of Students on Roll Pre-16:	Year 7:	
	Year 8:	
	Year 9:	
	Year 10:	
	Year 11:	
Number of Students on Roll Post-16:	Year 12:	
	Year 13:	
Most Recent Ofsted Grade (and date):		
Name of Head teacher / Principal:		
Name & email of School Pathways Lead:		
Characteristics of the Academy		

Benchmark 1: A Stable Pathways and Enrichment Programme

Every school and college should have an embedded pathways and enrichment programme that addresses the needs of every student and that is known and understood by students, parents, teachers, local academy representatives and employers.

	Not Achieved	Partially Achieved	Achieved	Evidence to support judgement
The school has a structured pathways and enrichment programme that is written down and is published on the school website				
An appropriately trained person(s) has responsibility for coordination of the pathways and enrichment programme				
A single senior leadership team link has responsibility for pathways and enrichment (planning, monitoring and evaluation)				
The school has pathways and enrichment representation on the LGB				
School leadership team regularly evaluates the effectiveness of the pathways and enrichment programme (at least every summer term)				
As part of this process the school seek systematic feedback (from. Students; Alumni; Teachers; Parents; Strategic partners)				
The school's pathways and enrichment programme actively seek to challenge stereotypical thinking and address misconceptions (gender, socio economic, undervaluing pathways such as apprenticeships or vocational routes)				
Super & extracurricular enrichment is monitored for quality and it encourages students to reflect on the habits and skills they are developing that are important for the future				

Benchmark 2: Learning from Career and Labour Market Information

Every student and their parents should have access to good quality information about future study options and labour market opportunities. They will need the support of an informed adviser to make the best use of available information

CHARACTERISTICS	Not Achieved	Partially Achieved	Achieved	Evidence to support judgement
The school provides access to independent and impartial careers guidance for students in Years 7-13 through websites, library materials. and/ or guidance conversations				
By the end of year 9, all students have accessed and used information about career paths to inform their own. decisions on study options				% of students:
By the end of year 11, all students have accessed and used labour market. information to inform their own decisions on study options				% of students:
Through targeted intervention, parents are exposed to information about. a) labour markets b) future study options to inform their support to their children?				
Staff have received training on and feel confident talking about the local and national labour market and qualification trends to provide informed guidance to students				

Benchmark 3: Addressing the Needs of Each Student

Students have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each student should support preparation for transition between key stages, into post 16 and 18 study and into employment.

CHARACTERISTICS	Not Achieved	Partially Achieved	Achieved	Evidence to support judgement
The school's pathways and enrichment programme actively addresses the PACT mission.				
The school keeps a record of the meaningful encounters undertaken by students to help inform conversations across the school				
The school keeps a record of applications and intended destinations data to help inform conversations and encounters for every student				
The school tracks the soft skill development of students. and uses this to tailor sessions to boost skills				
The school/college pathways and enrichment programme effectively supports students in managing. transition between key stages and post 18				
The school/college collects and maintains accurate data for each student on their education, training, or employment destinations for at least three years after they leave school.				
By the end of Y 11 every student has the opportunity to develop application and CV writing skills and received. feedback				% of students:
Every student is supported to visit their intended place. of study for post 16 and post 18 options				
By the end of Y 11, every student has had the opportunity to practice interview skills with an employer, and received feedback				% of students:
By the end of Y 13, every student has had the opportunity to practice interview skills with a suitable individual, and received feedback				% of students:
On results day, every student is given the opportunity for a 1 :1 interview to discuss options and those who missed grades are given specialist advice and guidance about potential options				

Benchmark 4: Linking Curriculum Learning to pathways and enrichment.
All teachers should link curriculum learning with pathways and enrichment.

CHARACTERISTICS	Not Achieved	Partially Achieved	Achieved	Evidence to support judgement			
All teachers link curriculum learning with university, careers, and pathways							
By the time they leave school, every student has experienced curriculum learning that highlights the relevance of their subject to future career pathways				% English:	% Maths:	% Science:	% PSHE:
				Evidence:			
By the end of Y 9 every student has had the opportunity to learn how different STEM subjects help people gain entry to (and be more effective workers within) a wide range of careers							
All subject teachers develop a super curricular set of activities which support learning beyond the curriculum and particularly target these activities at high prior attainers							
All subject teachers embed school values, ethos, and mindset language within curriculum learning							

Benchmark 5: Encounters with Employers and Employees

Every student should have multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace. This can be through a range of enrichment activities including visiting speakers, mentoring and enterprise schemes.

CHARACTERISTICS	Not Achieved	Partially Achieved	Achieved	Evidence to support judgement
Every year, from age 11, students participate in at least one meaningful* encounter with an employer				
Every student during KS3- 4 has the opportunity for a minimum of four talks from employers or employees including from a relatable role model				% of students:
Every student in KS5 has a minimum of two meaningful opportunities to learn from employers including a talk from a relatable role model				% of students:
The school provides opportunities for encounters with self-employed people through the parent and alumni. community				

*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.

Benchmark 6: Experiences of Workplaces

Every student should have first-hand experience of the workplace through work visits, work shadowing, and/or work experience to help their exploration of career opportunities and expand their networks.

CHARACTERISTICS	Not Achieved	Partially Achieved	Achieved	Evidence to support judgement
By the age of 16 every student has had at least one direct experience of the workplace (for example through work visits, work shadowing, volunteering, or work experience), other than through part-time or holiday jobs				% of students:
Sixth Forms: In Years 12 and Year 13 or by the age of 18, every student has had one further experience of the workplace (for example through work visits, work shadowing, or work experience), other than through part-time or holiday jobs.				% of students:
Schools ensure these are positive and meaningful experiences for students. and employers				
Students are expected to reflect on the experience(s) and how it may impact their future pathway or career				



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Benchmark 7: Encounters with Further and Higher Education				
<i>All students should understand the full range of learning opportunities that are available to them. This includes both academic and vocational routes and learning in schools, colleges, universities and in the workplace.</i>				
CHARACTERISTICS	Not Achieved	Partially Achieved	Achieved	Evidence to support judgement
By the end of year 9 all students understand the full range of learning opportunities that are available to them (including academic and vocational routes and learning in schools, colleges, universities, and the workplace)				
By the age of 16 (across KS3/4) every student should have had at least two meaningful encounters* with a sixth form, including one talk from a relatable role model and one visit. This includes opportunities to meet staff and students				% of students:
By the age of 16 (across KS3/4) every student should have had at least two meaningful encounters with a college, including one talk from a relatable role model and one visit. This includes opportunities to meet staff and students				% of students:
By the age of 16 (across KS3/4) every student should have had at least two meaningful encounters with an apprenticeship provider, including one talk from a relatable role model and one visit. This includes opportunities to meet staff and students				% of students:

By the age of 16 (across KS3/4) every student should have had at least two. meaningful encounters with relatable role models				% of students:
By the age of 16 (across KS3/4), all students have had at least two visits or meaningful encounters (including one talk from a relatable role model) with universities to meet staff and students				% of students:

Benchmark 8: Personal Guidance

Every student should have opportunities for guidance interviews with a career's adviser, who could be internal (a member of school staff) or external, provided they are trained to an appropriate level. These should be available whenever significant study or career choices are being made. They should be expected for all students but should be timed to meet their individual needs.

CHARACTERISTICS	Not Achieved	Partially Achieved	Achieved	Evidence to support judgement
Teachers and staff have access to, and engage in, CPD relating to pathways and progression and feel confident to give advice about any of the pathways students can take				
All staff involved in personal guidance are up to date in their knowledge of high quality local provision options				
Every student has opportunities for guidance conversations with a trained person				
By the age of 16 (across KS3/4) every student has had at least one guidance interview with an appropriately trained person				% of students:
Sixth Form: Every student has opportunities for guidance conversations with a trained person				
Guidance interviews are timed to meet the individual needs of students and to identify that students are informed about progression pathways, making appropriate decisions about their pathways based on attainment				
All personal guidance conversations are informed by intended destination data and academic attainment data				
The school keeps systematic records of the individual advice given to each student and subsequent agreed actions?				



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Benchmark 9: Super & Extra-curricular Enrichment				
<i>Every student can access a range of high quality super and extracurricular activity to support their academic attainment, work readiness and to help manage transitions.</i>				
CHARACTERISTICS	Not Achieved	Partially Achieved	Achieved	Evidence to support judgement
Every student can access a varied programme of extra-curricular enrichment that covers sport, music, culture, the arts and social action				
Every student can access a varied programme of super-curricular enrichment to extend curriculum learning through 'real-world' application of skills				
High prior attainers are provided with super curricular activities which stretch their skills and understanding beyond their key stage				
Super and extra curriculum enrichment is monitored by SLT to ensure it is high quality and supports the development of: <ul style="list-style-type: none"> • Confident communication • Problem solving • Compassion • Digital literacy • Mental and emotional resilience 				
Extra and super curricular activity links to university and career pathways where appropriate				
Every student takes part in at least one extra-curricular programme during the week at school				% of students: