



CAREERS GUIDANCE POLICY

Control Sheet

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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, parents, 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
- Empower our young people to plan and manage their futures.
- Respond to the needs of each learner, supporting inclusion, challenging stereotyping and promoting equality of opportunity
- Develop pupils' awareness of the variety of education, training and careers opportunities available to them, supporting students at key transition points
- 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 more recent [Skills and Post-16 Act 2022](#), which came into force on **1 January 2023**. It explains that our school must provide a minimum of **6 encounters** with technical education or training providers to all pupils in years 8 to 13. For more detail on these encounters, see our provider access policy statement, which you can find [HERE](#).

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 (instead of from year 8, previously)
- 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. This policy complies with our funding agreement and articles of association.

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 [HERE](#).

3. Roles and responsibilities

3.1 Careers leader

Our careers leader is Ruby Begum, and can be contacted by emailing ruby.begum@northernleaderstrust.org. Our careers leader works closely with Chloe Anderson, the Assistant Principal with responsibility for Personal Development. The role of the careers lead is to:

- Take responsibility for developing, running and reporting on the school's career programme
- Plan and manage careers programme that meets the expectations of the Gatsby benchmarks
- 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 (LAC) 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 board
- Carry out quality assurance activities as detailed in 4.3

3.2 Senior leadership team (SLT)

Our SLT 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
- Allow training providers access to talk to pupils in years 8 to 13 about technical education qualifications and apprenticeships, and set out arrangements for this in our school's provider access policy statement
- Network with employers, education and training providers, and other careers organisations

3.3 The governing board

The governing board 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 board 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 16 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 11 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.

Our careers programme is delivered through a number of methods, including:

- Being an integral part of our comprehensive Personal, Social, Health and Economic (PSHE) Education which is part of our core curriculum.
- By identifying links with careers in curriculum lessons as part of our whole school approach to careers education
- By providing opportunities for pupils to meet and talk to employers and further and higher education providers
- By providing all students with the opportunity to visit a place of work
- By providing all students with impartial careers and education guidance
- Promotion of local labour market information
- Parental support and guidance

Strategic Objectives

Strategic Objective 1: To broaden the aspirations of all students regardless of need or ability.

Strategic Objective 2: To increase the amount and variety of opportunities for students to have meaningful experiences of post-school education, training and employment providers.

Strategic Objective 3: To provide opportunities for all students to have a meaningful experience of higher and further education by the end of Year 11.

Strategic Objective 4: To provide opportunities for all students to see the relationship between what they learn within the formal curriculum and wider world of work - Linking the curriculum learning to careers.

Key Stage 3

At Key Stage 3 we aim to start the process of students considering what they would like their future to look like. We aim to provide opportunities for students to become more aware of the range of opportunities available to them and to end KS3 with wider aspirations than they started. Our Key Stage 3 careers programme will also support pupils in their planning and choices of GCSE subjects. This includes:

- Delivery of two hours of PSHE lesson time a fortnight as part of the core curriculum
- An hour of form time each fortnight dedicated to the development of the Northern Leaders Trust values and linking them to projects that build desirable workplace skills
- By publishing KS3 to KS4 Options guidance and sharing that with students and parents
- By ensuring that all Year 9 students are given the opportunity to undertake a work experience placement
- By providing the opportunity for parents to ask questions about the Options process and the courses available at the Year 9 Parents evening
- By ensuring that every child discusses their option choices with the form tutor ahead of submitting them for timetabling
- By providing students with extra-curricular opportunities which develop the key employment skills of leadership, organisation, resilience, initiative and communication.

Key Stage 4

Our Key Stage 4 careers programme aims to help pupils research and understand their choices and routes into education and training as well as developing the skills and attributes that will make them successful in the pathway they choose. This includes:

- Delivery of two hours of PSHE lesson time a fortnight as part of the comprehensive form time programme
- In year 10, an hour of form time each fortnight dedicated to the development of the Northern Leaders Trust values and linking them to projects that build desirable workplace skills
- By ensuring that all Year 10 students are given the opportunity to undertake a work experience placement
- By providing opportunities to visit places of Higher Education, particularly for Disadvantaged students or for students whose family have not previously studied at a university
- By ensuring that every Year 11 student receives impartial careers and education guidance
- By publishing NLT Sixth Form Options guidance and sharing that with students and parents
- By providing opportunities for other further education providers to visit the school and speak to groups of students

4.1 Pupils with special educational needs or disabilities (SEND)

We expect that the majority of pupils with SEND will follow the same careers programme that meets the Gatsby Benchmarks as their classmates, with adjustments and additional support as needed.

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.

No information will be given to pupils without SEND that is not also offered to our pupils with SEND.

4.2 Access to our careers programme information

A summary of our school's careers programme is published on our school website.

Parents can access careers support for their child in a variety of ways including:

- individual meetings drop-in sessions, Options events, parent evenings and on results days
- Careers information and computer-based careers programmes
- Information and updates on the academy's website and Facebook

Pupils, parents, teachers and employers can request any additional information about the careers programme by contacting our careers lead Ruby Begum at ruby.begum@northernleaderstrust.org

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:

- Annual review with SLT
- Observation of CEIAG activities, including career guidance interviews
- Student evaluation via student surveys, questionnaires and focus groups
- Tutor feedback
- The views of parents are sought via school surveys/questionnaires
- The view of Higher Education providers and employers is sought through informal discussion and evaluation following contributions to academy events
- The number, quality and impact of careers interviews is analysed through data, destinations data, observations and evaluating action plans
- The review and evaluation for Careers Education informs the planning and implementation of the programme, ensuring that what we deliver is best tailored to the needs of all students.

The CEIAG team review progress against the Gatsby Benchmarks on a termly basis.

5. Links to other policies

This policy links to the following policies and information:

- [Provider access policy statement](#)
- [Safeguarding and child protection policy](#)
- [Wider curriculum information](#)

6. Monitoring and review

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

The next review date is: October 2025