



CAREERS POLICY

Policy statement:

Rationale

Aspire North East Multi Academy Trust has a statutory duty to secure independent careers guidance for all year 7 to 13 students (The Education Act 2011 / Careers guidance and access for education and training providers May 2025) and to meet the eight Gatsby Benchmarks for Good Career Guidance. All young people regardless of their race, sex or academic abilities need a planned programme of activities to help them make decisions and plan their careers. From September 2013 The Education Act of 2011 placed schools under a duty to ensure that all registered pupils in Years 8-13 have access to independent, accurate and impartial information advice and guidance. The Provider Access Legislation requires all schools and academies to provide opportunities for a range of education and training providers to access all year 8 to 13 students to inform them about approved technical education qualifications and apprenticeships which has been strengthened by the Skills and Post-16 Act 2022 by introducing a minimum of six provider encounters that every school must provide.

Trustees and Governors recognise that to meet these statutory requirements we must ensure that the independent careers guidance provided (following the statutory guidance in the Education (Careers Guidance in Schools) Act 2022 which means that all schools secure independent careers guidance for students in years 7 to 13):

- is presented in an impartial manner
- includes information on the range of education or training options, including apprenticeships and vocational pathways
- is guidance that the person giving it considers will promote the best interests of the students to whom it is given

The Aspire North East Multi Academy Trust has a critical role to play in preparing our young people for the next stage of their education or training and beyond. Our aim at Aspire North East Multi Academy Trust is for all students to achieve their personal best. In careers education, this translates as every student making the right choices for progression. We will support students in making well-informed decisions by providing access to differentiated, impartial, independent information and guidance about the range of options (including academic, vocational, and apprenticeships) that are most likely to help them to achieve their ambitions.

A young person's career is their pathway through learning and work and we recognise that effective career guidance contributes to raising aspirations, improving motivation and overcoming barriers to success. Both Southmoor and Sandhill View have fully achieved the Inspiring IAG Quality in Careers Standard award, with both schools completing the mandatory reviews annually and successfully achieving reaccreditation in 2023.

We have high expectations for all of our students, including for our most vulnerable and those with special educational needs and disabilities, so that every student is challenged appropriately and acquires the knowledge, skills and attitudes for lifelong learning which are valued by employers. This will help every young person to realise their potential and enhance their employability.

Aims

Careers Education, Information, Advice and Guidance (CEIAG) within the Aspire North East Multi Academy Trust helps young people develop the knowledge and skills they need to make successful choices, manage transition in learning and move into work. A copy of the statutory guidance 'Careers Guidance and access for education and training providers' (May 2025) can be found here: <https://www.gov.uk/government/publications/careers-guidance-provision-for-young-people-in-schools/careers-guidance-and-access-for-education-and-training-providers>

All learners in the Aspire North East Multi Academy Trust are entitled to receive a full programme of careers education, which is delivered through lessons, activities and events and guest speakers.

During their time at school learners will:

- Understand themselves, their interests, likes and dislikes, what they are good at and how this affects the choices they make.
- Find out about different courses, what qualifications they might need and what opportunities there might be.
- Develop the skills they may need for working life (Skills Builder)
- Make realistic, but ambitious choices about courses and jobs.
- Be able to make effective applications for jobs, training and further and higher education.
- Develop interview skills
- Improve confidence
- Receive high quality information, advice and guidance by a fully qualified and experienced careers advisor.

Objectives:

- To ensure that students develop the skills and attitudes necessary for success in adult and working life.
- To make students aware of the range of opportunities which are realistically available to them in continued education and training at 14+, 16+ and 18+.
- To equip students with the necessary decision-making skills to manage these transitions.
- To develop in students an awareness of the wide variety of education, training and career opportunities both locally and nationally.
- To provide appropriate guidance, up-to-date information and a range of opportunities to support students' development at key points throughout their education.
- To foster links between the Trust, local businesses and further/higher education establishments.
- To enable students to experience the world of work and develop transferable skills.
- To ensure that wherever possible, all young people leave the Trust to enter employment, further education or training.
- To maintain a culture of high aspirations.
- To promote equality of opportunity, celebrate diversity, challenge stereotypes and ensure all students who require any extra assistance and guidance to reach their potential, such as SEN students or pupil premium students receive it.
- To ensure any independent careers guidance given is presented in an impartial manner, showing no bias or favouritism towards a particular institution, education or work option.
- To give information on the range of education or training options, including apprenticeships and technical education routes.
- To ensure all guidance given will promote the best interests of the pupils to whom it is given.
- To ensure that there is an opportunity for a range of education and training providers to access all pupils in Year 8 to Year 13 for the purpose of informing them about technical education qualifications or apprenticeships. This includes a minimum of six high quality encounters with technical education and

apprenticeship providers during years 8 to 13 (Provider Access Legislation – Skills and Post-16 Education Act 2022).

- To ensure there is a policy statement in place setting out the circumstances in which education and training providers will be given access to pupils, and to ensure that this is followed.
- To develop students’ skills and knowledge of careers including career management skills and knowledge of the local labour market (LMI);
- To be based on the Gatsby Benchmarks for Good Career Guidance
- To be weaved and embedded into subjects across the Curriculum.

Careers Education

The Trust is committed to providing a stable, structured and planned programme of advice and guidance with clear student outcomes. This is based on the Gatsby Benchmarks for Good Career Guidance (see below) and the CDI Framework for Careers, Employability and Enterprise Education (April 2021). This is differentiated to suit the needs of each individual student. The current careers programme is delivered through a combination of methods, including weekly Aspire lessons and additionally for all year groups through assemblies, presentations, careers open evenings, careers fairs, employer visits and work experience:

1	A STABLE CAREERS PROGRAMME	Every school should have an embedded programme of careers education and guidance that is known and understood by pupils, parents and carers, staff, governors, employers and other agencies.
2	LEARNING FROM CAREER AND LABOUR MARKET INFORMATION	All pupils, parents and carers, teachers and staff who support pupils should have access to good-quality, up-to-date information about future pathways, study options and labour market opportunities. Young people with special educational needs and disabilities (SEND) and their parents and carers may require different or additional information. All pupils will need the support of an informed adviser to make the best use of available information.
3	ADDRESSING THE NEEDS OF EACH YOUNG PERSON	Pupils have different careers guidance needs at different stages. Careers programmes should help pupils navigate their concerns about any barriers to career progression. In addition, opportunities should be tailored to the needs of each pupil, including any additional needs of vulnerable and disadvantaged pupils, young people with SEND and those who are absent.
4	LINKING CURRICULUM LEARNING TO CAREERS	As part of the school’s programme of careers education, all teachers should link curriculum learning with careers. Subject teachers should highlight the progression routes for their subject and the relevance of the knowledge and skills developed in their subject for a wide range of career pathways.
5	ENCOUNTERS WITH EMPLOYERS AND EMPLOYEES	Every pupil 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 opportunities, including visiting speakers, mentoring and enterprise schemes, and could include pupils’ own part-time employment where it exists.
6	EXPERIENCES OF WORKPLACES	Every pupil should have first-hand experiences of workplaces to help their exploration of career opportunities and expand their networks.
7	ENCOUNTERS WITH FURTHER AND HIGHER EDUCATION	All pupils should understand the full range of learning opportunities that are available to them, including academic, technical and vocational routes. This should incorporate learning in schools, colleges, independent training providers (ITPs), universities and in the workplace.
8	PERSONAL GUIDANCE	Every pupil should have opportunities for guidance meetings with a careers adviser, who could be internal (a member of school staff) or external, provided

		they are trained to an appropriate level. These meetings should be available for all pupils whenever significant study or career choices are being made. They should be expected for all pupils but should be scheduled to meet their individual needs. The careers leader should work closely with the careers adviser, SEND coordinator (SENDCO) and other key staff to ensure personal guidance is effective and embedded in the careers programme.
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Careers Impartial Advice and Guidance

- Independent and impartial careers information, advice and guidance can be accessed by any student on request.
- All students receive independent and impartial advice in a one to one careers interview with a trained personal advisor by the end of Year 11. There is a further opportunity for another interview in Sixth Form.
- All students are offered a face-to-face interview at key decision making points during their education (in Years 9, 11 and 13) to inform progression and are made aware of all available learning pathways open to them.
- During a careers interview in Year 11 and Year 13, all students are helped to develop a careers action plan.
- Those most at risk of becoming NEET (not in employment, education or training), and the reasons why, are identified, targeted and prioritised when scheduling one to one careers interviews. The Local Authority provides careers interviews for our more vulnerable Year 11 students through a service-level agreement.
- Those most at risk of disengaging from learning, and the reasons why, are identified, targeted and prioritised when scheduling one to one careers interviews.
- The Trust organises information events for students and their parents to which local providers of education and training are invited and actively engaged in offering advice.
- Each Academy advertises the open days and evenings for local education providers to all students and their parents.
- Students are made aware of the National Apprenticeship Service and National Careers Service and there is a link to both websites on each Academy's website.
- Learner views are sought on the best way to offer provision.
- Personal guidance is provided by the Careers Advisor (who is a registered careers professional (CDI Professional Register) who has a L6 Postgraduate Diploma in Careers Guidance and a NVQ L4 in Advice and Guidance. The Careers Advisor engages in a minimum of 25 hours of CPD and abides by the CDI Code of Ethics. Additional careers guidance is provided by the Local Authority for targeted students.

Provider Access Legislation

Every student, whatever their ambitions, should have the opportunity to explore what it is like to learn at the full range of learning providers, including colleges, universities, apprenticeship and training providers (including employers), University Technical Colleges (UTCs) and Studio Schools. In 2018, it became a legal duty to require all maintained schools to ensure that there is an opportunity for a range of education and training providers to access all years 8 to 13 students for the purpose of informing them about approved technical education qualifications and apprenticeships. The Skills and Post-16 Education Act 2022 requires that all maintained schools must provide six encounters with a provider of technical education or apprenticeships for year 8 to 13 students. These six meetings are timed to inform consideration of post-14, post-16 and post-18 options and progression to the next stage of education or training.

The Aspire North East Multi Academy Trust will offer these opportunities, as stated in the statutory guidance:

- Two encounters for students during years 8 and 9 that are mandatory to attend (any time during Year 8 and between 1 September and 28 February in Year 9)

- Two encounters for students during years 10 and 11 that are mandatory to attend (any time during Year 10 and between 1 September and 28 February in Year 11)
- Two encounters for students during years 12 and 13 that are mandatory for the school to offer but optional for students to attend (any time during Year 12 and between 1 September and 28 February in Year 13)

All these encounters will happen during the normal school day and for a reasonable period of time. Any encounters outside of school hours do not count towards fulfilling the legal requirement of six encounters but will be complementary experiences for student and their parents.

The Trust will work together with providers to ensure that they provide information to students that, as a minimum, includes:

- Information about the provider and the approved technical education qualifications or apprenticeships that the provider offers;
- Information about the careers to which those technical education qualifications or apprenticeships might lead;
- A description of what training or learning with the provider is like;
- Responses to questions from the students about the provider or approved technical education qualifications and apprenticeships.

The Trust has a Provider Access Policy which sets out the circumstances in which education and training providers will be given access to students.

Equalities

The Trust consciously works to prevent all forms of stereotyping in the advice and guidance we provide to ensure that boys and girls from all backgrounds and diversity groups consider the widest possible range of careers, including those that are often portrayed as primarily for one or other of the sexes. Learners are encouraged to explore career paths that suit their interests, skills and strengths. All learners are provided with the same opportunities and diversity is celebrated as we try to discourage stereotypical attitudes. The careers team supports the whole school equal opportunities policy, and endeavours to implement it in the following ways:

- Equal opportunities lessons
- Careful selection of posters and display material
- By encouraging all students to prepare to support themselves financially
- By encouraging students to consider all options including non-traditional careers/roles.
- By avoiding the use of one gender and gender specific job titles, e.g., using she/he; waiter / waitress.
- By making every effort to give girls and boys equal opportunities to speak, offer opinions and answer questions in lessons.
- By encouraging mixed gender groups for group work
- Ensuring equal access to information for all students of all abilities

We recognise that courses and employment opportunities are available and suitable for people of varying skills, abilities and personal qualities. We encourage students to consider these aspects when looking at their options post-16 and post-18. If a learner does not have an academic ability for the career/course she/he has in mind, we try to help them to identify this and plan accordingly. We emphasise what they can do and the skills they do have.

We use the Destination Measures data published by the Department for Education to assess how successfully our students make the transition into the next stage of education or training, or into employment and data provided to us by the Local Authority.

Essential Skills

Essential skills are a key component of employability. We believe in the importance of developing a set of essential, transferable skills for individuals to thrive in education, employment and entrepreneurship. Both schools are part of a programme called Skills Builder. There are 8 essential skills that our students will be taught, develop and use throughout the curriculum. They will practise these skills throughout all their learning at school. We think about these 8 essential skills with just the same rigour as those associated with literacy and maths. These skills are:



The Skills Builder Framework takes each of these essential skills and breaks them down into sequential steps from expectations of children to a high level of mastery. In every lesson across the Trust, these key skills are embedded as part of the lesson planning and form part of the lesson objectives ('Go Further').

Partnerships

The CEIAG programme is greatly enhanced through links with a number of partners who help us make the students' learning up to date and relevant. We constantly strive to expand and improve links with employers and other local providers. We work with many different partners, including qualified career professionals, employers and training providers, to make sure our young people receive information and guidance to understand the full range of options available to them. This involvement includes the provision of work experience placements, careers talks, and workplace visits. Links are also maintained with various training providers supporting apprenticeships for those pupils considering that route as an alternative to further or higher education. Parental involvement is encouraged at all stages. We recognise that parents/carers remain the biggest influencers on a young person's career choices and we offer parents help and guidance at critical stages in the students' time with us, for example in Year 9 with KS4 options decisions, Year 10 and Year 12 with Work Experience placements, Year 11 with 16+ choices, Year 13 with 18+ choices. Parents also have the opportunity to contact the Careers Advisor across the Trust.

Our provision includes:

- careers fairs;
- work experience (for all year 10 and 12 students);
- workshops;
- career insight talks;
- mentoring;
- collapsed timetable days;
- STEM Inspiration Day and events;
- workplace visits;
- visits to FE and HE institutions;
- curriculum projects and
- National Careers and Apprenticeship Week.

Parental Involvement

Young people do not make decisions about their future careers pathways in isolation. Parents/carers can have a substantial impact on the decisions young people make, as well as a clear interest in ensuring the right outcomes for their young person. The Trust is committed to involving parents as much as possible, wherever possible. The Trust actively promotes parent / carer involvement through careers events, Headteacher's blogs, the individual

Academy websites, careers support at parental evenings and the offer of parental attendance at students' individual guidance sessions.

Staff Development

Training needs are identified through performance management, staff appraisals, line manager meetings and Careers Champion meetings. CPD is offered to relevant staff as opportunities arise. Information from CPD sessions is disseminated to staff through Careers Champion meetings and the Academy Trust CPD programme. Staff attend local and regional careers network meetings to share good practice with other local secondary schools and careers providers. Staff development is monitored by line managers. Staff training needs for planning and delivering the careers programme will be identified in the academy development plans.

Careers Programme

This is published on the individual academy websites and is reviewed annually. The Academy Trust will ensure that the individual school websites gives information regarding gaining further information around careers events and future pathways, including apprenticeships and approved technical qualifications.

Roles and responsibilities

Senior Leadership Team

The Assistant Headteacher will take overall responsibility for the application of this policy, monitoring of the quality of provision in relation to individual student learning outcomes.

Careers Leader

The Careers Leader in each school will take responsibility for the implementation of the policy to ensure equal opportunity for all students. They will be responsible for the day to day application of the policy working with the Careers Advisor across the Trust and external stakeholders to ensure that all students have equal opportunity and access to this element of the curriculum.

The Careers Leader will ensure that all aspects of the statutory requirements are met in relation to current government policy in relation to Careers Education and report to the Senior Leadership Team in relation to changes required to policy or practice. The Careers Leader will deliver the careers programme across all eight Gatsby Benchmarks.

Trust Director of Progression (Careers Advisor)

Careers interviews are conducted by our fully qualified and impartial Careers Advisor. All interviews are held in a private room and information from these meetings is confidential. An individual action plan for each learner is produced following each meeting. All year 11, 12 and 13 students are guaranteed an interview, with vulnerable learners being prioritised. After this, learners' interviews are allocated on a needs basis. Learners are free to request an interview at any time and one will be allocated as soon as possible. If a parent or carer would like to be present for the interview this can be arranged. However, the time is for the learner to discuss their own ideas and aspirations and will be conducted as such.

Link Governor for Careers

There is a named link governor for Careers in each school. The governor's role is to take a strategic interest in careers education and guidance, monitor the careers programme, and encourage employer engagement. The link governor should build an effective relationship with the Careers Leader that allows for appropriate support and challenge, arrange regular meetings and monitoring visits with the Careers Leader, understand the extent to which the school is meeting the Gatsby Benchmarks and to report to the whole governing body.

All staff across the Trust contribute to careers through their roles as tutors, subject teachers and support roles.

Monitoring, review and evaluation

The Trust careers programme is delivered through Aspire lessons, morning registration time, within curriculum areas as well as through an extensive range of enrichment opportunities and activities. Our monitoring and evaluation strategies encompass all of these aspects of delivery.

This regular and systematic monitoring and evaluation is used to inform decision making about future development of the careers programme.

Monitoring activities used to ensure that the careers programme is being implemented as planned include:

- Learning walks
- Lesson observations
- Questionnaires – students, staff, parents and carers, external partners
- Focus groups – students and staff
- Compass+ tracking data
- Future Skills Questionnaire
- Work scrutiny
- Curriculum plans
- Destination data
- Monitoring of the quality of Careers Guidance Interviews by the Careers Leader and external quality assurance.

Evaluation activities are used to measure the impact of our career programme and inform future planning.

Evaluation activities include:

- Analysis of destination data
- Career participation dashboard
- Activity survey
- Destination data – sustained data (DFE), school-level data
- 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.

The Careers Strategy is reviewed on an annual basis by the Careers Leader. The careers policy is reviewed on an annual basis by the Senior Leaders responsible for Careers.

A report will be published on an annual basis, including an account of activities, a review of progress and an evaluation of pupil and parental responses to our careers provision.

This policy will be reviewed regularly in relation to government policy by the member of the Senior Leadership Team responsible as part of the whole-school self-assessment process and will be reviewed by Trustees when any additions or amendments are made.

Parents are welcome to give feedback on any aspect of the CEIAG programme to the Careers Leader.

Links with other policies

This policy should be read in conjunction with the Learning Policy, Relationships, Sex Education (RSE), Health Education and PSHCE Policy, Work Experience Policy and Provider Access Policy.

Last review date: 10.12.25

Next review due: December 2026

Person Responsible: Mr A Blake (Assistant Headteacher – Sandhill View Academy)
Mr S Wareham (Assistant Headteacher – Southmoor Academy)