Careers Guidance Policy

2026

This document applies to all academies and operations of Cambrian Learning Trust.

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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
- 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
- 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 on our school website.

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 on our school website.

3. Roles and Responsibilities

3.1. Careers leader

Our AHT for careers leadership (SLT) will:

- Take responsibility for developing, running and reporting on the school's career programme
- Line manage and direct the activities of the dedicated Careers Advisor
- 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 and previously looked-after children to:
    - Make sure they know which pupils are in care or are care leavers
    - Understand their additional support needs

    - Make sure that, for looked-after children, 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

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 Local Governing Committee (LGC)

The Local Governing Committee 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 LGC 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.

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

- A comprehensive Personal Development and PSHCE curriculum delivered to all Key Stages.
- Careers focussed lessons, tutor led discussions, external guest speakers, vocational events and displays.

Key Stage 3

Our Key Stage 3 careers programme will support pupils in their planning and choices of GCSE subjects.

This includes:

• Understanding working regulations

- Attending the school's careers fair
- Accessing information about companies via virtual experiences
- Understanding Labour Market Information
- Having scheduled assemblies where careers are discussed
- Providing local college information from our careers office and options evening
- Careers events throughout the year
- PSHCE focused on careers in the theme Living in the wider world

Key Stage 4

Our Key Stage 4 careers programme aims to help pupils research and understand their choices and routes into education and training.

This includes:

- PSHCE focused on careers in the theme Living in the wider world
- Understanding working regulations
- Attending the school's careers fair
- Accessing information about companies via virtual experiences
- Understanding Labour Market Information
- Undertaking a week's work experience in Year 10
- Having scheduled assemblies where careers are discussed
- Assemblies where local colleges and our Sixth Form discuss post-16 options and local apprenticeship opportunities are explained
- Careers-based quizzes completed to aid students with decision making about post16 options and work experience industries
- A 1-2-1 Careers Advisor appointment by the end of Year 11
- Accessing apprenticeship opportunities online
- Careers events throughout the year

Key Stage 5

Our Key Stage 5 careers programme supports pupils in planning for their future, including university and alternative pathways.

This includes:

- Attending the School's annual careers fair
- Accessing information about companies via virtual experiences
- Understanding Labour Market Information

- Undertaking a week's work experience in Year 12
- Guest speakers explaining different industries and apprenticeship opportunities in person and online
- A further Careers Advisor appointment by the end of Year 13 is offered
- Careers events throughout the year

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, including details of how pupils, parents, teachers and employers can access information about the careers programme.

Pupils, parents, teachers and employers can request any additional information about the careers programme by contacting our careers advisor or AHT for Careers.

4.3. Assessing the impact on pupils

Our careers 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:

- Pupil, Teacher and Parent Surveys
- Event Evaluation – Pupil, Employers, Teachers and Event Providers
- Destination Data – KS4 and KS5 – Up to 3 Years

- School Council
- Gatsby Benchmarks
- Engagement with Work Experience
- Student voice questionnaires on work experience, careers fair and careers advice

5. Links to other policies

This policy links to the following policies:

- PSHCE
- Personal Development and Student Leadership
- Safeguarding
- Child Protection
- Teaching and Learning
- EDI

6. Monitoring and review/ evaluation

This policy, the information included, and its implementation will be monitored by the AHT Careers Provision, Senior Leadership and Governing Body and evaluated annually.

The next review date is November 2027