Careers Guidance Policy

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Approved by:	Jordan Hutchinson (HT)	**Date:** November 2026
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1. Aims

This policy aims to set out Armfield Academy's provision of impartial and informed careers guidance for pupils. It explains how pupils, parents, teachers, and employers can access information about the school's careers programme.

High-quality careers guidance supports pupils' futures and 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 career opportunities available to them
- Help pupils understand routes to careers they are interested in and 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*, which references:

- The Education Act 1997
- The Education and Skills Act 2008
- The School Information (England) Regulations 2008

The policy also aligns with the **Skills and Post-16 Act 2022** (in force from 1 January 2023), requiring the school to provide a minimum of 4 encounters with technical education or training providers to all pupils in Years 8 to 11, as detailed in the Provider Access Policy Statement.

In addition, this policy aligns with the **Education (Careers Guidance in Schools) Act 2022** (in force from 1 September 2022), amending The Education Act 1997 so that:

- The school must secure independent careers guidance from Year 7 (previously from Year 8)
- As an academy in England, the school is required to provide and publish careers guidance

Schools must publish information about their careers programme on their website, and this policy sets out how Armfield Academy complies with that duty alongside its funding agreement and articles of association. The school also acts in accordance with its statutory duty under the **Baker Clause** to remain impartial and avoid bias toward either academic or technical pathways, as set out in the Provider Access Policy Statement.

3. Roles and Responsibilities

3.1 Careers Leader

The Careers Senior teacher is **Mrs. L Hall**, who can be contacted by phone on **01253 207702** or by email at **l.hall@armfield.fcat.org.uk**. Working closely with the Senior Leadership Team (SLT), the Careers Leader will:

- Take responsibility for developing, running, and reporting on the school's careers programme
- 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 the Special Educational Needs Co-ordinator (SENCO) and careers adviser, to identify the guidance needs of all pupils with special educational needs and/or disabilities (SEND) and put in place personalised support and transition plans
- Work with the school's designated teacher for looked-after children (LAC) and previously LAC to:
    - Ensure awareness of which pupils are in care or are care leavers
    - Understand their additional support needs
    - Ensure that, for LAC, their personal education plan can help inform careers advice
- Review the school's Provider Access Policy Statement at least annually, in agreement with the governing board

3.2 Senior Leadership Team (SLT)

The SLT will:

- Support the careers programme
- Support the Careers Leader in developing their strategic careers plan
- Ensure the Careers Leader is allocated sufficient time and has appropriate training to perform their duties to a high standard
- Allow training providers access to talk to pupils in Years 8 to 11 about technical education qualifications and apprenticeships, setting out arrangements in the 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 meeting legal and contractual requirements
- Appoint a member of the governing board to take a strategic interest in careers education and encourage employer engagement
- Ensure independent careers guidance is provided to all pupils throughout their secondary education (ages 11 to 16) and that information is presented impartially, covers a range of educational or training

options, and promotes pupils' best interests
- Ensure 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
- Ensure details of the school's careers programme and the name of the Careers Leader are published on the school website
- Ensure arrangements are in place to meet the legal requirements of the Baker Clause, including publishing a Provider Access Policy Statement

4. Our Careers Programme

Armfield Academy delivers an embedded careers programme designed to inform and encourage pupils to explore career options and understand choices and pathways, providing statutory independent careers guidance from Year 7 onwards. The programme is structured to meet the eight **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

The programme avoids bias toward any single career path, promotes both technical and academic options, and progresses across Key Stages with specific aims, objectives, and activities per year group (noted in the contents for Key Stages 3 and 4). Delivery methods include:

- Careers education sessions within PSHE
- An annual FE/HE/Employers event
- Workshops introducing vocational education and apprenticeships
- Assemblies
- Visits to FE and HE institutions
- Visits from FE institutions, including at parents' evenings
- Guest speakers and presentations

Armfield Academy takes a whole-school approach to Careers, Education, Information, Advice, and Guidance (CEIAG) planning. All staff contribute as tutors and subject teachers, with PSHE lessons delivered by the PSHE teaching team and form tutors within the PSHE curriculum plan. Ongoing CEIAG continuing professional learning and development (CPLD) is provided through email updates, staff briefings, and training.

4.1 Pupils with Special Educational Needs or Disabilities (SEND)

Most pupils with SEND follow the same Gatsby-aligned careers programme as their classmates, supported by reasonable adjustments and additional assistance. The Careers Leader collaborates with teachers and relevant external professionals to identify SEND guidance needs and establish personalised support and transition plans—including meetings with pupils and families on education, training, and employment opportunities, supported internships, and transition into higher education. Where appropriate, the Careers Leader may invite adults with disabilities to share advice and lived experience. All information offered to pupils without SEND is equally available to pupils with SEND.

4.2 Access to Our Careers Programme Information

A summary of the careers programme is published on the school website, including details of how pupils, parents, teachers, and employers can access information. Additional information can be requested from the Careers Lead, Mrs Hall **l.hall@armfield.fcat.org.uk**.

4.3 Assessing the Impact on Pupils

Pupil feedback and progression across Key Stages are used to evaluate programme impact:

- **Future Skills Questionnaire (FSQ):** Captures learner voice and enables learners to reflect on career-related knowledge and skills so perceptions can be reviewed to evaluate and improve guidance decisions.
- **Questionnaire Pathways:** Covers tailored stages including Starting Secondary, Transition from KS3, GCSE years, Post-16 study, and SEND.

5. Links to Other Policies

This CEIAG policy supports and is underpinned by the following school policies:

- Teaching & Learning
- Assessment
- Safeguarding
- Data Protection
- Citizenship
- RSHE

6. Monitoring and Review

The Careers Lead regularly plans, monitors, and evaluates the careers programme, with learners actively involved in planning, delivering, and evaluating activities. Funding is allocated during the annual budget planning round alongside whole-school priorities and CEIAG needs, with the Careers Coordinator and lead SLT member responsible for effective resource deployment.

Staff training needs are identified to keep CEIAG provision current. While destination data for Armfield students is not yet available, local labour market and trend data are analysed to inform programme development. The partnership agreement with Inspira is negotiated and written annually, and links with employers, businesses, and external agencies continue to expand.