

Youth Challenge Careers Policy

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1. Introduction

As part of our curriculum offer, careers education, information, advice and guidance (CEIAG) is an essential part of the support we offer to students at Youth Challenge.

Our careers programme helps to prepare young people for the opportunities, responsibilities and experiences they will encounter as they transition to their post-16 destination and beyond.

It is vital that we prepare our pupils for the ever evolving world, as options for young people become more varied and complex. It is essential that we support our students to develop the knowledge and skills they need to make informed choices for their future.

All members of staff at Youth Challenge will support the delivery of CEIAG provision both within and beyond the taught curriculum.

This policy sets out how career activities are delivered at school and explains what stakeholders can expect from the careers programme.

2. Context

At Youth Challenge, we ensure that appropriate advice and guidance is available, including information and support regarding technical pathways, t-levels, apprenticeships, employment or re-commencement of study with another provider.

Youth Challenge Secondary is a member of the Greater Manchester Combined Authority (GMCA). We are committed to providing all pupils in Years 7-11 with a careers programme which is embedded into the curriculum and includes a variety of enrichment activities. As a member of the Careers Hub we are actively working towards the recommendations of the eight Gatsby Benchmarks for ensuring best practice and to meet the requirements of the Department for Education's statutory guidance (updated May 2025).

Where Youth Challenge commissions Alternative Provision from our partner providers, we will work with these partners to ensure that their policies and procedures develop in line with our own to meet the stated aims of this policy.

2.1 The Gatsby Benchmarks

1. A stable careers programme
2. Learning from career and labour market information
3. Addressing the needs of each student
4. Linking curriculum learning to careers
5. Encounters with employers and employees
6. Experience of work places
7. Encounters with further and higher education
8. Personal guidance

2.2 Skills Builder – Youth Challenge has been awarded the Gold standard award:



Youth Challenge Secondary is a Skills Builder School, and is a member of the National Skills Builder partnership, at a gold award standard. As a skills builder school, we aim to support pupils to gain knowledge, to practise and to improve key essential skills needed for working life. Pupils will be given opportunities to build upon their knowledge and experiences of the key skills via their careers lessons, access to the personalised online platform both as class groups and as individuals. They will be given

opportunities to practice and further develop these key essential skills through employer encounters, work place visits and placements that can be reflected upon and used in essential documents such as their CV's and personal development plans.

Skills builder is also part of the school reward system, and pupils receive engagement points for their achievements and all skills shown are evidenced within their exercise books in the classroom throughout all curriculum subjects.

3. Aim

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 and carers, 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
- Develop the skills and attitudes necessary for success in adult and working life.
- 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 both locally and nationally
- 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
- Consider the individual needs of all pupils to tailor the programme accordingly and provide the right level of support, ensuring that they receive extra assistance and guidance to reach their potential, where this is necessary and are equipped with the necessary decision-making skills to manage those same transitions.
- Promote a culture of high aspirations and equality of opportunity in which diversity is celebrated and stereotypes are challenged
- Use effectively the paper-based, virtual and staff resources available so they can make informed and appropriate choices throughout their school journey
- Benefit from links fostered between the school, local businesses and further education establishments
- Experience the world of work and develop transferable skills using online platforms such as Skills Builder
- Wherever possible leave the school to enter employment, further education or training

4. Statutory requirements and expectations

This policy is based on the statutory [Careers guidance and access for education and training providers](#) from the Department for Education (DfE).

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 [Skills and Post-16 Education Act 2022](#) (the 'provider access legislation'). It explains that our school must provide a minimum of **6 encounters** with technical education and apprenticeship providers to all pupils in years 7 to 13 about their education or training offer. Youth Challenge do not offer education to pupils in year 12 and 13, so we will offer **4 encounters** with technical education and apprenticeship providers. For more detail on these

encounters, see our provider access policy statement, which you can find on the [Bolton Impact Trust website](#)

This policy is also in line with the [Education \(Careers Guidance in Schools\) Act 2022](#), which amends the existing duty in The Education Act 1997, so that:

- Our school must now secure independent careers guidance for pupils 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 we publish information about the careers programme on our website, and that it is communicated in a way that enables learners, parents and carers, staff, and employers to access and understand it. This includes:

- The name and contact details of the careers leader
- A summary of the careers programme
- Details of how pupils, parents and carers, teachers, and employers can access information about the careers programme
- How our school measures and assesses the programme's impact on learners
- The date by which we will review information

We also act in line with our statutory duty under the provider access legislation (also known as 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, which you can find on the [Bolton Impact Trust website](#)

5. Management and Delivery

We recognise the importance of putting in place effective arrangements for the management and delivery of the programme.

All students are entitled to be fully involved in an effective CEIAG programme and the DfE recommend careers and work related contexts are incorporated into the school curriculum.

Youth Challenge students are encouraged to take an active role in their own career development, so the careers programme emphasises student participation with a focus on self-development; learning about careers and the world of work; and developing career management and employability skills.

6. Student entitlement

6.1 Pupils attending Youth Challenge are entitled to:

- Receive a stable careers programme from Year 7 that continues until they leave school.
- Receive relevant careers guidance and have access to independent careers information and guidance, including labour market data where relevant.
- Receive personal advice that helps pupils to achieve their individual careers goal – whether this is Higher Education, an apprenticeship or employment.
- Be equipped with the necessary skills to prosper in HE and employment.
- Have the relevant knowledge to make realistic and achievable goals based on their own interests and skills, whilst taking into account local job market information and relevant entry requirements.
- Receive up-to-date information about careers and skill-development opportunities.
- Understand how different subjects help keep different options open.
- Have access to additional help, whether this need is generated from a change of decision, personal circumstances or additional needs.
- Have meaningful and helpful encounters with employers and other education providers.

- Have access to opportunities of work experience
- Have opportunities to build, practise and to improve key essential skills for working life (skills builder)

6.2 Pupils are expected to:

- Fully engage with careers lessons and activities.
- Utilise the available careers resources, including supportive on-line platforms.
- Record careers-related skills, participation and research, reflect upon what has been learnt.
 - Identify and set goals for the future.
 - Actively participate in workshops, presentations and visits from external employers or providers.
- Attend informative events such as the Careers fair and the Careers Carousel.
- Take advantage of opportunities offered outside school, such as school trips and projects.

All students from year 7 onwards will have access to a comprehensive and impartial programme of careers and work related learning activities. This will include formal delivery of dedicated CEIAG topics via tutor time, within lessons, external visits, internal presentations and collapsed timetable events. In addition there will be associated information days for students and parents/carers.

Work experience is an integral part of the programme and will follow the recommendations from the [Equalex Framework](#) ensuring all pupils accumulate a minimum of 10 days' worth of work experience from a range of different employment sectors conducted at any point of their whole school journey from year 7 to year 11. It is recommended that pupils experience 5 days in phase 1 (Years 7, 8 and 9) and 5 days in phase 2 (Years 10 and 11). Effective delivery of work-related learning, which includes provision to learn through, about and for work, will enable all students to have a greater understanding of the requirements in the workplace and it is intended that this will be valuable in helping students to career plan more effectively at key transition stages. All students will be provided with equality of opportunity in terms of access to the information relating to the availability of work placements. Youth Challenge carries out a thorough risk assessment to ensure the quality and safety of work placements.

7. Roles and responsibilities

Individual or group	What do they need to know?
Careers Leader – Gemma Morris	Responsible for the strategic planning and setting the strategic direction of the careers provision at Youth Challenge. Responsible for community engagement.
Link Governor – Lyndsay Aldridge	Responsible for the strategic support and to challenge Youth Challenge's career strategy at governors' level.
Academy Lead – Victoria Sutton	Responsible for strategic support and to challenge the career leader's decisions.
Quality of education Lead – Matthew Carrington	Responsible for the curriculum and to support the embedding of the careers programme throughout the curriculum subjects.
Curriculum and pastoral staff – Victoria Sutton, Matthew Carrington, Gemma Morris	Responsible for ensuring that the careers programme is embedded into the curriculum clearly and to monitor/evaluate progress. Responsible for ensuring that all pupils' access the careers programme and careers guidance.
Specialist staff (SENCO, behavioral support etc.) Clare Ling, Byron Billington	Responsible for ensuring SEND pupils gain appropriate access to the career programme, meeting their needs and requirements. To ensure vital information is available and passed onto post 16 destinations.

Administrative staff Ruth Jackson, Sumaiya Lala, Joanne Higgins	Responsible for the administrative support of the careers leader role and to transfer gathered information into the data entry sheet. Responsible for general administrative assistance.
Others (all other teaching staff / all support staff)	Responsible for supporting the continued delivery of the careers programme within the curriculum and ensuring clear links that can be monitored and evaluated. Responsible for ensuring all pupils have access to the careers programme through the curriculum and/or via the enrichment programme

7.1 The governing board

The governing board will:

- Actively engage in setting the direction for a whole-school approach to careers guidance with the headteacher, to make sure it is aligned with the school's vision, priorities and development plans
- Provide clear advice and guidance on which the school can base a strategic careers plan which meets legal and contractual requirements
- Maintain strategic oversight of the school's legal and contractual requirements for careers guidance and hold senior leaders to account for delivering against those requirements
- Appoint a member of the governing board who will take a strategic interest in careers education and encourage employer engagement
- Make sure that 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 arrangements are in place for the school to meet the legal requirements of the provider access legislation, including that the school has published a provider access policy statement
- Make sure that details of our school's careers programme and the name of the careers leader are published on the school's website

7.2 The Headteacher

The headteacher will:

- Work with the governing board to set the direction for a whole-school approach to careers guidance, making sure it is aligned with the school's vision, priorities and development plans
- Support the careers team to deliver the school's careers programme
- Build careers into staff development for teachers and support staff, and make sure that the careers leader, careers adviser and senior leaders receive training and development to deliver high-quality careers provision
- Make sure that personal guidance is provided to pupils by a qualified careers adviser
- Network with employers, education and training providers, and other careers organisations

7.3 Senior leadership team (SLT)

The SLT will:

- Support the careers programme
- Support the careers leader in developing their strategic careers plan
- Make sure the careers leader is allocated sufficient time and budget, and has the appropriate training, to perform their duties to a high standard
- Support the careers adviser to deliver personal guidance to pupils, making sure it's well-resourced
- Work closely with the careers leader and careers adviser in the overall development and evaluation of the careers programme
- Network with employers, education and training providers, and other careers organisations

7.4 Careers leader

Our careers leader is Gemma Morris, and they can be contacted by phoning 01204 333872 / 07494048796 or emailing morrisg@boltonimpacttrust.org.uk.

Our careers leader will:

- Take responsibility for planning and delivering the careers programme and work towards meeting the Gatsby Benchmarks in a meaningful way
- Coordinate and manage careers activities and the budget for these
- Work with the SLT to make sure the careers programme is informed by a strategic careers plan aligned to the school's priorities
- Engage parents and carers throughout
- Establish and develop key relationships to drive progress and continuously improve the careers programme
- Establish and develop links with external employers, education and training providers, and careers organisations
- Use and sequence labour market information (LMI) throughout the careers programme, tailoring it to individual circumstances
- Support the careers adviser to work with relevant staff, including the SENCO, subject teachers and pastoral teams
- 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
 - Engage with the relevant virtual school head and ensure a joined-up approach to identifying and supporting pupils' career ambitions
- Evaluate and continuously improve the careers programme, drawing on feedback from all stakeholders and the destinations of pupils

- Review our school's provider access policy statement at least annually, in agreement with our governing board

7.5 Careers adviser

Our careers leader is Anthea Sheppard (Connexions).

The careers advisor will:

- Support pupils to make effective career decisions
- Work with the careers leader and SENCO to identify the needs of pupils with SEND and provide personalised support
- Contribute to the overall development and evaluation of the careers programme

8. Staff development

All staff are expected to contribute to the career learning and development of students in their different roles. To meet the training needs that arise from this, we will ensure that all staff will have access to appropriate CPD which will be regularly reviewed and monitored with a continual awareness of local and national careers agendas. All staff and education partners are expected to have regard to the [Careers Code of Ethics of the Career Development Institute](#)

9. Funding and resourcing

The Senior Leadership Team is responsible for the effective deployment of resources. Sources of external funding are actively sought, and shared provision is used where appropriate and efficient, particularly in conjunction with our local network of providers. The careers provision at the school includes a Careers Leader, Careers Co-ordinator, financial funding for Connexions IAG provision, Careers Budget allocation and Workspace for Careers related matters.

10. Information, advice and guidance

We will ensure that all students have access to independent and impartial career guidance and to ensure that students have access to information and advice about all pathways – not just HE. We are committed to career guidance delivered by a Level 6 or above qualified career development professional (Anthea Sheppard - careers adviser from Connexions) who upholds the professional standards of the Career Development Institute.

11. Monitoring, reviewing, evaluating and reporting

The implementation of the careers programme will be monitored and reviewed by the Career Leader and the Senior Leadership Team termly. Monitoring the programme can be achieved through recordkeeping via Compass +, tracking and observation. The purpose of reviewing is to identify improvements that could be made. Evaluation will take place via pupil and parent questionnaires. We will also evaluate the employer's effectiveness that we use to ensure that our pupils are getting the best out of the offer.

We pride ourselves in the Quality Assurance process that takes place at Youth Challenge. For example, the following monitoring and assessment visits/processes take place as well as the above to ensure we meet all of the required standards set by the DfE:

- **Link Governor** – Visit once a term to look at the careers programme
- **Link advisor from Greater Manchester Combined Authority** - Half termly meeting to look at careers programme and to assess the compass report regularly
- **Complete the Compass report** – Completed termly

- **Trust wide Careers Hub** – Meet on a termly basis
- **LA Careers Hub** – Meet on a termly basis
- **Careers links are also quality assured throughout the curriculum and throughout the enrichment programme when individual subjects are scrutinised.**

12. Stakeholders and Partners

12.1 Parents/carers

At Youth Challenge, we recognise the important role that parents have in their child's career development. Parents are integral partners in the career development of their child and we aim to support them in developing the confidence and capability to support their child's planning and decision-making.

We encourage and promote parental involvement through its CEIAG programme, which includes a number of parent/carer career information events. Parent/carers are invited into the schools to discuss their son/daughter's progress, during the focused parent's evenings. Our careers team collect students' career aspirations regularly to allow discussion around progress relating to next steps, career ideas and career planning, as well as academic progress.

12.2 Parents are entitled to have:

- Access to links to the National Careers Service information and other independent websites and resources via the school website.
- The opportunity to contact the independent careers advisor, careers lead and careers coordinator.
- Access to information and guidance through parent information evenings.

Parents and carers are kept up to date with career- related events and activities affecting their son/daughter via letters and texts home and the school website.

Parents and carers are always welcome to contact the Careers Leader, Gemma Morris, morrisg@boltonimpacttrust.org.uk, 01204 333872 to seek advice and ask any questions they might have regarding careers pathways.

12.3 Careers support agencies

The school has an annual agreement with Connexions and our designated careers guidance officer visits the school on a weekly basis to support our pupils in researching, developing informed decisions and applying for relevant post 16 destinations.

Anthea Sheppard, Connexions Career Service, BASE, Marsden Road, Bolton, BL1 2PF,
M: 07789396616 T: 01204 334450

12.4 Employers, community partners and learning providers

The CEIAG programme is greatly enhanced through links which help to ensure that pupils' learning is current and relevant. We work closely with local employers and employees including previous pupils, parents and other local groups. A number of events, integrated into the school careers programme, offer providers an opportunity to come into school to speak to pupils and/or their parents. This involvement enhances the provision of work experience placements, careers talks, the annual careers fair, careers carousel, workplace visits and mock interviews. In addition, we work closely with universities and the local FE College. We always strive to expand and improve our contacts. Governors are regularly updated on the careers programme and there is an active link governor.

13. Equal opportunities

The school is keen to promote equal opportunities, challenge stereotypical thinking about the kind of careers available to them and address limiting beliefs. All students can access advice and guidance tailored to their needs with support to explore options that suit their preferences, skills and strengths. All members of staff work to facilitate early-identification of students requiring additional support, with no limit placed on how many times a student might see a careers adviser should additional support be necessary to avoid the student from becoming NEET ('September Guarantee'). Pupils who are deemed LAC can access additional support via the pupil premium.

14. Careers and SEND provision

Every pupil with SEND follows the same programme of careers as their peers, with adaption and support from the SENDCO where appropriate. Pupils with SEND have an interview with the internal careers and additional meetings if necessary. Pupils can self-refer and form tutors are also able to raise concerns. If current provision cannot fully address a pupil's additional need, advice will be sought from the National Careers Service. The SENDCO meets with parents/carers to discuss option suitability where individual need is likely to have an impact on choices made during the option process. The SENDCO and the Careers Leader supports work experience placements, ensuring that providers are aware of individual needs, in order to promote a positive experience. Future career plans and post 16 destination discussions are discussed during EHCP annual reviews for Year 9 pupils and onwards with the support of the Connexions advisor.

15. Policy Statement for Provider Access

A provider wishing to request access should contact Victoria Sutton (Academy Lead) or Gemma Morris (Careers Lead), via 01204 333873 or contact@boltonimpacttrust.org.uk. Please see separate [Provider Access policy](#) for further details.

16. Delivery of the 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
2. Learning from career and labour market information
3. Addressing the needs of each young person
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 institution, education or career path, and promotes a full range of technical and academic options for pupils. We consider the best interests of the pupil to whom the career guidance is given.

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:

- Weekly careers lessons for every pupil embedded into their timetables
- Regular employer encounters both on-site and off-site / guest speakers
- Annual careers events including the careers carousel and the college fair
- Enrichment activities off-site linked to careers / various employment sectors
- Work place safari's and work place visits
- Work experience opportunities
- Displays around school
- Regular communication with parents/ guardians via informative newsletters etc

16.1 How we meet our requirements

All subjects link curriculum learning with careers. Additionally, our PSHE curriculum includes information on careers and employability.

Every pupil will receive at least 1 personal guidance meeting with a careers adviser by age 16.

Information about personal guidance support, and how to access it, will be communicated to pupils, parents and carers, and other stakeholders, including through the school website.

The Careers curriculum intent outlines what is delivered explicitly in our academy in the timetabled careers lessons and PHSE lessons, what careers knowledge is integrated in all subjects and what is offered outside of timetabled lessons for every half term for both key stages.

The Careers curriculum is carefully planned and sequenced so that knowledge builds upon prior knowledge. At key stage 3 it is taught as a two-year rolling program. Adaptive teaching is used to ensure that all pupils are able to access the work with the appropriate support and guidance. Curriculum mid-term plans outline the key knowledge that pupils will learn, the key knowledge and prior learning that will be revisited and key subject specific vocabulary.

Teachers also plan for common misconceptions. Knowledge and skills are repeated regularly to enable pupils to retrieve prior learning regularly, to increase their confidence, and to address the needs of the pupils who join us throughout the year and with vastly different experiences of a careers curriculum prior to joining us.

Progress is measured as to whether a pupil is 'On track', 'Just below', 'Below' or working at 'Greater depth' as judged by their teacher and will be based on the knowledge acquired for the unit, engagement in lessons and whether a pupil has moved on from where there were the previous term.

Pupils who leave us to return to mainstream are able to re-engage with the careers curriculum there because we do not narrow their offer when they are with us.

Key Stage 3

KS3		Grow Through Life: Grow throughout life by learning and reflecting on yourself, your background and your strengths.	Explore Possibilities: Explore the full range of possibilities open to you and learn about recruitment processes and the culture of different workplaces.	Manage Careers: Manage your career actively, make the most of opportunities and learn from setbacks.	Create Opportunities: Create opportunities by being proactive and building positive relationships with others.	Balance Life and Work: Balance your life as a worker and/or entrepreneur with your wellbeing, other interests and your involvement with your family and community.	See the Big Picture: See the big picture by paying attention to how the economy, politics and society connect with your own life and career.
		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	Careers Lessons	Pupils will know: <ul style="list-style-type: none"> What they are good at How confident they are. What skills, qualities and attributes they have 	Pupils will know: <ul style="list-style-type: none"> What Labour Market Information is (including Standard Industrial Classification & Standard Occupation Classification) and why you need to be aware of them for making future decisions How to search for local job opportunities in a number of different ways. 	Pupils will know: <ul style="list-style-type: none"> What the term 'career' means to them What the skills and qualities needed for the world of work are What their own skills and qualities are and how to best demonstrate those needed for employability through a career action plan. 	Pupils will know: <ul style="list-style-type: none"> Their personal networks of support – family and friends, teachers, the groups to which they belong, and can identify the role of impartiality and the sources of partiality from their network. 	Pupils will know: <ul style="list-style-type: none"> What the health & safety risks are to themselves and others as they move around the school and use different subject rooms. How to minimise the health and safety risks How to get the most from a personal budget, understand and use financial words 	Pupils will know: <ul style="list-style-type: none"> The different kinds of work that people do How to select the relevant careers information and say which ones interest them.
	PHSE Lessons	Pupils will know: <ul style="list-style-type: none"> what influences them and their emotions How to deal with differences & conflict 	Pupils will know: <ul style="list-style-type: none"> What stereotyping is in relation to careers. 	Pupils will know: <ul style="list-style-type: none"> What their goals are 			
	Integrated Across All subjects	Pupils will know: <ul style="list-style-type: none"> What careers are linked with the subjects that they study. 				Pupils will know: <ul style="list-style-type: none"> What the health & safety risks are to themselves and others in the different subject rooms. 	
	Beyond the Timetable			<ul style="list-style-type: none"> Pupils are introduced to the careers advisor and their role in school. They are all invited to meet the careers advisor should they wish to discuss their option choices. 			<ul style="list-style-type: none"> Visits from a range of different speakers to talk about their career

<p>Year 2</p>	<p>Careers Lessons</p>	<p>Pupils will know:</p> <ul style="list-style-type: none"> • How they are making progress and what they need to do to raise their achievement and improve their wellbeing • The subjects being offered at KS4 and post-16 and the facts about qualifications, skills and jobs you could gain by studying particular subjects. • The issues of protected characteristics including, race, religion, gender, age, disability • Which employability skills they have used and how they have been used in some subjects 	<p>Pupils will know:</p> <ul style="list-style-type: none"> • How to use comprehensive websites to research local LMI data provided by teachers, employer groups such as local LEPs, National Careers Service • How to make the most of information, advice and guidance in school to support their thinking and decision making especially at the end of key stage 3. • How to actively take part in employer led activities to develop their networking skills • How to prepare and present themselves well when going through a selection process for roles in school e.g. School Council, peer mentor 	<p>Pupils will know:</p> <ul style="list-style-type: none"> • What opportunities there are for developing employability qualities and skills in key stage 4 both in and out of school. • The skills, qualifications and experience they for their future plans. • Their targets in all subjects and what they need to do to improve • Their key stage 4 options and what subjects they need at GCSE to access their chosen career • How to be positive, flexible and well prepared for their move into key stage 4 through completing and reflecting on their career action plan and setting new personal goals if necessary 	<p>Pupils will know:</p> <ul style="list-style-type: none"> • How to use social media and platforms such as LinkedIn to prepare a personal profile. • What the qualities and skills are that are needed to be an entrepreneur • The key qualities and skills of being enterprising • What enterprising skills they have and have been able to demonstrate in activities and tasks in lessons across the curriculum 	<p>Pupils will know:</p> <ul style="list-style-type: none"> • How to get the most from a personal budget, understand and use financial words • How to stand up to stereotyping and discrimination that is damaging to them and those around them 	<p>Pupils will know:</p> <ul style="list-style-type: none"> • Why people's job satisfaction varies as personal situations change • Their own and other people's ideas about learning, careers and the world of work to inform their opinions and decisions
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	PHSE Lessons	<p>Pupils will know:</p> <ul style="list-style-type: none"> • The difference between positive and negative self-identity and how groups, influences, and social media can affect the way that they view themselves. 	<p>Pupils will know:</p> <ul style="list-style-type: none"> • What bullying in the workplace is. • The difference between direct and indirect discrimination. 	<p>Pupils will know:</p> <ul style="list-style-type: none"> • What their long-term goals are and the skills and qualifications they need for their chosen career. • How to manage their finances in terms of budgeting, variation in income and the positive and negative impact of money • Their personal strengths and their learning strengths. • Their career options and how the GCSE options process fits into this. • How employability is affected by their online presence. • How to do SMART planning. 	<p>Pupils will know:</p> <ul style="list-style-type: none"> • Their responsibility for own health including stress triggers 	<p>Pupils will know:</p> <ul style="list-style-type: none"> • What negative self-talk is and how to deal with it 	<p>Pupils will know:</p> <ul style="list-style-type: none"> • That their mental health can be affected by different situations and experiences • How to challenge stigma around mental health. • The triggers and support strategies that they can recognise and use to help their own mental health.
	Integrated Across All subjects	<p>Pupils will know:</p> <ul style="list-style-type: none"> • How they are making progress and what they need to do to raise their achievement 		<p>Pupils will know:</p> <ul style="list-style-type: none"> • Their personal strengths across the curriculum • What the programme of study is for all option subjects <p>What subjects they need to study at GCSE in order to access their career choice</p>		<ul style="list-style-type: none"> • Key financial words and budgeting skills delivered in the maths curriculum 	

Beyond the Timetable	<ul style="list-style-type: none"> Pupils will have access to several employer visits related to specific subjects to discuss how the subjects lead directly to roles within that field of work or using the subject to support a wider range of job roles (English/Maths /PSHE) – At least 1 employer encounter per term 		<ul style="list-style-type: none"> Pupils are introduced to the careers advisor and their role in school. They are all invited to meet the careers advisor should they wish to discuss their option choices. Pupils will have access to several employer visits related to specific subjects to discuss how the subjects lead directly to roles within that field of work or using the subject to support a wider range of job roles (English/Maths /PSHE) – At least 1 employer encounter per term 		<ul style="list-style-type: none"> Pupils will have access to several employer visits related to specific subjects to discuss how the subjects lead directly to roles within that field of work or using the subject to support a wider range of job roles (English/Maths /PSHE) – At least 1 employer encounter per term 'Drop down' day / week to focus on STEM related careers – visitors on site and external visits to businesses link to STEM focused roles 	<ul style="list-style-type: none"> Visits from a range of different speakers to talk about their career
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We are meeting our requirements to provide:

- At least 2 encounters with providers of technical education or apprenticeships in year 7, 8 or 9 (this is set out in more detail in our provider access policy statement, which can be found in our [Provider Access policy](#))
- 1 week's worth of work experience activities

Key Stage 4

KS4		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 10	Careers Lessons	<p>Pupils will know:</p> <ul style="list-style-type: none"> Through tests and screening, how their interests and personality fits into a number of careers How they have changed since Year 7 How they are building on their interests and strengths What personal and learning targets to build upon What experiences and achievements have taught them 	<p>Pupils will know:</p> <ul style="list-style-type: none"> How to analyse national and local data on the destinations of last year's leavers and consider possible implications for their own plans How to use comprehensive websites to research local LMI and identify current trends in the local and regional area over the next five years The importance of discussing their options with family, friends/social network, school staff and career specialists and carefully weigh up the advice they receive 	<p>Pupils will know:</p> <ul style="list-style-type: none"> How to weigh up the pros and cons of single-track careers, serial careers, portfolio careers and lifestyle careers from an activity such as employer 'speed dating' and say which appeals to them and why What they need to do and plan for in taking control of their own career over the next 4-5 years How to complete a range of sections on sample application forms that ask them to provide evidence of the skills and qualities that they have demonstrated What the main sections/headings are on a CV and the 'do's' and 'don'ts' on how to complete them. 	<p>Pupils will know:</p> <ul style="list-style-type: none"> The techniques of successful marketing and be able to apply them to a marketing challenge How to assess their skills in being enterprising, in and out of school, and discuss these with their tutor/advisor when completing their career action plan targets 	<p>Pupils will know:</p> <ul style="list-style-type: none"> How to carry out a risk assessment and consider the health and safety requirements of an indoor space at school e.g. laboratory, dining hall, D&T room How to apply this information to ensure that they are following health and safety guidelines whilst on a work experience placement and record those in their work experience diary 	<p>Pupils will know:</p> <ul style="list-style-type: none"> How to analyse stories in the news about the factors that affect the mental health of workers How to talk to alumni about how their jobs are likely to change in the next 5-10 years

	PHSE Lessons		<p>Pupils will know:</p> <ul style="list-style-type: none"> What the workplace expectations and rights and responsibilities are in reference to the Equality Act 	<p>Pupils will know:</p> <ul style="list-style-type: none"> The importance of resilience and achieving a work/life balance How important connections are and their impact on mental health Their online profile has an impact on future goals and employability What they need to know and to do in preparation and readiness for work 	<ul style="list-style-type: none"> The positive impact of volunteering and community action has on mental health 		
	Integrated Across All subjects	<p>Pupils will know:</p> <ul style="list-style-type: none"> What personal and learning targets to build upon across all subjects What experiences and achievements have taught them in their school subjects 		<p>Pupils will know:</p> <ul style="list-style-type: none"> What skills and qualities each subject requires and how they have demonstrated them in their work 			
	Beyond the Timetable	<ul style="list-style-type: none"> Employer-led workshop on completing application forms and producing a CV 	<ul style="list-style-type: none"> Employer-led marketing challenge Pupils will attend a careers event where they will meet a selection of employers and representatives from Further Education 	<ul style="list-style-type: none"> Work Experience placement 	<ul style="list-style-type: none"> Meet with alumni of the Trust 	<ul style="list-style-type: none"> Employer-led workshop on completing application forms and producing a CV 	<ul style="list-style-type: none"> Employer-led marketing challenge Pupils will attend a careers event where they will meet a selection of employers and representatives from Further Education

Year 11	Careers Lessons	<p>Pupils will know:</p> <ul style="list-style-type: none"> • How to record and evidence their best use of key employability skills • How, and will be able to evidence how they apply and develop key employability skills through work-related activities • What the role of employers is in 'making reasonable' adjustments to their workplaces to overcome barriers experienced by disabled people' under the Equality Act 2010 • What their options are and be able to discuss them with family, friends/social network, school staff and career specialists and carefully weigh up the advice received 	<p>Pupils will know:</p> <ul style="list-style-type: none"> • What impartiality means and how it is applied to their own personal circumstances • The questions relating to equality of opportunity that interviewers are not allowed to ask candidates • The importance of their use of social media, digital platforms and managing their digital footprint has in relation to marketing themselves 	<p>Pupils will know:</p> <ul style="list-style-type: none"> • That there are three main styles of communication and conflict resolution (i.e. being passive, assertive or aggressive) and will taking part in role plays • How to handle the consequences of their decision-making with peers and their tutor • How their previous experiences and that of others of making decisions at 13+ and how the lessons learnt can be applied to 16+ • What should be in an induction programme for young people going into the sixth form, a college, work-based learning or an apprenticeship 	<p>Pupils will know:</p> <ul style="list-style-type: none"> • The questions that they want to ask 'stallholders' who they meet at a careers event and analyse the answers and record their thoughts/decisions in their career plan • What opportunities there are for volunteering e.g. through the National Citizen Service, local websites and plan how they will participate 	<p>Pupils will know:</p> <ul style="list-style-type: none"> • How to calculate the cost of higher education against an apprenticeship and how the return on their investment can be managed • The implications of choosing one career pathway over another having researched it thoroughly 	<p>Pupils will know:</p> <ul style="list-style-type: none"> • The similarities and differences between two different enterprise simulations - one based on a shareholder model and the other on a co-operative model • What organisational structure appeals most them and why
	PHSE Lessons			<p>Pupils will know:</p> <ul style="list-style-type: none"> • What their dream job might be and the skill set that they require in order to follow their chosen career path, including how that may change as their career develops. • How to identify possible barriers to their dreams and goals. 	<p>Pupils will know:</p> <ul style="list-style-type: none"> • How to manage anxiety and stress. • How to deal with exam pressure, maintaining concentration strategies, and having a work-life balance 		

	Beyond the Timetable	<ul style="list-style-type: none"> • Employer-led workshop on completing application forms and producing a CV 	<ul style="list-style-type: none"> • Employer-led marketing challenge • Pupils will attend a careers event where they will meet a selection of employers and representatives from Further Education 	<ul style="list-style-type: none"> • Work Experience placement 	<ul style="list-style-type: none"> • Meet with alumni of the Trust 	<ul style="list-style-type: none"> • Employer-led workshop on completing application forms and producing a CV 	
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We are meeting our requirements to provide:

- At least 2 encounters with providers of technical education or apprenticeships in year 10 or 11 (this is set out in more detail in our provider access policy statement, which can be found in our [Provider Access policy](#))
- 1 week's worth of work experience placement(s)

16.2 Pupils with special educational needs or disabilities (SEND)

All pupils with SEND will be supported with a careers programme that follows the Gatsby Benchmarks. We expect that the majority of pupils with SEND will follow the same careers programme as their classmates, with adjustments and additional support as needed. Information, opportunities and support will be personalised and sequenced to meet the needs of each pupil with SEND and their families.

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.

16.3 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 and carers, teachers and employers can access information about the careers programme.

Pupils, parents and carers, teachers, and employers can request any additional information about the careers programme by contacting Gemma Morris (Careers Lead), via 01204 333873.

16.4 Access to pupil participation records

We measure the progress of pupils and keep records as they move through the Key Stages.

We collect, maintain and use accurate data for each pupil on their aspirations, intended and immediate education, and training or employment destinations, to inform personalised support. We also keep records for each pupil of their participation in the careers programme, the individual advice given to them and subsequent agreed decisions.

Pupils have access to these records to support them during transition points and in their career development.

These records will be kept in line with our data protection policy, which can be found at www.boltonimpacttrust.org.uk

16.5 Assessing the impact on pupils

Our careers programme is designed so pupils and parents/carers can give feedback throughout the course of the programme. We measure and assess the impact of the programme's initiatives by:

This evidence will feed into the overall development plans to make it easier to evaluate, improve and adapt our careers programme to ensure it meets the needs of all pupils.

17. Links to other policies

This policy links to the following policies:

- Provider access policy statement
- Child protection policy
- Curriculum policy
- Data protection policy

18. Monitoring and review

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

The next review date is: September 2026