



CAREERS POLICY

MAY 2025

1.0 Vision statement

At Endeavour Learning Trust, we envision every young person can achieving their fullest potential. We are committed to providing independent careers guidance and a comprehensive careers program as a fundamental right for all students in our academies. Through our Careers Education, Information, Advice, and Guidance program (CEIAG), we empower students to make informed educational and career decisions, ensuring that every child can realise their aspirations and succeed in life.

The Trust believes that good CEIAG connects learning to the future by motivating young people with a clearer idea of the routes to engaging and rewarding jobs and careers. It widens students' horizons, challenges stereotypes, and raises aspirations, providing the knowledge and skills necessary for successful transitions to the next stage of their life. This approach supports social mobility by improving opportunities for all young people, especially those from disadvantaged backgrounds and those with special educational needs and disabilities.

2.0 Scope and purpose

- 2.1 This policy covers our provision of CEIAG for students in our secondary academies (Key stage 3 and Key stage 4).
- 2.2 This policy has been reviewed in line with Department for Education (DfE) Careers guidance and access for education and training providers policy: [Statutory guidance](#) of academies and guidance for further education colleges and sixth form colleges published in May 2025
- 2.3 This policy accepts the 8 Gatsby Charitable Foundation's benchmark as set out in the DfE guidance (Refer to Appendix 1: The Gatsby Benchmarks)
- 2.4 This policy covers the legal duty of academies to ensure that a range of education and training providers can access students in Year 7 to Year 11 for the purpose of informing them about approved technical education qualifications or apprenticeships.
- 2.5 This policy refers to events and opportunities in both Key Stages and in all years and these events will impact upon all students at the academy.
- 2.6 All members of staff are expected to be aware of this policy and the importance of CEIAG in the education of students; CEIAG is not the sole responsibility of the Careers lead.
- 2.7 Policy links:
 - DfE Careers guidance and access for education and training providers 2023
 - Provider Access Legislation 2023
 - Skills and Post-16 Education Act 2022
 - Technical and Further Education Act 2017
 - Children's and Families Act 2014

- Equality Act 2010
- Apprenticeships, Skills, Children and Learning Act 2009
- Education and Skills Act 2008
- Education Act 1997

3.0 Policy aims

3.1 The policy aims:

- To ensure that all students receive a stable careers programme
- To enable all students to learn from the most recent information provided by the career and labour market
- To tailor the careers offer to address the needs of each student
- To link curriculum learning to careers learning
- To facilitate students with a series of meaningful encounters with employers and employees including opportunities for students to experience a workplace (and/or workplaces)
- To ensure that students have a series of encounters with further and higher education and an introduction to workplace-based learning
- To provide each student with independent careers guidance in addition to the academy offer

4.0 Roles and Responsibilities

4.1 The Trust board will review and approve the policy on CEIAG and ensure that this is clearly communicated to all stakeholders.

4.2 The Link Trustee has the responsibility for:

- Ensuring that all statutory requirements are met by each school (See 4.3; Appendix 2 statutory checklist)
- Reviewing the number of students not in employment, education, or training (NEET figures)

4.3 The link Trustee will:

- Support the Career Lead in promoting CEIAG across the academy and evaluating the impact.
- Meet termly with the Career Lead to review the careers programme and progress made towards achieving the Gatsby benchmarks
- Report to the Local Academy Board so all members are well-informed about the careers programme

4.4 Each school is responsible for all *statutory requirements* being delivered and met (Refer to Appendix 2 statutory checklist).

- All registered students at the school must receive independent careers advice in year 7 to 11.
 - This careers advice must be represented in a n impartial manner, showing no bias towards a particular institution, education or work option.
 - This advice must cove a range of education or training options.
 - This guidance must be in the best interests of the student.
- There must be an opportunity for education and training providers to access students in year 7 to 11 in order in inform them about approved technical qualifications or apprenticeships.
 - The school must have a clear policy setting out the manner in which providers will begiven access to students.
 - The policy and these arrangements must be published on the school website
- Secondary schools must publish:
 - The name and contact details of the school's careers lead
 - A summary of its career programme, including details of how pupils, parents, carers, teachers and employers can access information about it
 - How the school measures and assess the programme's impact on students
 - The date by which it will be review this information
 - A policy statement to comply with section 42B of the Education Act 1997, known as the 'provider access legislation
- Through the Skills and Post-16 Education Act 2022, The DfE has produced further guidance as to the number of provider encounters that schools must offer and when, and set new parameters around the duration and content of each encounter. All maintained schools and academies must provide six encounters with a provider of technical education or apprenticeships for year 8 to 13 students.

As a minimum, school must offer:

- Two encounters for students during the 'first key phase' (year 8 or 9) that are mandatory for all students to attend, ta take place any time during year 8 or between 1 September and 28 February during year 9.
- Two encounters for students during the 'second key phase' (year 10 or 11) that are mandatory for all students to attend, to take place at any time during year 10 or between 1 September and 28 February during year 11
- Two encounters for students during the 'third key phase' (year 12 or 12) that are mandatory for the school to put on but optional for students to attend, to take place any time during year 12 or between 1 September and 28 February during year 13.

4.5 Starting from September 2025, schools need to provide students with two weeks' worth of work experiences (added to policy May 2025)

- One weeks' worth of work experience activities in year 7 to 9
- One weeks' worth of work experience placement(s) in year 10 and 11

4.6 The Careers Lead responsibility refer to Appendix 3.

- 4.7 The roles and responsibilities of subject leaders, heads of year, support staff, teachers and form tutors are as directed as designated under each academy's career programme.

5.0 Monitoring and Review

- 5.1 The headteacher of each school will ensure that:

- The work of the Careers Lead and CEIAG events are supported and monitored.
- A member of the Senior Leadership Team (SLT) has an overview of CEIAG work and reports regularly back to the team.

- 5.2 The effectiveness of the policy be measured in a variety of ways:

- Feedback from stakeholders is obtained through mechanisms such as the student and parent survey, feedback following events and provider feedback after events.
- Feedback from external visitors to the school such as the School Improvement Partner (SIP) or Ofsted
- The number of students who are NEET in October having left the school in the previous summer. This figure can be compared to local/national figures as well as against the equivalent figure from similar schools both locally and national.

- 5.3 Progress against the Gatsby benchmarks is reviewed termly.

- Judgements are validated by the academy's Enterprise Coordinator, SLT and through the LAB's careers link member.

- 5.4 The curriculum is reviewed and updated annually before the start of each academic year.

- Feedback is considered from staff, students, parents, and other parties as part of this process.

6.0 Provider access policy statement

- 6.1 Under Section 42B of the Education Act 1997 (the 'Baker Clause'), students in Years 8 Year 11 are entitled to – Refer to Appendix 4 for the full Provider Access Policy Statement:

- Every school must 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 approved technical education qualifications or apprenticeships.
- Every school must publish a policy statement setting out their arrangements for provider access and ensure that it is followed.
- School must also publish a policy statement detailing the ways in which colleges and training providers will be gained access which must include:
 - Any procedural requirements in relation to requests for access;
 - Grounds for granting and refusing requests for access;
 - Details of premises or facilities to be provided to a person who is given access

7.0 **Access requests for providers**

7.1 Any provider wishing to request access should contact the careers leader at the relevant academy – see Appendix 5 academy contacts.

- To assist providers, each will have published a full CEIAG programme accessible on the website.
- Speakers will expect to be supervised in line with our Child Protection and Safeguarding policy.
- Providers are welcomed to provide prospectuses for our career's library.

7.2 Our academies work in partnership with a wide variety of post-16 providers, local universities, and other local school through the CEIAG network meetings. All necessary data sharing agreements are in place to ensure GDPR requirements are met.

Appendix 1: The Gatsby Benchmarks

1	A stable careers programme	Every school and college should have an embedded programme of career education and guidance that is known and understood by students, parents, teachers, LAB members and employers.	<ul style="list-style-type: none"> • Every school should have a stable, structured careers programme that has the explicit backing of SLT and has an identified and appropriately trained person responsible for it. • The careers programme should be published on the school's website in a way that enables students, parents, teachers, and employers to access and understand it. • The programme should be regularly evaluated with feedback from parents, teachers, and employers as part of the evaluation process.
2	Learning from career and labour market information	Every student, and their parents, should have access to good quality information about future study options and labour market opportunities. They will need the support of an informed adviser to make best use of available information.	<ul style="list-style-type: none"> • By the age of 14, all students should have accessed and used information about career paths and the labour market to inform their own decisions on study options. • Parents should be encouraged to access and use information about labour markets and future study options to inform their support to their children.
3	Addressing the needs of each pupil	Students have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each student. A school's careers programme should embed equality and diversity considerations throughout.	<ul style="list-style-type: none"> • A school's careers programme should actively seek to challenge stereotypical thinking and raise aspirations. • Schools should keep systematic records of the individual advice given to each student, and subsequent agreed decisions. • All students should have access to these records to support their career development • Schools should collect and maintain accurate data for each student on their education, training, or employment destinations
4	Linking curriculum learning to careers	All teachers should link curriculum learning with careers. STEM subject teachers should highlight the relevance of STEM subjects for a wide range of future career paths.	<ul style="list-style-type: none"> • By the age of 14, every student should have had the opportunity to learn how the different STEM subjects help people to gain entry to and be more effective workers within, a wide range of careers.

5	Encounters with employers and employees	Every student 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 activities including visiting speakers mentoring and enterprise schemes.	<ul style="list-style-type: none"> • Every year, from the age of 11, students should participate in at least one meaningful encounter with an employer • A 'meaningful encounter' is one in which the student has an opportunity to learn about what work is like or what it takes to be successful in the workplace.
6	Experiences of workplaces	Every student should have first-hand experiences of the workplace through work visits, work shadowing and/or work experience to help their exploration of career opportunities and expand their networks.	<ul style="list-style-type: none"> • By the age of 16, every student should have at least one experience of a workplace, additional to any part-time jobs they may have. • By the age of 18, every student should have had one further such experience, additional to any part-time jobs they may have.
7	Encounters with further and higher education	All students should understand the full range of learning opportunities that are available to them. This includes both academic and vocational routes and learning in schools, colleges, universities and in the workplace.	<ul style="list-style-type: none"> • By the age of 16, every student should have had a meaningful encounter with providers of the full range of learning opportunities, including Sixth Forms, colleges, universities, and apprenticeship providers. This should include the opportunity to meet both staff and students. • By the age of 18, all students who are considering applying for university should have had at least two visits to universities to meet staff and students. • A 'meaningful encounter' is one in which the student has an opportunity to explore what it is like to learn in that environment.
8	Personal guidance	Every student should have opportunities for guidance interviews with a career adviser, who could be internal (a member of school staff) or external, provided they are trained to an appropriate level. These should be available whenever significant study or career choices are being made.	<ul style="list-style-type: none"> • Every student should have at least one such interview by the age of 16, and the opportunity for a further interview by the age of 18.

Appendix 2: School statutory requirement check list

- **All registered students at the school must receive independent careers advice in year 7 to 11.**
 - This careers advice must be represented in an impartial manner, showing no bias towards a particular institution, education or work option.
 - This advice must cover a range of education or training options.
 - This guidance must be in the best interests of the student.
- **There must be an opportunity for education and training providers to access students in year 7 to 11 in order to inform them about approved technical qualifications or apprenticeships.**
 - The school must have a clear policy setting out the manner in which providers will be given access to students.
 - The policy and these arrangements must be published on the school website
- **Secondary school must publish:**
 - The name and contact details of the school's careers lead
 - A summary of its career programme, including details of how pupils, parents, carers, teachers and employers can access information about it
 - How the school measures and assesses the programme's impact on students
 - The date by which it will review this information
 - A policy statement to comply with section 42B of the Education Act 1997, known as the 'provider access legislation'
- **Through the Skills and Post-16 Education Act 2022, The DfE has produced further guidance as to the number of provider encounters that schools must offer and when, and set new parameters around the duration and content of each encounter. All maintained schools and academies must provide six encounters with a provider of technical education or apprenticeships for year 8 to 13 students.**

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 - Two encounters for students during the 'third key phase' (year 12 or 13) that are mandatory for the school to put on but optional for students to attend, to take place any time during year 12 or between 1 September and 28 February during year 13.
- **From September 2025, schools will be expected to provide two weeks' worth of work experiences (added to policy May 2025):**
 - One week's worth of work experience activities in Year 7 to 9
 - One week's worth of work experience placement(s) in Year 10 and 11

Appendix 3: Career Lead responsibilities

The Career Lead will:

- Report to their SLT link
- Advise SLT and the Local Academy Council on careers policy and approaches.
- Evaluate the careers programme termly and share results with staff, SLT, and the Local Academy Council.
- Develop the careers programme and provide quality resources for teaching staff.
- Be an active member of the ELSA CEIAG network.
- Manage the school careers management tool.
- Ensure the careers section of the school website is current and accurate.
- Revise and distribute the careers offer annually to parents, carers, and students.
- Collaborate with teaching staff to integrate careers education into Vision and Values, PSHCE, and other lessons.
- Maintain accurate careers records and use student data to prioritize resources.
- Keep records of employer interactions with students.
- Manage the register of providers requesting student access and facilitate these requests.
- Organize and evaluate in-house careers activities.
- Coordinate assemblies for Year 11 students to provide diverse career information.
- Organize the annual Careers Evening and work with external agencies for career learning experiences.
- Work with outside agencies.
- Provide one-to-one impartial advice and guidance to students during significant study or career choices and keep accurate records.

Appendix 4: Full provider access policy statement

Provider Access Policy Statement

(To include The Department of Education, July 2021: “Baker Clause” and the Provider Access Legislation, January 2023)

Ownership: Endeavour Learning Trust

Date updated: May 2024

Rationale

High-quality careers education and guidance in school or college is critical to young people’s futures. It prepares them for the workplace by providing a clear understanding of the world of work, including routes to engaging and rewarding jobs and careers. It helps students acquire the self-development and career management skills needed to achieve positive employment destinations, choose their pathways, improve life opportunities, and contribute to a productive and successful economy.

As the number of apprenticeships rises each year, it is increasingly important that all young people fully understand all post-16 and post-18 options, including wider technical education options such as T-Levels and Higher Technical Qualifications.

Commitment

Endeavour Learning Trust is committed to providing opportunities for a range of education and training providers to inform students about approved technical education qualifications and apprenticeships. We recognize our responsibility to guide students toward the best outcomes, enabling progress in education and work and supplying employers with highly skilled people. We act impartially, adhering to statutory duties, without bias toward academic or technical routes.

Endeavour Learning Trust ensures all students are aware of and can access information on all paths to higher skills, including technical options and apprenticeships, in line with the Department of Education’s “Baker Clause” and Provider Access Legislation.

Aims

The Endeavour Learning Trust policy for Access to other education and training providers:

- Develop students’ knowledge and awareness of all career pathways, including technical qualifications and apprenticeships.
- Support young people in learning about education and training opportunities outside of school before making crucial future choices.
- Reduce course dropouts and the risk of students becoming NEET (Young people not in education, employment, or training).

Student Entitlement

Endeavour Learning Trust fully supports the statutory requirement for students to have direct access to other providers of further education training, technical training and apprenticeships. The school will comply with the new legal requirement to put on at least six encounters with providers of approved technical education qualifications or apprenticeships. This will be done in assemblies in National Apprenticeship Week and National Careers Week, in addition to providers attending careers events at school or at each Trust school.

Development

This policy has been developed and is reviewed annually by the Assistant Director of Education and Line Manager based on current good practice guidelines by the Department for Education.

Links with other policies

It supports and is underpinned by key school policies including those for Careers, Child Protection, Equality and Diversity, and SEND.

Equality and Diversity

Access to other providers is available and promoted to allow all students to access information about other providers of further education and apprenticeships. Endeavour Learning Trust is committed to encouraging all students to make decisions about their future based on impartial information.

Requests for access

Requests for access should be directed to the Headteacher in the school. Contact details for school can be found in Appendix 5.

Grounds for granting requests for access

Access will be given for providers to attend during school assemblies, timetabled Careers or Life lessons, and Careers or Raising Aspirations events that Endeavour Learning Trust is arranging. Students may also travel to visit another provider as part of the trip to be organised in partnership with Endeavour Learning Trust.

Details of premises or facilities to be provided to a person who is given access

Endeavour Learning Trust will provide an appropriate room or assembly hall to be agreed. All rooms have computers, projectors and screens provided. Computer rooms can also be arranged. The Careers Leader or Careers Adviser will organise this, working closely with the provider to ensure the facilities are appropriate to the audience. Appropriate safeguarding checks will be carried out. Providers will be met and supervised by a member of the Careers Team who will facilitate.

Live/Virtual encounters

Endeavour Learning Trust will consider live online encounters with providers where requested, and these may be broadcast into classrooms or the school assembly hall. Technology checks in advance will be required to ensure compatibility of systems.

Parents and Carers

Parental involvement is encouraged, and parents may be invited to attend the events to meet the providers.

Management

The Careers Leader coordinates all provider requests and is responsible to his/her senior management line manager.

Complaints Procedure

Any complaints about this policy should be raised to Catherine White, Governance and Compliance Professional, (c.white@endeavourlearning.org). All complaints will be addressed in line with the Trust's complaints procedure.

Monitoring review and evaluation

The Policy is monitored and evaluated annually via the Executive Leadership Team at Endeavour Learning Trust

Policy Coordinator: Tracey Greenough - DCEO

Policy Reviewed: May 2025

Supporting information: Providers who have been invited into Endeavour Learning Trust to date:

Trust schools/providers

Burscough Priory Academy	Tarleton Academy	Ormskirk School	Wellfield Academy
Wigan & Leigh College West Lancashire College Winstanley College Runshaw College KGV Sixth Form College Cardinal Newman College Myerscough College Ormskirk Sixth Form Southport College St John Rigby College Edge Hill University Lancaster University School of Mathematics David Campbell Soccer Army Royal Navy RAF Liverpool Institute of Performing Arts Steven Gerrard Academy Career North Lancashire WBL Executive Forum BAE Systems Sainsburys JJ Smith & Co (Woodworking Machinery) - Commercial Director NHS Engle UK Home Office Vodafone UK Department for Education Civil Aviation Authority UPS Building Keep Moat Homes Great Bear Distribution Cyber Explorers In4Tech	Career North Southport/ KGV College Myerscough College Hutton Grammar Preston College West Lancs College Runshaw College Cardinal Newman College UCLAN LUSoM Edge Hill Army NHS Willmott Dixon Innovate Her Expleo Police Additional ones lined up for the Careers convention in July are; RAF UKRI-STFC Curtis Law Solicitors The MTC WSP Unipart Dorman IHG Clayton Architecture Simply EJM Hair & Beauty Shetland Shennanigans Huws Gray Keystone Group Huntapac Booths JCB JLR (Jaguar Land Rover) Cornthwaites Flavourfresh	Career North West Lancs College Clifford Chance Law Firm Innovate Her (BAE systems)	Runshaw College Cardinal Newman Preston College Myerscough College Ormskirk 6th Form Wigan & Leigh College Training 2000 Ask Apprenticeships Learn Live Career North Steven Gerrard Academy Edge Hill UCLAN RAF Alliance Learning Leyland Trucks ROQ Progress Housing North West Ambulance Service ISG Cobra Puma Northwest Ambulance Service (Nwas) Marriott Hotels APC Overnight Victrex D & G Blackburn Rovers FC Law Louisa Robey Human Resources (HR) MPCT James Fisher Nuclear Fleetwood Nautical College Lancashire Police Westinghouse Springfield fuels ltd Howdens North Lancs Training Group Speakers for Schools

Appendix 5: Academy contacts

Trust School	School address and contact
Burscough Priory Academy	Burscough Priory Academy Trevor Road Burscough Lancashire L407R7 01704893259 enquiries@burscoughprioryacademy.org
Tarleton Academy	Tarleton Academy Hesketh Lane Tarleton Preston Lancashire Pr46AQ enquiries@tarletonacademy.org
Ormskirk School	Ormskirk School Wigan Raod, Ormskirk Lancashire L392AT 01695583040 enquiries@ormskirk.lancs.sch.uk
Wellfield Academy	Wellfield Academy Yewlands Drive Layland PR252TP 01772421303 enquiries@wellfieldacademy.org
Northbrook Primary Academy	Northbrook Primary Academy Bannister Drive Leyland Lancashire PR252GB 017724121599 enquiries@northbrookpa.org
Churchtown Primary Academy	Churchtown Primary Academy St Cuthberts Road Southport PR97NN 01704508500 office@churchtown.org.uk

Appendix 6: Destinations of previous pupils from Endeavour Learning Trust include:

Trust School	Post 16 Provision	
Burscough Priory Academy	Accrington & Rossendale College	1
	Burscough Dental Centre	1
	City of Liverpool College	1
	KGV Sixth Form College	3
	LIPA HE	1
	Myerscough College	3
	NEET	4
	Preston College	1
	Runshaw College	37
	Scarisbrick Hall Sixth Form	1
	Southport College	6
	St John Rigby College	14
	West Lancashire College	32
	Wigan & Leigh College	7
	Winstanley College	19
	Woodhouse College, London	1

Tarleton Academy	Cardinal Newman College	25
	Cornwall College	1
	Employment	1
	Fylde College	1
	Hutton 6th Form	1
	KGV Sixth Form College	9
	Lancaster University School of Mathematics	1
	Myerscough College	3
	Preston College	13
	Runshaw College	53
	Scarisbrick Hall Sixth Form	1
	Southport College	18
Wellfield Academy	Apprenticeship	4
	Blackburn College	1
	NEET	4
	Preston College	4
	Runshaw College	28
	Wigan & Leigh College	2

Ormskirk School	Apprenticeship	8
	City of Liverpool College	5
	Game Design College	1
	Hugh Baird College	1
	KGV Sixth Form College	7
	LIPA HE	4
	Liverpool Community College	1
	Myerscough College	1
	Online College	1
	Preston College	1
	Runshaw College	22
	Scarisbrick Hall Sixth Form	2
	Southport College	12
	St Helens College	2
	Steven Gerrard Academy	1
	TMP College	1
	University International Business Student	1
	Unknown	30
	West Lancashire College	33
	Wigan & Leigh College	5
	Winstanley College	