



## **Careers Education Policy**

Applies to:	Fortis Academy
Staff member responsible:	Deputy Headteacher – Quality of Education
Approval by:	Academy Council
Review frequency:	3 years
Last review date:	September 2025
Next review date:	September 2028

## **Fortis Academy Careers Education, Information, Advice and Guidance (CEIAG) Policy**

### **Introduction**

In today's rapidly evolving world of education, training, and employment, high-quality careers guidance is more vital than ever. At Fortis Academy, we are committed to preparing our students for the future by raising aspirations, challenging stereotypes, and encouraging them to explore a wide range of career pathways.

Our careers programme is designed to inspire and equip students with the knowledge, skills, and confidence to make informed decisions about their futures. It is underpinned by the updated **Gatsby Benchmarks (2024)** and the **Career Development Institute (CDI) Framework**, ensuring a robust and inclusive approach to CEIAG.

We embed our core values of **Character, Resilience, and Aspiration** throughout our careers provision, helping students to develop the personal qualities and mindset needed to thrive in their chosen paths.

### **The Gatsby Benchmarks of Good Career Guidance (2024 Update)**

1. **A stable careers programme**
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. **Experiences of workplaces**
7. **Encounters with further and higher education**
8. **Personal guidance**
9. **Embedding careers into the curriculum**
10. **Effective use of digital technology**

### **Commitment**

Fortis Academy is committed to delivering impartial, high-quality careers education in line with statutory guidance and best practice. Our programme aims to meet all Gatsby

Benchmarks and provide students with meaningful opportunities to explore and plan their futures.

We aim to:

- Enable students to explore a wide range of careers and pathways
- Support students in evaluating their skills, interests, and aspirations
- Encourage students to develop **character**, show **resilience**, and pursue **aspiration**
- Provide opportunities for students to make informed and confident choices

## Development

This policy is reviewed every three years in consultation with the Senior Leadership Team, teaching and support staff, students, parents, governors, and external partners such as The Careers & Enterprise Company.

## Objectives

### Student Needs

Our careers programme is tailored to meet the diverse needs of our students, helping them to manage transitions, make successful choices, and prepare for life beyond school.

### Entitlement

All students are entitled to impartial, confidential careers education and guidance. Careers learning is embedded across the curriculum and promotes equality, diversity, and inclusion. It supports students in developing the **character** to lead, the **resilience** to overcome challenges, and the **aspiration** to achieve their goals.

### Parents, Guardians, and Carers

We recognise the vital role parents and carers play in supporting career decisions. We provide access to information at key decision points (Year 9 options, post-16, and post-18) through parent events and individual appointments.

A member of the careers team is available at all parent evenings, and appointments can be booked with the **Careers Administration Assistant** or the **SLT Careers Lead**.

## **Community, Employers, and External Agencies**

We maintain strong partnerships with local and national employers, charities, and community organisations. These include:

- **Network Rail** and **PwC** for employer engagement
- **Aim Higher West Midlands** for university outreach
- **Apprenticeship and traineeship providers**
- **FE and HE institutions** for visits, masterclasses, and open days

These partnerships provide students with real-world experiences and insights into future opportunities.

## **Implementation**

### **Management**

The careers programme is overseen by a **member of the Senior Leadership Team** responsible for Careers across the Academy. Day-to-day coordination is managed by the **Careers Administration Assistant**, who supports the planning and delivery of the programme.

### **Staffing**

All staff contribute to CEIAG through their roles as tutors, personal development teachers, and subject teachers. Careers education is integrated into lessons and supported by the careers team.

### **Staff Development**

Training needs are identified and addressed in collaboration with SLT. Staff are supported to deliver careers-related content confidently and effectively.

## **Monitoring, Review, and Evaluation**

The programme is reviewed every three years, with regular evaluations to assess impact. This includes:

- Monitoring destination data at 16 and 18
- Gathering feedback from students, parents, staff, and external partners
- Reporting progress against Gatsby Benchmarks to SLT and governors

## **Resources**

Funding is allocated annually, and external funding sources are actively pursued. The **SLT lead** ensures resources are deployed effectively.

## **Equal Opportunities**

The careers programme aligns with the school's Equal Opportunities Policy and promotes inclusive access to all pathways.

## **Approvals**

- **Date of approval by Academy Council:** September 2025
- **Date of next review:** September 2028