



Careers Education and Guidance Policy Inc. Provider Access

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Careers Education and Guidance Policy

Vision and purpose

Promoting a career development culture is an essential part of the mission and ethos of our academy. We aim to support the aspirations of all our learners and to ensure that they gain the understanding, skills and experience they need to make progress and succeed in learning and work. We believe that effective careers education and guidance not only contribute to the well-being of individuals but also to the wellbeing of their families, the communities to which they belong, wider society, businesses and the economy.

National and local expectations

We are committed to meeting national and local expectations in relation to careers by:

- Paying due regard to all relevant legislation and statutory guidance including: the most recent version of the DfE statutory guidance 'Careers Guidance and Access for Education and Training Providers' – updated June 2026.
- The academy will be guided by the GATSBY Career benchmarks.

Roles and responsibilities

The Board of Trustees will be responsible for:

- Ensuring that all registered students are provided with independent careers guidance.
- Ensuring that arrangements are in place to allow a range of education and training providers to access all students and inform them about approved technical education qualifications and apprenticeships. A policy statement will set out these arrangements.
- Ensuring that the independent careers guidance is presented in an impartial manner, showing no bias or favouritism towards a particular institution, education or work option.
- Ensuring that the guidance includes information on the range of education or training options, including apprenticeships and technical education routes.
- Ensuring that the guidance that is provided promotes the best interests of students.
- Ensuring this policy does not discriminate on any grounds.
- Handling complaints regarding this policy as outlined in the academy's Complaints Procedures Policy.
- Holding the SLT to account for delivering against careers guidance requirements.

The careers leader will be responsible for:

- Planning and delivering a progressive careers programme that is underpinned by clear learning outcomes and meaningfully aligned with the Gatsby Benchmarks.
- Coordinating and managing the different elements of the careers programme, including its associated budget.
- Developing the strategy to enable students to participate in 2 weeks' worth of work experience (5 days in KS3 and 5 days in KS4).
- Collaborating with the SLT to ensure the careers programme is guided by a strategic careers plan that reflects institutional priorities.
- Engaging parents/carers throughout the careers journey to foster strong support networks.
- Establishing and nurturing key relationships to drive progress and enhance the effectiveness of the careers programme.
- Working with colleagues across the academy, including senior leaders, trustees, teaching staff, careers advisers, the SENCO, students, and their parents/carers.
- Building external partnerships with employers, external agencies, learning providers, and careers organisations to broaden opportunities for students.
- Continuously evaluating and improving the careers programme based on feedback from stakeholders and student destinations.
- Coordinating with the designated teacher for LAC and previously LAC to work with the relevant virtual school head (VSH) to ensure a joined-up approach to identifying and supporting career ambitions is achieved.

The careers adviser will be responsible for:

- Providing a thorough, personalised career service throughout the academy.
- Staying up to date with relevant CPD and developments in the CEIAG sector.
- Producing careers information and guidance through online and hard copy literature, and visual displays in academy.
- Providing impartial information and guidance at events.
- Providing an open-door service for students to drop in and discuss their options.

Teaching staff will be responsible for:

- Ensuring careers education is planned into their lessons.
- Attending any relevant CPD or training to ensure they are up to date with the academy's careers plan.
- Promoting careers guidance in the classroom through visual aids.

- Being good role models for their particular area of work or specialism.
- Creating a learning environment that allows and encourages students to tackle real life challenges, manage risks and develop skills that can be applied to the workplace.

Current priorities

Our careers strategy is informed by these current priorities:

- Meeting the requirement of the 8 GATSBY benchmarks; developing a stable careers programme; supporting individual aspirations; improving attainment and ensuring positive destinations; learning from careers and labour market information; addressing the needs of all students; linking curriculum learning to careers; encounters with employers and employees; experiences of workplaces; encounters with further and higher education; personal guidance.
- Meeting the needs of all students including specific groups including looked after children, young carers, those with social worker involvement, children from economically deprived backgrounds and children with special educational needs and disabilities.
- Developing learners' career management skills, especially those associated with career adaptability, resilience, enterprise and employability.
- Improving young people's working lives by helping them to identify the values that are important to them such as contributing to the wellbeing of others through their paid and voluntary work and working in greener ways.
- Developing the use of digital technologies, including through the use of Unifrog, to meet young people's career development needs in conjunction with face-to-face support.
- Working with parents/carers, alumni and education, community and business partners to meet students' career development needs.

Aims of the Career Programme

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

Every student 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 students, parents and carers, and other stakeholders, including through the academy website.

Key Stage 3

Our KS3 careers programme aims to support students in their planning and subject choices at KS4. This includes:

- Yr 9 Pathways Guidance evening
- Visit to Preston College (FE)

- At least 2 encounters with providers of technical education or apprenticeships during the first key phase (in year 8 or 9) and this is set out in more detail in our provider access policy statement, which can be found later in the policy.
- 1 weeks' worth of work experience activities

Key Stage 4

Our KS4 careers programme helps students research and understand their choices and routes into education and training. This includes:

- Yr 11 Guidance evening
- Visits to Newman College (6th form) and Runshaw College.
- A programme of assemblies with education and training providers
- At least 2 encounters with providers of technical education or apprenticeships during the second key phase (in year 10 or 11) and this is set out in more detail in our provider access policy statement, which can be found later in the policy.
- 1 weeks' worth of work experience placement

Strategy

To achieve the objectives of this policy, we will:

- Ensure that the trust board is actively involved in shaping careers policy and strategy through its Academic Achievement Committee. Our Careers Link Trustee is Mrs Margaret Scrivens.
- Ensure a senior member of staff advises the senior leadership team and Trustees on curriculum, staffing and resource requirements; and to lead the development, implementation and evaluation of the academy's careers provision with the support of other key post holders (e.g. Careers & College Coordinator, SENDCO, Personal Development Lead) and specialist careers staff.
- Work to meet the GATSBY benchmarks, developing and implementing a CEIAG development plan.
- Work towards meeting the standards set out in the Quality in Careers Standard.
- Maintain a costed annual careers plan for achieving current priorities including the running of an annual careers fair to incorporate advice on apprenticeships, colleges (academic, vocational and technical), employment (national and local, public and private sector) and other forms of training.
- Continue to commission independent careers guidance services from individuals/organisations that meet the standards set by the Quality in Careers Standard for students in Yrs 7-11.

- Further develop our working relationship with local businesses through the National Careers Service and the National Enterprise Advisor programme (provided through the Careers and Enterprise Company, including the Preston and Lancashire Hubs) as well as other organisations.
- Support work related learning through a variety of activities such as work placements, virtual experiences, employer visits and employer encounters.
- Set out clearly the contribution expected of all staff including subject teachers and tutors for students' career learning and planning and provide appropriate training.
- Engage parents/carers in supporting their child's career aspirations through accurate and succinct guidance and in collaboration with parents/carers.
- Use student voice and NEET data to inform our provision.
- Actively involve learners themselves in the planning, delivery and evaluation of the careers programme.

Policy statement on provider access

Introduction

This policy statement sets out the academy's arrangements for managing the access of providers to students at the academy for the purposes of giving them information about the provider's education or training offer. This complies with the academy's legal obligations under Section 42B of the Education Act 1997, amended in September 2022 and in law from January 2023. The academy has a duty to provide students in Year 8-11 with access to providers of post-14, post 16 and post-18 education and training. This will provide students with additional information about approved technical qualifications and apprenticeships, enabling them to build a picture of the kind of pathway that may suit them best, ultimately reducing the risk of NEET.

Student entitlement

Students in years 8-13 are entitled to the following on at least two occasions during KS3 and KS4:

- In Yr 8 or between 1 September and 28 February of Yr 9
- In Yr 10 or between 1 September and 28 February of Yr 11

Students are entitled to:

- find out about approved technical education qualifications and apprenticeships opportunities, as part of a careers programme which provides information on the full range of education and training options available at each transition point.
- hear from a range of local providers about the opportunities they offer, including approved technical education and apprenticeships – through pathways events, personal development lessons, assemblies and group discussions and taster events.

- understand how to make applications for the full range of academic and approved technical qualifications and apprenticeships.

Management of provider access requests

Procedure

A provider wishing to request access should contact Mrs Nicola Tucker, Senior Assistant Vice Principal.

Telephone: 01772 336293

Email: n.tucker@lostockhallacademy.org

Opportunities for access

A number of events, integrated into the academy careers programme, will offer providers an opportunity to come into the academy to speak to students and/or their parents/carers:

	Autumn Term	Spring Term	Summer Term
Year 7	Assemblies. Personal Development lessons. Careers Fair.	Assemblies. Personal Development lessons. Parents' Evening.	Assemblies. Personal Development lessons.
Year 8	Assemblies. Personal Development lessons. Careers Fair.	Assemblies. Personal Development lessons. Parents' Evening	Assemblies. Personal Development lessons.
Year 9	Assemblies. Personal Development lessons. Careers Fair.	Assemblies. Personal Development lessons. Parents' Evening.	Assemblies. Personal Development lessons.
	Autumn Term	Spring Term	Summer Term
Year 10	Assemblies. Personal Development lessons. Careers Fair.	Assemblies. Personal Development lessons – work related learning preparation sessions (e.g. CV, letter writing, shortlisting, interview skills etc.)	Assemblies. Parents' Evening. Personal Development lessons – work related learning preparation sessions (e.g. CV, letter writing, shortlisting, interview skills etc.)

Year 11	Assemblies. Guidance Evening. Personal Development lessons – work related learning preparation sessions including Post 16 application writing sessions. Careers Fair.	Assemblies. Personal Development lessons.	
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Please speak to our named Careers Leader, Mrs Tucker, to identify the most suitable opportunity for you.

The academy policy on safeguarding sets out the academy's approach to allowing providers into academy as visitors to talk to our students.

Premises and facilities

The academy will make the main hall, classrooms or private meeting rooms available for discussions between the provider and students, as appropriate to the activity. The academy will also make available AV and other specialist equipment to support provider presentations. This will all be discussed and agreed in advance of the visit with the Careers Leader or a member of their team.

Providers are welcome to leave a copy of their prospectus or other relevant course literature at the Careers Resource Centre, which is managed by the Careers & College Coordinator. The Careers Resource Centre is available to all students at lunch times daily.

Review

This policy will be reviewed by SLT annually unless otherwise needed earlier.