

CAREERS POLICY

May 2026

Review Date: May 2027

Review led by: D Lowbridge-Ellis MBE, G Killick

Contents

1. Rationale	3
2. Vision and Values	3
3. School Development Plan	3
4. Learner Entitlement	3-4
5. Management and Delivery	4
6. Roles and Responsibilities	4-5
7. Measuring and Assessing Impact	5
8. Statutory Requirements and Expectations	5-6

CAREERS EDUCATION, INFORMATION, ADVICE AND GUIDANCE POLICY

1. Rationale

This policy sets out the Matrix Academy Trust careers, education, information, advice and guidance programmes within our schools and the arrangements for managing the access of education and training providers to students for the purpose of giving them information about their options.

2. Vision and Values

Each school is committed to providing a planned, progressive programme of Careers Education, Information and Guidance for all pupils in Years 7-13 that aims to raise aspirations, increase motivation and attainment, promote equality of opportunity, challenge stereotypical thinking and ultimately allow all learners to progress onto an appropriate 16-19 pathway of their choice.

The careers programme is designed to meet the needs of all pupils and allow them to broaden their horizons by meeting new and inspiring people. We take a whole school approach to careers education with careers support being embedded into the whole curriculum and school development plan. The programme is sequenced appropriately, underpinned by learning outcomes and personalised to ensure progression through activities that are appropriate to the stages of career learning, planning and development.

We aim to give every pupil to best chance at progressing onto their chosen career pathway, through an exciting range of careers events that showcase the full range of options available, and by helping pupils to navigate that choice with well-informed, up-to-date and impartial advice and guidance. With sustained support, pupils are able to plan and manage their career path effectively in a changing global world of learning and work, ensuring that progression is both ambitious and realistic.

Our careers programme goes beyond helping pupils to figure out what their next steps should be; it helps pupils to recognise their own strengths and interests and to continually develop the essential employability and life skills to make successful applications to their chosen pathways. Our wide range of extra and super-curricular opportunities help pupils to see the value in everything they do and empowers them to thrive in the workplace.

3. School Development Plan

The Careers programme is linked to our whole school vision and development plan priorities.

4. Learner Entitlement

Every pupil is entitled to high quality career education and guidance which

- meets professional standards of practice
- will challenge stereotypes and promote equality and diversity
- gives pupils multiple opportunities to explore their possibilities
- allows pupils to see the bigger picture, understanding the labour market and the opportunities and challenges it poses
- supports pupils in making well informed, aspirational and realistic decisions
- gives pupils knowledgeable and up-to-date advice on how to prepare for their next steps and make successful applications.
- gives access to impartial and independent information and guidance about the range of education and training options
- empowers pupils to plan and manage their future and create their own opportunities as they grow throughout life

5. Management and Delivery

We work in partnership with a wide range of employers and education providers to offer an inspiring, supportive and motivational careers programme for every pupil in Years 7-13.

Our detailed Careers Plan can be found on our website.

6. Roles and Responsibilities

The Careers Leader holds overall responsibility for the success of the careers programme and is line managed by a dedicated member of the senior leadership team. Details of this are on our careers plan. The careers programme has the explicit backing of the Headteacher and our Senior Leadership Team. Our Parent Forum and our Trustees are also consulted.

We take a whole school approach to careers education, with all staff supporting its delivery. Teachers deliver career learning in lessons. Our pastoral staff and our SENDCO work together with the careers team to help support individual pupils needs. Staff are trained annually as part of our CPD to ensure their guidance is up-to-date and to foster their development.

Our careers programme benefits from the support of our stakeholders, including our Enterprise Coordinator and Adviser at The Careers and Enterprise Company and the numerous businesses, employers, HE and FE providers and apprenticeship and technical training providers who volunteer to support our events.

We are also a proud member of our local careers hub. We work with a local consortium of schools and business leaders to share best practice and help all local schools work towards achieving the Gatsby Benchmarks.

Parents and Carers also play a crucial role in supporting their child through their career transitions and we keep in regular contact to ensure parents/carers are aware of the work we are doing with

their child. Parents/Carers are offered advice to support their child via letters, newsletters and our dedicated [Careers Website](#).

7. Measuring and Assessing Impact

Our careers programme is developed and reviewed annually by the Careers Leader and the Senior Leadership Team, with feedback from pupils, staff, parents/carers, Trustees and other external partners.

Impact is evaluated both at an individual activity level, to assess if learning outcomes and objectives have been met, and examined in the wider context of our pupil's destination outcomes.

The Careers Leader reviews the programme termly with use of tools from the Careers and Enterprise Company. This includes assessing our progress meeting the Gatsby Benchmarks using the [Compass Careers Benchmark Tool](#). We will also work towards auditing the programme with the [Careers Impact Maturity Model](#). Finally, the careers programme will also be audited against the learning outcomes provided by the [CDI Framework](#).

The Careers Leader meets termly with our Enterprise Coordinator, through our local Careers Hub, who also helps to evaluate the programme and advise on good practice.

Executive staff from the Matrix Academy Trust have also reviewed the Careers Programme against good practice guidelines.

8. Statutory Requirements and Expectations

Our approach to careers education information, advice and guidance is underpinned by statutory requirements and expectations as outlined in the Department for Education's [Careers guidance and access for education and training providers](#) 2025, which is guided by legislation found in:

- Section 42A, 42B, 45 and 45A of the Education Act 1997
- Section 72 of the Education and Skills Act 2008
- Schedule 4 (15) of the School Information (England) Regulations 2008

Further to this, the Education (Careers Guidance in Schools) Act 2022, stated that all schools and academies must now secure independent careers guidance for pupils in school years 7 to 13.

Additionally, through the Skills and Post-16 Education Act 2022, all maintained schools and academies must provide six encounters with a provider of technical education or apprenticeships for year 8 to 13 pupils.

Our Careers Education also follows the recommendations from the [Careers Development Institute \(CDI\) Framework](#) and the [Careers and Enterprise Company](#), to ensure best practice.