



Careers Education Policy

Date of Policy: July 2025

Date of Review: July 2026

Vision Statement:

The Acorns School ensures that all students, regardless of their academic ability, are given the opportunity to fulfil their potential. Our careers programme enables students to develop the knowledge and skills that they need to take charge of their career development. It contributes to the wider school agenda to raise aspirations, improve motivation, develop key employability skills and promote achievement.

We promote equal opportunities and challenge stereotypical thinking and attitudes. The programme helps all students, including disadvantaged students and students with special educational needs to overcome any barriers to progress that they may encounter. It ensures that all students receive impartial information and guidance, especially at key decision and transition points.

We work with Career North who supply our independent careers advisor and Inspira who supply our enterprise advisor.

Legal framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Education Act 1997
- Education and Skills Act 2008
- Apprenticeships, Skills, Children and Learning Act 2009
- Equality Act 2010
- Children and Families Act 2014
- Technical and Further Education Act 2017
- The School Information (England) (Amendment) Regulations 2018
- DfE (2023) 'Careers guidance and access for education and training providers'

This policy operates in conjunction with the following school policies:

- Provider Access Policy Statement
- Data Protection Policy (GDPR)
- Records Management Policy

Roles and responsibilities:

The linked governor for careers is Dr. S Bennett Vice Chair of Governors.

The senior leadership link for careers is Miss H Cutts Deputy Headteacher.

The careers leader in school is Miss V Booth.

The enterprise advisor is Aaron Hay from Inspira

The Career North independent careers advisor is ?

The careers leader Miss Booth is responsible for:

- Managing the provision of careers information.
- Responsibility for the development, management and reporting of the school's careers programme.
- Planning careers activities, managing the careers budget and, where necessary, and managing and coordinating other staff involved in the delivery of careers guidance.
- Establishing and developing links with employers, education and training providers, and careers organisations.
- Liaising with the headteacher/SLT link, SENCO, careers adviser and enterprise advisor to implement and maintain effective careers guidance.
- Providing pupils with effective careers guidance.
- Supporting teachers of careers education providing initial information and advice.
- Monitoring teaching and learning in careers education, and the access to and take up of career guidance.

- Advising senior leadership on policy, strategy and resources for careers education, information, advice and guidance (CEIAG).
- Preparing and implementing a development plan for CEIAG.
- Reviewing and evaluating the programme of CEIAG.
- Using the Gatsby Benchmarks to improve the school's careers provision and ensure compliance with legal duties, with an ultimate aim to meet all benchmarks.
- Using the Compass plus tool to monitor and analyse where school is in terms of meeting the Gatsby benchmarks.
- Publishing details of the school's careers programme and a policy statement on provider access on its website.
- Ensuring that pupils with SEND understand their different career pathways, and enabling them to gain the skills, knowledge and experience they require to achieve their career goals.
- Destination data collection and supply to the local authority.

The careers adviser from Career North is responsible for:

- Reporting regularly to the careers leader, regarding pupil progress and the effectiveness of the school's career plan.
- Providing a thorough, personalised career service throughout the school.
- Staying up-to-date with relevant CPD and developments in the CEIAG sector.
- Producing careers information and guidance through online and hard copy literature ready for the school website, and visual displays in school.
- Organising workshops for pupils (CV workshops, application forms) and actively promoting the careers service in-house at open evenings, parents' evenings.
- Organising careers fairs with the support of the Careers Lead.
- Organising work experience with the support of the Careers Lead, some of which may be virtual based on pupil need or risk assessment.
- Developing incentives and initiatives which actively encourage pupils to sign up to the school's career service.
- Attending regular meetings with the careers leader to discuss the school's career plan.
- Offering services to past pupils for up to a year after their departure from compulsory education.
- 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.
- Supporting the careers lead with the destination data collection for the local authority.

Teaching staff are 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 school'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 pupils to tackle real life challenges, manage risks and develop skills that can be applied to the workplace.

Developing a stable careers programme

The school will have its own careers programme in place which meets the requirements of the eight Gatsby Benchmarks:

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

The programme will be reviewed annually against the benchmarks to ensure it remains on target.

The school will demonstrate how it is working towards each Gatsby Benchmark, as part of its careers summary, including the aims, objectives and activities provided for each year group.

The careers leader and advisor will complete Compass Plus, a tool designed by The Careers and Enterprise Company to monitor progress for each benchmark.

Regular feedback from pupils, parents, teachers, colleges/universities, governors and employers will be invited. Feedback will be used to contribute to the development of the school's careers programme to ensure it meets the needs of all pupils.

The following will be published on the school's website:

- The name and contact details of the careers leader.
- A summary of the careers programme, including how information about the programme may be accessed.
- Details of how the school measures and assesses the impact of the careers programme on pupils.
- The date and review schedule of the careers information published.

A careers adviser will support the careers leader and provide individual, independent tailored careers guidance to pupils. The careers adviser is provided by [Career North](#).

The careers lead will work with the [Inspira enterprise coordinator](#) to build careers and employer engagement plans to broaden the range of guidance that pupils have access to.

Benchmark 2: Learning from career and labour market information

The school will ensure every pupil, and their parents, has access to high-quality information about future study options and labour market opportunities. Information and links on the school website will provide this information as well as the independent careers advisor from Career North.

Pupils and their parents will be provided with information on the benefits of understanding the labour market, including the salaries and promotion opportunities for different jobs, and the volume and location of vacancies across different sectors. Parents will be encouraged to access and use information about labour markets and future study options to inform their support to their children.

The school will make use of local enterprise partnerships to provide pupils with presentations and workshops on the local labour market and employer expectations. The information provided through the partnership will be used to shape career guidance and workshops in schools.

Benchmark 3: Addressing the needs of each pupil

The school's careers programme will aim to raise the aspirations of all pupils whilst being tailored to individual needs. The programme will inform pupils of the range of opportunities available to them, encouraging them to aim higher and make choices relevant to what they feel they can achieve. The school's careers programme will actively seek to challenge stereotypical thinking and raise aspirations.

The school will tailor careers activities and educational goals to the needs of each pupil, taking into account their prior knowledge and skills, the choices they may face, and any additional support they may need to overcome barriers to progression.

Accurate records will be kept to support the career development of individual pupils at all relevant stages of education, beginning from the first point of contact. These records will be stored securely. Access to this information will be permitted, should a pupil or their parent request it.

Destinations data will be retained by the school for at least three years after a pupil has left school and is shared with the local authority Lancashire County Council. Data retained will be collected, stored and managed in line with the Data Protection Policy and Records Management Policy.

Providing targeted support

The school will identify pupils in need of targeted support or those who are at risk of not participating in post-16 pathways, such as:

- LAC and PLAC.
- Care leavers.
- Pupils from Gypsy, Roma and Traveller backgrounds.

Pupils will be made aware of the 16-19 Bursary Fund, which has been devised to support those individuals with a financial hardship. They will be advised of how to access this funding and who they should speak to in order to find out more information.

Supporting pupils with SEND

The school will ensure that careers guidance is individual and based on high aspirations and a personalised approach. The SEND local offer will be utilised; annual reviews for a pupil's EHCP plan will be informed by good careers guidance.

The careers leader will work closely with the SENCO and other staff to support pupils with understanding different career pathways and how to develop the necessary skills, knowledge, experience and qualifications to succeed and fulfil their potential. The school will work with families of pupils to help them understand what career options are available.

Surveys will be conducted to find out individual pupils' aspirations. The results of the surveys will create careers guidance and experience that will be tailored to pupils needs based on their own aspirations and abilities.

Careers guidance will take account of the full range of relevant education, training and employment opportunities. It will inform pupils about the ways employees with SEND are supported in the workplace. Guidance will focus on a pupil's career aspirations and the post-16 options which are most likely to give the pupil a pathway into employment or HE.

The school will build partnerships with businesses and other employers, employment services, and disability and other voluntary organisations. Pupils will be prepared for encounters with employers and provided with any special support that will allow them to benefit fully from the experience.

When arranging work experience for pupils, the school will work with the employer to determine any additional support that will be needed during the work placement.

Benchmark 4: Linking curriculum learning to careers

The school will work to encompass careers education and guidance into subjects across the curriculum. All teachers will be asked to support the career development of young people in their role and through their subject teaching.

The majority of pupils will be expected to study the core academic subjects at GCSE, English, maths, biology and citizenship as well as BTECs and some pupils access vocational qualifications. Pupils will be taught to understand how these subjects provide a sound basis for many careers, as well as how they can enrich and enhance their lives and prepare them for adult life in general. Careers, lessons will be embedded into form time activities and the personal development curriculum.

Benchmark 5: Encounters with employers and employees

The school will engage with local employers, businesses and professional networks, inviting visiting speakers. Every pupil will be exposed to the world of work by the age of 14.

Every year, from the age of 11, pupils will participate in at least one meaningful encounter with an employer, these encounters may include:

- Careers events such as careers talks, careers carousels and careers fairs.
- Alumni visiting to share their experiences.

- Transitions skills workshops such as CV workshops and mock interviews.
- Employer delivered employability workshops.
- Employer involvement in the curriculum.
- Visits to workplaces

The school will develop strong links with local, regional and national employers across all sectors to help pupils obtain information on, and participate in, the rollout of T-levels. The school will work with an enterprise advisor, who will enhance connections to the labour market.

The careers programme will have a strong employer focus to gain insights into a range of industries and sectors. This will include the opportunity to learn about the entrepreneurial skills needed for certain types of self-employment.

Benchmark 6: Experiences of workplaces

The school will ensure that all pupils have had at least one experience of a work place by the age of 16. The school will encourage pupils to experience a wide variety of workplaces and support them to plan for, reflect upon, and learning from these experiences.

Work experience will be designed to meet the needs of individual pupils, with particular consideration for pupils with SEND and those from disadvantaged backgrounds. The school will carefully match the placement to each pupil's ability, needs and aspirations. The school will work with the employer to put in place additional support within the work placement for pupils with additional needs, where required, and help prepare the pupil for the work placement. Some pupils will access virtual work experience as part of their careers provision.

Benchmark 7: Encounters with further and higher education

The school will ensure all pupils understand the requirement to remain in education or training until their 18th birthday and what this requirement means for them. The school will ensure pupils are aware that this does not mean they need to stay in school, and that they may:

- Study full time in a school, college or with a training provider.
- Undertake an apprenticeship, traineeship, or supported internship.
- Work or volunteer 20 hours or more a week, combined with part-time accredited study.

The school will provide pupils with a range of information and opportunities to learn about the academic and technical pathways for education, training, and career paths throughout their school life. By the age of 16, every pupil will be provided the opportunity to have a meaningful encounter with providers of educational opportunities, including sixth forms, colleges, universities and apprenticeship providers.

Pupils will be encouraged to use information tools, such as websites and apps, which display information about opportunities, such as the National Careers Services' Find a Course. Education and training providers will have access to all pupils in key stage three for the purpose of informing them about approved technical education qualifications and apprenticeships.

The school will ensure that there are opportunities for providers to visit the school and speak to pupils in Years 7 to 11 by maintaining connections with providers of FE and apprenticeships, and arranging regular visits, presentations and workshops. A range of opportunities for visits from providers offering other options, such as FE will also be provided.

Benchmark 8: Personal guidance

Careers advice provided by Career North will be unbiased and maintain the best interests of individual pupils at all times. The careers advisor **will not** promote particular career or progression routes. All pupils will be provided with opportunities for personal guidance interviews with a qualified careers adviser. Interviews will take place by the time the pupil reaches age 16.

Careers advisers will meet the professional standards outlined by the Career Development Institute. Careers advisers working with pupils with SEND will use the outcome and aspirations in the EHCP plan to focus discussions, where they have one. Careers advisers working with LAC or care leavers will use their personal education plan to focus discussions. These pupils will have a named adviser who will build a relationship with them to better understand their individual needs.

Sharing information

The school will provide the relevant information about all pupils to the LA support services including:

- Basic information, such as the pupil's name or address.
- Other information that the LA requires to support the pupil to participate in education or training to track their progress.

Pupils with SEND will have their data monitored by the LA up until the age of 25.

The school's privacy notice will offer pupils and their parents the opportunity to ask for personal information not to be shared.

Compliance with legal duties and statutory guidance

Under Section 42B of the Education Act 1997 and the Skills and Post-16 Education Act 2022, the school has a duty to provide pupils in Years 8 to 11 with access to providers of post-14, post-16 and post-18 education and training. This will provide pupils with additional information about approved technical qualifications and apprenticeships, enabling them to build a picture of the kind of training that may suit them best, ultimately reducing the risk of them dropping out of courses.

All pupils in Years 8 to 11 will receive at least six encounters with accredited providers of technical education and apprenticeships. These encounters will be divided accordingly:

The school will be clear on the following:

- Who is to be given access to pupils
- Which pupils access will be given to
- How this will happen and when

The school will ensure that providers provide the following information to pupils and parents:

- Information about the provider and the technical qualifications and apprenticeships that they offer
- Information about the potential careers to which those technical qualifications or apprenticeships might lead
- What learning and training with them is like
- Any answers to questions that pupils and parents may have

The school will ensure that provider visits are available to all pupils in the relevant year group and will not do anything which may limit the ability of pupils to attend. The school will prepare a policy statement which sets out the circumstances in which education and training providers will be given access to students. This policy statement will be published on the school website and will include:

- Details on how the school will meet the legal requirement to provide six encounters with providers between Year 8 and 11.
- Any procedural requirements in relation to requests for access, e.g. the main point of contact at the school to whom requests should be directed.
- Grounds for granting and refusing requests for access, e.g. details of timetabled careers lessons, assemblies or careers events which providers may attend.
- Details of premises or facilities to be provided to a person who is given access, e.g. rooms and resources.

Monitoring and review

The governing board, in conjunction with the headteacher, SLT link and careers leader, will review this policy on an annual basis, considering the success of supporting pupils in accessing post-16 education and training.