



## Careers Education Policy

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An academy within:



“Learning together, to be the best we can be”



# 1. Policy Statement

- 1.1. We are committed to providing all students with comprehensive, impartial, and high-quality careers education and guidance.
- 1.2. We are committed to meeting statutory responsibilities relating to careers education and guidance under the Education Act 2011, the Technical and Further Education Act 2017 and the Provider Access Legislation. In implementing these duties the school follows the Department for Education statutory guidance 'Careers guidance and access for education and training providers (January 2023)' and aligns its careers programme with the Gatsby Benchmarks of Good Career Guidance.
- 1.3. Careers provision contributes to expectations outlined in the Ofsted Education Inspection Framework and Labour Market Information (LMI) to align with Gatsby Benchmark 2.

# 2. Introduction

- 2.1. This policy sets out the school's arrangements for promoting a progressive career provision that is linked to North Ridge's core REACH values of respect, enjoy, achieve, community and to be happy and safe.
- 2.2. We believe that the curriculum offer should support forward thinking and empower individuals to overcome barriers for a brighter future. The best way to prepare our young people for the future is to ensure all pupils have access to an outstanding educational experience, tailored to individual need which supports their next steps post-16/19.
- 2.3. Our effective and impartial careers programme, together with a rich curriculum, places our students' best interests at the centre of everything we do. We aim to support the aspirations of all our learners and ensure they gain the skills, competencies and experiences they require to progress in their learning and the world of work. By aligning our careers provision to the Gatsby and CDI frameworks, we can give our students the knowledge and the cultural capital they need to flourish and succeed as individuals, so they can reach their full potential.

# 3. Objectives



- 3.1. **Impartial Guidance:** We will ensure all students receive unbiased information about a range of careers options, including academic routes, apprenticeships, and vocational pathways including through access to our qualified Nexus Careers Advisor.
- 3.2. **Personalised Support:** Provide tailored advice that considers individual aspirations, strengths, and circumstances.
- 3.3. **Employer Engagement:** Develop strong partnerships with local businesses and industries to offer students real-world insights and opportunities.
- 3.4. **Digital Integration:** Where AI or digital tools are used, this will be supervised, age-appropriate, accessible, and in line with safeguarding and data protection expectations.
- 3.5. **Continuous Development:** Regularly review and update the careers programme to align with evolving labour market trends and student needs

## 4. Intent

- 4.1. Through the Careers Education Programme, the school aims to support and assist pupils to:
  - Assess their potential in respect of abilities, interests and needs/values.
  - Develop their ability to make an informed choice about further education/employment that is achievable, realistic and sustainable for their future.
  - Navigate transition by providing familiarisation visits, exposing pupils to alternative environments and assisting them towards the independence required to access these provisions.
  - To develop and support students to have a clearer understanding of the world of work and their place within it.
  - Provide advice, information, guidance and support which will encourage further engagement with all stakeholders such as parents/carers, families, staff and employers.
  - Support all students as they learn about the world of work, their adaptability, resilience, transferrable skills, qualifications and their own life goals such as happiness and wellbeing.

## 5. Implementation

- 5.1. We will integrate careers education into the curriculum from Year 7, with both dedicated and embedded sessions across the curriculum.



- 5.2. The school will work towards providing students with meaningful experiences of the workplace, including internal, community-based and external opportunities where appropriate, taking into account individual needs, risk assessments and EHCP outcomes.
- 5.3. We will organise annual careers fairs, workshops, and employer-led sessions to broaden students' and parent's understanding of potential career paths.
- 5.4. The school will Offer personalised sessions focusing on post-16 and post-19 options.
- 5.5. The school will engage parents through information evenings and resources to support students' careers decision-making processes and provide them with access to external providers who can inform them of Post-16 and Post-19 options.

## 6. Impact

- 6.1. Students are well prepared and feel empowered to make reasonable decisions about their future.
- 6.2. Students are able to make clear informed decisions about their future choices due to a wide range of experiences and opportunities.
- 6.3. Data such as destination, shows a range of positive outcomes, as students move successfully, at all transition points, onto sustainable pathways.
- 6.4. Students develop competencies and employability skills. They become motivated, understanding they can contribute to school, the community and society.
- 6.5. Students will make an informed decision about Post 16 options relevant to their area of interest, abilities, and strengths.
- 6.6. Students will have completed familiarisation visits to their identified Post 16/19 provider and have developed links with key staff that will support them.
- 6.7. Students will have developed independence skills in completing applications and having interviews.
- 6.8. Students will have had workplace encounters; they will understand what it is like to work in a variety of settings and expectations.
- 6.9. Students will have had an interview with a Level 6 Careers Advisor, providing independent careers advice and an action plan on next steps.



- 6.10. Students, Parents/Carers and School staff will have worked together to ensure a holistic approach to supporting the student's journey through to Post-16 providers.

## 7. Accountability and Quality

- 7.1. Quality assurance and continuous improvement is a key part of our careers programmes. This forms part of our careers programme planning and includes regular evaluation, alongside reviewing progression data.
- 7.2. We understand Ofsted MUST comment on CEIAG and has an obligation to highlight where our provision may be lacking.
- 7.3. We understand the role of destination data in tracking quality and the requirement to maintain good contact with LA who compile performance tables.
- 7.4. We will use Compass+ to support the above aspects.

### The Role of SLT, the Trust Board of Directors and Nexus Central Trust Team

- 7.5. The DfE expects SLT, the Board of Directors to:
- support their careers team, especially their careers leader
  - invest in personal guidance provided by a qualified careers adviser
- 7.6. We understand that it is good practice for a Governor role to oversee the delivery of careers and ensure that it meets the statutory requirements. This role should also hold the SLT to account for delivery. At Nexus MAT, the Board of Directors holds this responsibility.
- 7.7. The Trust Central Team will provide clear advice and guidance to the Careers leader/SLT on which they can base a strategic careers plan which meets the legal or contractual requirements. The plan should:
- be developed in line with the Gatsby Benchmarks
  - be informed by the requirements and expectations set out in this document
  - show how the careers programme will be implemented
  - show how its impact will be measured

## 8. Independent Careers Guidance



## Purpose

- 8.1. We are committed to ensuring that all students receive high-quality, impartial careers guidance that supports their individual goals and prepares them effectively for adulthood.

## Entitlement

- 8.2. Legal Requirements: The Careers guidance, issued under Section 45A of the Education Act 1997, mandates that as an academy we must provide independent careers guidance to students in years 7 to 13.
- 8.3. This guidance must include appropriate information in line with the student's pathway and aspirations.
- 8.4. Independent and impartial careers guidance from a trained and accredited adviser will be provided.
- 8.5. Guidance tailored to individual aspirations and abilities, taking into account any additional learning or support needs will be provided.
- 8.6. Every student will have at least one personal guidance \*meeting with our Careers Adviser by the age of 16, and a further meeting by the age of 18. Meetings should be scheduled in the careers programme to meet the needs of student.

\*Meetings will be bespoke and designed in line with the needs of the student

## Delivery

- 8.7. Careers guidance is delivered through:
- 1:1 sessions with a Nexus, qualified independent careers adviser at key transition points (Year 9 EHCP reviews, post-16 and post-18 planning).
  - EHCP Annual Reviews which include a focus on preparation for adulthood through areas of employment, independent living, and participation in the community.
  - Work-related learning opportunities, including supported internships, vocational tasters, and community-based placements, as appropriate.
  - Collaboration with parents/carers to ensure shared understanding and support for students' careers aspirations.

## Accessibility and Inclusion

- 8.8. We will ensure that careers advice is:



- Accessible in format and communication, using appropriate methods such as symbols, simplified language, or assistive technology.
- Culturally sensitive and inclusive of the diverse backgrounds of our students.
- Delivered in a safe and supportive environment, respecting each student's pace and preferred way of working.

## Monitoring and Evaluation

8.9. The school monitors the quality and impact of careers guidance by:

- Gathering feedback from students, families, and advisers.
- Tracking student destinations after leaving school to assess the effectiveness of the guidance. (Data held on Compass +)

## 9. Provider Access Legislation & PAL Statement

9.1. In line with the updated Provider Access Legislation (January 2023), we are committed to providing meaningful access for all pupils in Years 8 to 13 to approved providers.

9.2. We have set out a policy statement outlining the circumstances in which education and training providers will be given access to our students. The policy statement includes:

- any procedural requirements about requests for access
- grounds for granting or refusing requests
- details of premises or facilities available to a person who is given access
- the times access can be given
- how we will meet the legal requirement to put on 6 provider encounters
- Our careers leader will review the policy statement annually and agree it with the Head/Governors.

9.3. We will meet the new legal requirement to put on at least six encounters with providers/approved organisations by providing:

- 2 encounters that are mandatory for all students across years 8/9
- 2 encounters that are mandatory for all students across years 10/11
- 2 encounters that are mandatory for all students across years 12/13

9.4. Please see our website for the provider access policy.



## 10. Monitoring and Evaluation

- 10.1. **Feedback Mechanisms:** We will collect regular feedback from students, parents, and employers to assess the effectiveness of the careers programme.
- 10.2. **Progress Tracking:** We will monitor student outcomes post-graduation to evaluate the impact of careers education on their careers trajectories.
- 10.3. **Continuous Improvement:** We will use evaluation data to make informed adjustments to the careers programme, ensuring it remains responsive to student needs and labour market developments.
- 10.4. **Resources:** Compass+ will be used to benchmark, manage, track and report on our careers provision. We will use this tool to evaluate our careers activity against the 8 Gatsby Benchmarks. Compass+ integrates with our management information systems to support more targeted careers programme planning and delivery.

## 11. Compliance and Relevant Legislation

- 11.1. This policy is in line with statutory guidance from the Department for Education (DfE) issued under Section 45A of the Education Act 1997.
- 11.2. This policy complies with the [updated statutory guidance](#) for careers education and guidance issued on May 8, 2025, and aligns with the Gatsby Benchmarks for Good Career Guidance.
- 11.3. The school will appoint a Careers Leader responsible for leading and coordinating the careers programme. The Careers Leader will normally hold, or be working towards, a Level 6 Careers Guidance qualification.

For further information or to discuss specific aspects of this policy, please contact Beulah Scott, Careers Lead, Tel: 01302 720790, bscott@nexusmat.org

**The school will publish a Provider Access Policy Statement outlining how providers can request access to students.**