



Careers Education Policy

Date Published	July 2025
Version	1
Approved Date	July 2025
Review Cycle	Annual
Review Date	May 2026

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. In line with the updated statutory guidance issued on May 8, 2025, we aim to equip students with the knowledge and skills necessary to make informed decisions about their future pathways, including further education, apprenticeships, and employment.

2. Aims

This policy aims to set out our school's provision of impartial and informed careers guidance for our pupils. This includes the ways in which pupils, parents, teachers and employers can access information about our careers programme.

High-quality careers guidance is important for our pupils' futures, and our provision aims to:

- Help pupils prepare for the workplace, by building self-development, self-management, careers knowledge and skills
- Provide experience and a clear understanding of the working world
- Develop pupils' awareness of the variety of education, training and careers opportunities available to them
- Help pupils to understand routes to careers that they're interested in, and to make informed choices about their next step in education or training
- Promote a culture of high aspirations and equality of opportunity

3. Objectives

- 3.1. **Impartial Guidance:** We will ensure all students receive unbiased information about a range of career 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:** Utilise AI-driven tools to enhance career exploration, CV writing, and interview preparation, ensuring equitable access to resources.
- 3.5. **Continuous Development:** Regularly review and update the careers program to align with evolving labour market trends and student needs

4. Implementation

- 4.1. We will integrate careers education into the curriculum from Year 3, with both dedicated and embedded sessions across the curriculum.
- 4.2. The school will work towards providing all students with at least two weeks of work experience by the end of Year 11, facilitating exposure to various industries.
- 4.3. We will organise annual career fairs, workshops, and employer-led sessions to broaden students' understanding of potential career paths.
- 4.4. The school will Offer personalised sessions focusing on post-16 and post-18 options.
- 4.5. The school will engage parents through information evenings and resources to support students' career decision-making processes.

5. Accountability and Quality

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

Our careers leader is Ms Kayleigh Meyrick (Assistant Headteacher), and she can be contacted by phoning the school office or by email kmeyrick@nexusmat.org



Our careers leader will:

- Take responsibility for developing, running and reporting on the school's career programme
- Plan and manage careers activities
- Manage the budget for the careers programme
- Support teachers to build careers education and guidance into subjects across the curriculum
- Establish and develop links with employers, education and training providers, and careers organisations
- Work closely with relevant staff to identify the guidance needs of all of our and, where necessary, put in place personalised support and transition plans
- Work with our school's designated teacher for looked-after children (LAC) and previously LAC to:
 - Make sure they know which pupils are in care or are care leavers
 - Understand their additional support needs
 - Make sure that, for LAC, their personal education plan can help inform careers advice
 - Review our school's provider access policy statement at least annually, in agreement with our governing board

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

5.6. 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

4.6. 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.

4.7. The Trust Central Team will provide clear advice and guidance to the Career's 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

6. Independent Careers Guidance



Purpose

- 6.1. 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

- 6.2. 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.
- 6.3. This guidance must include appropriate information in line with the student's pathway and aspirations.
- 6.4. Independent and impartial careers guidance from a trained and accredited adviser will be provided.
- 6.5. Guidance tailored to individual aspirations and abilities, taking into account any additional learning or support needs will be provided.
- 6.6. 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

- 6.7. 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' career aspirations.

Careers education is delivered through:



Our careers programme is delivered through a number of methods, including:

- A weekly 'Life Skills' lesson with a bespoke focus on Community, Independence, Health and Employment.
- A termly trip / experience / encounter linked to Careers for KS4 learners.
- Aspects of careers education is also delivered through our PHSE curriculum.
- Guidance offered through our Careers Jennifer Hallam.

This four-pronged approach ensures that children have multiple points of access to thinking about and planning for their future.

Accessibility and Inclusion

6.8. 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

6.9. 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 +)

7. Provider Access Legislation & PAL Statement

7.1. 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.



7.2. 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.

7.3. 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

7.4. *Please see our website for the full PAL document.*

8. Monitoring and Evaluation

8.1. Feedback Mechanisms: We will collect regular feedback from students, parents, and employers to assess the effectiveness of the careers program.

8.2. Progress Tracking: We will monitor student outcomes post-graduation to evaluate the impact of careers education on their career trajectories.

8.3. Continuous Improvement: We will use evaluation data to make informed adjustments to the careers program, ensuring it remains responsive to student needs and labour market developments.

8.4. 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.

9. Compliance and Relevant Legislation

9.1. This policy is in line with statutory guidance from the Department for Education (DfE) issued under Section 45A of the Education Act 1997.



9.2. 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.

For further information or to discuss specific aspects of this policy, please contact Kayleigh Meyrick at Discovery Academy