



Careers Guidance Policy

St John's C of E Academy

This document applies to all academies and operations of Cambrian Learning Trust.

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1. 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 and career management 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

2. Statutory requirements

This policy is based on the Department for Education's (DfE's) statutory [Careers guidance and access for education and training providers](#).

This guidance refers to:

- The Education Act 1997
- Education and Skills Act 2008
- The School Information (*England) Regulations 2008

This policy is also in line with the more recent [Skills and Post-16 Act 2022](#), which came into force on **1 January 2023**. It explains that our school must provide a minimum of **6 encounters** with technical education or training providers to all pupils in years 8 to 13. For more detail on these encounters, see our provider access policy statement, which you can find on our school website.

This policy is also in line with the Education (Careers Guidance in Schools) Act 2022. This came into force on 1 September 2022, and amended the existing duty in The Education Act 1997, so that:

- Our school must now secure independent careers guidance from year 7 (instead of from year 8, previously)
- As an academy in England, we're now required to provide and publish careers guidance

The above guidance requires that schools publish information about their careers programme on their website. This policy includes this information and shows how our school complies with this requirement.

This policy complies with our funding agreement and articles of association.

We also act in line with our statutory duty under the 'Baker Clause', to be impartial and not show bias towards any route, be that academic or technical. This policy should be read in conjunction with our provider access policy statement, which sets out how our school meets this duty, and can be found on our school website.

3. Roles and Responsibilities

3.1. Careers leader

Our careers leader is currently the Head of School, and they can be contacted by phoning 01235 933303 or emailing the school enquiries email. 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, including our special educational needs co-ordinator (SENCO) and careers adviser, to identify the guidance needs of all of our pupils with special educational needs and/or disabilities (SEND) and put in place personalised support and transition plans
- Work with our school's designated teacher for looked-after children and previously looked-after children to:
 - Make sure they know which pupils are in care or are care leavers
 - Understand their additional support needs

- Make sure that, for looked-after children, 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

3.2. Senior Leadership Team (SLT)

Our SLT will:

- Support the careers programme
- Support the careers leader in developing their strategic careers plan
- Make sure our school's careers leader is allocated sufficient time, and has the appropriate training, to perform their duties to a high standard
- Allow training providers access to talk to pupils in years 8 to 13 about technical education qualifications and apprenticeships, and set out arrangements for this in our school's provider access policy statement
- Network with employers, education and training providers, and other careers organisations

3.3. The Local Governing Committee (LGC)

The Local Governing Committee will:

- Provide clear advice and guidance on which the school can base a strategic careers plan which meets legal and contractual requirements
- Appoint a member of the LGC who will take a strategic interest in careers education and encourage employer engagement
- Make sure independent careers guidance is provided to all pupils throughout their secondary education (11 to 18 year-olds) and that the information is presented impartially, includes a range of educational or training options and promotes the best interests of pupils
- Make sure that a range of education and training providers can access pupils in years 8 to 13 to inform them of approved technical education qualifications and apprenticeships
- Make sure that details of our school's careers programme and the name of the careers leader are published on the school's website
- Make sure that arrangements are in place for the school to meet the legal requirements of the 'Baker Clause', including that the school has published a provider access policy statement

4. Our Careers Programme

Our school has an embedded careers programme that aims to inform and encourage pupils to consider their career options, and take steps to understand their choices and pathways. We provide statutory independent careers guidance to pupils from year 7 onwards.

Our programme has been developed to meet the expectations outlined in the **Gatsby Benchmarks**:

- A stable careers programme with a careers leader
- Learning from career and labour market information
- Addressing the needs of each pupil
- Linking curriculum learning to careers
- Encounters with employers and employees
- Experience of workplaces
- Encounters with further and higher education
- Personal guidance

Our programme is carefully sequenced from Year 7 to Year 11. It builds on experiences from the primary phase while recognising that many pupils join us from other schools with different starting points. Each stage is designed to broaden horizons, develop ambition and prepare pupils for future choices and successful transition.

Our careers programme is delivered through a wide range of opportunities, including:

- Curriculum learning linked to careers and the world of work
- Tutor time activities and assemblies
- Personal development and enrichment programmes
- Careers events and themed days
- Employer encounters and workplace experiences
- Guest speakers and role models
- Encounters with colleges, sixth forms, universities and training providers
- Independent careers guidance interviews
- Visits, trips and external experiences
- Information, advice and guidance for pupils and families

- Application, CV and interview preparation for post-16 pathways

Key Stage 3

Aim

To raise aspirations, broaden horizons and help pupils understand how their learning connects to future opportunities.

Objectives

- Explore interests, strengths and future possibilities
- Develop confidence, teamwork and employability skills
- Recognise how subjects link to careers and the world of work
- Make informed choices as pupils prepare for Key Stage 4
- Build self-awareness through the Personal Development curriculum

Activities

- Careers learning through tutor time, assemblies, Personal Development and the curriculum
- Guest speakers, role models and enrichment opportunities
- Encounters with employers and external providers
- Careers events and themed activities
- Enterprise and teamwork experiences
- Guidance to support Key Stage 4 options choices

Key Stage 4

Aim

To help pupils research, understand and prepare for their next steps after Year 11.

Objectives

- Understand post-16 education, training and employment pathways
- Develop independence, resilience and decision-making skills
- Prepare strong applications and present themselves confidently
- Build employability skills and workplace awareness
- Secure a successful and sustained destination after Year 11

Activities

- Personal careers guidance interviews
- Information on sixth form, college, apprenticeships and training routes
- Application support for post-16 destinations
- CV writing, interview preparation and employability skills sessions
- Encounters with providers, employers and guest speakers
- Work-related learning and workplace experiences
- Transition guidance and destination support

4.1. Pupils with special educational needs or disabilities (SEND)

We expect that the majority of pupils with SEND will follow the same careers programme that meets the Gatsby Benchmarks as their classmates, with adjustments and additional support as needed.

Our careers leader will work with teachers and, where appropriate, professionals from relevant organisations, to identify the needs of our pupils with SEND and put in place personalised support and transition plans. This may include meetings with pupils and their families to discuss education, training and employment opportunities, supported internships and transition plans into higher education.

Our careers leader may, as appropriate, invite adults with disabilities to visit and share their experience and advice.

No information will be given to pupils without SEND that is not also offered to our pupils with SEND.

Where needed, additional support will be provided so that pupils with SEND can participate fully and make informed choices. This may include adapted resources, personalised guidance, close work with families, liaison with external agencies, supported visits or encounters, and transition planning that reflects individual strengths, aspirations and needs.

4.2. Access to our careers programme information

A summary of our school's careers programme is published on our school website, including details of how pupils, parents, teachers and employers can access information about the careers programme.

Pupils, parents, teachers and employers can request any additional information about the careers programme by contacting the school enquiries email.

4.3. Assessing the impact on pupils

Our career programme is designed so pupils can give feedback, and their progress measured as they move through the Key Stages. We measure and assess the impact of the programme's initiatives by:

- We measure and assess the impact of the programme through:
- Pupil voice, surveys and evaluations
- Feedback from parents/carers, staff, employers and external partners
- Participation rates in careers events, encounters and guidance activities
- Monitoring engagement, aspirations and readiness for next steps
- Review of Gatsby Benchmark progress and programme quality
- Analysis of Key Stage 4 destination data and sustained destinations
- Individual guidance outcomes and action planning
- Ongoing review of provision for different pupil groups, including disadvantaged pupils and pupils with SEND

5. Links to other policies

This policy links to the following policies:

- Provider access policy statement
- Safeguarding
- Child protection policy
- Curriculum policy
- RSHE Policy

6. Monitoring and review/ evaluation

This policy, the information included, and its implementation will be monitored by the governing board and reviewed/ evaluated annually.

The next review date is June 2026