

<b>Date of last review:</b>	May 2026	<b>Review period:</b>	1 year
<b>Date of next review:</b>	May 2027	<b>Owner:</b>	Sarum Academy



# Secondary Academy Careers Guidance Policy

Empowering a Future Generation

### History of Policy Changes:

Date	Page	Change	Origin of Change
April 2024	All	New document	New MLP Careers Statement
March 2025		Date changes	
March 2026		Minor wording amendments	Review

## Policy Aims

This policy aims to set out the Academy's provision of impartial and informed careers guidance given to our pupils.

Evidence shows that high quality career guidance in schools and colleges supports young people to develop an understanding of the world of work and the self-development and career management skills they need to achieve positive employment destinations. Research also highlights the positive impacts of good career education on attainment and attendance.

## Roles and responsibilities

### Careers leadership and careers coordination

Our careers leader is Gareth Jones, and they can be contacted by emailing [gareth.jones@sarumacademy.org](mailto:gareth.jones@sarumacademy.org). Our careers leader is a member of the senior leadership team (SLT) and will:

- Keep abreast of statutory changes and best practice including [undertaking training as required](#)
- [Register](#) to receive support from the Careers & Enterprise Company's Enterprise Adviser Network
- Take responsibility for developing, running, and reporting on the Academy's career programme
- Plan and manage careers activities
- 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 organizations
- Work with the Academy's designated teacher for looked-after children (LAC), the SENDCo (Special Educational Needs & Disabilities Coordinator) and the Pupil Premium lead in providing bespoke careers education and transition plans
- Track and report on pupil destinations
- Evaluate the impact of the Academy's careers programme

### Senior leadership team (SLT)

The SLT will:

- Support the careers programme
- Support the careers leader in developing their strategic careers plan
- Ensure the Academy'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 about technical education qualifications and apprenticeships, and set out arrangements for this in our Academy's provider access policy statement
- Network with employers, education and training providers, and other careers organizations

## The Academy Governance Committee (AGC)

The AGC will:

- Identify a member of the governing board who will take a strategic interest in careers education
- Ensure independent careers guidance is provided to all pupils throughout their secondary education and that the information is presented impartially, includes a range of educational or training options and promotes the best interests of pupils
- Ensure that a range of education and training providers can access pupils in to inform them of approved technical education qualifications and apprenticeships in line with the legal requirements of the 'Baker Clause,' including that the Academy has published a provider access policy statement
- Make sure that details of our Academy's careers programme and the name of the career's leader are published on the Academy's website

## Our careers programme

### Programme intent

The Academy has an embedded careers programme that aims to:

- Broaden pupils and parental horizons
- Promote a culture of high aspirations and equality of opportunity that address pre-conceptions or limited expectations
- 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 are interested in, and to make informed choices about their next step in education or training
- Assist pupils in developing essential employability skills, including communication, teamwork, problem-solving, critical thinking, and digital literacy
- Improving young people's working lives by helping them to identify the values that are important to them such as contributing to the wellbeing of others through their paid and voluntary work and working in greener ways
- Working with parents, the community and business partners to meet pupils' career development needs
- Provide statutory independent careers guidance to all pupils

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

Benchmarks:

1. A stable careers programme with a career's leader
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. Experience of workplaces
7. Encounters with further and higher education
8. Personal guidance

Our programme does not show bias towards any career path and promotes a full range of technical and academic options for pupils.

### Programme implementation

It is structured in a way that builds upon previous years so that pupils are encouraged to think appropriately about their future. We provide objectives and activities for each year group.

Our careers programme is delivered through several methods, including:

- Explicit lessons or sessions
- Information technology
- Adult led discussion
- Displays
- Events
- Visiting speakers

### At Key Stage 3

All pupils at KS3 can expect to:

1. Undertake an activity at transition (Year 6-7) that encourages meaningful dialogue surrounding careers at home
2. Experience a broad and balanced curriculum which encompasses vocational and academic qualifications including opportunities to experience subjects offered at KS4 not included in the national curriculum e.g., business or health and social care
3. [Have links to careers made explicit through the curriculum highlighting the relevance of their subjects to future careers, opportunities and pathways.](#)
4. Be explicitly taught careers education through PSHCE (Personal, Social, Health, Citizenship and Economic education)
5. Be signposted to, and have easy access to, online careers information and tools for self-assessment and career planning
6. Be taught about [local and national labour market information](#)
7. Have the opportunity to develop an awareness of pupil's individual skills, strengths, and preferred learning styles in relation to Post 16 pathways and future career goals. This includes opportunities to:
  - a. find out more about themselves
  - b. find out what inspires them
  - c. come up with career ideas
  - d. discover their strengths, values, motivations, and interests
8. Be supported in setting realistic and achievable career goals, considering their aspirations, capabilities, and the requirements of their chosen career paths including devising an action plan towards your career goal that is reviewed periodically
9. Have opportunities for pupil leadership roles and responsibilities
10. Have academic targets set and academic progress reviewed through Academic mentoring and learning review evenings
11. Take part in a Year 9 options event where they can access information about different curriculum areas and the implications of studying specific subjects in KS4
12. Be introduced to the Academy's careers advisor

13. Have access to a careers advisor via an appointment system when making choices
14. Receive visits from business leaders and, where possible, make visits to local businesses
15. Have access to 'Meet the Employer' encounters or events
16. Receive visits from further education providers and, where possible, make visits to further education providers e.g., colleges/sixth forms, apprenticeship providers or universities
17. Have opportunities to develop an understanding of entrepreneurship and the skills needed

#### At Key Stage 4

All pupils at KS4 can expect to:

1. Undertake an activity at transition (Year 9-10) that encourages meaningful dialogue surrounding careers
2. Continue to have academic targets set and academic progress reviewed through Academic mentoring and learning review evenings
3. Have the opportunity to develop an awareness of pupil's individual skills, strengths, and preferred learning styles in relation to Post 18 pathways and future career goals. This includes opportunities to:
  - a. find out more about themselves
  - b. find out what inspires them
  - c. come up with career ideas
  - d. discover their strengths, values, motivations, and interests
4. Continue to be supported in setting realistic and achievable career goals, considering their aspirations, capabilities, and the requirements of their chosen career paths including devising an action plan towards your career goal that is reviewed periodically
5. Receive [local and national labour market information](#)
6. Have opportunities to gain practical work experience through job shadowing, work placements or virtually.
7. Have access to a qualified, independent, impartial careers advisor and where possible be offered an individual appointment with a qualified, independent, impartial careers advisor
8. Have further opportunities for pupil leadership roles and responsibilities
9. Have listened to talks on different careers including opportunities to speak to representatives from various sectors of the world of work
10. Have developed financial capability skills
11. Visit a careers fair
12. Develop presentation skills
13. Have a practice interview and be given feedback
14. Be supported in applying for next steps including individual support in completing applications
15. Have their Post 16 applications tracked
16. Have produced a curriculum vitae and been given feedback
17. Have listened to a talk from an entrepreneur and had the opportunity to be involved in an enterprise activity

## 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 organizations, to identify the needs of our pupils with SEND and put in place personalized 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.

## Access to our careers programme information in supporting the local community

A summary of our Academy's careers programme is published on our Academy 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 careers leader, this information is available on the website.

## Involving parents

We will involve parents in the process by informing them of the providers that are being invited to speak to pupils and advise parents to consult the provider's website to find out more information about the courses and qualifications on offer.

We will also make parents aware of the [Talking Futures toolkit](#) which supports parents to have informed and constructive conversations with their child about their future options.

We will also invite providers to appropriate parents' evenings to help parents become familiar with all the options available to their child.

## Assessing the impact on pupils

Our careers 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:

- Utilising the Compass+ evaluation tool
- Analysing pupil choices
- Stakeholder feedback from pupils and parents
- Tracking destinations data

- Monitoring employer evaluations following work experience
- Monitoring local markets
- Reporting on the Gatsby Benchmarks
- Work toward the [Quality in Careers Standard](#)

### [Links to other policies](#)

Provider access policy statement

MLP (Magna Learning Partnership) Careers Statement

### [Monitoring and review](#)

This policy, the intent, its implementation and impact will be monitored by the Academy Governance Committee and be reviewed annually.