Careers Guidance Policy

Policy Owner:	**Director of Education (Secondary)**
Approved by:	**Curriculum & Standards Committee**
Last reviewed:	**October 2026**
Next review due by:	**October 2027**

Due to the evolving nature of The CAM Academy Trust, procedures behind this policy will be reviewed and amended accordingly to reflect changes.

At the heart of our work lie the six core principles of The CAM Academy Trust. These drive everything that we do.



Aims

This policy aims to set out our Trust's provision of impartial and informed careers guidance for our pupils. This includes the ways in which pupils, parents and carers, 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
- Reduce the risk of pupils becoming Not in Education, Employment or Training (NEET), particularly those who are disadvantaged, care-experienced children or who have SEND
- Identify pupils at risk of disengagement and provide targeted careers interventions
- Support successful progression into education, employment, apprenticeships and training.

Statutory requirements

This policy is based on the Department for Education's (DfE's) statutory Careers guidance and access for education and training providers (updated June 2026).

This guidance refers to:

- The Education Act 1997
- The 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.

The DfE statutory guidance explains that our schools 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 schools' websites.

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 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 schools meets this duty, and can be found on our schools' website.

Roles and responsibilities

Careers leader

The details of the careers leader can be found on the school website, along with their contact details. The careers leader may be a member of the senior team or works closely with the senior leadership team (SLT) and will:

- Take responsibility for developing, running and reporting on the school's career programme, and developing a strategic employer engagement plan
- 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
- Work with local employers, universities, colleges and apprenticeship providers to support progression
- Ensure all pupils experience multiple meaningful high-quality encounters with employers across each key stage (in line with the DfE's Work Experience Guarantee)
- 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 the 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 the school's provider access policy statement at least annually, in consultation with local advisory boards.

Senior leadership team (SLT)

The SLT will:

- Support the careers programme
- Support the careers leader in developing their strategic careers plan
- Make sure the school 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
- Ensure parents and carers can actively engage in the careers programme through information events, online resources, consultation opportunities and guidance on educational, technical and employment pathways.
- Ensure the Baker clause is met.

The Trust Executive Team

The Trust Executive Team will:

- Monitor whether 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.
- Ensure 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.

The Local Advisory Board

The Local Advisory Board will appoint a careers link member who provides local oversight and challenge in relation to the school's career provision. Through the link member and wider stakeholder engagement, the LAB supports understanding of pupils' experience of careers education and provides relevant feedback, local insight and any emerging concerns to school leaders and the Trust.

The Trust Board

The Trust Board will:

- Receive an annual report on careers provision, Gatsby Benchmark performance, destination outcomes and compliance with statutory guidance
- Receive assurance from the executive team that arrangements are in place for schools in the Trust to meet the legal requirements of the 'Baker Clause', including that schools have published a provider access policy statement

The careers programme

Our schools have 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 in line with the most recent Gatsby Benchmarks and associated national expectations, including a stronger focus on inclusion, parental engagement, meaningful workplace experiences, destination outcomes and the use of data to improve provision:

1. A stable careers programme with a careers 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 programmes don't show bias towards any particular career path and promotes a full range of technical and academic options for pupils.

Our programmes are structured in a way that builds upon previous years, and the overarching aim is divided between the Key Stages so that pupils are encouraged to think appropriately about their future.

All pupils in years 7-11 are entitled:

- to find out about technical education qualifications and apprenticeships opportunities, as part of a careers programme which provides information on the full range of education and training options available at each transition point
- to hear from a range of local providers about the opportunities they offer, including technical education and apprenticeships – through options events, assemblies and group discussions and taster events
- to understand how to make applications for the full range of academic and technical courses
- to attend one dedicated careers lesson each academic year as part of their careers journey
- to access high-quality work experience opportunities, in line with the DfE Work Experience Guarantee
- have access to impartial personal guidance delivered by appropriately qualified careers advisers at key transition points.

Our careers programme is delivered through a number of methods, and details can be found on our school's websites.

Parents and carers will be actively involved in the careers programme through information evenings, pathway briefings, transition events, careers communications and access to labour market information.

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 peers, 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 to reduce the risk of these pupils becoming NEET. 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

A summary of our schools' careers programme is published on schools websites including details of how pupils, parents, teachers and employers can access information about the careers programme. Each school will publish:

- Its careers programme.
- The name and contact details of the Careers Leader.
- The Provider Access Policy Statement.
- Information regarding the school's progress towards achieving the Gatsby Benchmarks.

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

Assessing the impact on pupils

Our careers programmes are 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:

- Surveys
- Leavers information
- Feedback from pupils, parents, teachers and employers
- NEET data
- Evaluation

Careers leaders and senior leaders will monitor through:

- Compass+ and Gatsby Benchmark assessment
- Destination tracking
- Careers programme audits
- Employer feedback
- Annual reporting to governors/trustees.

The effectiveness of the careers programme will be evaluated through analysis of sustained destination data, progression rates, apprenticeship uptake, further and higher education destinations and measures of pupil career readiness.

Links to other policies

This policy links to the following policies

- Provider access policy statement

Monitoring and review

This policy will be reviewed annually by the Director of Education (Secondary). At every review, the policy will be approved by the Curriculum & Standards Committee on behalf of the trust board.