

# Careers Policy

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To Be Reviewed: September 2026

**BUILDing**  
**Your Future Now**

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## POLICY 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 Nottingham Academy aims to:

- Help pupils prepare for the workplace through development of essential 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 Post-16 and Post-18
- Help pupils to understand routes to careers that they're interested in, and to make informed choices about their best next step in education or training
- Promote a culture of high aspirations and equality of opportunity

## STATUTORY REQUIREMENTS

This policy is based on the Department for Education's (DfE's) statutory guidance – **Careers Guidance and Access for Education and Training Providers** (last updated May 2025), which schools and academies in England must have regard to when carrying out their legal duties.

This guidance is issued under, and informed by, the following legislation:

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

### Legislation Developments

#### **Education (Careers Guidance in Schools) Act 2022**

This Act extended the statutory duty so that:

- All state-funded secondary schools must secure independent careers guidance for pupils from Year 7 to Year 13
- The duty applies to academies as well as maintained schools
- Schools must have regard to statutory guidance when fulfilling this duty

#### **Skills and Post-16 Education Act 2022 (Provider Access Legislation)**

This legislation strengthened previous requirements (the 'Baker Clause') and requires schools to:

- Provide at least six meaningful encounters with providers of technical education or apprenticeships for all pupils in Years 8–13
- Ensure encounters are delivered across key phases and are accessible to all pupils
- Publish a Provider Access Policy Statement outlining how access is managed

Careers guidance is delivered through the eight **Gatsby Benchmarks for Good Career Guidance**, which provide the national framework for high-quality careers provision. In line with statutory guidance, the school's careers programme is structured and delivered in accordance with the updated Gatsby Benchmarks.

### Accountability and Compliance

The school will meet its statutory duties by:

- Delivering a stable, structured programme of careers education for all pupils from Year 7 to Year 13 in line with the Gatsby benchmarks
- Ensuring equal access to both academic and technical pathways
- Ensuring access to independent and impartial careers guidance
- Publishing details of the careers programme on the school website
- Ensuring compliance with Provider Access Legislation and the school's published policy statement
- Monitoring provision through self-evaluation and external review (e.g. Careers Mark, Ofsted)
- Reviewing this policy regularly in line with updated statutory guidance

# VISION AND VALUES

Nottingham Academy's vision is "lead learning to transform lives and enable communities" and our motto is "exceptional provision for exceptional learners".

The school recognises the importance of outstanding careers and employability provision to ensure our pupils are prepared for the ever-changing world of work and for them to find their best next step.

At Nottingham Academy, our careers vision is:

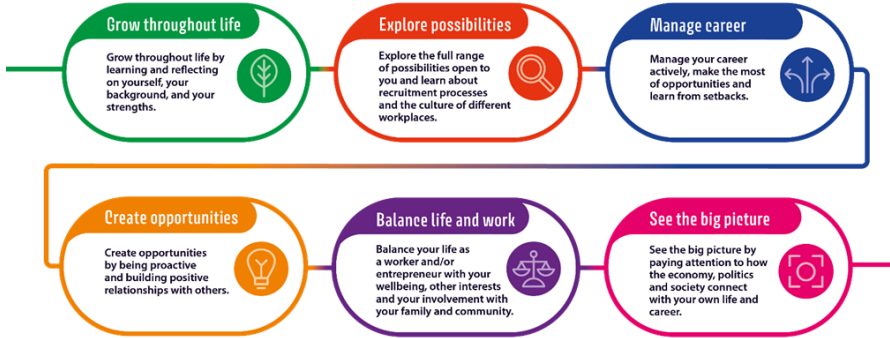
## BUILDING Your Future Now

- B** – Broadening Horizons
- U** – Understanding the World of Work
- I** – Informing of Choices
- L** – Lifelong Skills Building
- D** – Deciding on Next Steps

The school uses the Skills Builder framework which outlines the 8 essential skills people need:



Our aim for all our young people is that they go on to lead happy, successful and fulfilling careers in the future to "transform lives and enable communities". We therefore consider all the elements of the Careers Development Institute framework which outlines the elements needed for a positive career:



## LEADERSHIP AND STAFFING

The careers programme is led by Assistant Principal for Personal Development, Leonie Smikle, who oversees its strategic development and implementation.

Leonie is supported by a team of other staff with a role in careers. This includes:

Kim Gretton – Careers Advice and Guidance

Jen Hanby – Think Forward Mentor

Scarlet Merrill – Director of Sixth Form

Deb Todd – Deputy Head of Year and UCAS Advisor

Teaching and Learning Leads in Faculties – Careers in the Curriculum

## CAREERS PROGRAMME

Our embedded careers and employability programme gives students opportunities to develop essential skills, ensuring that they are fully supported to make informed choices about the next stage in their education, employment, or training. It is structured in a way that builds upon previous years.

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

1. A stable careers programme
2. Learning from career and labour market information
3. Addressing the needs of each young person
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

The programme does not show bias towards any particular institution, education or career path, and promotes a full range of technical and academic options for pupils. We consider the best interests of the pupil to whom the career guidance is given.

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

- PSHE tutor time sessions
- Drop Down Days
- Annual Careers Fair
- Work Experience and Insights Programme
- 1:1 Careers Guidance Meetings (KS4 and KS5)
- Careers Events
- Use of the Unifrog Platform

Every pupil will receive at least 1 personal guidance meeting with a careers adviser by age 16. Every pupil will receive a further meeting by age 18.

Information about the careers entitlement, personal guidance support, and how to access it, will be communicated to pupils, parents and carers, and other stakeholders, including through the school website.

## INCLUSION AND EQUALITY

Nottingham Academy's Careers Programme is designed to be inclusive and accessible to all students, regardless of background, ability or need.

Special consideration is given to students with special educational needs and/or disabilities (SEND), those with English as an additional language (EAL), and those from disadvantaged backgrounds.

The school is committed to ensuring that all students receive high-quality, impartial careers guidance that is tailored to their individual needs and aspirations.

Individualised support is provided to ensure that every student can fully access the careers programme and make informed decisions about their future.

All pupils with SEND are supported to access the full careers programme and receive appropriate guidance in relation to education, training and employment opportunities.

For pupils with an Education, Health and Care Plan (EHCP), annual reviews from Year 9 onwards include a clear focus on preparing for adulthood, in line with the SEND Code of Practice. This includes planning for pathways into employment, independent living, participation in society and maintaining good health.

The school ensures that all pupils with SEND, including those without an EHCP, are supported with appropriate transition planning and receive additional guidance where required to support progression to their next stage of education, training or employment.

Furthermore, the careers programme aims to:

- Carefully select and regularly review careers resources, including displays and materials, to reflect diverse pathways, backgrounds and role models that inspire all students
- Actively encourage all students to consider a broad range of pathways, including academic, technical and vocational routes, ensuring informed and aspirational decision-making
- Challenge stereotypes and promote equality, ensuring that careers education avoids gender, cultural or social bias and reflects the diversity of the modern workforce
- Ensure inclusive access for all students, with appropriate support and reasonable adjustments so that students of all abilities and backgrounds can fully engage with the careers programme

## MONITORING AND REVIEW

As part of the quality assurance process to ensure that the careers provision is current, relevant and fit for purpose, Nottingham Academy considers both hard and soft outcomes for pupils through a number of ways:

- Immediate destination data – provided by Futures for year 11 and the 6<sup>th</sup> form team for year 13 students
- Sustained destination data – provided by the DfE
- Regular student voice on the careers programme and after workshops, meaningful encounters etc.
- Future Skills Questionnaire – students will complete the Careers and Enterprise survey to measure careers readiness.
- Feedback from stakeholders: including reviews of annual provision and specific events
- Full evaluation against the Gatsby Benchmarks using the Careers and Enterprise Company's Compass+ tool
- Review of the provision using the Careers and Enterprise Peer to Peer Internal Leadership Review process
- Staff feedback through post CPD sessions evaluations
- Gathering feedback from parents at Progress Evenings, Open Evenings and through surveys
- Quality assurance of PSHE careers lessons
- External validation through Careers Mark which was achieved Careers Mark in January 2024.



## PROVIDER ACCESS LEGISLATION

The Provider Access Legislation, introduced through the Skills and Post-16 Education Act 2022 and in force from January 2023, requires schools to provide pupils with access to providers of technical education and apprenticeships.

Schools must provide a minimum of six meaningful encounters with approved providers for all pupils in Years 8 to 13:

- Two encounters for pupils during the 'first key phase' (Year 8 or 9), which are mandatory for all pupils to attend
- Two encounters for pupils during the 'second key phase' (Year 10 or 11), which are mandatory for all pupils to attend
- Two encounters for pupils during the 'third key phase' (Year 12 or 13), which the school must provide but attendance is optional for pupils

These encounters must be timetabled during the school day and be accessible to all pupils.

### Meaningful Encounters

The school will ensure that every pupil has multiple opportunities to learn from employers, training providers and staff about work, employment and the skills valued in the workplace. These may include visiting speakers, workplace visits, mentoring, enterprise activities and enrichment programmes.

From Year 7 onwards, pupils will participate in at least one meaningful encounter with an employer or provider each year.

A 'meaningful encounter' is one in which a pupil can explore what work is like, understand career pathways, or develop awareness of the skills and behaviours required for employment.

### Careers in the Curriculum

All curriculum areas will contribute to careers education by highlighting the relevance of their subject to future pathways, careers and skills.

This will include:

- Explicit links between curriculum content and careers
- Opportunities for pupils to understand how subject knowledge and skills are applied in the workplace
- Use of labour market information where appropriate
- Engagement with employers or career-related examples within subject teaching