



**CARLTON**  
ACADEMY TRUST

# **Carlton Academy Trust**

## **Careers Policy**

**Approved on behalf of Trustees:**

**Gareth Logan**

**Date:**

**September 2023**

**Next Review Date:**

**August 2024**



## **Policy Aims and Scope**

High quality careers education and guidance is critical to a student's future employment prospects and life chances. This policy outlines the systems the trust uses to help students prepare for the workplace, providing a clear understanding of the world of work, including the routes to careers they may find engaging and rewarding. It also aims to support them in acquiring the self-development and career management skills they need to achieve positive employment destinations.

This policy applies to all students from Years 7 to 13 and enables all schools to fulfil the requirements of the 'Provider Access Duty' (January 2023). This clause outlines the requirement for schools to provide opportunities for a range of education and training providers to access Year 7 to Year 13 students, to inform them about approved academic and technical qualifications and apprenticeships.

Schools must provide at least six encounters with providers of technical education or apprenticeships for all students between the years 8 and 13 as follows:

- Two must be in Years 8 or 9
- Two in Years 10 and 11
- Two in years 12 or 13.

Any encounters in Years 9 and 11 must be before the end of February to enable informed option choices or next steps in education, respectively.

In doing this, schools must act impartially and not show any bias towards any career route, promoting a full range of options so students are aware of the benefits of apprenticeships, T levels and other approved technical qualifications.

In achieving this, the trust aims for all its' schools to be fully compliant in all aspects of the Gatsby Benchmarks for careers provision.

## **Gatsby Benchmarks**

Gatsby is an internationally recognised benchmarking programme which provides a framework for the development of careers provision in accordance with statutory requirements. It has eight benchmarks:

### **Benchmark 1: A Stable Careers Programme**

This is a foundation for the other benchmarks. It outlines to students, teachers, parents/carers, and employers what each student can expect from careers education and guidance in each year at school. It is overseen by a named 'Career Leaders' from the senior leadership team who is appropriately trained, responsible, and accountable for delivery of the careers programme.

In line with statutory requirements, each school will publish on their website a Policy Statement including the following information relating to their careers provision:

- Name, email address, and telephone number of the Careers Leader.
- A summary of the careers programme, including details of how students, parents/carers, teachers, and employers may access further information.
- How the school measures and assesses the impact of the careers programme.



- The date of the next review of published information.

The careers must be regularly evaluated using feedback from students, parents/carers, teachers, and employers.

### **Benchmark 2: Learning from Career and Labour Market Information**

This benchmark ensures that students and parents/carers have access to good quality information about future study options and/or labour market opportunities. By the age of 14 all students should have used this information to inform their decisions on study options, and an ongoing basis thereafter. Parents/carers should also be encouraged to access and use labour market information to inform and support the choices of their child.

### **Benchmark 3: Addressing the Needs of Each Student**

This benchmark relates to provision of personalised careers advice to all students. Schools must keep detailed records of this advice and agreed actions during their time at the school. Advice should challenge stereotypes and seek to raise aspirations, whilst embedding equality and diversity considerations. Records are working documents, which students can access at any time to support their career development. Schools should retain data for at least three years after they have left the school.

### **Benchmark 4: Linking Curriculum Learning to Careers**

This benchmark embeds careers teaching within lessons, by ensuring that programmes of study show students how their subjects help them gain entry to a wide range of occupations. This should apply to all subjects, including those which are not directly related to careers. By the age of 14 the importance of STEM subjects should be highlighted to students stressing their importance for a wide range of careers. The importance of a good pass grade in Maths and English to future employment prospects should also be emphasised.

### **Benchmark 5: Encounters with Employers and Employees**

This benchmark ensures that students have multiple opportunities to learn from employers about work, employment, and the skills that are valued in the workplace. Every student from the age of 11 should participate in at least one meaningful encounter with an employer per year, which commonly include:

- Alumni activities.
- Business and enterprise competitions.
- Careers fairs, careers carousels, speed networking.
- Employer encounters with parents/carers.
- Employer involvement in the curriculum.
- Employer talks or mentoring.
- Mock interviews, CV workshops, mock assessment centres.
- Virtual tours of a workplace or Careers Fairs.



## **Benchmark 6: Experiences of Workplaces**

This benchmark aims to ensure that all students have a first-hand experience of the workplace through work visits, work shadowing, or work experience. This helps their exploration of career opportunities and to expand their professional networks. By the age of 16, every student should have at least one experience of a workplace in addition to any part-time jobs they may have. This benchmark is less about work experience, and more about experiences of the workplace and providing students with a more realistic idea of the workplace to better understand career opportunities. By the age of 18 there should be one further meaningful encounter.

## **Benchmark 7: Encounters with Further and Higher Education**

This benchmark ensures that all students understand the full range of learning opportunities that are available to them. This includes both technical and academic routes, and learning in schools, colleges, universities and in the workplace. By the age of 16, every student should be fully aware of the full range of educational opportunities open to them, including the opportunity to meet staff and students from these providers. By the age of 18 on a pathway to study at university must have had two encounters.

## **Benchmark 8: Personal Guidance**

This benchmark ensures every student has an opportunity for a careers interview with a career's adviser. The adviser could be a member of staff or an external adviser, provided they are trained to the appropriate standard. Advisers should be available for all students whenever significant study or career choices are being made. Students should have at least one interview by the age of 16 and are most effective when contextualised within the student's current and expected achievement standards. Students must have one further encounter by the age of 18.

## **Roles and Responsibilities**

### **Trustees**

Trustees oversee and quality-assure careers provision in accordance with the Gatsby benchmarks. The trustee with linked responsibilities for Standards will have specific responsibilities in relation to this duty.

### **Heads of School**

Have overall responsibility for careers provision. They may assume the role of Careers Leader, but this is normally delegated to another member of the senior leadership team.

## **Impact of Careers Education**

A successful careers guidance programme will be reflected in higher numbers of students progressing to positive and sustained destinations such as apprenticeships, technical routes, school sixth forms, sixth form colleges, further education colleges or employment. This is shown in destination measures, which report the success of a school in achieving these objectives.



## **Appendix A – Example Trust Provider Access Policy Statement**



### **(School Name) Provider Access Policy**

This policy statement sets out the school's arrangements for managing the access of providers to students at the school for the purpose of giving them information about the provider's education or training offer. This complies with the school's legal obligations under Section 42B of the Education Act 1997.

#### **Student entitlement**

All students from years 7 to 13 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.

#### **Management of Provider Access Requests**

An education or training provider wishing to request access should contact: (Name/job title/email and telephone number).

#### **Opportunities for Access**

Events integrated into the school careers programme offer providers with an opportunity to come into school to speak to students and/or parents/carers as shown on the following schedule. Please contact the Careers Leader to identify the most suitable opportunity.

Provider Access opportunities can be found on each individual school website.