



Hollingworth
Learning Trust

A Hollingworth Learning Trust Academy

Careers Education and Guidance Policy

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1. AIMS

This policy aims to set out our academy's provision of impartial and informed careers guidance for our students. This includes the ways in which students, parents and carers, teachers and employers can access information about our careers programme.

High-quality careers guidance is important for our students' futures, and our provision aims to:

- Help students prepare for the workplace, by building self-development and career management skills
- Provide experience and a clear understanding of the working world
- Develop students' awareness of the variety of education, training and careers opportunities available to them
- Help students to understand routes to careers that they're interested in, and to make informed choices about their next step in education or training
- Take into account the individual needs of all students to tailor the programme accordingly and provide the right level of support
- Promote a culture of high aspirations and equality of opportunity.

2. STATUTORY REQUIREMENTS

This policy is based on the statutory [Careers guidance and access for education and training providers](#) from the Department for Education (DfE). 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 [Skills and Post-16 Education Act 2022](#) (the 'provider access legislation'). It explains that our academy must provide a minimum of **6 encounters** with technical education and apprenticeship providers to all students in years 8 to 13 about their education or training offer. For more detail on these encounters, see our provider access policy statement, which is available at <https://newhouseacademy.co.uk/policies/>

This policy is also in line with the [Education \(Careers Guidance in Schools\) Act 2022](#), which amends the existing duty in The Education Act 1997, so that:

Our academy must now secure independent careers guidance for students from Year 7 onwards, (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 we publish information about the careers programme on our website, and that it is communicated in a way that enables learners, parents and carers, staff, and employers to access and understand it. This includes:

- The name and contact details of the Careers Lead
- A summary of the careers programme
- Details of how students, parents and carers, teachers, and employers can access information about the careers programme
- How our academy measures and assesses the programme's impact on learners
- The date by which we will review information.

We also act in line with our statutory duty under the provider access legislation (also known as 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 academy meets this duty, and can be found at <https://newhouseacademy.co.uk/policies/>.

3. ROLES AND RESPONSIBILITIES

3.1 The Governing Board will:

- Actively engage in setting the direction for a whole-school approach to careers guidance with the Headteacher; to make sure it is aligned with the academy's vision, priorities and development plans
- Provide clear advice and guidance on which the academy can base a strategic careers plan which meets legal and contractual requirements
- Maintain strategic oversight of the academy's legal and contractual requirements for careers guidance and hold senior leaders to account for delivering against those requirements
- Appoint a member of the governing board who will take a strategic interest in careers education and encourage employer engagement
- Make sure that independent careers guidance is provided to all students 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 students
- Make sure that a range of education and training providers can access students in Years 8 to 13 to inform them of approved technical education qualifications and apprenticeships
- Make sure that arrangements are in place for the academy to meet the legal requirements of the provider access legislation, including that the academy has published a provider access policy statement
- Make sure that details of the academy's careers programme and the name of the careers lead are published on the academy's website.

3.2 The Headteacher will:

- Work with the governing board to set the direction for a whole-school approach to careers guidance, making sure it is aligned with the academy's vision, priorities and development plans
- Support the careers team to deliver the academy's careers programme
- Build careers into staff development for teachers and support staff, and make sure that the careers leader, careers adviser and senior leaders receive training and development to deliver high-quality careers provision
- Make sure that personal guidance is provided to students by a qualified careers adviser
- Network with employers, education and training providers, and other careers organisations.

3.3 The Careers Team will:

The Careers Team at Newhouse Academy is made up of:

Senior Leadership Team link	Hannah Gregory Harris
Careers Co-ordinator	Rebecca Jones
Careers Administrator	Louise Jamieson

They will:

- Take responsibility for planning and delivering the careers programme and work towards meeting the Gatsby Benchmarks in a meaningful way
- Co-ordinate and manage careers activities and the budget for these
- Work with the SLT to make sure the careers programme is informed by a strategic careers plan aligned to the academy's priorities
- Engage parents and carers throughout
- Establish and develop key relationships to drive progress and continuously improve the careers programme
- Establish and develop links with external employers, education and training providers, and careers organisations
- Use and sequence labour market information (LMI) throughout the careers programme, tailoring it to individual circumstances

- Support the careers adviser to work with relevant staff, including the SENCO, subject teachers and pastoral teams
- 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 students with special educational needs and/or disabilities (SEND) and put in place personalised support and transition plans
- Work with our academy's designated teacher for looked-after children (LAC) and previously LAC to:
 - Make sure they know which students 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
 - Engage with the relevant virtual Headteacher and ensure a joined-up approach to identifying and supporting students' career ambitions
 - Evaluate and continuously improve the careers programme, drawing on feedback from all stakeholders and the destinations of students
 - Review our academy's provider access policy statement at least annually, in agreement with our governing board.

3.4 The Senior Leadership Team will:

- Support the careers programme
- Support the careers Team in developing their strategic careers plan
- Make sure the careers team is allocated sufficient time and budget, and has the appropriate training, to perform their duties to a high standard
- Support the careers adviser to deliver personal guidance to students, making sure it's well-resourced
- Work closely with the careers team in the overall development and evaluation of the careers programme
- Network with employers, education and training providers, and other careers organisations.

3.5 The Careers Adviser will:

The academy's Careers Adviser, (Positive Steps Adviser), is Christine Pugh. She will:

- Support students to make effective career decisions
- Work with the Careers Team and SENCO to identify the needs of students with SEND and provide personalised support
- Contribute to the overall development and evaluation of the careers programme.

4. OUR CAREERS PROGRAMME

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

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

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

Our programme doesn't show bias towards any particular institution, education or career path, and promotes a full range of technical and academic options for students. We consider the best interests of the student to whom the career guidance is given.

It is structured in a way that builds upon previous years, and the overarching aim is divided between the Key Stages so that students are encouraged to think appropriately about their future. We provide aims, objectives and activities for each year group.

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

- Assemblies
- Trips and visits
- Careers within the curriculum.

4.1 How we meet our requirements

- All subjects link curriculum learning with careers. Additionally, our PSHE curriculum, known as the Our People curriculum within this academy, includes information on careers and employability as well as Xello lessons.
- Every student will receive at least one personal guidance meeting with a careers adviser by age 16.
- Information about personal guidance support, and how to access it, will be communicated to students, parents and carers, and other stakeholders, including through the academy's website.

4.2 Key Stage 3

Our Key Stage 3 careers programme will support students in their planning and choices of GCSE subjects, this includes assemblies from all subject areas with a careers link slide, an assembly from Hopwood Hall College and Colleges and options evening.

In years 8 and 9, all students will receive two encounters with a technical provider. More details of this can be found in the Academy's Provider Access Policy, which can be found at <https://newhouseacademy.co.uk/policies/>

4.3 Key Stage 4

Our Key Stage 4 careers programme aims to help students research and understand their choices and routes into education and training. This includes:

- All local college providers delivering an assembly to Year 11 students
- Open days
- College Taster days
- Master classes
- Application process support sessions
- One week's worth of work experience.

4.4 Students with special educational needs or disabilities (SEND)

All students with SEND will be supported with a careers programme that follows the Gatsby Benchmarks. We expect that the majority of students with SEND will follow the same careers programme as their peers, with adjustments and additional support as needed.

Information, opportunities and support will be personalised and sequenced to meet the needs of each student with SEND and their families.

4.5 Access to our careers programme information

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

Students, parents and carers, teachers, and employers can request any additional information about the careers programme by contacting:

Louise Jamieson – Careers Administrator at JamiesonL@newhouseacademy.co.uk

Rebecca Jones – Careers Co-ordinator at JonesR@newhouseacademy.co.uk

Christine Pugh – Positive Steps Adviser at PughC@newhouseacademy.co.uk

4.6 Access to student participation records

We measure the progress of students and keep records as they move through the Key Stages.

We collect, maintain and use accurate data for each student on their aspirations, (Year 11), intended and immediate education, and training or employment destinations, to inform personalised support. We also keep records for each student of their participation in the careers programme, the individual advice given to them and subsequent agreed decisions.

These records will be kept in line with our data protection policy, which can be found at: <https://newhouseacademy.co.uk/policies/>

4.7 Assessing the impact on students

Our careers programme is designed so that students and parents/carers can give feedback throughout the course of the programme. We measure and assess the impact of the programme's initiatives by the use of parent surveys and student surveys at the end of each key phase.

This evidence feeds into the overall development plans to make it easier to evaluate, improve and adapt our careers programme to ensure it meets the needs of all students.

5. LINKS TO OTHER POLICIES

This policy links to the following policies

- Provider access policy statement
- Safeguarding and child protection policy
- Data protection and privacy notices policy

All of the academy's policies can be found at: <https://newhouseacademy.co.uk/policies/>

In addition, this policy links to the academy's curriculum statement. The details of which can be found at: <https://newhouseacademy.co.uk/curriculum/>

6. MONITORING AND REVIEW

This policy, the information included, and its implementation will be monitored by the academy's Local Governing Board or a committee of the board and reviewed annually.

The next review will take place in the Summer Term of 2027.