



**CARLTON**  
ACADEMY TRUST

**Carlton Academy Trust**  
**Careers Policy**

**Approved on behalf of Trustees:**

**Gareth Logan**

**Date:**

**August 2022**

**Next Review Date:**

**August 2023**

## **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 jobs and careers that 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. Two must be in years 8 or 9, two in Years 10 and 11, and two in years 12 or 13. Encounters in years 9 or 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 government Gatsby Benchmarks for careers provision.

## **Legislative Framework**

This policy relates to the following legislation:

- Section 42A, 42B, 45 and 45A of the Education Act 1997.
- Section 72 of the Education and Skills Act 2008.
- Schedule 4 (15) of the School Information (England) Regulations 2008.

## **Gatsby Benchmarks**

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

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

This acts as the foundation for the other seven benchmarks. It informs students, teachers, parents/carers and employers what each student can expect from careers education and guidance in each year at school. It will be overseen by a named 'Career Leaders' from the senior leadership team who are 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 the published information.

Feedback should be invited from students, parents/carers, teachers and employers to inform future provision.

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

This benchmark ensures that students and parents/carers have access to good quality objective information about future study options and labour market opportunities. By the age of 14, all students should have used this information to inform their decisions on study options, as well as on 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 directs the provision of personalised careers advice to **all** students. Schools will keep detailed records of this advice and agreed actions, spanning the time of students 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 aims to embed careers teaching within lessons, by ensuring that programmes of study show students how their subjects help people gain entry to a wide range of occupations. This should apply to all subjects, including those which are not directly related to careers. STEM subjects should highlight the importance of these subjects for a wide range of careers, whilst 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 help their understanding of career opportunities.

## **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.

## **Benchmark 8 – Personal Guidance**

This benchmark ensures every student has an opportunity for a careers interview with a careers 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.

## **Roles and Responsibilities**

### **Trustees**

Trustees oversee and quality-assure careers provision in accordance with the Gatsby benchmarks/statutory requirements. The Trustee with linked responsibilities for Standards will have 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. Where delegated, the Careers Leader has responsibility for high quality compliance with all aspects of the Gatsby benchmarks.

## **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**



### **Carlton Keighley 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:

Isobel Perrings: Careers Leader

Email: [ipe@ck.catrust.uk](mailto:ipe@ck.catrust.uk)

Phone number: 01535 210333

At Carlton Keighley the careers programme is reviewed termly using the Compass Careers Benchmark Tool which evaluates the academy's provision against the Gatsby Benchmarks. We are continually looking to develop and improve our Careers Programme ensuring that it is

relevant and useful to students as they understand the wide range of career pathways and providers available to them and so that it informs their next steps.

We welcome feedback from parents/ carers, employers and training providers at any point in the year to inform future provision - please email or phone the Careers Leader. We value student views on their experiences and careers education and intentionally collect student feedback at different points through the year. Our Careers Leader is also available for meetings with students at any point through the year and every student will have a dedicated 1:1 meeting with her and further follow up meetings if required. If you require any further information or would like to share any feedback please contact Ms Perrings (see above contact details).

### **Opportunities for Access**

Events, integrated into the school careers programme, offer providers 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.

	<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b>
<b>Year 7:</b> Exposure to a range of employers & sectors	Bradford Manufacturing Week	Networking Event with a range of employers	Introduction to Apprenticeships & Training Providers Assembly
<b>Year 8:</b> Exposure to a range of different post 16 pathways	University Visit	Pathways Networking Event with Skipton Building Society	Introduction to Apprenticeships & Training Providers Assembly*  Royal Navy Careers
<b>Year 9:</b> Exposure to a range of career opportunities	Introduction to Apprenticeships & Training Providers Assembly  Careers Fair*	Visit to universities  Employee & Aspirational Speakers Presentations	Employability Skills Workshops  Royal Navy Careers
<b>Year 10:</b> Exposure to a range of workplace visits & 1:1 CEIAG interviews	Workplace Visits  Careers Fair*	Workplace Visits	1:1 Careers Interviews  1:1 Mock Interviews  Introduction to Apprenticeships & Training

			Providers Assembly *
<b>Year 11:</b> Exposure to 1:1 CEIAG interviews & mock interviews	1:1 Careers Interviews  Introduction to Apprenticeships & Training Providers Assembly	Employability Skills Workshops	Bespoke support to ensure successful transition to post-16 provision

\* Baker Clause provision