Careers Guidance Policy

This policy is effective in Lancaster Academy, part of the Learning without Limits Academy Trust

Commented [AE1]: Only required in Secondary Academies

Associated Trust Policies:	Associated Academy Documents
Data Protection Policy	Child Protection and Safeguarding Policy
Trust Curriculum Statement	Academy Curriculum Maps
	Provider Access Policy Statement

Version: 1.0	**Status: Approved**
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Version	Date	Author	Changes
V1.0	Aug 2025	AbEv	New policy created in response to the DfE's updated statutory careers guidance This policy has been reviewed by the Education Standards Committee. Policy approved at Trust Board meeting 25th September 2025.
V1.0a	<Date>	<Initials>	Policy localised for Lancaster Academy

This document is a Trust wide policy which is approved by Trustees for use in all Trust premises. It is the responsibility of individual Academies to insert information in to the document where indicated so that it is relevant to local circumstances and practice, whilst not removing any content contained within it, prior to the policy being noted by Local Governing Bodies.

The Careers Lead at Lancaster Academy is: Claire Hurst

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Commented [AE2]: When policy localisation is complete, click on the 'References' tab, click on 'Update Table' and chose the second option: Update entire table.
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1. Aims

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

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

- Help learners prepare for the workplace, by building self-development and career management skills
- Provide experience and a clear understanding of the working world
- Develop learners' awareness of the variety of education, training and careers opportunities available to them
- Help learners 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 learners to tailor the programme accordingly and provide the right level of support
- Promote a culture of high aspirations and equality of opportunity

2. Who is Responsible for Carrying out this Policy?

2.1. The CEO, Director of Secondary Education and the Principal have overall responsibility for the effective operation of this policy**.**

2.2. The implementation of this policy will remain under constant review by the Learning without Limits Academy Trust.

3. Statutory Requirements

3.1. This policy is based on the statutory Careers guidance and access for education and training providers from the Department for Education (DfE).

3.2. This guidance refers to:

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

3.3. This policy is in line with the Skills and Post-16 Education Act 2022 (the 'provider access legislation'). It explains that our Secondary Academies must provide a minimum of **6 encounters** with technical education and apprenticeship providers to all learners in years 8 to 13 about their education or training offer. For more detail on these encounters, see the provider access policy statement, on the Academy website.

3.4. This policy is 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 secure independent careers guidance for learners from year 7 (instead of from year 8, previously).
- As we are part of an Academy Trust in England, we are now required to provide and publish careers guidance.

3.5. 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 leader
- A summary of the careers programme
- Details of how learners, parents and carers, teachers, and employers can access information about the careers programme
- How our school measures and assesses the programme's impact on learners
- The date by which we will review information

3.6. 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 on the Academy website

1.1. This policy complies with our funding agreement and articles of association.

4. Role and Responsibilities

4.1. The Trust Board

4.1.1. The Trust will:

- Make sure that arrangements are in place for the Trust and its Academies 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 our Academy's careers programme and the name of the careers leader are published on the Academy website

4.2. The Director of Secondary Education/Trust Board

4.2.1. The Director of Secondary Education will:

- Actively engage in setting the direction for a whole-school approach to careers guidance with the Principal, to make sure it is aligned with the Trust and 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
- Work with a member of the Trust Board who will take a strategic interest in careers education and encourage employer engagement
- Make sure that independent careers guidance is provided to all learners 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 learners
- Make sure that a range of education and training providers can access learners in years 8 to 13 to inform them of approved technical education qualifications and apprenticeships
- Make sure that details of the Academy's careers programme and the name of the careers leader are published on the Academy website

4.3. Principal

4.3.1. The Principal will:

- Work with the Director of Secondary Education to set the direction for a whole-school approach to careers guidance, making sure it is aligned with the Trust and 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 learners by a qualified careers adviser
- Network with employers, education and training providers, and other careers organisations

4.4. Senior Leadership Team (SLT)

4.4.1. The SLT will:

- Support the careers programme
- Support the careers leader in developing their strategic careers plan
- Make sure the careers leader 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 learners, making sure it's well-resourced
- Work closely with the careers leader and careers adviser in the overall development and evaluation of the careers programme
- Network with employers, education and training providers, and other careers organisations

4.5. Careers Lead

4.5.1. Our careers leader is Claire Hurst and they can be contacted by phoning 01162703176 or emailing churst@lancaster.lwlat.org.uk. Our careers leader will:

- Take responsibility for planning and delivering the careers programme and work towards meeting the Gatsby Benchmarks in a meaningful way
- Coordinate 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/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 learners 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 learners 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 School Head and ensure a joined-up approach to identifying and supporting pupils' career ambitions

4.5.2. Evaluate and continuously improve the careers programme, drawing on feedback from all stakeholders and the destinations of pupils.

4.5.3. Review our Academy's provider access policy statement at least annually, in agreement with the Director of Secondary Education.

4.6. Careers Advisor

4.6.1. Our careers Advisor is Level 6 qualified careers advisors from LEBC. They will:

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

5. Our Careers Programme

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

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

- A stable careers programme
- Learning from career and labour market information
- Addressing the needs of each young person
- Linking curriculum learning to careers
- Encounters with employers and employees
- Experience of workplaces
- Encounters with further and higher education
- Personal guidance

5.3. 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 learners. We consider the best interests of the learner to whom the career guidance is given.

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

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

- 6 READY for the Future Careers Days
- Careers Lessons within PSHE time
- Curriculum lessons - our standardized PPT links through to careers
- Tutor time XELLO activities

5.2. How We Meet Our Requirements

5.2.1. All subjects link curriculum learning with careers. Additionally, our PSHE curriculum includes information on careers and employability.

5.2.2. Every learner will receive at least 1 personal guidance meeting with a careers adviser by age 16.

5.2.3. Information about personal guidance support, and how to access it, will be communicated to learners, parents and carers, and other stakeholders through our Weduc platform and also through the Lancaster Academy website.

Key Stage 3

5.2.4. Our PSHE curriculum includes a series of six 2-hour careers lessons per year which align to both the Gatsby Benchmarks and the updated CDI framework covering, exploring possibilities, creating opportunities, balancing work and life, exploring

possibilities and managing career choices. Our aim is students will have a comprehensive foundation of understanding of what careers planning is, especially when they come to key decision points, e.g. GCSE choices and how these decisions fit within the context of planning their future pathways

5.2.5. At Key Stage 3, our students experience careers education on the soft employability skills, financial management, active listening, body language and understanding how personal and professional networks can help in making career decisions. Activities also include workplace experiences through visits, meaningful interactions with employers in the living library, accessing and using Xello – the digital careers platform to promote independence and curiosity about career planning.

5.2.6. We are meeting our requirements to provide:

- At least 2 encounters with providers of technical education or apprenticeships in year 8 or 9 (this is set out in more detail in our provider access policy statement, which can be found on the Academy website
- 1 week's worth of work experience activities

Key Stage 4

5.2.7. Within the careers curriculum at Key Stage 4 there is a greater focus on work-ready activities; mock interviews, work experience, application processes, employability skills in the workplace, health and well-being in the workplace, life skills, such as financial management.

Students experience 1:1 careers guidance from advisors from LEBC. They take part in mock interviews. Year 10 students visit HE and FE providers as part of their READY day activities. External providers deliver assemblies, on HE, FE , technical pathways and apprenticeships. They participate in a careers fair in the autumn term, where meaningful interactions with employers and HE/FE providers take place.

5.2.8. We are meeting our requirements to provide:

- At least 2 encounters with providers of technical education or apprenticeships in year 10 or 11 (this is set out in more detail in our provider access policy statement, which can be found on the Academy website
- 1 week's worth of work experience placement(s)

5.3. Learners with Special Educational Needs or Disabilities (SEND)

5.3.1. All learners with SEND will be supported with a careers programme that follows the Gatsby Benchmarks. We expect that the majority of pupils with SEND will follow the same careers programme as their classmates, with adjustments and additional support as needed. Information, opportunities and support will be personalised and sequenced to meet the needs of each pupil with SEND and their families.

5.3.2. Our careers leader will work with teachers and, where appropriate, professionals from relevant organisations, to identify the needs of our learners with SEND and put in place personalised support and transition plans. This may include meetings with learners and their families to discuss education, training and employment opportunities, supported internships and transition plans into higher education.

5.3.3. Our careers leader may, as appropriate, invite adults with disabilities to visit and share their experience and advice.

5.3.4. No information will be given to learners without SEND that is not also offered to our pupils with SEND.

5.3.5. Opportunities are offered to SEND students to have extra visits to FE providers as art of their transition into post-16 education.

5.4. Access to Our Careers Programme Information

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

5.4.2. Learners, parents/carers, teachers, and employers can request any additional information about the careers programme by contacting Claire Hurst on 01162703176 or churst@lancaster.lwlat.org.uk.

5.5. Access to Learner Participation Records

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

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

5.5.3. Learners have access to these records to support them during transition points and in their career development.

5.5.4. These records will be kept in line with the Trust's Data Protection Policy, which can be found on the Trust website.

5.6. Assessing the impact on learners

5.6.1. Our careers programme is designed so learners and parents/carers can give feedback throughout the course of the programme. We measure and assess the impact of the programme's initiatives by:

- Student voice activities
- Parental Questionnaires
- PASS surveys
- Student questionnaires

- Student valuation forms
- Staff evaluation forms

5.6.2. This evidence will feed 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 learners.

6. LwLAT Wellbeing Statement

6.1. The Trust will always put the effective education of our learners at the heart of any decision that we make. In doing so, we recognise that the requirement to adhere to policies and procedures may be time consuming and can impact on workload. For this reason the Trust and its Academies will always endeavour to support staff when policies and procedures are being actioned.

7. Policy Review

7.1. This policy is reviewed annually, or sooner if required by new or statutory legislation, by the Director of Secondary Education. The Trust will monitor the application and outcomes of this policy to ensure it is working effectively.