

Careers Policy Statutory Policy

Version	4.0
Approving Body	Trust Board
Date ratified	May 2026
Date issued	May 2026
Review date	May 2027
Owner	Director of Education
Applies to	Trustees, Local School Committee Members, school leaders, careers leaders, school staff

Version	Date	Reason
1.0	July 2020	To establish a Trustwide policy
1.1	July 2021	Revisions in line with DfE Policy – no changes made.
2.0	July 2022	Reviewed and updated in line with updated guidance, including updates to Gatsby Benchmarks
2.1	July 2023	Re-adopt current policy pending significant update to guidance
3.0	May 2024	Reviewed and updated in line with updated guidance, including updates to the Provider Access Policy
3.1	May 2025	Cyclical review - no changes made
4.0	May 2026	The DfE guidance encourages the use of the Future Skills Questionnaire to measure learner readiness and the impact of the careers programme. Updated Section 4.3 to explicitly include, alongside student questionnaires, the use of the Future Skills Questionnaire or other formal readiness assessment tools

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1. Aims

This Initio Learning Trust policy applies to the Trust as a whole and to all the schools in the Trust.

This policy aims to set out our Trust'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 our provision aims to:

- ❖ Help pupils prepare for the workplace, by building self-development and career management 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
- ❖ Help pupils to understand routes to careers that they are interested in, and to make informed choices about their next step in education or training
- ❖ Promote a culture of high aspirations and equality of opportunity

2. Statutory requirements

This policy is based on the Department for Education's (DfE's) statutory [Careers guidance and access for education and training providers](#).

This guidance refers to:

- ❖ [The Education Act 1997](#)
- ❖ [The Education and Skills Act 2008](#)
- ❖ [The School Information \(*England\) Regulations 2008](#)
- ❖ [Ofsted School Inspection Handbook](#)

This policy is also in line with the more recent [Skills and Post-16 Act 2022](#), which came into force on **1 January 2023**. It explains that our school must provide a minimum of **6 encounters** with technical education or training providers to all pupils in years 8 to 13. For more detail on these encounters, see our provider access policy statement, which you can find on school websites.

This policy is also in line with the Education (Careers Guidance in Schools) Act 2022. This came into force on 1 September 2022, and amended the existing duty in The Education Act 1997, so that:

Our schools must now secure independent careers guidance from year 7 (instead of from year 8, previously)

As an academy in England, we are now required to provide and publish careers guidance.

The above guidance requires that schools publish information about their careers programme on their website. This policy includes this information and shows how our schools comply with this requirement.

We also act in line with our statutory duty under 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 statements, which sets out how our schools meet this duty, and can be found on school websites.

3. Roles and responsibilities

3.1 Careers leader

- ❖ All schools that include secondary age children within Initio Learning Trust must have an appointed careers leader and their name and contact details are published on the individual school website as well as on their Provider Access policy statement. Our career leaders are members of staff who work closely with the senior leadership team (SLT) and will:
 - ❖ Take responsibility for developing, running and reporting on the school's career programme
 - ❖ Plan and manage careers activities
 - ❖ Manage the budget for the careers programme
 - ❖ Support teachers to build careers education and guidance into subjects across the curriculum
 - ❖ Establish and develop links with employers, education and training providers, and careers organisations
 - ❖ 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 pupils with special educational needs and/or disabilities (SEND) and put in place personalised support and transition plans
 - ❖ Work with the school's designated teacher for looked-after children (LAC) and previously LAC to:
 - Make sure they know which pupils 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
 - ❖ Review the school's provider access policy statement at least annually, in agreement with our Local School Committee Members.

3.2 Senior leadership team (SLT)

The **SLT in each school** will:

- ❖ Support the careers programme
- ❖ Support the careers leader in developing their strategic careers plan
- ❖ Make sure the school's careers leader is allocated sufficient time, and has the appropriate training, to perform their duties to a high standard
- ❖ Allow training providers access to talk to pupils in years 8 to 13 about technical education qualifications and apprenticeships, and set out arrangements for this in the school's provider access policy statement
- ❖ Network with employers, education and training providers, and other careers organisations

3.3 The Trust Board

The **Trust Board** will:

- ❖ Provide clear advice and guidance on which the schools can base a strategic careers plan which meets legal and contractual requirements
- ❖ Appoint a member of the board who will take a strategic interest in careers education, destinations and encourage employer engagement
- ❖ Ensure independent careers guidance is provided to all pupils 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 pupils
- ❖ Ensure that a range of education and training providers can access pupils in years 8 to 13 to inform them of approved technical education qualifications and apprenticeships
- ❖ Ensure that details of the school's careers programme and the name of the careers leader are published on the school's website
- ❖ Ensure that arrangements are in place for the schools to meet the legal requirements of the 'Baker Clause', including that the schools have published a provider access policy statement

4. Careers programme

Initio Learning Trust has embedded careers programmes that aims to inform and encourage pupils to consider their career options, and take steps to understand their choices and pathways. We provide statutory independent careers guidance to pupils from year 7 onwards.

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

1. A stable careers programme with a careers leader
2. Learning from career and labour market information
3. Addressing the needs of each pupil
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 programmes do not show bias towards any particular career path, and promote a full range of academic and technical options for pupils.

It is structured in a way that builds upon previous years, and the overarching aim is divided between the Key Stages so that pupils 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:

Tutor time, assemblies, career events, work experience placements, career newsletters, google classroom, university and employer taster days, Unifrog, career appointments, UCAS support, subject teachers, employer talks & PSHE lessons

Early Years to Key Stage 2

Linking in with the curriculum, Early Years through to Key Stage 2 students will experience at least one employer encounter. Career links with parents/carers are also actively encouraged.

Key Stage 3

Our Key Stage 3 careers programme will support pupils in their planning and choices of GCSE subjects. This includes:

Y8 students upwards invited to attend local Careers & Apprenticeship Fair, Annual Careers, Career talks, Uni/FE/Apprenticeship talks, GCSE Options events, PSHE lessons, Career Day, University visit & Employability skills.

Key Stage 4

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

Speed Networking, Experience of a workplace day, CV and interview skills, Careers & Apprenticeship Fair, Post 16 Options and Destinations focus/events, Apprenticeship support, Career talks, 1:1 Careers advice and guidance for students & & delivery of careers via a robust PSHE programme

Key Stage 5

Our Key Stage 5 careers programme supports pupils in planning for their future, including university and alternative pathways. This includes:

UCAS support, Oxbridge sessions, CV writing, mock interviews, speed networking, finance talk, Careers & Apprenticeship Fair, work experience, 1:1 Apprenticeship support, employer talks, mentoring & delivery of careers via a robust PSHE programme

4.1 Pupils with special educational needs or disabilities (SEND)

We expect that the majority of pupils with SEND will follow the same careers programme that meets the Gatsby Benchmarks as their classmates, with adjustments and additional support as needed.

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

Our career leaders may, as appropriate, invite adults with disabilities to visit and share their experience and advice.

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

4.2 Access to our careers programme information

A summary of each of our school's career programmes is published on their school website including details of how pupils, parents, teachers and employers can access information about the careers programme.

Pupils, parents, teachers and employers can request any additional information about the careers programme by contacting the appropriate school's career leader.

4.3 Assessing the impact on pupils

Our career programme is designed so pupils can give feedback, and their progress measured as they move through the Key Stages. We measure and assess the impact of the programme's initiatives by:

Feedback from visits, destinations data, feedback for events - parents, student & employer, student questionnaires (the use of the Future Skills Questionnaire or other formal readiness assessment tools), student council and tutor feedback.

5. Links to other policies

This policy links to the following policies:

- Provider access policy statement
- Child protection policy
- Curriculum policy

6. Monitoring and review

Compass + data shared with Trust Leaders and representatives for monitoring and review by LSCs, PSC & the Trust board.