



Pendle Education Trust



Policy/Procedure/Guideline Review

Policy/Procedure/Guideline:	Careers
Senior Manager Responsible:	Mr P Morrison, Assistant Principal
Approval:	June 2026
Review date:	Annually



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1. Aims

This policy aims to set out our school's provision of impartial and informed careers guidance for our pupils. This includes the ways in which pupils, parents and carers, 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're interested in, and to make informed choices about their next step in education or training
- Take into account the individual needs of all pupils 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 school must provide a minimum of **6 encounters** with technical education and apprenticeship providers to all pupils in years 8 to 13 about their education or training offer.

Student entitlement: All students in years 8-13 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/Employer access requests:

A provider wishing to request access should contact Naheem Hussain, Careers leader at West Craven.

Telephone: 01282 812292 Email: nhussain@westcraven.co.uk

Opportunities for access: A number of events, integrated into the school careers programme, will offer providers an opportunity to come into school to speak to students and/or their parents/carers. Please speak to our Careers Leader to identify the most suitable opportunity for you.

Premises and facilities: The school will make the main hall, classrooms or private meeting rooms available for discussions between the provider and students, as appropriate to the activity.

The school will also make available AV and other specialist equipment to support provider presentations. This will all be discussed and agreed in advance of the visit with the Careers Leader or a member of their team.

Providers are welcome to leave a copy of their prospectus or other relevant course literature at the Careers Resource Centre, which is managed by the school librarian. The Resource Centre is available to all students at lunch and break times.

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 school must now secure independent careers guidance for pupils from year 7 (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 leader
- A summary of the careers programme
- Details of how pupils, 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

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 school meets this duty.

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

3. Roles and responsibilities

3.1 The trust board

The trust 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 school's vision, priorities and development plans
- Provide clear advice and guidance on which the school can base a strategic careers plan which meets legal and contractual requirements



- Maintain strategic oversight of the school's legal and contractual requirements for careers guidance and hold senior leaders to account for delivering against those requirements
- Appoint 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 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
- Make sure 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
- Make sure that arrangements are in place for the school to meet the legal requirements of the provider access legislation, including that the school has published a provider access policy statement
- Make sure that details of our school's careers programme and the name of the careers leader are published on the school's website

3.2 Headteacher

The headteacher will:

- Work with the board to set the direction for a whole-school approach to careers guidance, making sure it is aligned with the school's vision, priorities and development plans
- Support the careers team to deliver the school'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 pupils by a qualified careers adviser
- Network with employers, education and training providers, and other careers organisations

3.3 Senior leadership team (SLT)

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 pupils, 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

3.4 Careers leader

Our careers leader is Mr P Morrison, and they can be contacted by phoning 01282 812292 or emailing pmorrison@westcraven.co.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 school'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 pupils with special educational needs and/or disabilities (SEND) and put in place personalised support and transition plans
- Work with our 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
 - Engage with the relevant virtual school head and ensure a joined-up approach to identifying and supporting pupils' career ambitions
- Evaluate and continuously improve the careers programme, drawing on feedback from all stakeholders and the destinations of pupils
- Review our school's provider access policy statement at least annually, in agreement with our governing board

3.5 Careers adviser

Our careers leader is Mr P Morrison. They will:

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

4. Our careers programme

Our school has an embedded careers programme 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
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 pupils. We consider the best interests of the pupil 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 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:

- Lessons, tutor-led discussions, displays, events, guest speakers, mock interviews, college visits, taster days.

4.1 How we meet our requirements

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

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

Information about personal guidance support, and how to access it, will be communicated to pupils, parents and carers, and other stakeholders, including through the school website.

"One of the features which distinguishes West Craven from other schools is the quality of the partnership shared with local industry. Work experience placements, taster experiences and careers insight talks, along with direct enterprise links with Silent night, IAC and others." Enterprise advisor P Heys 2020

All careers activities experienced by students at West Craven are tracked on the CEC Compass Plus data base and can have their activities reported on and experience gaps easily identified. All students complete an annual aspirations and careers questionnaire to enable the careers activities offered to them to be adapted to their individual needs. University events and talks offered through form times as availability allows.

Key Stage 3

In Year 7

Year 7 students will have an opportunity to explore and develop their employability skills and will learn about how to link possible future careers to their learning style and preferences through Skills builder.

Employers and employees from a variety of employment sectors interact with them at appropriate times during the year to support their needs and aspirations, challenge stereotypes and encourage social mobility through talks, educational visits, assemblies, form activities, live online events and employer videos where appropriate.

In Year 7, students also start to consider their future career path and the impact their educational choices play in this. They are encouraged to read careers guidance and attend careers fairs to support their decision-making and interact with the START careers website, Barclays life skills and success at school.

Optional activities are made available to students and parents through the 'classcharts' online platform, newsletters and website.

In Year 8

Students have the opportunity to conduct further careers exploration in PSHE lessons and form time discussions and start to understand which skills are required for specific jobs, in addition to attending our annual careers fair.

The year 7 program is continued and expanded with employers and employees from a variety of employment sectors who will interact with students at appropriate times during the year to support their needs and aspirations, challenge stereotypes and encourage social mobility.

Additional opportunities are provided such as: Go4set project introduced for selected students; students start to meet post 16 providers; Play the 'Escape to your future game' and experience drop down day activities where appropriate.

In Year 9



Students take part in a variety of activities to focus on developing their employability skills such as written communication, numeracy skills and team working. Some Year 9 students take part in a taster day at a local university and STEM activities which builds problem solving and project working.

Employers and employees from a variety of employment sectors interact with them via Microsoft teams at appropriate times during the year to support their needs and aspirations, challenge stereotypes and encourage social mobility.

Digital advantage is offered to 20 students annually. Careers evening event and formal options evening also have a major focus in year 9.

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).
- 2 week's worth of work experience activities
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Key Stage 4

In Year 10

In Year 10, work experience week is an opportunity for students to try out a career, take part in the world of work, try new activities, develop their employability skills and/or undertake a placement which will give them direct experience of the world of work. This is combined with the Pendle employability award which is recognised by a wide variety of local employers and all students can achieve at Bronze, Silver or Gold standard.

Form time and Careers employability day ensure that all students are aware of applications and interview processes and CVs.

Employers and employees from a variety of employment sectors interact with them at appropriate times during the year to support their needs and aspirations, challenge stereotypes and encourage social mobility. Employers and experiences offered are tailored to student interests and aspirations following questionnaires.

Students in year 10 have a wide variety of experiences with post 16 providers from all local establishments and are given the opportunity to try out appropriate college courses. They also attend our annual careers fair and attend an offsite careers inspiration event.

1-2-1 Careers advice and guidance sessions are offered with Level 6 qualified staff during year 10 and students are offered personalised written careers plans during this time.

In Year 11

Year 11 students are supported to make informed decisions about their post 16 options through Careers talks in assemblies as well as the opportunity to attend Careers/college Insight meetings. In November, students and parents are invited to attend the local Sixth Form information evenings at NCC, Burnley and Craven Colleges which is followed by Taster Days.

Taster Days give students the opportunity to attend up to three 'taster' sessions for the A-level or BTEC subject of their choice and find out about how to research careers, use websites to help inform their choices and explore other post 16 options such as apprenticeships.

Student applications and intended destinations are tracked throughout year 11 and bespoke applications support offered to all students by school staff.

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).
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- 1 week's worth of work experience placement(s)



4.2 Pupils with special educational needs or disabilities (SEND)

All pupils 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.

Our careers leader 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 careers leader 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.

4.3 Access to our careers programme information

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

Pupils, parents and carers, teachers, and employers can request any additional information about the careers programme by contacting Mr P Morrison, Assistant Principal pmorrison@westcraven.co.uk

4.4 Access to pupil participation records

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

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

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

These records will be kept in line with our data protection policy, which can be found at www.westcraven.co.uk

4.5 Assessing the impact on pupils

Our careers programme is designed so pupils 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 surveys

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 pupils.

5. Links to other policies

This policy links to the following policies:

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

6. Monitoring and review



This policy, the information included, and its implementation will be monitored by the local academy council and reviewed annually.

The next review date is: June 2027

