



HOLYWELL CHURCH OF ENGLAND ACADEMY

Careers Policy

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Responsibility	All staff and the governing body
Effective Date	May 2026
Reviewed by Ethos Committee	May 2026
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Storage: (i) Electronic (ii) Hard Copy	(i) Google Drive and on school website (ii) Policy file
Distribution	All staff and governors Open access to parents and students via school website and school office

Statement of intent

Our careers policy is designed to help us realise our school vision:

At Holywell, our vision is that everyone in our community chooses to “Live Life in all its Fullness” (John 10:10).

Inspired by the teaching of Jesus, the Good Shepherd, we choose ...
to live our values,
being the best we can be
in community.

In addition, this policy is underpinned by:

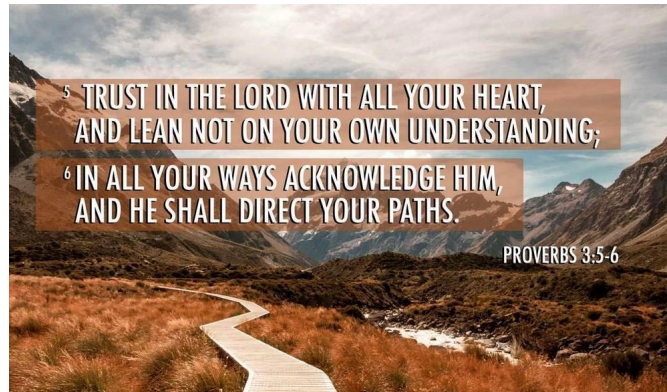
- Section 42A, 42B, 45 and 45A of the Education Act 1997
- Section 72 of the Education and Skills Act 2008
- Schedule 4 (15) of the School Information (England) Regulations 2008

and has due regard to the DfE’s statutory guidance, ‘Careers guidance and access for education and training providers’, which was last updated in May 2025.

The main aims of careers provision at Holywell School are to:

- Prepare students for life post-education.
- Develop an understanding of different career paths and challenge stereotypes.
- Develop an understanding of the differences between school and work.
- Inspire students to pursue and achieve their dreams.
- Help students to access information on the full range of post-16 education and training opportunities.
- Prepare students for the next stage in their education.
- Offer targeted support for vulnerable and disadvantaged young people.

- Instil a healthy attitude towards work and be explicit about the skills that are required by employers



1. Legal framework

1.1. This policy has due regard to legislation and statutory guidance, including, but not limited to, the following:

- Education Act 1997
- Education and Skills Act 2008
- Apprenticeships, Skills, Children and Learning Act 2009
- Equality Act 2010
- Children and Families Act 2014
- Technical and Further Education Act 2017
- The School Information (England) (Amendment) Regulations 2018
- DfE (2025) 'Careers guidance and access for education and training providers'

2. Roles and responsibilities

2.1. The governing board is responsible for:

- Ensuring that all registered students are provided with 'independent' careers guidance. Nationally, the requirement is for Year 8 to Year 13, however, we believe at Holywell that all students (Years 5-8) should have access to careers guidance and information.
- Ensuring that arrangements are in place to allow a range of education and training providers to access all students and inform them about approved technical education qualifications and apprenticeships. Our Provider Access Statement and Policy sets out these arrangements.
- Ensuring that the independent careers guidance is presented in an impartial manner, showing no bias or favouritism towards a particular institution, education or work option.
- Ensuring that the guidance includes information on the range of education or training options, including apprenticeships and technical education routes.
- Ensuring that the guidance that is provided promotes the best interests of students.
- Ensuring the Careers Policy does not discriminate on any grounds, including but not limited to: ethnicity/national origin, culture, religion, gender, disability or sexual orientation.
- Handling complaints regarding this policy as outlined in the school's Complaints Policy.
- Providing clear advice and guidance to the headteacher on which they can base a strategy for careers education and guidance which meets the school's legal requirements.

2.2. The careers leader is responsible for:

- Managing the provision of careers information.
- Liaising with the headteacher and the careers adviser to implement and maintain effective careers guidance.
- Liaising with other subject leaders to plan careers education in the curriculum.
- Liaising with pastoral managers, mentors and the SENDCO to identify students needing guidance.
- Referring students to careers advisers.
- Establishing, maintaining and developing links with FE colleges, universities, apprenticeship providers and employers.
- Providing students with effective careers guidance and supporting social mobility by improving opportunities for all young people.
- Supporting teachers of careers education and tutors providing initial information and advice.
- Monitoring teaching and learning in careers education, and the access to and take up of career guidance.
- Advising senior leadership on policy, strategy and resources for careers education, information, advice and guidance (CEIAG).
- Preparing and implementing a development plan for CEIAG.
- Reviewing and evaluating the programme of CEIAG.
- Encouraging all school staff to promote careers guidance to students.
- Using the Gatsby Benchmarks to improve the school's careers provision and ensure compliance with legal duties, with an ultimate aim to meet all benchmarks.
- To ensure every student is well-informed about their future options at every stage.
- Using the Compass Tool for self-evaluating the careers provision the school offers.
- Publishing details of the school's careers programme and a policy statement on provider access on its website.
- Working closely with the Special Educational Needs and Disability Co-ordinator (SENDCO) and other staff to identify the guidance needs of all students with Special Educational Needs and Disabilities (SEND) and implement personalised support.
- Ensuring that students with SEND understand their different career pathways, and enabling them to gain the skills, knowledge and experience they require to achieve their career goals.

2.3. Teaching staff are responsible for:

- Ensuring careers education is planned into their lessons.
- Attending any relevant Continuing Professional Development (CPD) or training to ensure they are up-to-date with the school's careers plan.
- Promoting careers guidance in the classroom through visual aids.
- Creating a learning environment that allows and encourages students to tackle real life challenges, manage risks and develop skills that can be applied to the workplace.

3. A stable careers programme

- 3.1. The school will have its own careers programme in place that has the explicit backing of governors, the headteacher and the senior management team, that has an identified and appropriately trained careers leader responsible for it and which meets the requirements of the eight Gatsby Benchmarks. The programme will be reviewed annually against the benchmarks to ensure it remains on target.

- 3.2. The careers leader will ensure the leadership and coordination of a high-quality careers programme. Polly Gough is the careers leader and contact details are published on the school website.
- 3.3. Details of the school's careers programme will be published on the school website. The programme should be regularly evaluated using feedback from pupils, parents and carers, teachers and other staff who support pupils, careers advisers and employers, to increase its impact.
- 3.4. The careers leader will work with enterprise coordinators at South East Midlands Local Enterprise Partnership (SEMLEP) to broaden the range of guidance that students have access to.
- 3.5. All students will have access to careers information within the curriculum. This will be demonstrated through trips, assemblies and through subject-specific curriculum provision. Subject areas will highlight careers specific to that subject as part of the planned curriculum – especially in Years 7 and 8.

4. Labour market information

- 4.1. Holywell School will ensure every student, and their parents, has access to good-quality information about future study options.
- 4.2. Students and their parents will be referred to the National Careers Service which offers information and professional advice via a website, helpline and web chat.
- 4.3. The school will make use of local enterprise partnerships to provide students with presentations and workshops on the local labour market and employer expectations. The information provided through the partnership will be used to shape career guidance and workshops in schools.
- 4.4. To support social mobility, the school will work to raise students' aspirations and tackle stereotypical assumptions. Interventions will be used to tackle gender stereotypes; arrangements will be made for students to talk to employees who work in non-stereotypical jobs to raise awareness of the range of careers that STEM qualifications lead to.

5. Addressing the needs of students

- 5.1. The school's careers programme will aim to raise the aspirations of all students whilst being tailored to individual needs. The programme will inform students of the range of opportunities available to them, encouraging them to aim higher and make choices relevant to what they feel they can achieve.
- 5.2. All forms of stereotyping will be prohibited in the careers advice and guidance that is provided, to ensure students from all backgrounds, gender and diversity groups, and those with SEND, can consider the widest possible range of careers.

6. Curriculum

- 6.1. The school will work to encompass careers education and guidance into subjects across the curriculum. All teachers will be asked to support the career development of young people in their role and through their subject teaching.
- 6.2. The school will ensure that every student is exposed to the world of work by the age of 13.
- 6.3. Students will be informed that if they do not achieve a grade 4 or higher in GCSE maths and English by the end of KS4, they will be required to continue working towards this aim as part of their 16-19 study programme.
- 6.4. The school will engage with local employers, businesses and professional networks and invite visiting speakers.
- 6.5. Every year in Year 7 and 8, students will participate in at least one meaningful encounter with an employer; at least one of these encounters will be with a STEM employer or workplace. These encounters will include:
 - Careers events such as careers talks, careers carousels and careers fairs.

- Transitions skills workshops such as mock interviews and presentations.
- Employer delivered employability workshops and presentations.
- Enterprise activities.

7. Enabling encounters with employers and/or alumni

- 7.1. The school will ensure all requirements to meet 'Benchmark 5: Encounters with employers and employees' as outlined in the DfE's 'Careers guidance and access for education and training providers'.
- 7.2. The school will engage with local employers, businesses and professional networks, inviting visiting speakers, particularly alumni with whom students can relate to. Every student will be exposed to the world of work by the age of 14.
- 7.3. Every year, from the age of 11, students will participate in at least one meaningful encounter with an employer; at least one of these encounters will be with a STEM employer or workplace. These encounters will include:
 - Careers events such as careers talks, careers carousels and careers fairs.
 - Alumni activities.
 - Transitions skills workshops such as presentations to governors.
 - Employer-delivered employability workshops.
 - Employer encounters with parents.
 - Employer involvement in the curriculum.
 - Business games and enterprise competitions.
 - Year 8 'Take Your Child to Work Day' (introduced in 2024).
- 7.4. The school will develop strong links with local, regional and national employers across all sectors. The school will work with an Enterprise Advisor, who will enhance connections to the labour market.
- 7.5. The careers programme will have a strong employer focus, allowing students to meet with sector representatives and businesses, to gain insights into a range of industries and sectors. This will include the opportunity to learn about the entrepreneurial skills needed for certain types of self-employment. Students will have the opportunity to meet with individuals from different levels within an organisation and those who have followed a variety of pathways into employment.

8. Monitoring and review

- 1.1. The governing body, in conjunction with the headteacher and careers leader, will review this policy on an annual basis. This will include a regular review of the Gatsby Benchmarks using the Compass diagnostic tool and regular meetings with SEMLEP advisers.