



# **Arnold Hill Spencer Academy**

## **Careers Policy**

### **2026-27**

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## 1. Aims

Arnold Hill Spencer Academy is committed to providing all pupils in Years 7 – 13, with a careers programme which is embedded into the curriculum and includes a variety of enrichment activities. The programme has been developed in line with the eight Gatsby benchmarks for ensuring best practice and, to meet the requirements of the Department for Education's statutory guidance updated in May 2025. Our aim is to ensure that we are achieving all of the Gatsby Benchmarks, to ensure that all pupils within the Academy are receiving good Carrers Education, Information, Advice and guidance (CEIAG): The Gatsby Benchmarks are:

1. A stable careers programme
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. Experiences of workplaces
7. Encounters with further and higher education
8. Personal guidance

Further information can be found here: <https://www.gatsbybenchmarks.org.uk/>

## 2. Our Careers Leader(s)

The overall management of Careers Education and Guidance is with the schools Careers Leader, Sue Macshane and their link member of the Senior Team, Kevin Callaway, Assistant Vice Principal. This is further supported by the link governor for CEIAG, Matthew Wilson. The Careers Education programme is monitored and evaluated throughout the Academy using pupil, parent and staff evaluation along with the Academy's destination data, as key indicators in the evaluation process. All staff are expected to contribute to the careers education programme through their roles as tutors and subject teachers.

### Contact details:

|              |   |                                                                                                             |
|--------------|---|-------------------------------------------------------------------------------------------------------------|
| Careers Lead | - | Sue Macshane – <a href="mailto:smacshane@arnoldhillspencer.org.uk">smacshane@arnoldhillspencer.org.uk</a>   |
| Senior Link  | - | Kevin Callaway – <a href="mailto:kcallaway@arnoldhillspencer.org.uk">kcallaway@arnoldhillspencer.org.uk</a> |

Both the Careers Leader and Senior Link can be contacted by telephone – 0115 9554804 – asking for them by name.

## 3. Provision

Careers education includes education, advice and guidance. Careers education helps our pupils develop the knowledge and skills they need to make successful choices, manage transitions in learning and, move into the world of work. Through advice and guidance pupils are able to use their knowledge and skills to make the informed decisions about learning and are able to carry out independent research to see if a career that is right for them.

The three main areas of careers learning throughout the academy's careers education from years 7-13 are Self-Development, Career Management and Career Exploration and is constructed using the CDI framework

## 4. Key Stage Outcomes

Careers provision is mapped against the Gatsby benchmarks. The current careers programme is delivered through a combination of methods, including explicit lessons provided within the taught RSHE programme in Years 7 through to Year 13, which is predominantly form tutor led. Careers information is available both in the library and in digital format

via Unifrog, a platform which provides access to information on apprenticeships, universities, the labour market, career pathways and UCAS applications.

At Key Stage 3, this includes careers library research with an aim to raise pupil aspirations, exploring stereotypes in the workplace, researching the history of the workplace, and developing personal, social and employability skills.

Assemblies and a parent and pupil information evening on choosing options are also provided. By the end of key stage 3, students' employability skills will be emerging and they will be able to:

1. Show that they can manage their own money, understand personal finance documents and know how to access financial support for further study or training.
2. Have a better understanding of their strengths, achievements and weaknesses and support to evaluate how these might inform choices in learning and work.
3. Have a better understanding of 14-19 choices, opportunities and progression pathways.
4. Understand the qualities, attitudes and skills needed for the working world.
5. Have an awareness of where and how to access careers-based resources within the school.
6. Have received appropriate advice and guidance on options, and consideration of goals and targets for 14-19 education or training.
7. Understand how to make important plans and decisions, carefully including how to solve problems and deal appropriately with influences on them.

At Key Stage 4, pupils continue research into careers and pathways into the sixth form and higher education. They develop skills in CV, letter writing, presentations and interviews. This includes a mock interview with an employer; supported by a parent information evening; assemblies on apprenticeships and A-level options and an A-level options evening and interview process for parents and pupils. Individual interviews are held with an independent careers practitioners, who also provide guidance on apprenticeships. In year 10, students develop their interview technique and employability skills and begin to look at life beyond AHSA. Year 11 explore post 16 options, with regular contact with the 6th form team, FE providers and ASK apprenticeship advisors. This is in addition to outside speakers and careers focused trips.

By the end of key stage 4 all students will have developed the following and be able to:

1. Have a reasonable knowledge of career management and employability skills
2. Have accessed websites, and other sources of advice, to investigate and explore future choices and progression routes;
2. Have had direct access to employers, colleges and training providers benefiting a learner from career and work-related learning activities and experiences;
3. Have researched education, training, apprenticeships and volunteering options including information about the best progression pathways through to specific goals and linked to a bespoke career plan;
4. Access independent and impartial career guidance advice to enable students to make well informed decisions on their chosen career and progression route;
5. Show that they have acquired and developed qualities and skills to improve their employability;
6. Produced a CV, a covering letter and applied for placements, college courses, sixth form places or apprenticeships;
7. Produce a challenging but realistic plan for future learning and work, by relating their abilities and strengths to the goals they have set themselves;
8. Find relevant job and labour market information (LMI) and know how to use it in their career planning;
9. Recognised and challenged stereotyping, discrimination and other barriers to equality, diversity and inclusion, and know their rights and responsibilities in relation to these issue.

At Key Stage 5, a series of careers lectures are delivered from universities and employers. Some of these lectures, together with form time, are devoted to the topic of UCAS applications and interview skills. In addition, Year 12 has a week of work experience; pupils are involved in voluntary community and charity work; and there are a number of visits from external speakers. Individual careers interviews are held with a Level 6 qualified careers practitioner. In Year 12 students focus on the UCAS process and delve into the Unifrog platform, to plan and prepare for post 18 options. For our year 13 students, the emphasis is looking at student finance, financial management, university life and ASK apprenticeship information. This is in addition to outside speakers and careers focused trips.

### **Sixth Form Careers Entitlement**

- ✓ Transition from Year 11 and the characteristics of successful Sixth Form students Induction into the Sixth Form
- ✓ Sessions on personal well-being and mindfulness
- ✓ Personalised support from form tutors
- ✓ 1-2-1 Progress reviews to inform you of your progress and set targets
- ✓ The opportunity to do a week's work experience
- ✓ Opportunities to develop your leadership and employment skills Information on 18+ options including non-university options
- ✓ Use careers software and Unifrog, and access careers links on different websites Have the opportunity to visit a local university
- ✓ Be made aware of opportunities to visit institutions and open days Help with the UCAS process, applications and your personal statement
- ✓ The opportunity to get specialist information about courses such as medicine, law and Oxbridge A Higher Education plus programme and a visit to Peterhouse Cambridge
- ✓ A Medicine Interview practice day with medical practitioners
- ✓ Information about how to apply for apprenticeships and jobs including sessions from External Apprenticeship providers
- ✓ Information about student finance from Nottingham Trent University

Several special events are held, for example an annual careers fair, involving FE and HE providers, apprenticeship and careers representatives, to which Year 9 through to Year 13 pupils and parents are invited. We also hold annual mock interview skills days which involves outside employers coming in, to interview our year 11 pupils. The Academy has also created a directory of careers on SharePoint for pupils and parents to access. These include recorded presentations by employers and information about career pathways collated from providers.

### **5. Monitoring, Recording and Evaluation**

Built into the careers programme are opportunities for pupils to self-evaluate and reflect on their learning at key points, such as guidance sessions and mock interviews during Year 11. Students develop a profile on Compass+ through which their activities and skills development can be recorded and monitored by staff including form tutors and the Careers Leader. All participants in the programme complete surveys following key events including pupils, parents and employers. Leavers' destination information is also analysed. We further track progress through our destination data and NEET figures. We work with FE providers and the local authority to correlate accurate information.

### **6. Careers and SEND Provision**

Every student with SEND follows the same programme of careers as their peers, with adaption and support from the SEND team where appropriate. Students with SEND have an interview with the careers leader in Year 8 before the options process to enable early identification of any necessary adaptations or interventions according to need to support their career aspirations. Pupils can self-refer and form tutors are also able to raise concerns. If current provision cannot fully address a pupil's additional need, advice will be sought from the National Careers Service. The SENDCO meets

with parents/carers to discuss option suitability where individual need is likely to have an impact on choices made during the option process. The SENDCO supports work experience placements, ensuring that providers are aware of individual needs, in order to promote a positive experience.

## **7. Entitlement**

Please see **Appendix A** outlining pupil and parent entitlement

## **8. Partnerships**

The CEIAG programme is greatly enhanced through links which help to ensure that pupils' learning is current and relevant. We work closely with local employers and employees including previous pupils, Gedling Borough Council, D2N2, parents and other local groups. A number of events, integrated into the school careers programme, offer providers an opportunity to come into school to speak to pupils and/or their parents. This involvement enhances the provision of work experience placements, careers talks, the careers fair, workplace visits and mock interviews. In addition, we work closely with universities and the local FE College. We always strive to expand and improve our contacts. Governors are regularly updated on the careers programme.

## **9. Policy Statement for Provider Access**

A provider wishing to request access should contact Sue Macshane [smacshane@arnoldhillspencer.org.uk](mailto:smacshane@arnoldhillspencer.org.uk). Please see **Appendix B** Provider Access Statement for further details.

|                                            |                         |
|--------------------------------------------|-------------------------|
| <b>Approved by:</b> The Principal          | <b>Date:</b> 14/07/2026 |
| <b>Last reviewed on:</b>                   | January 2025            |
| <b>Next review due by:</b>                 | September 2027          |
| <b>Reviewed and ratified by Governors:</b> | 14/07/2026              |

## **Appendix A: Careers Entitlement**

### **Students attending the school are entitled to the following careers programme:**

- ✓ Receive a stable careers programme from Year 7 that continues until they leave school (or attend University, if taking a gap year).
- ✓ Receive relevant careers guidance and have access to independent careers information and guidance, including labour market data where relevant.
- ✓ Receive personal advice that helps pupils to achieve their individual careers goal – whether this is Higher Education, an apprenticeship or employment.
- ✓ Be equipped with the necessary skills to prosper in HE and employment.
- ✓ Have the relevant knowledge to make realistic and achievable goals based on their own interests and skills, whilst considering local job market information and relevant entry requirements.
- ✓ Receive up-to-date information about careers and skill-development opportunities
- ✓ Understand how different subjects help keep different options open.
- ✓ Have access to additional help, whether this need is generated from a change of decision, personal circumstances or additional needs.
- ✓ Have meaningful and helpful encounters with employers and other education providers.
- ✓ Have a minimum of one week's work experience, with the opportunity for a second

### **Students are expected to:**

- Fully engage with careers lessons and activities.
- Utilise the available careers resources, including the on-line Unifrog platform.
- Record careers-related skills, participation and research, reflect upon what has been learnt.
- Identify and set goals for the future.
- Actively participate in workshops, presentations and visits from external employers or providers.
- Attend informative events such as Options Evening and the Careers fair.
- Use study and research spaces such as the careers and sixth form library appropriately and with respect for other users.
- Take advantage of opportunities offered outside school, such as school trips and projects.

### **Parents are entitled to have:**

- ✓ Access to links to the National Careers Service information and other independent websites and resources via the school website.
- ✓ The opportunity to contact the independent careers leader.
- ✓ Access to information and guidance through parent information evenings including choosing options, UCAS, work experience and pupil finance

## **Appendix B: Provider Access Policy Statement**

This policy statement sets out the Academy's arrangements for managing the access of providers to the students at the Academy for the purpose of giving them information about the provider's education, training offer, or skill set and pathway needed for access to the career or education sector that the provider represents. This complies with the school's legal obligations under section 42B of the Education Act 1997. Our approach to allowing providers into school as visitors to talk to our students is set out in the Academy's Safeguarding Policy and the Visitor Protocol document.

Student entitlement (see Careers Policy: Appendix A)

### **All students in Years 7-13 are entitled to:**

- ✓ Find out about technical education qualifications and apprenticeship opportunities, as part of a careers programme that provides information on the full range of education and training options available at each transition point.
- ✓ Hear from a range of local providers about the opportunities they offer, including technical education and apprenticeships through options events, assemblies, group discussions and taster events.
- ✓ Understand how to make applications for the full range of academic and technical courses.

### **Management of provider access request**

A provider wishing to request access should contact Sue Macshane (Careers Leader) on 0115 9554804 or by email at [smacshane@arnoldhillspencer.org.uk](mailto:smacshane@arnoldhillspencer.org.uk)

### **Opportunities for access**

We welcome input into our careers provision from employers, employees, Universities, Apprenticeship and Further education providers. Our connections include former pupils, parents and local employers and providers and we are keen to widen this participation.

A number of events, integrated into the school careers programme, will offer providers an opportunity to come into school to speak to pupils and/or their parents/carers. These include a mock interview for Year 11 in December: assemblies on apprenticeships; A-level options and careers; and at Key Stage 5, a series of careers lectures are delivered from universities and employers. Outside agencies are also invited to support the curriculum in all subject areas.

### **Premises and Facilities**

Rooms and presentation resources will be made available for discussions between the provider and students, as appropriate to the activity. This will be discussed and agreed in advance of the visit with the Careers Leader. Providers are welcome to leave a copy of their prospectus or other relevant literature in the library to be made available in the careers resource section, which is managed by the School Librarian. This resource is available to students before, during and after school.