



Careers Education Policy

THIS POLICY IS AN APPENDIX TO THE MAIN OVERARCHING POLICY HELD BY NEXUS MULTI ACADEMY TRUST

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An academy within:



"Learning together; to be the best we can be"



1. Vision and Purpose

Promoting a career development culture is an essential part of the mission and ethos of Abbey School. We aim to support the aspirations of all learners and ensure that they gain the knowledge, understanding, skills and experiences needed to make successful transitions into further learning, employment, supported internships, apprenticeships, independent living and adulthood.

We believe that effective careers education, information, advice and guidance (CEIAG) contributes to the wellbeing of individuals, their families, their communities and wider society. Our careers programme supports learners to develop confidence, independence, self-advocacy and employability skills while recognising the diverse needs and aspirations of pupils with special educational needs and disabilities (SEND)..

2. National and Local Expectations:

2.1. Abbey School is committed to meeting national and local expectations by:

- Providing independent and impartial careers guidance for students in Years 7-13 in accordance with the requirements of the Education Act 1997 as amended and current Department for Education statutory guidance.
- Having regard to the Department for Education's Careers guidance and access for education and training providers statutory guidance.
- Delivering a careers programme aligned with the eight updated Gatsby Benchmarks that form the national framework for good careers guidance.
- Ensuring compliance with Provider Access Legislation by enabling a range of education, training and apprenticeship providers to speak to pupils about approved technical education qualifications and apprenticeship opportunities.
- Meeting our duties under the Equality Act 2010 by promoting equality of opportunity, eliminating discrimination and supporting pupils with protected characteristics.
- Ensuring that careers provision supports the preparation for adulthood outcomes identified within Education, Health and Care Plans (EHCPs) where appropriate.
- Working in partnership with employers, further education providers,



supported employment organisations, training providers, apprenticeship providers, higher education institutions and community partners.

- Using labour market information and destination data, where appropriate, to inform learners, families and staff about progression opportunities. impact.

2.2. Provider Access and Technical Education

In accordance with Provider Access Legislation, Abbey School ensures that all registered students in Years 8–13 are offered at least six encounters with approved providers of technical education and apprenticeships. These include:

- Two encounters in Years 8 or 9
- Two encounters in Years 10 or 11
- Two encounters in Years 12 or 13

Encounters are designed to be meaningful, impartial and accessible to all learners, including those with SEND. Abbey School publishes and reviews annually a Provider Access Policy Statement setting out how providers may request access to students.

3. Current priorities:

3.1. Our careers strategy is informed by these current priorities:

- Supporting individual aspirations, improving attainment and securing positive destinations.
- Meeting the needs of all learners with SEND through personalised careers programmes and transition planning.
- Supporting vulnerable groups including looked after children, young carers, pupils eligible for pupil premium funding and pupils with English as an Additional Language.
- Developing learners' career management skills through the WAVEE framework: Wellbeing, Academic, Vocational, Enterprise and Employability.
- Supporting learners to understand a broad range of post-16 and post-18 pathways including supported internships, apprenticeships, traineeships where available, further education, higher education and employment.



- Providing meaningful encounters with employers, employees and workplaces in line with the Gatsby Benchmarks.
- Developing learners' employability, enterprise, independence and communication skills.
- Promoting sustainable career development and awareness of green skills and environmentally responsible employment opportunities.
- Making effective use of digital technologies and online career learning resources alongside face-to-face support.
- Working closely with parents, carers and external partners to support informed career decision making.
- Monitoring learner destinations and evaluating outcomes to continuously improve provision.

4. Strategy

To achieve the objectives of this policy, Abbey School will:

- Ensure Local Governors are actively involved in monitoring and reviewing careers provision.
- Maintain a named Careers Leader with appropriate training and responsibility for strategic leadership, implementation, monitoring and evaluation of the careers programme.
- Work towards and maintain the expectations of the Gatsby Benchmarks through regular self-evaluation and development planning.
- Develop and maintain a costed annual careers plan that identifies key priorities, staffing requirements, resource allocation and evaluation measures.
- Commission independent careers guidance services where appropriate from suitably qualified professionals.
- Ensure clear roles and responsibilities for all staff involved in careers education, including class teams, SENCO, Post-16 staff and senior leaders.
- Publish and regularly review the school's Provider Access Policy Statement in line with statutory requirements.
- Work collaboratively with employers, education providers, apprenticeship providers, Careers Hub partners and Nexus Multi Academy Trust schools.
- Ensure that all learners have access to meaningful workplace experiences appropriate to their age, stage and needs.
- Involve pupils, parents and carers in the planning, delivery and evaluation of the careers programme.
- Monitor and evaluate provision through learner voice, destination data, stakeholder feedback and Gatsby Benchmark assessments.



5. Review

This policy will be reviewed by the Policy Review Board annually.

The school will publish a Provider Access Policy Statement outlining how providers can request access to students.