

# Liberty Academy Trust

## Careers Education and Guidance Policy

<b>Date</b>	January 2026
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<b>Review Date</b>	January 2027

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## 1. Purpose of this document

- 1.1. This document sets out Liberty Academy Trust's strategic approach to Careers Education
- 1.2. The policy aims to support schools in preparing pupils for a successful transition from education to adult and working life. It seeks to develop pupils' understanding of the world around them, including employment pathways and wider career opportunities.
- 1.3. It aligns with statutory requirements under the Education Act and the Provider Access Legislation, ensuring that all pupils receive impartial careers guidance and have meaningful encounters with technical education and training providers.

## 2. Introduction

- 2.1. A 'career' is viewed in the broadest sense, and it includes all aspects of an individual's evolving experience of work and life after school.
- 2.2. Choice, independence and meaningful participation and engagement are all fundamental to each individual's quality of life. Enabling our pupils to participate in planning out their future is a priority part of our Quality-of-Life Framework. As such careers development and guidance are highly important aspects of school planning and organisation.
- 2.3. Careers education in our schools is delivered through an integrated approach that combines impartial advice with curriculum learning. Pupils receive one-to-one guidance as well as careers-related content within subjects, including PSHE. Where appropriate to age and ability, teachers will make explicit links between classroom learning, individual targets, and real-world applications. This helps pupils understand how the skills they develop relate to future career choices and how learning connects to accreditation and workplace opportunities.
- 2.4. Careers education is embedded within the school improvement plan and monitored by senior leadership to ensure strategic alignment with whole-school priorities.
- 2.5. All staff share responsibility for ensuring pupils and parents understand the full range of pathways at key transition points. Careers education is delivered impartially, with equal promotion of all routes, and includes suitable work experience placements—both internal and external—in line with Provider Access Legislation
- 2.6. All careers education and guidance will be relevant and appropriate to the age, ability, level of understanding and will be tailored to meet their individual needs.
- 2.7. Transition planning is carefully managed, with pupils supported to make informed choices and actively contribute to their plans. Their views are respected, and strong links with parents/carers and local authority services ensure coordinated guidance for successful placement and progression. Careers education and guidance form an integral part of each pupil's wider future plan.

### 3. Aims

3.1. Careers education in our Trust aims to:

- Prepare pupils for life beyond school, including understanding the transition from education to work.
- Provide impartial information on the full range of post-16 pathways and challenge stereotypes.
- Support pupils to make informed decisions about their future, with targeted guidance where needed.
- Offer experiences of the world of work and opportunities to develop confidence, communication, and interpersonal skills.
- Ensure compliance with Provider Access Legislation by delivering six meaningful encounters with technical education and apprenticeship providers.
- Deliver a high-quality careers programme aligned with the eight Gatsby Benchmarks and the Quality in Careers Standard.
- Engage parents/carers through regular communication, events, and feedback opportunities to support informed decision-making.”
- Incorporate digital careers tools and virtual employer encounters to broaden access

### 4. Statutory Framework

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

4.2. This guidance is informed by:

[The Education Act 1997](#)

[The Education and Skills Act 2008](#)

[The School Information \(England\) Regulations 2008](#)

4.3. 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. For more detail on these encounters, see our provider access policy statement, which you can find in the Careers section of the school website.

4.4. 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:

independent careers guidance should be provided for pupils from year 7 (*instead of from year 8, previously*).

### 5. Management and delivery

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. Stable Careers Programme**

Each school will maintain a published careers programme aligned with Gatsby Benchmarks, reviewed regularly using Compass+ and stakeholder feedback. A trained Careers Leader and adviser will oversee delivery.

### **2. Labour Market Information**

Pupils and parents will receive up-to-date labour market information through workshops, resources, and guidance sessions to support informed decisions.

### **3. Addressing Individual Needs**

Careers activities and guidance will be tailored to each pupil, with records of advice and aspirations maintained securely. Equality and diversity will be embedded throughout.

### **4. Linking Curriculum to Careers**

Subjects will highlight career relevance, with a focus on STEAM opportunities through projects, visits, and digital experiences.

### **5. Employer Encounters**

From age 11, pupils will have at least one meaningful employer encounter annually (e.g., careers fairs, talks, mentoring). DfE requires two encounters per key phase (Years 8–9, 10–11, and optional in 12–13). Records will be kept and reported.

### **6. Workplace Experience**

**By age 16:** Every pupil should have had **at least one experience of a workplace** (in addition to any part-time jobs).

**By age 18:** Every pupil should have had **a further workplace experience**.

These experiences can include **workplace visits, job shadowing, volunteering, or ideally a two-week work experience placement**, tailored to individual needs.

The government's ambition is to **guarantee two weeks of meaningful work experience for every young person** by the end of their study programme. Each school is working towards building a network of employers that are able to provide quality inclusive placements for our pupils.

See Appendix 1 for Work Experience Safeguarding Checklist

### **7. Further & Higher Education Encounters**

Six mandatory encounters with technical education/apprenticeship providers (two per key phase). Additional opportunities with colleges, universities, and training providers will be offered. Provider Access Policy and careers programme will be published online.

## 8. Personal Guidance

All pupils will receive independent careers guidance throughout their school careers from year 7. Guidance will be impartial, integrated with pastoral systems, and monitored for impact on vulnerable groups.

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.

The Gatsby Foundation report [Good Career Guidance The Next 10 years](#). Includes the 2024 updates to the Gatsby benchmarks and should be read in conjunction with this policy.

Additionally, schools will find useful the following:

[The Careers & Enterprise Company Gatsby benchmark toolkits for: special schools](#)

## 6. Destination tracking

6.1. The school will collect and maintain data for each pupil on their education, training or employment destinations, where possible for at least three years after they leave school.

## 7. Information sharing

7.1. The school will provide the relevant information about all pupils to the LA support services including:

7.2. Basic information, such as the pupil's name or address.

7.3. Other information that the LA requires to support the pupil to participate in education or training to track their progress.

7.4. The school's privacy notice will offer pupils and their parents/carers the opportunity to ask for personal information not to be shared.

7.5. LAs will be notified, as early as is possible, whenever a pupil leaves an education or training programme before completion. The school will agree on local arrangements for ensuring these duties are met.

7.6. The school will ensure that the following information is published on its website and updated annually:

- The name and contact details of the Careers Leader
- A summary of the careers programme
- Details of how pupils, parents/carers, teachers, and employers can access information about the programme
- How the school measures and assesses the programme's impact on learners
- The date by which the information will next be reviewed

## **8. Roles and responsibilities**

### **8.1. The responsibilities of the Board of Trustees**

- Ratify and ensure annual review this policy to ensure it conforms to relevant law and guidance

### **8.2. The responsibilities of the Local Committee**

- Actively engage in setting the direction for a whole-school approach to careers guidance
- Appoint a member of the governing board who will take a strategic interest in careers education and encourage employer engagement
- Monitor pupil progress to ensure all achieve expected educational and career outcomes.
- 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
- Oversee that Careers Education is strategically led, effectively managed, and well-planned.
- Evaluate the quality and impact of careers provision through regular self-assessment and reporting.
- Ensure teaching and guidance are inclusive and accessible to all pupils, including those with SEND.
- Confirm that Careers Education is adequately resourced, staffed, and timetabled to meet statutory obligations, including Provider Access Legislation and Gatsby Benchmarks.

### **8.3. The responsibilities of the principal:**

- The overall implementation of this policy and ensuring compliance with statutory duties with regards to the provision of careers including provider access legislation.
- Work with the local committee and executive team 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
- Ensure that all registered pupils are provided with independent careers guidance from year 7.
- Ensuring that arrangements are in place to allow a range of education and training providers to access all pupils and inform them about approved technical education qualifications and apprenticeships.

### **8.4. The responsibilities of the Career Lead**

The Careers Lead is responsible for the strategic leadership and operational delivery of careers education, information, advice, and guidance (CEIAG) across the school. This includes:

- 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

#### **8.5. The responsibilities of the Careers Advisor:**

Our careers leader 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

#### **8.6. The responsibilities of teaching staff:**

- Ensuring careers education is planned into their lessons.
- Attending any relevant 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 pupils to tackle real life challenges, manage risks and develop skills that can be applied to the workplace.
- Being good role models for their particular area of work or specialism.

## **9. Monitoring and Evaluation**

9.1. Annual review of PAL compliance and Gatsby Benchmark progress using Compass+ and reporting to trustees.

9.2. Principals and local committee members will monitor and evaluate the effectiveness of Careers education in their school. They will provide feedback which will support the annual review of this policy.

## **10. Support and Intervention**

The school will comply with statutory duties set out in the DfE Careers Guidance and Provider Access Legislation. In the event of concerns about compliance, the school will engage with support offered by the Careers & Enterprise Company and respond promptly to any DfE requirements. More information on the DfE ladder of support and intervention is included within: [Careers guidance and access for education and training providers - GOV.UK](#)

## **11. Legislation**

11.1. This policy is informed by the following guidance and legislation:

[Education \(Careers Guidance in Schools\) Act 2022](#)

[Careers guidance and access for education and training providers - GOV.UK \(2025\)](#)

Provider Access Legislation (PAL) 2025 is embedded within:

[Education Act 1997 \(Sections 42A, 42B, 45, 45A\)](#)

[Education and Skills Act 2008](#)

[The School Information \(England\) regulations \(2008\)](#)