



Newsome Academy

Careers POLICY

DATE OF IMPLEMENTATION: SEPTEMBER 2025

RATIFIED BY: SAHT & AHT

DATE OF REVIEW: SEPTEMBER 2026

RATIFIED BY: SAHT & AHT

A proud member of



POLICY SECTIONS

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Vision

EVERYONE EXCEPTIONAL EVERYDAY

Mission

To enable everyone in our **Academy community** to achieve their very best

AT NEWSOME ACADEMY WE ALL LIVE BY OUR CORE VALUES			
RESPECT	INTEGRITY	TEAMWORK	ASPIRATION
Recognise, understand and celebrate differences.	Truth & honesty in all we do in and out of the Academy.	Work together effectively and efficiently.	Be the best that you can be.
► We treat others as we would like to be treated ► We appreciate each other's individuality and needs ► We sustain a tidy, well-kept and purposeful environment	► We have the morals and courage to do and say the right thing in a respectful way ► We are fair, sincere and honest ► We understand the rules and meet the expectations of our learning community	► We value everyone's contribution to Academy life ► We listen with empathy to understand ► We collaborate, share, encourage and develop ideas to make us stronger.	► We set, and strive to meet, our high expectations ► We celebrate every step of our progress to our goals. ► We take pride in ourselves and what we do
Tolerance and Mutual Respect are intrinsic British Values.	Our Behaviour Rules and the high expectations we set reflect the standards and laws of our British society.	By listening to the ideas of others in order to understand and live by a democratic process we are upholding the important British Value of Democracy.	Liberty is a fundamental British Value, which we fulfil by exercising ours in a responsible and productive way.

Newsome Academy is committed to preparing all students ready for the world of work ensuring every student is given the opportunity to fulfil their own career journeys. At Newsome Academy we encourage students to make use of the knowledge and skills learned at school and apply them to achieve their aspirational career outcomes; it is only when young people successfully transition on their onward journey post Newsome Academy, that we can measure the success of the Academy and its aims, that every student will flourish in an ever-changing careers landscape where their heart and mind connects with their dream and making a positive IMPACT on the world.

Respect, integrity, teamwork, aspiration: core Career values

Position	Responsibilities within CEIAG
Mrs K Stokes Assistant Headteacher, Careers Leader including line management responsibility for CEIAG	Strategic Management and coordination of CEIAG, linking CEIAG to wider school policies and development plan priorities. Link between CEIAG and SLT/ and the Governing Body
Ms Liz Hirst Careers Adviser	Ensure that the school maintains its high level of careers provision and advice for all pupils at all times through being a main point of contact for advice to staff, parents and students Provide high-quality 1-1 careers guidance for students in Years 7 to 11 and ensure students have access to a record of this through the My Directions platform
Miss H Dunkerley Careers Leader	Support with planning and co-ordination of careers talks, events, visits, work placements, college applications and careers challenge days

1 Introduction and Statutory Duty

Statutory Context

The Education Act (2011) placed schools under a statutory duty to provide access to independent and impartial careers guidance for all pupils in year 9 to 11. In April 2013 the Government extended this duty to years 8 and 13.

Schools in England must also “ensure that there is an opportunity for a range of education and training providers to access registered pupils during the relevant phase of their education, for the purpose of informing them about technical education qualifications and apprenticeships. (Technical and Further education Act 2017)

Education (Careers Guidance in Schools) Act 2022, this legislation mandates that all state-funded secondary schools (including academies) secure access to independent careers guidance for their pupils from Year 7 to Year 13.

Impartial Guidance, the guidance must be impartial, meaning it should not be biased towards any career path or educational route.

Promoting Best Interests, the guidance should be tailored to the individual needs and aspirations of the students, promoting their best interests

Further statutory guidance (May 2025) requires schools to offer students access to employment, apprenticeship and training providers, and to publish a statement outlining this access to providers. It is also a requirement from September 2018 that “every school needs a Careers Leader who has

the energy and commitment and backing from their SLT to deliver the careers programme across all of the eight Gatsby Benchmarks.”

The ‘Gatsby’ Benchmarks – Newsome Academy uses the Gatsby Benchmarks to guide the Careers Provision because they are judged to be a best practice system for career guidance.

From July 2021, the Government regards “Careers guidance” as the full range of activity delivered under the eight Gatsby Benchmarks.

<https://www.gatsby.org.uk/uploads/education/reports/pdf/gatsby-sir-john-holman-goodcareer-guidance-2014.pdf>

Baker clause – State schools and academies must give education and training providers the opportunity to talk to pupils in years 8 to 13 about approved technical qualifications and apprenticeships from 2nd January 2018. The DfE has issued two guidance documents: technical education and apprenticeships: raising awareness in schools and example policy statement on provider access, which sets out what schools need to have in place to meet the requirements of the amendment to the Technical and Further Education Act. State schools and academies must act impartially and not show any bias towards any route, be that technical or academic, and must promote the full range of technical options.

Overview of careers at Newsome Academy

At Newsome Academy we have extended the statutory guidance programme to the Year 7 cohort.

Newsome Academy provides all its pupils individual careers guidance with the career's adviser, careers information, labour market information and a careers education programme. The careers programme is delivered during Team Time through dedicated careers lessons as part of the school's personal development programme. Also, throughout the year there are opportunities with stakeholders and external organisations including local employers, training providers, further and Higher education institutions who contribute to the career's curriculum through employers' talks, further education talks, a careers fair and opportunities for pupil visits.

The school is part of the Calderdale and Kirklees Careers service, where the pupils have access to a Level 6 qualified careers adviser. They provide independent and impartial careers guidance two days a week and advice and have a dedicated base where students can access the service throughout the year.

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 with a career's leader
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. Experience of workplaces
7. Encounters with further and higher education
8. Personal guidance

Our programme doesn't show bias towards any career path and promotes a full range of technical and academic options for students.

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, intent and activities for each year group and are clear about the intent of each activity.

Our careers programme is delivered through several methods, including:

- Guest speakers
- Assemblies
- Team time activities
- In/Out of school activities
- Displays
- Online platforms

Our **Key Stage 3** careers programme will focus on students developing awareness of their own qualities and skills through a yearlong programme from Year 7-9 and will work alongside a career's booklet, which is kept in individual Personal Development (PD) Portfolios. They will learn about an array of topics related to careers, the options available post-16 and post-18 through interaction with employers, FE, HE and training providers and how to conduct independent research into these options. The programme will support students in their planning and choices of GCSE subjects in Year 9.

Our **Key Stage 4** careers programme aims to help pupils research and understand their choices and routes into education and training through further meaningful interactions with employers, FE, HE and training providers. The programme will support students in their planning and choices of their post-16 destination. Students in Year 10 follow the INNERSCOPE programme, as well as completing a week's work experience in the summer term (starting in 2026) and in Year 11 they focus on CV writing and college applications.

2 Academy CEIAG Aims

Vision Statement

To provide a careers programme that prepares our students for the world of work, enabling all of them to achieve aspirational career outcomes and have the confidence to flourish in an ever-changing careers landscape.

The aim of the Careers programme is to provide impartial, extensive and current career and labour market information to all pupils to allow them to make informed decisions about their future.

3.2 Objectives of the Schools' careers provision:

To provide an outstanding careers programme for every pupil

To enable all pupils to learn from careers and labour market leaders

To ensure the programme is addressing the need of each pupil

To link curriculum learning to careers

To provide opportunities for encounters with employers and employees

To provide opportunities for experiences of workplaces

To provide opportunities for encounters with further and higher education

To ensure every pupil has personal guidance on careers

Newsome Academy holds the EPDA award for personal development 2025-2028

3 Student Entitlement

Students are entitled to:

- independent and impartial careers guidance from Year 7 to 11;
- access to external sources of information on the full range of educational and training opportunities, and encounters with employers and employees;
- a stable careers programme is delivered;
- opportunities to engage with education and training providers covering academic, technical and apprenticeship routes;
- encounters with further and higher education providers;

- access to Labour Market Information and advice on how to use this information to make future decisions;
- at least two meaningful encounters/experiences of workplaces (KS3/4 statutory guidance May 2025)
- at least one careers interview by the age of 16 with a career's professional;
- access to careers through the different curriculum subjects at each Key Stage;
- a careers programme that addresses the needs of each young person through tailored and impartial advice and guidance.

Encounter Requirements

Schools must provide at least six encounters with approved providers of apprenticeships and technical education for all students.

Key Phases, these encounters are structured around three key phases

First Key Phase (Year 8 or 9): Two mandatory encounters.

Second Key Phase (Year 10 or 11): Two mandatory encounters.

Third Key Phase (Year 12 or 13): Two mandatory encounters, but optional for students. NA

Pupils with special educational needs or disabilities (SEND). We expect that most pupils with SEND will follow the same careers programme that meets the Gatsby Benchmarks as their classmates, with adjustments and additional support as needed. 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.

4 Partnership and Links

Newsome Academy works with a range of partners to deliver the CEIAG programme. The C+K careers adviser delivers an independent and impartial careers guidance service. NYBEP works with the school to support Year 10 students with work experience placements. The school also works closely with the West Yorkshire Careers Hub, local colleges, training providers, local universities, over 100 local employers and other organisations. All pupils are entitled:

- to find out about post 16 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 full-time education and apprenticeships – through careers fairs/events, seminars, college visits and taster events;
- to understand how to make applications for the full range of post 16 options including full-time courses and apprenticeships; and

- in year 10 students are supported to experience a workplace through a one-week work placement.

Any provider wishing to request access should contact Krystyna Stokes or Helen Dunkerley. This complies with the school's legal obligations under Section 42B of the Education Act 1997 (resources).

5 Monitoring, review and evaluation

Our careers programme is designed so that all stakeholders can give feedback, and students' progress can be measured as they move through the Key Stages. We measure and assess the impact of the programme's initiatives by using:

An aspirations questionnaire

Pupils are offered the opportunity to give formal feedback on all Careers seminars through anonymous surveying. This data is reviewed annually by the Careers Leaders. Additionally, the School will consider the impact of Careers in the annual pupil satisfaction surveys.

Qualitative feedback will also be sought using established pupil voice mechanisms (e.g. the Pupil Voice) and consultation with members of staff (e.g. Careers Advisors).

The careers programme is audited against the Gatsby Benchmarks using the Careers & Enterprise Company Compass Tool.

All Gatsby Benchmark detail on each pupil is kept on a central excel sheet which is also used for Compass plus. The Cultural Capital excel sheet is also linked to the Gatsby Benchmarks.

6 Staffing and development

Newsome Academy employs a Level 6 qualified and experienced Careers Adviser through C&K Careers whose performance is annually appraised through challenging, relevant and measureable targets by C&K Careers.

The designated governor for Development has the responsibility for overseeing the quality of careers guidance and supporting employer engagement.

The Academy is supported on a strategic level by an Enterprise Adviser.

All Academy staff contribute to careers through their roles as subject teachers and/or Personal Development Curriculum teachers in Team time.

The Gatsby Benchmarks:

These benchmarks provide a framework for good career guidance, including areas like career advice, and curriculum connections.

GOV.UK Guidance:

The government provides statutory guidance on careers guidance, including information on provider access and the Gatsby benchmarks. This has been currently updated in May 2025.

[The Careers & Enterprise Company:](#)

This organization provides support and resources to schools and colleges on careers guidance and provider access.

7 Links to other policies

This policy supplements and should be read alongside:

- Newsome Academy Curriculum Policy
- Newsome Academy RSHE and Policy
- Newsome Academy SMSC Policy
- Newsome Academy Well-being and mental health policy