



Huxlow Academy

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Policy Owner	Department	Effective Date	Approval Date	Review Cycle	Revision Due Date
Zoë Correa	ESLT	February 2026		Annual	February 2027

CAREERS GUIDANCE POLICY

Policy approver – Local Governing Body

Version Control

Version Number	Date of Change	Changes Made
0.1	11.03.26	Update

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1. Policy name

Careers Guidance Policy

2. Aims

This policy sets out Huxlow Academy's provision of impartial, informed, and high-quality careers education, information, advice and guidance (CEIAG) for students in Years 7–13. We provide a planned, sequenced programme across all key stages through our PSHE curriculum and Careers Days, and integrated employer engagement, to help students make successful transitions and take their place as suitably qualified and responsible adults in society. Our Careers Leader (Level 6 qualified) works alongside our independent Careers Adviser to ensure every student can access appropriate guidance at the right time.

Our commitment to our students includes –

- Providing a planned program of activities to which all students from Years 7 – 13 are entitled which will help them to plan and manage their careers
- Providing IAG (Information, Advice and Guidance) which is impartial, unbiased and is based on their needs
- Ensuring that the CEIAG and Employability program follows local, regional and national frameworks for good practice and other relevant guidance, such as: Section 19 Education Act (2011), The Technical and Further Education Act (January 2017), Careers strategy: making the most of everyone's skills and talents (December 2017), Careers guidance and access for education and training providers: Statutory guidance for governing bodies, school leaders and school staff (January 2018); Updated Statutory Guidance (October 2018, July 2021 and January 2023) as well as guidelines from Ofsted, the Career Development Institute and the Gatsby benchmarks for good career guidance.

The Eight Gatsby benchmarks are -

- A stable careers program
- Learning from career and labour market information
- Addressing the needs of each pupil
- Linking curriculum learning to careers
- Encounters with employers and employees
- Experiences of workplaces
- Encounters with further and higher education
- Personal guidance.

3. Statutory requirements

This policy is based on the Department for Education's (DfE's) statutory Careers guidance and access for education and training providers.

Huxlow Academy will implement the updated Gatsby Benchmarks from September 2025, as adopted into government guidance, including strengthened definitions of meaningful workplace experiences (Benchmark 6) and enhanced expectations for governance, sequencing, outcomes, and record-keeping.

In line with the DfE's update, we will:

- Deliver independent careers guidance from Year 7
- Publish information about our careers programme on our website and keep it up to date
- Meet the provider access duty across Year 8–13 (as set out in statutory guidance and subsequent amendments following the Skills and Post-16 Education Act 2022)

We will also plan towards the Work Experience Guarantee—two weeks’ worth of meaningful work experience over secondary education—recognising that national implementation details are being developed and piloted; this planning aligns with the strengthened Benchmark 6 definition.

This guidance refers to:

[The Education Act 1997](#)

[The Education and Skills Act 2008](#)

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

This policy is also in line with the more recent Skills and Post-16 Act 2022, which came into force on 1 January 2023. It explains that our school must provide a minimum of 6 encounters with technical education or training providers to all pupils in years 8 to 13. For more detail on these encounters, see our provider access policy statement, which you can find on our website.

This policy is also in line with the Education ([Careers Guidance in Schools](#)) Act 2022. This came into force on 1 September 2022, and amended the existing duty in The Education Act 1997, so that:

Our school must now secure independent careers guidance from year 7 (instead of from year 8, previously). As an academy in England, we are now required to provide and publish careers guidance. All year 11 students are entitled to and will receive 2 45 minutes interviews by our trained careers advisor across the year. All other students will be offered a careers interview or access to guidance as and when it is required.

The above guidance requires that schools publish information about their careers programme on their website; you can find this information [here](#). This policy includes this information and shows how our school complies with this requirement.

We also act in line with our statutory duty under the ‘Baker Clause’, to be impartial and not show bias towards any route, be that academic or technical. This policy should be read in conjunction with our provider access policy statement, which sets out how our school meets this duty, and can be found on our school website [here](#).

4. Roles and Responsibilities

4.1. Careers Lead

Responsibilities for Careers education are overseen by the Assistant Headteacher with oversight of Character and Personal Development. They are also the Careers Lead. They plan, co-ordinate and evaluate the careers programme. They also plan and implement Bring your child to work days, virtual work experience and other work experience activities.

Living in the wider world and careers is also planned into the PSHE programme, tutor time activities and in applied subjects across the school. All subjects have a focus on and link to career development and employability learning. This is co-ordinated through the work of the Careers Leader.

Our careers leader is Zoë Correa and can be contacted by emailing z.correa@huxlow.northants.sch.uk. Our careers leader will:

- Take responsibility for developing, running and reporting on the school's career programme
- Plan and manage careers activities
- Manage the budget for the careers programme
- Support teachers to build careers education and guidance into subjects across the curriculum
- Establish and develop links with employers, education and training providers, and careers organisations
- 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
 - Review our school's provider access policy statement at least annually, in agreement with our governing board

4.2. Careers advisor

Our trained Careers advisor is Gerry O'Callaghan and can be emailed on g.ocallaghan@huxlow.northants.sch.uk. Working alongside the Careers Leader, the Careers Advisor offers impartial advice to students and works with the Head of sixth form, colleges and external agencies to provide support and advice to students when making choices regarding next steps.

4.3. Implementation – staffing

All staff contribute to CEIAG through their roles as tutors and subject teachers. The PSHE curriculum at Key Stage 3 and 4 and tutors in Key Stage 5, deliver specialist sessions. Heads of Year liaise with the Careers Leader to address needs of all students, including support from teachers and external agencies, such as the independent Careers Advisers.

5. Our Careers Programme

The CEIAG (Careers Enterprise Information Advice and Guidance) Programme

The careers programme includes careers lessons (within the school's PSHE programme), career guidance activities (group work and individual interviews), information and research activities, employability learning (including Bring your child to work day (KS3) and work experience in 5) and individual learning planning/portfolio activities which are recorded on a career's software package. Other focused events, including an in-house careers fair for years 8, 10 and 12, higher education and apprenticeship fairs at Key Stage 5 and Aspiration Days at Key Stage 4. Students are actively involved in the evaluation of activities, including work experience, through lessons and in written feedback.

All students receive at least two careers interviews with the Careers Adviser during KS4 and additional intervention strategies are introduced for those students who may find processes such as securing college placements particularly challenging. The Careers Adviser is central to providing guidance to students on routes beyond school and those students who are unsure of their destination after Year 11 are given further support in groups or as individuals to provide the best possible guidance. All students are given the opportunity to request an additional careers appointment with an independent career's adviser.

The Careers Adviser also provides an important contribution to the planning, design and delivery of all aspects of our career's education programme, including Aspirations Days, allowing for current labour market intelligence to inform these processes. Year 11, 12 and 13 pupils at risk of not being in education, employment or training post-16 and post-18 are identified and have additional meetings with the Careers Advisor, after which appropriate interventions are agreed and implemented. The support is arranged by the relevant Head of Year and implemented well before any student at this risk is due to leave the school.

Careers Education helps young people to develop the knowledge and skills they need to make successful choices, manage transition between key stages and transition between education and the world of work.

5.1 Key Stage 3

Year 7 focus on exploration of ideas and potentials, the focus is on smashing stereotypes, having ambitious ideas, working on their dream careers, and working through on self-improvement as a learner. Students will also participate in a Bring your child to work day in order to experience a workplace and what it is like to be an 'employee for the day'.

Year 8 continue to explore the world of careers by delving into the recruitment process and what it entails to apply for and be successful at an interview. Students will also be able to investigate different workplaces and discover some of their interests that they may have investigated in Year 7. Students will also start to learn about the labour market and begin to think about their own CV, as well as a topic on financial education and money management.

Year 9 is an extremely important year as students make their GCSE option choices, to support their discovery we invite the year group to our careers fair. They identify their interests and begin to consider pathways to support their choices by building on their key competencies.

5.2 Key Stage 4

Year 10

Year 10 students continue to deepen their understanding of future pathways by exploring a full range of academic, technical and vocational options, in line with statutory expectations that pupils receive access to providers offering approved technical and apprenticeship routes. Students evaluate the benefits of different post-16 options, including the debate around university, college and apprenticeships, reflecting the guidance's emphasis on informed decision-making and exposure to multiple providers.

Learning leaders build aspiration by linking curriculum learning to careers, supporting the updated Gatsby focus on embedding real-world relevance across subjects. Students continue to participate in careers activities beyond the classroom, and during the Year 10 Careers Day, they take part in talks from sixth form, university and college providers, meeting the requirement for meaningful provider encounters across Key Stage 4.

In addition, Year 10 students will engage in Work Experience, supporting the strengthened expectations for meaningful workplace encounters and the future implementation of the Work Experience Guarantee. This is due to be implemented in September 2026.

Year 11

Year 11 students follow a comprehensive programme of careers activities designed to prepare them for post-16 transition. Every student is offered a 1-to-1 careers guidance interview with the school team and an independent careers practitioner, meeting the statutory requirement for personal guidance by age 16.

The programme includes targeted lessons on CV writing, interview skills and work-related competencies, ensuring students develop the readiness required for workplace experiences, as highlighted in the updated guidance.

A full induction and transition programme supports students moving into Key Stage 5, with structured activities and transition tasks. Students receive college talks and opportunities to learn about higher and further education pathways, including apprenticeships, ensuring compliance with the duty to provide encounters with a range of post-16 providers

5.3 Key Stage 5

As students move into KS5, there are many opportunities for students to attend open days and talks on pathways and careers options. The Assembly rota focuses on key skills, life skills, finance – including student finance, application processes including UCAS and interview skills. As part of our ‘Futures Week’ various speakers present at our conference regarding life choices, skills and opportunities. Parents are invited to a further education evening to gain knowledge of the opportunities and the process of application. In addition, Year 12 & Year 13 can complete a week of work experience. Throughout KS5 students are involved in voluntary community and charity work.

6. Statement of Entitlement

Every student is entitled to careers education & guidance, that:

- Meets recognised professional standards of practice;
- Aims to provide a student-centred, impartial and confidential experience;
- Is integrated into students’ experience of the whole curriculum;
- Is based on a partnership with students and their parents or carers;
- Promotes equality of opportunity, inclusion and counters any type of discrimination; and
- Is confidential, respecting personal information disclosed by individuals (except where the practitioner has an overriding duty to disclose to the senior member of staff with responsibility for safeguarding children).

7. Links to other policies

This policy links to the following –

Provider Access Statement
Child Protection Policy
SEND policy

All of the above can be found on our [website](#).

Signed: D McVean

Chair of Local Governing Board

Date: 25.03.2026