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Careers Education, Information, Advice and Guidance Policy

Mission Statement

To inspire our family of schools to provide opportunities for our pupils, staff and leaders to be the best they can be; to create a passion for lifelong learning; to enable our pupils to become kind, confident and impactful world citizens.

Statement of Purpose
This policy reflects the latest statutory guidance Careers Guidance and Access for Education and Training Providers together with the refined Gatsby Benchmarks, the latest Provider Access Legislation, CDI Career Development Framework and current DfE expectations as at June 2026.

The Trust is committed to delivering a high-quality, progressive careers programme which aims to inspire our pupils to raise their aspirations, empower them to confidently make well informed decisions, promote equality of opportunity and support lifelong career development.
The programme aims to embed careers in curriculum-based learning, foster employer engagement and provide meaningful encounters. Additionally, we aim to increase pupil exposure and understanding of how to utilise the most up to date Labour Market Information (LMI) alongside pupil access to independent, impartial careers guidance.

The programme is designed to broaden horizons, maximise future life chances, enable pupils to make informed, realistic and ambitious choices and minimise the risk of pupils becoming NEET (Not in Education, Employment and Training).

This policy applies to all academies within the Trust including the primary and secondary schools.

Statutory and Framework Context

This policy aligns with:

- Education Act 1997 (careers guidance duty)
- Technical and Further Education Act 2017
- Skills and Post-16 Education Act 2022
- Department for Education statutory careers guidance
- Gatsby Benchmarks for Good Career Guidance
- Provider Access Legislation
- SEND Code of Practice (0–25)
- Equality Act 2010
- Ofsted Education Inspection Framework

Trust Wide Principles
The Trust will maintain and grow partnerships with local employers, further and higher education institutions, employment networks, apprenticeship providers and community organisations to enhance opportunities for all pupils.

Each academy has a designated Careers Leader responsible for strategic leadership, coordination, monitoring and evaluation of the careers programme.

Across all academies, CEIAG will be:

Inclusive & Equal

- Fully accessible to pupils with SEND, disadvantaged pupils, vulnerable groups and those at risk of NEET.
- Adapted to meet individual needs and Education, Health and Care Plans (EHCPs)
- Promotes equality and challenges stereotypes
- Provides targeted interventions based on pupil data

Progressive

- Carefully sequenced from early awareness in primary through to planning and decision making in secondary and post 16

Impartial

- Offering balanced information about all pathways, including FE, HE, apprenticeships, employment and supported internships
- Not promoting one provider over another
- Ensuring all pathways (academic, vocational, apprenticeships, supported internships) are presented equally

Collaborative

- Delivered through partnerships with employers, colleges, families and external agencies

Careers Education by Phase

Primary Schools

In primary academies, careers education will focus on:

- Broadening horizons
- Challenging stereotypes
- Developing positive attitudes to learning and work

Secondary Schools

Secondary academies deliver a progressive and sequenced careers programme from year 7 – 11 which includes:

- Careers education embedded in the curriculum
- Employer encounters and workplace experiences
- Annual careers fairs and events
- Work experience programmes
- Visits to FE/HE institutions
- Careers talks and workshops
- Access to digital platforms (e.g. Morrisby)

The Trust implements the refined Gatsby Benchmarks (2024 framework) and uses Compass+ to continually review provision, ensuring sustained improvement and high-quality careers education across all academies.

All academies:

- Careers Leaders review Compass+ data termly and report progress to senior leaders and governors.
- Use benchmark outcomes to inform strategic planning
- Aim to achieve all eight benchmarks at a high level

Provider Access Legislation

The Trust is committed to ensuring that all pupils in secondary education have opportunities to learn about the full range of post 16 and post 18 education and training options. In line with statutory requirements, the Trust will provide access for a range of education and training providers to talk to pupils about technical education, apprenticeships, T Levels, supported internships and other vocational pathways.

The Trust will ensure that:

- A published Provider Access Policy (PAP) is available on each secondary academy website.
- Providers are offered meaningful access at appropriate times including Year 8, 9, 10 and 11.
- Opportunities for providers may include assemblies, careers fairs, curriculum

workshops, workplace style activities, mock interviews, and small group sessions.
- The Trust does not promote one route over another and presents all pathways impartially, including academic, vocational and employment-based options.
- All provider visits adhere to safeguarding, supervision and site access procedures.
- Pupils with SEND receive inclusive and personalised access, ensuring information is accessible and meets individual needs.
- Requests for provider access will be managed by the Careers Leader in each academy, in line with local procedures.

Leadership and Strategic Oversight
The Trust is a member of the local Careers and Enterprise Company (CEC) Hub, enabling Careers Leaders to access professional development, collaborate with local partners and continually improve provision against the Gatsby Benchmarks.

The Trust CEIAG Lead/Careers Adviser reports to the CEO and works alongside the designated Careers Leader within each academy to ensure a consistent, high-quality careers programme across all schools. Careers Leaders meet termly through the ELAT Aspects Network Meetings to share best practice, review progress and identify areas for further development. Updates and reports on careers provision are presented to the Trust Executive Board to provide strategic oversight.

Each academy produces an annual Careers Development Plan informed by Compass+/Compass evaluations, destination data, local labour market information (LMI), pupil voice, stakeholder feedback and national priorities. Progress is reviewed termly and evaluated annually to inform continuous improvement.

Careers provision forms part of the Trust's wider quality assurance and improvement processes. This includes review through academy self-evaluation activities, internal quality assurance processes and Trust-wide review mechanisms to ensure that provision remains effective, inclusive and aligned with statutory guidance and the Gatsby Benchmarks.

Careers Programme Delivery
Every pupil is entitled to high-quality careers education, information, advice and guidance that is personalised, impartial and accessible.

The careers programme is embedded across the curriculum and delivered through a partnership between academy staff, employers, education providers, parents and carers, and external organisations.

The programme is designed to:
- develop career readiness
- raise aspirations
- challenge stereotypes
- promote equality of opportunity
- support informed decision-making
- prepare pupils for successful transitions into further education, employment or training.

Careers provision is carefully sequenced to meet the developmental needs of pupils at each stage of their education.

Pupils are provided with opportunities to access independent careers guidance at key transition points, including during Key Stage 4 and when making decisions about post-16 pathways.

Careers Resources and Strategic Investment
Funding is allocated in the annual budget-planning process, taking account of Trust priorities,

academy improvement plans and the specific needs of the pupils. The Careers Leader within each academy is responsible for the effective deployment of allocated resources to support the delivery of a high-quality careers programme.

The Trust invests in digital platforms including Morrisby, to support pupils in exploring future pathways, recording career related activities and interventions. Careers activity recorded through Morrisby supports monitoring and evaluation through Compass+, enabling Careers Leaders to benchmark, track, record and report on careers provision.

The Trust works with external partners, such as Changing Education, to support the delivery of meaningful workplace experiences. This includes facilitating work experience opportunities for Year 10 pupils, supporting placement matching and providing appropriate risk assessment processes to ensure activities are safe and accessible.

Roles, Responsibilities and Accountabilities

Empower Learning Academy Trust CEIAG Lead/Independent Careers Adviser
The Trust CEIAG Lead provides strategic oversight for CEIAG across the Trust, working with academy Careers Leaders to ensure a consistent, high-quality careers programme aligned with statutory guidance, the Gatsby Benchmarks and Trust priorities.

As the Trust's Independent Careers Adviser, they provide impartial, personalised careers guidance in line with professional standards and the CDI Code of Ethics, ensuring pupils receive appropriate support to make informed decisions about future pathways.

Executive Leadership
The CEO and COO provide strategic oversight of CEIAG across the Trust, ensuring that careers provision is prioritised, appropriately resourced and aligned with statutory requirements, Trust priorities and the Gatsby Benchmarks.

Headteacher and Senior Leadership Team
The Headteacher and Senior Leadership Team ensure that careers provision is embedded within academy improvement planning, supported through appropriate resources and monitored for impact. They promote a whole-school approach where all staff contribute to supporting pupils' future pathways.

Governors
A named governor represents the Local Governance Committee and supports oversight of careers provision at academy level. Governors review the effectiveness and impact of the careers programme through appropriate evidence, including pupil outcomes, destinations data, evaluation activities and engagement with leaders.

Careers Leader
Each academy's Careers Leader is responsible for coordinating, implementing and quality assuring the academy careers programme. Careers Leaders work with staff, pupils, parents/carers, employers, education and training providers to ensure careers education, information, advice and guidance is effectively delivered.
All Careers Leaders have completed, or are working towards, the Level 6 Careers Leader qualification.

SENCO
The SENCO works with the Careers Leader to ensure that careers provision is inclusive, accessible and responsive to the individual needs of pupils with SEND. This includes supporting appropriate preparation for adulthood, transition planning and reasonable adjustments to enable all pupils to

access careers opportunities.

Head of PSHEE and Citizenship
The Head of PSHEE and Citizenship works with the Careers Leader to ensure careers education is embedded within the curriculum and contributes to pupils' personal development and future readiness.

Staff
All staff contribute to CEIAG through their roles as tutors, subject teachers and pastoral staff. Staff support pupils in understanding the links between curriculum learning, employability skills and future pathways.

Monitoring, Evaluation and Impact
The effectiveness and impact of CEIAG provision is monitored through a range of evidence, including:

- Compass+ evaluations against the Gatsby Benchmarks
- Pupil participation and engagement data
- Destinations data and progression outcomes
- Feedback from pupils, parents/carers, staff, employers and partners.

Linked Documents
Provider Access Policy – Each secondary academy publishes a Provider Access Policy outlining arrangements for access by technical education and training providers, in line with Provider Access Legislation.

Local Variations

Hall Mead School Careers Learning Journey

The Hall Mead Careers Learning Journey should be read in conjunction with Empower Learning Academy Trust Careers Policy and sets out the progressive careers programme delivered across Years 7–11, including measurable outcomes, activities, Gatsby Benchmark coverage and methods of monitoring and evaluation. This appendix is reviewed annually.

Careers Lead & SLT Link: Martin Leslie mleslie@elatschools.co.uk
Careers Advisor: Kirsten Witchalls kwitchalls@elatschools.co.uk

Year	Measurable Outcomes	Activities	Gatsby Benchmarks	Monitoring and Evaluating
7	- All students can explain the difference between a job and a career. - All students can identify what soft skills are. - All students can identify what hard skills are. - All students to access Morrisby to research different careers. - All students to complete 'Managing Money' topic in PSHE that relates to finance. - All students will develop career planning skills through transition activities	- Careers assembly with the focus on careers, jobs, skills and how jobs have evolved over time. - Year 7 Computing lesson- introduce and use Morrisby careers platform to complete a skills audit. - Use of Morrisby to research different careers. - Managing Money scheme of work in PSHE. - Year 7 complete Future Skills Questionnaire. - Students will perform the role of office duty person. - Difference Matters: inclusion programme for neurodiverse students - All students undertake transition activities including 'My Goals and Dreams'	1, 2, 3, 4	The school will keep a careers tracker of activities on Morrisby. Student voice at events. Teacher feedback. Learning walks will monitor delivery. External providers will be invited to provide feedback.
Year	Measurable Outcomes	Activities	Gatsby Benchmarks	Monitoring and Evaluating
8	- All students will understand different types of employability skills. These include; Communication, Leadership, Teamwork, Motivation, Creativity, First Impressions.	- Careers assembly with the focus on employability skills. - Business and Enterprise project in PSHE- 'The Coffee Shop'. - Use of Morrisby to research different careers.	1, 2, 3, 4, 5	The school will keep a careers tracker of activities on Morrisby.

	- All students will use different types of employability skills as well as roles and responsibilities in a business and enterprise activity.	- Year 8 students to complete Future Skills Questionnaire.		Student voice at events. Teacher feedback. Learning walks will monitor delivery. External providers will be invited to provide feedback.
Year	Measurable Outcomes	Activities	Gatsby Benchmarks	Monitoring and Evaluating
9	- All students can identify the difference between college, sixth form, qualifications and apprenticeships. - All students will know the post-16 pathways that are available to them once leaving school. - All students are informed about the opportunities of different careers through their GCSE option choices. - Some students will get the experience to visit a local university (Anglia Ruskin) as part of the STEM partnership with CSES. - All students research a variety of different roles and present on a particular career for the 'Careers Fair' - Some students will engage in an Employer event based on Business through our London Careers Hub.	- Assembly delivered by New City College on Post-16 pathways. - All 'option' subject will deliver an assembly about their subject area to inform students of the GCSE choices. - STEM visit to Anglia Ruskin University to see STEM in action alongside a keynote presentation. - Careers Fair as part of the PSHE programme. - Group sessions as part of careers guidance pre-options. - Use of Morrisby to research different careers options based on subject areas. - Employer Engagement Business Event. - Year 9 students to complete Future Skills Questionnaire. - Year 9 SEN students 1:1 careers appointment in preparation for EHCP transition review - Careers adviser available at parents evening	1, 2, 3, 4, 5, 7, 8	The school will keep a careers tracker of activities on Morrisby. Student voice at events. Teacher feedback. Learning walks will monitor delivery. External providers will be invited to provide feedback.

Year	Measurable Outcomes	Activities	Gatsby Benchmarks	Monitoring and Evaluating
10	- All students will have access to a variety of different post-16 providers as part of the destination's delivery programme from local providers. - All students will take part in in-person or virtual work experience for 1 week. - All students feel prepared for their work experience by ensuring that key skills such as interviews, covering letters, writing emails, first impressions are taught in school. - Some students will get to visit a university as part of the STEM and Aspirational programmes. - All students to receive a motivational workshop ahead of Year 11 as part of Havering Careers Week. -Some students will engage in an employer event for a targeted career. - All students will take part in the enrichment drop down day which includes CV writing, interview skills and meeting different employers. - Some students will begin their 1-to-1 careers advice with our trust careers advisor.	- Students invited to the Havering RPA event. - Assemblies from post-16 providers, which include New City College. - New City College Taster Day invite. - Students to undertake a weeks work experience in Year 10. - Students to receive 'work ready' lessons during form time covering key skills to help them prepare for work experience. - STEM visit to ARU to see STEM in action alongside a keynote presentation. - High Achievers visit to University of Cambridge. - As part of Havering Careers Week students will engage in at least 1 employer event and 1 motivational workshop. - Business event in partnership with the London Careers Hub. - Year 10 Enrichment drop down day in the summer term. Organised through PSHE. - Arranged 1-to-1 meetings with the careers advisor prioritising SEN, LAC, PP and potential NEET students - Careers advisor available at parents evening	1, 2, 3, 4, 5, 6, 7, 8	The school will keep a careers tracker of activities on Morrisby. Student voice at events. Teacher feedback. Learning walks will monitor delivery. External providers will be invited to provide feedback. Employer work experience feedback using ConnectEd.
Year	Measurable Outcomes	Activities	Gatsby Benchmarks	Monitoring and Evaluating
11	- All students will have access to a variety of different post-16 providers as part of the destination's delivery programme from local providers in school. - All students will receive an assembly on 'how to' apply for their post-16 destinations. As part of this,	- Students invited to Havering RPA event. - Students and parents invited to post-16 evening at school. - Students to receive an assembly with the entry requirements for local providers. - Students will be surveyed to ensure all have applied to at least 2 post-16 destinations.	1, 2, 3, 4, 5, 7, 8	The school will keep a careers tracker of activities on Morrisby. Student voice at events. Teacher feedback.

	they will be informed of grade requirements for different local providers. - Post-16 destination collection will ensure no students are NEET once they leave school. - All students will receive a careers 1-to-1 interview with the trust careers advisor with parents invited -Some students will get to visit University of Cambridge as part of the 'high achievers' programme.	- Assistance is provided to students who are need help with applying for their post-16 destination. - Arranged 1-to-1 meetings with the careers advisor with parents invited - Careers adviser met with all SEN students in preparation for annual review - High Achievers visit to University of Cambridge. - Careers advisor available at parents evening		Learning walks will monitor delivery. External providers will be invited to provide feedback. Student destination surveys.

Activities across year groups:

- SMSC weekly careers content- Job of the week
- Annual curriculum careers mapping
- Subject specific careers lessons and use of employer case studies
- Careers displays within curriculum areas
- Employer talks at every curriculum trip
- Inclusion of careers information in newsletter
- Morrisby parent access

Appendix 1 – CEIAG Curriculum and Operating Plan 2026-27

At The Brittons Academy we are passionate about ensuring that our students become engaged citizens who are fully prepared for life in the wider world. In order to achieve this, we offer all students a diverse range of CEIAG curriculum opportunities to provide them with the knowledge they need to make informed post-16 decisions and prepare the next steps needed on their journey to reach their goals and aspirations.

Support & Personal Guidance

All students will receive at least two separate one-to-one careers advice sessions at key transition points e.g. Year 9 Options and Year 10/11 to discuss post-16 pathways with the Empower Learning Academy Trust's own careers adviser, Mrs Witchalls. We also offer all students at risk of NEET the opportunity for independent and impartial careers advice and guidance with the 'Shaw Trust' organisation. Additionally, there is an opportunity for 'drop in' advice sessions for any students or parents who have further career-related questions through the Careers Lead, Mrs Palombo or Careers Administrator, Mrs Britton.

Careers Strategy Lead & SLT Link: Maria Palombo mpalombo@elatschools.co.uk

Careers Administrator: Ellen Britton ebritton@elatschools.co.uk

Careers Advisor: Kirsten Witchalls kwitchalls@elatschools.co.uk

Resources

Our Careers Library is well stocked with key publications from a wide range of industry sectors as well as post-16 and post-18 institutions suitable for a range of ages and abilities. Materials are audited annually to ensure information is up-to-date and accurate and relevant to students' needs. Additionally, all students will also have access to Morrisby, an online platform which enables students to develop their employability skills and to broaden their understanding and awareness of possible job roles and routes to achieve them.

Other important links:

- https://www.careersbox.co.uk/
- https://www.ucas.com/
- https://www.gov.uk/apply-apprenticeship
- https://www.havering.gov.uk/schools-education/post-16-education/
- https://nationalcareers.service.gov.uk/
- https://www.careerpilot.org.uk/
- https://www.how2become.com
- https://www.icould.com

Year 7 Summary of CEIAG Curriculum

Across the curriculum, Year 7 students are introduced to the skills and characteristics needed for

employability through interacting with the Careers specific form time sessions, by taking part in Employability Skills workshops and attending bespoke Alumni talks. Additionally, students are given the opportunity to explore a range of careers and reflect upon which careers they would be best suited to by attending our annual Careers Fair and a series of industry talks during National Careers Week and National Apprenticeship Week. Individual students are selected by pastoral teams to take part in raising aspirations projects and bespoke events such as Robotics and Coding Workshops with USP.

CEIAG Questions explored in Year 7:

- What is CEIAG and why is it important?
- What are my personal aspirations and goals?
- What are employability skills?

Year 8 Summary of CEIAG Curriculum

Across the curriculum, Year 8 students develop the skills and characteristics needed for employability through interacting with the Careers specific form time sessions, by taking part in the First Give Social Action Enterprise programme, enhanced Employability Skills workshops and attending bespoke Alumni talks. Additionally, students are given the opportunity to explore a range of careers and reflect upon which careers they would be best suited to through attending our annual Careers Fair and a series of industry talks during National Careers Week and National Apprenticeship Week. Individual students are selected by pastoral teams to take part in raising aspirations projects where possible. Additionally, Year 8 students are able to explore possible Post-16 pathways through Further & Higher Education Campus visits as well as within the PSHE curriculum.

CEIAG Questions explored in Year 8:

- How can I develop my employability skills?
- What is further and higher education?
- What are the different career sectors?

Year 9 Summary of CEIAG Curriculum

Across the curriculum, Year 9 students continue to develop the skills and characteristics needed for employability through interacting with the Careers specific form time sessions, attending bespoke Alumni talks and engaging with opportunities to take part in Careers specific workshops and events, such as the Army Activity Day. Additionally, students are given the opportunity to explore a range of careers and reflect upon which careers they would be best suited to through attending our annual Careers Fair and a series of industry talks during National Careers Week and National Apprenticeship Week.
Additionally, our Alumni network host sessions which explore careers in variety of employment sectors. Individual students are selected by pastoral teams to take part in raising aspirations projects with local universities which aims to increase participation in higher education.

CEIAG Questions explored in Year 9:

- How can I make informed decisions regarding my GCSE options?
- What independent research skills do I need to develop to be able to utilise information and guidance?

Year 10 Summary of CEIAG Curriculum

Across the curriculum, Year 10 students prepare to make informed Post-16 choices through

interacting with the Careers specific form time sessions, attending bespoke Alumni talks and engaging with college taster days, apprenticeship talks from local businesses and university visits. Students are encouraged to visit sixth form and college open days in Year 10 to ensure choices are fully researched and details of these are emailed to inform parents via Edulink. Additionally, students are given the opportunity to explore a range of careers and reflect upon which careers they would be best suited to through attending our annual Careers Fair and a series of industry talks during National Careers Week and National Apprenticeship Week. Individual students are selected by pastoral teams to take part in raising aspirations projects such as the 'Talk About The Future' workshop which aims to develop students' confidence in their employability skills and how best utilise their skillset.

In Year 10 students also participate in the Changing Education Work Experience programme where they will be able to practice using their employability skills in a work environment. In addition to this, year 10 students begin individual Careers interviews with our impartial Careers Advisor, who works across ELAT. Those at risk of being Not in Education, Employment or Training (NEET) are identified using the Targeting Toolkit and the list produced is reviewed by senior leaders, the pastoral team, and the Careers Leads to ensure the extra support provided by Shaw Trust is correctly targeted.

CEIAG Questions explored in Year 10:

- What Post-16 pathways are on offer?
- What skills and qualities do I need to be successful in my work experience placement?
- How can I prepare to apply for Post-16 pathways?

Year 11 Summary of CEIAG Curriculum

Across the curriculum, Year 11 students are supported to make informed Post-16 choices through bespoke one-to-one careers meetings, Post-16 information assemblies, interview skills and CV writing workshops alongside college, sixth form and apprenticeship open events. Students are encouraged to attend the events above to ensure choices are fully researched. Additionally, students are given the opportunity to explore a range of careers and reflect upon which careers they would be best suited to through attending our annual Careers Fair and a series of industry talks during National Careers Week and National Apprenticeship Week. Individual students are selected by pastoral teams to take part in raising aspirations projects such as X

Individual Careers interviews with our impartial Careers Advisor, who works across ELAT, will begin from mid-September and an individual action plan is produced after this meeting and shared with the student and parent/carers. Year 11 form-time sessions created by the Careers Leads support the process of researching, selecting and applying for post-16 courses. The Careers Leads publishes information about Open Days for Local Post-16 providers, and we promote open events by emailing parents via Edulink. If students remain unsure of their future direction additional careers interviews are offered to assist their research and planning and the Careers Library is also open for drop-in sessions at break and lunch. Those at risk of being Not in Education, Employment or Training (NEET) are identified in Year 10 and support continues throughout Year 11 and delivered by Shaw Trust (funded by London Borough of Havering).

CEIAG Questions explored in Year 11:

- How can I use bespoke careers advice to make informed decisions regarding my Post-16 options?
- How can I successfully transition to my Post-16 pathway?

Bower Park Academy

Inclusivity & Personalised Support Statement:

Bower Park Academy is committed to ensuring that every student, regardless of background, ability or circumstance, has access to high-quality careers education, information, advice and guidance. Careers provision is personalised to meet the needs of individual learners, with targeted support for disadvantaged students, those with SEND, students at risk of becoming NEET and other vulnerable groups. We use Morrisby, Compass+ and destination data to monitor participation and identify where additional interventions are required. Careers education actively challenges stereotypes, raises aspirations and promotes equality of opportunity so that every student is supported to make ambitious and informed decisions about their future.

Parent and Carer Engagement Statement:

Parents and carers play a vital role in supporting career decision-making. Bower Park Academy provides regular careers newsletters, parent guides, labour market information (LMI), information drop ins and access to Morrisby resources to help families understand the full range of post-16 and post-18 pathways. Parents are invited to careers events, options evenings and work experience briefings, ensuring they are well informed and able to support their child's next steps. We also invite parents to engage with our careers programmes as employers or to share their career journeys.

Impact Evaluation & Data Statement:

The careers programme is reviewed throughout the academic year using Compass+, and we will soon complete the Careers Impact Internal Leadership Review (ILR), student, parent, employer and staff feedback, destination data and participation records. Careers activities are evaluated not only by attendance but by their impact on students' aspirations, knowledge, confidence and progression. Findings are used to continuously improve provision, target support for priority groups and ensure the programme meets the Gatsby Benchmarks and statutory guidance.

Access to Labour Market Information (LMI) Statement:

Students and parents are supported to access accurate and up-to-date Labour Market Information through Morrisby, displays, the weekly "Job of the Week" section of our careers newsletter, careers lessons and employer encounters. Labour market information is embedded throughout the curriculum and careers programme, helping students understand local, regional and national employment trends, future growth sectors, salary information and the qualifications and skills required for different career pathways. Parents are provided with guidance and resources to enable informed discussions about future education, training and employment opportunities.

How we meet our Benchmarks: Bower Park Academy delivers a stable, progressive careers programme that is fully aligned with the eight Gatsby Benchmarks. Our programme is regularly reviewed through Compass+, and soon the Careers & Enterprise Company Internal Leadership Review (ILR) and stakeholder feedback to ensure continuous improvement. Students receive a structured programme from Years 7–11 which includes careers education, employer encounters, workplace experiences, personalised guidance, curriculum-linked careers learning and meaningful encounters with further education, higher education and apprenticeship

providers. Careers provision is embedded across the school and supported by senior leaders, governors, curriculum departments and external partners.

Student Summary of Entitlement

Year 7: Discovering Strengths and Aspirations:

begin to explore their strengths, interests and future aspirations through the PSHE curriculum, Skills Builder, employer encounters and careers awareness activities. They are introduced to Morrisby and begin developing essential employability skills, learning about different career sectors and challenging stereotypes.

Year 8:Exploring Opportunities

Students build on their understanding of careers through PSHE, National Careers Week and the annual Careers Fair. They begin researching different industries, learning about Labour Market Information (LMI) and exploring the skills and qualifications needed for a range of careers. Students also access enrichment opportunities and employer encounters.

Year 9: Making Informed Choices

As students prepare for GCSE options, careers education focuses on linking subject choices to future pathways. Students complete careers profiling through Morrisby, access personalised careers information, attend employer talks, the Careers Fair and Options Evening, and learn about apprenticeships, further education and higher education. Independent careers guidance is available to support option choices.

Year 10:Preparing for the World of Work

Students develop employability skills through work experience preparation, CV writing, interview skills and employer encounters. They attend careers events, college taster opportunities and receive information about post-16 pathways they also engage in a week long work experience placement. Careers guidance supports students in planning for future education, training and employment.

Year 11: Transition to Post-16

Students receive personalised careers guidance to support their progression beyond Year 11. The programme includes one-to-one careers interviews, mock interviews, college and sixth form events, apprenticeship information, employer encounters and application support. Students are supported throughout the application process to ensure they move confidently into education, employment or training

Hacton Primary school

At Hacton Primary School, we pride ourselves on having vibrant, dedicated staff who share the common goal of developing children's academic abilities and life skills through engaging and inspiring lessons. Children from Nursery to Year 6 are always encouraged to investigate, initiate, contribute and reflect as they progress along their path of learning.

Through the 'Boarding Pass' and 'School of Life' initiatives, we aim to offer experiences outside of the curriculum and equip students with the knowledge and skills that will support them throughout life. To support this all students will participate in careers-based activities such as 'When I Grow Up' week where they engage with over 50 employers from a variety of employers.

Each year through our PSHE curriculum, children complete a 'Living in the Wider World' unit of work which

focuses on the world of work, career opportunities and raising aspirations.

Furthermore, as part of this curriculum, pupils complete a 'Money Matters' unit which enhances their economical awareness. To support this work, an outside banking provider delivers a programme on saving, spending, budget planning and banking.

SLT Link: cemes@elatschools.co.uk

Ardleigh Green Infant School

At Ardleigh Green Infant School we value every individual and the contribution they have to make to our school community. Our aim is for staff and children to reach their full potential within a caring, supportive and stimulating environment, characterised by excellence, enjoyment and high-quality teaching and learning.

As children embark on their learning journey, we lay the essential foundations for their future education. We ensure that our curriculum equips our children with the knowledge and skills needed to help them embrace a future of learning. Our creative curriculum fosters resourceful, resilient, reflective, and responsible learners, preparing them thoroughly for the next steps on their education journey. Our ambitious curriculum encourages children to be artists, historians, geographers, sports instructors, illustrators, authors and mathematicians.

A Strong Foundation for Future Success

We take immense pride in our students' continued success, valuing their individuality and providing them with experiences which allow them to be ambitious in their aspirations for the future. Our holistic education approach ensures not only academic excellence but also the development of polite, respectful, and caring individuals.

FIRST

At Ardleigh Green, we put our children **FIRST**, ensuring they are:

- **Fit for Life**
- **Inspired to Learn**
- **Ready to Participate**
- **Safe and Secure**
- **Trained for Work and Play**

Enriching Experiences and Opportunities

Our year-round enrichment activities feature experts from various fields, providing practical insights into the importance of these subjects in their professions. Past speakers include:

- Eye specialists from Moorfields Eye Hospital
- Engineers from British Aerospace
- Doctors
- Finance Directors
- Authors and illustrators
- Artists

These sessions help children understand potential future careers requiring their current skills and knowledge.

Imaginative Play

An annual visit from Little City, enables children to engage in role-play in an imaginative play setting. Little City develops children's curiosity in a variety of professions whilst supporting early oracy and language skills.

Ardleigh Green's comprehensive approach ensures that our children not only achieve academic success but also develop into well-rounded, future-ready individuals demonstrating our vision that 'Everyone Grows.' For more information, please contact esilk@elatschools.co.uk.

Ardleigh Green Junior School

At Ardleigh Green, our forward-thinking approach aims to meet the academic, physical, and emotional needs of every child. Equipped to handle the technological demands of the 21st Century, our creative curriculum fosters resourceful, resilient, reflective, and responsible learners, preparing them thoroughly for secondary education and beyond.

AGJ PSHE Learning Journey

A Strong Foundation for Future Success

We take immense pride in our students' continued success, whether progressing to universities or securing jobs locally and globally, including prestigious roles such as Cambridge University graduates, teachers, sports coaches, physiotherapists, journalists, television producers, dentists, and various trades. Our holistic education approach ensures not only academic excellence but also the development of polite, respectful, and caring individuals.

FIRST

At Ardleigh Green, we put our children FIRST, ensuring they are:

- Fit for Life
- Inspired to Learn
- Ready to Participate
- Safe and Secure
- Trained for Work and Play

Enriching Experiences and Opportunities

Science, Maths, and Reading/Book Weeks

Our year-round enrichment activities feature experts from various fields, providing practical insights into the importance of these subjects in their professions. Past speakers include:

- Eye specialists from Moorfields Eye Hospital
- Engineers from British Aerospace
- Accountants from HMRC
- Authors and illustrators

STEM Day

Exploring Science, Technology, Computing, and Maths in the workplace, we partner with STEM.ORG.UK to provide professional-led sessions. These sessions help children understand potential future careers requiring their current skills and knowledge.

Adopt a School Programme

In collaboration with the Royal Academy of Culinary Arts, this programme educates children about food, promoting healthy eating habits and interest in cooking, food provenance, and sustainability. Year 6 students interested in hospitality have even served at an Adopt a School function at the Royal Automobile Club in London.

Careers Fair and Employability Skills

Our Year 5 and 6 students participate in a two-day Careers Fair, which includes:

- Learning about future careers
- Understanding CV writing and interview processes
- Interacting with professionals from various fields such as performing arts, hairdressing, educational psychology, teaching, NHS, Social Care, and law

The fair culminates in the Matrix Employability Event, "The Best Hotel in the World," where Year 6 students:

- Collaborate in teams
- Demonstrate employability skills like teamwork, time management, presentation, planning, and organization
- Present and showcase their ideas

Ardleigh Green's comprehensive approach ensures that our children not only achieve academic success but also develop into well-rounded, future-ready individuals demonstrating our vision that ‘Everyone Grows.’ For more information, please contact tstuart@elatschools.co.uk