Careers Education, Information, Advice and Guidance Policy

Policy Lead:	Lee Davidson, Assistant Headteacher and Careers Leader
Approved by:	Senior Leadership Team and the Governing Body
Review Date:	September 2027

Our Vision

At The Springfields Academy, careers education is an integral part of our commitment to Preparation for Adulthood and our wider ambition to ensure that every pupil leaves school equipped with the knowledge, skills, experiences and confidence needed to lead a fulfilled and purposeful adult life.

As a specialist setting, we recognise that pupils have a diverse range of aspirations, abilities and support needs. Our careers programme is therefore designed to be highly personalised, enabling every pupil to understand their strengths, develop realistic and ambitious future goals, and make informed decisions about education, employment, training, independent living and participation within their communities.

We believe that effective careers education begins early and should be embedded throughout a pupil's educational journey rather than delivered as a standalone event. Through a carefully planned programme of careers education, employer engagement, workplace experiences, independent careers guidance and transition planning, pupils develop the skills and confidence required to successfully navigate their future pathways.

Our careers programme is underpinned by the belief that all young people, regardless of need or background, should have access to high quality careers education and meaningful encounters with employers, education providers and workplaces. Through these opportunities, pupils are encouraged to raise their aspirations, explore opportunities beyond their immediate experience and develop the resilience, independence and employability skills necessary for adulthood.

The academy has a strong commitment to achieving and maintaining all eight Gatsby Benchmarks and ensures that careers education remains at the heart of strategic planning, curriculum development and Preparation for Adulthood outcomes. The Department for Education continues to identify the Gatsby Benchmarks as the foundation of excellent careers provision and expects schools to use them to shape their careers programmes.

Statutory Framework

This policy has been developed in accordance with the requirements of:

- Education Act 1997
- Education Act 2011
- Technical and Further Education Act 2017
- Children and Families Act 2014
- SEND Code of Practice (2015)
- Provider Access Legislation
- Department for Education statutory guidance, Careers guidance and access for education and training providers (updated June 2026)

The current statutory guidance requires maintained schools and academies to provide independent careers guidance, ensure that pupils have access to a range of education and training providers, and deliver careers provision through the Gatsby Benchmarks framework. The guidance applies to all pupils from Year 7 onwards and places particular emphasis on meaningful workplace experiences, provider encounters, destination outcomes, parental engagement and careers leadership.

The academy will have regard to all current and future statutory guidance and will review this policy annually to ensure ongoing compliance.

Aims of the Careers Programme

The Springfields Academy aims to provide a careers programme which prepares pupils for successful adult lives by developing their knowledge, skills and aspirations over time.

The programme seeks to help pupils understand themselves as learners and future employees, recognise their strengths and interests, understand the opportunities available to them and develop realistic plans for adulthood.

Particular emphasis is placed upon ensuring that pupils:

- Develop self-awareness and confidence.
- Understand the world of work.
- Build employability skills.
- Access impartial careers information and guidance.
- Learn about local and national labour market opportunities.

- Understand post-16 and post-19 pathways.
- Experience meaningful encounters with employers.
- Participate in workplace experiences.
- Prepare effectively for transition into further education, employment, supported internships and training.
- Develop independence and Preparation for Adulthood skills.
- Make informed and aspirational choices.

We also recognise that careers education must be delivered within the context of the pupils EHCP's ensuring individual aspirations and long-term outcomes are central to planning and decision making.

Careers Leadership and Management

Careers education is led strategically by Lee Davidson**,** Assistant Headteacher and Careers Leader

The Careers Leader is responsible for the strategic planning, implementation, monitoring and evaluation of the careers programme across the academy.

This includes:

- Development of the careers strategy.
- Gatsby Benchmark compliance.
- Compass+ management.
- Provider access arrangements.
- Employer engagement.
- Careers curriculum development.
- Destination tracking.
- Quality assurance activities.
- Staff development.
- Stakeholder engagement.
- Annual reporting to governors.

The Headteacher and Senior Leadership Team support careers education by ensuring sufficient curriculum time, staffing and resources are available to deliver an effective programme.

The Governing Body has appointed a Careers Link Governor who provides challenge and support regarding the strategic development of careers education. The Careers Leader provides at least annual reports to governors relating to Gatsby Benchmarks, destination outcomes, Compass+ performance, employer engagement and statutory compliance.

The designated Careers Link Governor is Matthew Innes

All staff contribute to careers education through curriculum delivery, modelling employability skills, supporting Preparation for Adulthood outcomes and promoting high aspirations for every pupil.

Commitment to the Gatsby Benchmarks

The academy uses the Gatsby Benchmarks as the framework for planning, implementing and evaluating careers provision. The Gatsby Benchmarks remain the national framework for careers education and continue to underpin government expectations for schools and colleges.

The eight benchmarks are:

1. A Stable Careers Programme
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. Experiences of Workplaces
7. Encounters with Further and Higher Education
8. Personal Guidance

The academy regularly reviews provision through Compass+ to ensure that careers provision remains effective and responsive to pupil needs.

Careers Education within the Curriculum

Careers education is embedded throughout the curriculum and forms a key component of our Personal Development.

Pupils engage in regular careers focused learning which allows them to explore their personal strengths, understand career opportunities and develop the skills required for future employment and independence. Career learning is delivered through dedicated careers lessons, tutor activities, enrichment opportunities, curriculum subject links and wider school enrichment experiences.

Staff across the academy contribute to careers learning by demonstrating how their subjects connect to employment sectors and progression pathways. Careers themes are embedded within curriculum planning to ensure pupils understand the relevance of their learning and can see links between education, work and future aspirations.

The academy utilises careers learning resources alongside bespoke Preparation for Adulthood activities to provide a progressive careers education programme,

Labour Market Information

Access to high-quality labour market information is essential in enabling pupils to make informed decisions about their futures.

The academy provides opportunities for pupils to explore:

- Local employment trends.
- Skills shortages.
- Emerging industries.
- Future growth sectors.
- Regional employment opportunities.
- Qualification requirements.
- Career progression pathways.

Labour market information is incorporated into careers lessons, employer encounters, careers guidance interviews, workplace experiences and transition planning activities.

Pupils are encouraged to explore opportunities within Wiltshire and the surrounding region whilst also considering wider national opportunities that reflect their interests and aspirations.

Employer Engagement

Springfields recognises that meaningful interactions with employers significantly improve young people's understanding of work and career opportunities.

Throughout their time at Springfields, pupils participate in a wide range of employer encounters including assemblies, workshops, enterprise activities, sector-specific presentations and work-related learning sessions.

Employers contribute to curriculum activities, mock interviews, employability workshops and careers events, enabling pupils to gain first-hand insight into workplace expectations and employment opportunities.

Employer engagement activities support pupils to develop communication skills, confidence, professionalism and an understanding of the attitudes and behaviours expected in the workplace.

Futures Fair

A cornerstone of the academy's careers programme is the annual Futures Fair.

This large-scale event brings together approximately 25 to 35 organisations, including employers, colleges, universities, apprenticeship providers, supported internship providers, training organisations and community partners.

The event provides pupils and families with direct access to progression opportunities and supports informed decision making about future pathways. Representatives are encouraged to provide accessible and personalised information to ensure pupils fully understand the opportunities available to them.

The Futures Fair also provides an important opportunity for parents and carers to engage with providers and support future planning alongside their child.

Encounters with Further and Higher Education

The academy is committed to ensuring pupils have opportunities to learn about all available progression pathways.

Pupils regularly engage with:

- Further Education colleges.
- Sixth-form providers.
- Apprenticeship organisations.
- Independent Training Providers.
- Supported internship providers.
- Universities.
- Specialist post-16 settings.

In addition to these opportunities, The Springfields Academy delivers three dedicated Preparation for Adulthood Weeks each academic year. As part of these whole-school events, all pupils from EYFS through to Year 11 participate in a designated careers-focused day that is tailored to their age, stage of development and future aspirations. Activities may include careers learning, employer encounters, workplace-related activities, aspiration-building exercises and exploration of future pathways. During the first Preparation for Adulthood Week, all Year 11 pupils visit colleges and post-16 providers that are appropriate to their individual needs, interests and intended progression routes. These visits provide pupils with first-hand experience of potential future settings, enable them to meet staff and learners, explore courses and support informed decision-making as they prepare for transition beyond Springfields Academy.

- Activities include visits, workshops, assemblies, presentations, transition meetings and application support sessions.
- These encounters support pupils to understand the full range of options available to them and ensure compliance with Provider Access Legislation.

Workplace Experiences

The academy strongly supports the government's ambition that all young people should have access to the equivalent of two weeks of meaningful workplace experiences by the end of Key Stage 4.

Workplace experiences are carefully planned and progressively developed throughout a pupil's journey.

Opportunities include:

- Workplace visits.
- Employer encounters.
- Enterprise projects.
- Internal work placements.
- External work experience placements.
- Vocational learning opportunities.
- Supported workplace experiences.

These experiences are designed to develop employability skills, improve career readiness, raise aspirations and help pupils understand workplace expectations.

Where necessary, reasonable adjustments and personalised support are implemented to ensure workplace experiences are accessible and meaningful for all learners.

Springfields Workplace experience/ Work experience overview:

Year	Experience	Additional info
7	Ductu – Holland and Barretts	Workplace experience where pupils have concrete and meaningful face-to-face interactions such as workplace visits where they complete workplace experience activities
8	Ductu – Toby Carvery	Workplace experience where pupils have concrete and meaningful face-to-face interactions such as workplace visits where they complete workplace experience activities
9	Ductu – Morrisons	Workplace experience where pupils have concrete and meaningful face-to-face interactions such as workplace visits where they complete workplace experience activities
10	Internal Work experience: - Pupil reception - Maintenance - *A-Café - Kitchen - Library Pod - TA Support - *Shop (Green block)	Internal Work experience is where a young person accesses periods of work experience in a safe and familiar environment to broaden their understanding of the world of work, and provide concrete experiences to develop employability skills
11	External Work Experience - Charity Shop - Calne Leisure Centre - Café - Centre Parcs - Bowood	We believe work experience should give our students; • an understanding of the work environment and what employers expect of their workers • an opportunity to explore possible career options • increased self-understanding, maturity, independence and self-confidence • increased motivation to continue study and/or undertake further training • a better understanding of how the school curriculum can help prepare young people for work • an introduction to workplace recruitment practices • enhanced opportunities for part-time and casual employment • the opportunity to include the employer's work experience evaluation in future job and course applications • opportunities to develop work-related competencies and acquire skills • the chance to 'try out' a workplace.

A meaningful experience will:

- Have a clear purpose, which is shared with the employer and the young person
- Be underpinned by learning outcomes that are appropriate to the needs of the young person
- Involve extensive two-way interactions between the young person and employees
- Include opportunities for young people to meet a range of different people from the workplace
- Include opportunities for young people to perform a task set by the employer or to produce a piece of work relevant to that workplace
- Include the employer providing feedback to the young person about their work
- Be followed by opportunities for the young person to reflect on the insights, knowledge or skills gained through their experience

Independent Careers Guidance

All pupils have access to impartial and independent careers guidance. At Springfields our external careers adviser is Carrie Grafham who is an independent level 6 trained adviser and provides our students with independent and impartial careers information, advice and guidance.

Careers guidance provided to pupils will be independent, impartial and in the best interests of the pupil. Information regarding all academic, technical, vocational and employment pathways will be presented fairly and without bias.

Careers guidance supports pupils in:

- Understanding their strengths and interests.
- Exploring future pathways.

- Setting realistic goals.
- Making informed decisions.
- Planning transitions.
- Understanding support available post-16 and post-19.

Particular priority is given to pupils approaching transition points and those identified as vulnerable or at risk of becoming disengaged from education, employment or training.

Records of guidance interviews are maintained and contribute to wider transition planning processes.

Preparation for Adulthood

As a specialist provision, the academy recognises that careers education and Preparation for Adulthood are inseparable.

Career aspirations and transition planning form an important part of annual reviews and EHCP discussions. Careers learning is personalised to reflect individual strengths, support needs and long-term aspirations.

The academy works closely with families, colleges, training providers, social care teams and external agencies to support positive long-term outcomes.

Career planning supports the four Preparation for Adulthood outcomes:

- Employment.
- Independent living.
- Community inclusion.
- Health and wellbeing.

Throughout their time at the academy, pupils are supported to develop independence, self-advocacy, decision-making and employability skills that will contribute to successful adult lives.

Preparation for Adulthood Week

Year 11 pupils participate in an annual Preparation for Adulthood Week which acts as a capstone experience before leaving the academy.

Activities include:

- College visits.
- Travel training.
- Employability workshops.
- Mock interviews.
- Independent living activities.
- Careers planning sessions.
- Transition preparation.
- Employer encounters.

The programme provides intensive support to help pupils prepare for the transition to their next destination and develop confidence for adult life.

Former pupils may be invited to contribute to careers activities through talks, case studies, videos or careers events. Alumni provide meaningful insight into progression routes and future opportunities.

Parental Engagement

Parents and carers are recognised as key partners in careers education.

The academy actively engages families through:

- Annual Reviews.
- EHCP meetings.
- Careers events.
- Futures Fair.
- Transition meetings.
- Careers communications.

Parents are encouraged to participate in planning discussions and are provided with information to help them support their child's future decision making.

Provider Access Policy Statement

The Springfields Academy fully complies with Provider Access Legislation and welcomes requests from approved education and training providers.

The academy will provide opportunities for providers to offer pupils information about:

- Apprenticeships.
- Technical qualifications.
- T Levels.
- Supported internships.
- Further Education courses.
- Training programmes.

- Employment pathways.

Access may be facilitated through assemblies, workshops, careers events, provider encounters and the annual Futures Fair.

A separate Provider Access Policy Statement is published on the academy website.

Monitoring, Evaluation and Quality Assurance

The academy is committed to continuous improvement.

The effectiveness of careers provision is evaluated through:

- Compass+ assessments.
- Gatsby Benchmark reviews.
- Future Skills Questionnaire data.
- Student voice activities.
- Parent feedback.
- Employer feedback.
- Careers adviser evaluations.
- Destination data.
- Governor scrutiny.
- Quality in Careers Standard processes.

Evaluation outcomes are used to inform annual careers planning and strategic development.

Destination Tracking

The academy tracks and analyses pupil destinations to evaluate the impact of careers provision and support successful transitions.

Destination tracking includes both initial and sustained destinations. Where appropriate, the academy will seek follow-up destination information to evaluate whether pupils successfully remain in education, employment or training and to inform future programme development.

Destination information may include progression into:

- Further Education.

- Employment.
- Apprenticeships.
- Supported internships.
- Training.
- Specialist post-16 provision.

Destination data contributes to school improvement planning and supports ongoing enhancement of careers provision.

Publication of Information

In accordance with statutory guidance, the academy publishes the following information on its website:

- Careers Policy.
- Careers Programme.
- Provider Access Policy Statement.
- Careers Leader contact details.
- Destination information.
- Careers event information.

The published information is reviewed annually to ensure accuracy and compliance with statutory guidance.

Annual Careers Programme

The detailed annual careers programme forms Appendix A of this policy and outlines the specific activities delivered to each year group. The programme includes weekly careers education through Personal Development and Careers lessons, employer encounters, workplace experiences, college visits, independent careers guidance, work experience opportunities, the annual Futures Fair and Preparation for Adulthood Week.

The programme is reviewed annually to ensure alignment with pupil needs, Preparation for Adulthood outcomes, labour market trends and statutory requirements.

Policy Review

This policy will be reviewed annually by the Careers Leader and Senior Leadership Team to ensure ongoing compliance with statutory guidance, Gatsby Benchmarks and the needs of pupils attending The Springfields Academy.

Next Review Date: September 2027.

Appendix A: Annual Careers Programme 2026-2027

The careers programme is designed to provide a progressive and personalised journey for all pupils, supporting Preparation for Adulthood outcomes and ensuring access to meaningful employer encounters, workplace experiences, independent careers guidance and post-16 transition planning.

Year 7 - Raising Aspirations and Self-Awareness

Autumn Term

- Introduction to careers and Preparation for Adulthood.
- Understanding strengths, interests and aspirations.
- Introduction to different jobs and career sectors.
- Future Skills Questionnaire.
- Careers assemblies.

Spring Term

- Exploring jobs in the local community.
- Understanding work and employment.
- Personal skills and qualities for success.
- Employer encounter.

Summer Term

- Challenging stereotypes in careers.
- Introduction to labour market information.
- Careers-themed enrichment activities.
- Employer workshop or workplace visit.

Gatsby Benchmarks 1, 2, 3, 4, 5

Year 8 - Exploring Opportunities

Autumn Term

- Career pathways and progression routes.
- Introduction to colleges, apprenticeships and training.
- Enterprise activities.

Spring Term

- Understanding local labour market opportunities.
- Careers linked to curriculum subjects.
- Employer talks.

Summer Term

- Workplace expectations and behaviours.
- Employer encounter.
- Futures Fair participation.

Gatsby Benchmarks 1, 2, 3, 4, 5, 7

Year 9 - Career Planning and Decision Making

Autumn Term

- Personal interests and career matching.
- Career research activities.
- Goal setting and aspirations.

Spring Term

- Employability skills development.
- Understanding qualifications and progression routes.
- Employer encounters.

Summer Term

- Futures Fair.
- College and training provider presentations.
- Workplace visits.
- Independent careers guidance where appropriate.

Gatsby Benchmarks 1, 2, 3, 4, 5, 6, 7, 8

Year 10 - Experiences of Workplaces

Autumn Term

- Employability and workplace skills.
- CV development.
- Application skills.
- Interview preparation.

Spring Term

- External and internal work experience preparation.
- Health and safety in the workplace.
- Employer workshops.

Summer Term

- Work experience placements.
- Workplace visits.
- Reflection and evaluation activities.
- Mock interviews with employers.
- Futures Fair.

Gatsby Benchmarks 1, 2, 3, 4, 5, 6, 7, 8

Year 11 - Transition and Preparation for Adulthood

Autumn Term

- Post-16 options guidance.
- College applications.
- Supported internship awareness.
- Apprenticeship awareness.
- Independent careers interviews for all pupils.

Spring Term

- Mock interviews.
- Employer engagement activities.
- Transition planning.
- Financial education and independent living skills.

Summer Term

- Preparation for Adulthood Week including:
    - College visits.
    - Travel training.
    - Employability workshops.
    - Workplace encounters.
    - Interview skills.
    - Next-step planning.
- Destination confirmation.
- Transition support meetings.

Gatsby Benchmarks 1, 2, 3, 4, 5, 6, 7, 8

Annual Whole-School Careers Events

The following opportunities are available throughout the academic year:

Annual Futures Fair

An academy-wide careers and progression event involving:

- Local employers.
- Further Education colleges.
- Apprenticeship providers.
- Supported employment providers.
- Training organisations.
- Universities.
- Community organisations.

National Careers Week

Activities may include:

- Careers assemblies.
- Employer talks.
- Curriculum-linked careers activities.
- Careers competitions.
- Staff career pathway presentations.

National Apprenticeship Week

Activities may include:

- Apprenticeship provider presentations.
- Employer workshops.
- Alumni case studies.
- Parent information sharing.

Employer Encounters

All pupils will access multiple encounters with employers throughout the academic year through:

- Assemblies.
- Workshops.
- Classroom activities.
- Careers fairs.
- Workplace visits.

Independent Careers Guidance

Delivered by qualified and impartial careers advisers through:

- Individual interviews.
- Transition meetings.
- EHCP Annual Reviews.

Careers Programme Outcomes

By leaving Springfields Academy, pupils will have:

- Experienced a broad range of employer encounters.
- Accessed meaningful workplace experiences.
- Received independent careers guidance.
- Developed employability skills.
- Explored local and national labour market opportunities.
- Understood post-16 pathways.
- Participated in a range of Preparation for Adulthood activities.
- Developed an informed and realistic progression plan aligned to their aspirations and needs.

Appendix B: Careers Programme Mapping Against Gatsby Benchmarks

Careers Activity	1 Stable Programme	2 LMI	3 Individual Needs	4 Curriculum Links	5 Employers	6 Workplaces	7 FE/HE Encounters	8 Personal Guidance
Weekly Careers Lessons	✓	✓	✓	✓				
Personal Development Curriculum	✓	✓	✓	✓				
Talentino Careers Programme	✓	✓	✓	✓				
Future Skills Questionnaire	✓		✓					
Careers Assemblies	✓	✓			✓		✓	
Employer Talks				✓	✓			
Industry Workshops				✓	✓			
Careers in the Curriculum Activities				✓				
Futures Fair	✓	✓	✓		✓		✓	

Workplace Visits					✓	✓		
Internal Work Experience			✓		✓	✓		
External Work Experience			✓		✓	✓		
Preparation for Adulthood Week	✓	✓	✓		✓	✓	✓	
College Visits			✓				✓	
University Visits			✓				✓	
Apprenticeship Provider Encounters		✓			✓		✓	
Supported Internship Encounters		✓	✓		✓		✓	
Training Provider Visits		✓			✓		✓	
Mock Interviews			✓		✓			✓
Independent Careers Interviews		✓	✓				✓	✓

EHCP Annual Reviews			✓				✓	✓
Destination Planning Meetings			✓				✓	✓
Travel Training			✓			✓		
Enterprise Activities				✓	✓			
Employability Skills Workshops			✓	✓	✓			
CV and Application Writing			✓	✓				✓
Labour Market Information Sessions		✓						
Alumni Encounters		✓			✓		✓	

Gatsby Benchmark Coverage by Year Group

Year 7

Benchmark	Key Activities
GB1	Careers Programme, Careers Lessons
GB2	Introduction to Labour Market Information
GB3	Future Skills Questionnaire
GB4	Careers-linked curriculum learning
GB5	Employer encounters
GB7	Futures Fair

Year 8

Benchmark	Key Activities
GB1	Structured careers programme
GB2	Labour market exploration
GB3	Personal aspirations work
GB4	Curriculum careers links
GB5	Employer talks
GB7	College and provider encounters

Year 9

Benchmark	Key Activities
GB1	Planned careers curriculum
GB2	Career research
GB3	Pathway planning
GB4	Subject-career links
GB5	Employer encounters
GB6	Workplace visits
GB7	FE provider presentations
GB8	Targeted careers guidance

Year 10

Benchmark	Key Activities
GB1	Structured programme
GB2	Labour market exploration
GB3	Individual planning
GB4	Employability curriculum
GB5	Employer workshops
GB6	Work experience
GB7	College engagement
GB8	Careers interviews

Year 11

Benchmark	Key Activities
GB1	Transition programme
GB2	Destination planning
GB3	Personalised pathways
GB4	Preparation for Adulthood curriculum
GB5	Employer engagement
GB6	Workplace experiences
GB7	College visits and provider encounters
GB8	Independent careers guidance

Evidence Sources for Gatsby Compliance

The following evidence may be used to demonstrate compliance:

Benchmark 1: A Stable Careers Programme

- Careers Policy
- Careers Programme
- Governor Reports
- Compass+ data

Benchmark 2: Learning from Career and Labour Market Information

- Careers lesson plans
- LMI resources
- Future Skills Questionnaire reports

Benchmark 3: Addressing the Needs of Each Pupil

The academy monitors participation and destination outcomes for key groups including pupils with complex SEND, disadvantaged pupils, pupils looked after by the local authority and pupils at risk of becoming NEET. Information is used to identify gaps and target support.

- Compass+ records
- EHCP outcomes
- Careers interview records
- Destination data

Benchmark 4: Linking Curriculum Learning to Careers

- Curriculum maps
- Department plans
- Work-related learning activities

Benchmark 5: Encounters with Employers and Employees

- Employer encounter logs
- Futures Fair participation records
- Visitor evaluation forms

Benchmark 6: Experiences of Workplaces

- Work experience records
- Risk assessments
- Workplace visit evaluations

Benchmark 7: Encounters with Further and Higher Education

- College visit records
- Provider presentations
- Apprenticeship workshops
- Supported internship events

Benchmark 8: Personal Guidance

- Careers adviser reports
- Action plans
- Annual Review documentation

This appendix would clearly demonstrate that Springfields Academy's careers programme provides systematic coverage of all eight Gatsby Benchmarks and supports continued achievement of 100% benchmark compliance.