



# Careers Policy

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## 1. SCHA Careers Vision

At Sir Christopher Hatton Academy, our vision is to build a whole-school community focused on excellence, where every student is supported to flourish and inspired to achieve their full potential. Careers education is an integral part of this vision — empowering our young people to make informed choices, develop meaningful aspirations, and transition confidently into the world beyond school.

Our Careers Policy is underpinned by the Hatton Values of Aspiration, Inspiration, Community, Excellence, and Achievement. These values guide all aspects of our provision and ensure that careers education is not an isolated programme, but a golden thread woven through every aspect of school life.

Through a coherent and progressive careers programme, we seek to:

- Support students to flourish by developing their skills, confidence, and self-belief.
- Provide high-quality and inclusive education that promotes equality of opportunity and removes barriers to progression.
- Encourage students to achieve excellence through engagement with employers, universities, apprenticeship providers, and alumni.
- Foster a strong culture of belonging and community, where students feel inspired, connected, and ready to contribute positively to society.

This policy aligns with the 2025 Ofsted Education Inspection Framework (Personal Development strand), which highlights the importance of preparing students for their next steps in education, employment, or training, while developing their character, resilience, and ambition.

The Academy fully complies with the Provider Access Legislation (PAL) 2023, which ensures that all students in Years 8–13 have access to encounters with approved training providers, employers, colleges, and universities. These opportunities form a core part of our programme and reflect our commitment to ensuring every student receives impartial and high-quality information about the full range of post-16 and post-18 pathways available.

At Sir Christopher Hatton Academy, we believe that character and careers are inseparable — by nurturing both, we ensure our students leave us not only with strong qualifications, but with the confidence, curiosity, and courage to thrive in an ever-changing world.

### Statutory Context

This policy has been developed in line with the latest Department for Education (DfE) guidance and statutory requirements for careers education, information, advice and guidance (CEIAG).

Sir Christopher Hatton Academy is committed to meeting and exceeding its duties under:

- Education Act 1997 (Section 42A, 42B and 45A) – requiring schools to secure independent careers guidance for students in Years 8–13.
- Provider Access Legislation (PAL) 2023 – ensuring that all students have at least six encounters with approved providers of technical education and apprenticeships during Years 8–13, as detailed in the school's Provider Access Statement.
- DfE Statutory Guidance: Careers Guidance and Access for Education and Training Providers (January 2023, updated 2024) – setting out expectations for schools to provide impartial, high-quality careers education linked to the Gatsby Benchmarks.

- Ofsted Education Inspection Framework (EIF) 2025 – with specific reference to the Personal Development strand, which emphasises the importance of careers education in developing students’ character, resilience, and readiness for their next steps.

In line with this guidance, our Careers Policy and Careers Programme are designed to ensure that:

- Students receive access to a comprehensive, stable careers programme.
- Encounters with employers, further and higher education providers, and apprenticeships are systematic, inclusive, and high-quality.
- Parents and carers are engaged and informed about the range of progression routes available.
- Careers education supports our Hatton Values and helps every student to be supported to flourish and achieve excellence in their chosen pathways.

## **2. Careers Policy**

This policy provides a framework for meeting and achieving through Careers Education, Information, Advice and Guidance (CEIAG). Our aims are to:

- Develop a careers guidance system that is right for our students, personalising our provision to their individual needs and ambitions.
- Raise achievement and encourage students to develop aspirational yet realistic pathways into further education, training and employment.
- Support inclusion and promote equality of opportunity, enabling all students to access appropriate guidance and contribute positively to their communities.
- Encourage participation in lifelong learning, including further and higher education, apprenticeships, and work-based training.
- Build a broad understanding of the world of work and develop the ability to respond to changing opportunities through labour market education and independent research.
- Empower students with access to impartial information and guidance, enabling them to make well-informed decisions about their next steps into sixth form, college, higher education, apprenticeships or employment.
- Provide opportunities for students to enhance their employability skills and core competencies through the curriculum, enrichment and independent learning, reflecting the Academy’s values.
- Support students to develop self-awareness of their strengths, qualities and areas for growth when exploring and preparing for future pathways.
- Inspire enthusiasm, curiosity and confidence about their future opportunities.
- Embed the Gatsby Benchmark model as the foundation of our strategic goal to achieve an outstanding, whole-school careers provision.

A young person’s career is their pathway through learning and work. All students need a planned programme of activities to help them make informed choices from age 13–19, and to manage their careers throughout their lives.

The government’s Careers Strategy, first published in 2017 and reaffirmed through subsequent DfE updates, sets out the long-term plan to build a world-class careers system that helps young people and adults choose the career that is right for them. The statutory guidance expands on this vision, ensuring all students receive advice and guidance that is stable, structured and delivered by qualified staff.

To achieve these aims, Sir Christopher Hatton Academy fully embraces the **Gatsby Benchmarks** as a framework for excellence in careers provision:

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

Further details of the Gatsby Benchmarks can be found at: <https://www.gatsby.org.uk/education/focus-areas/good-career-guidance>

The Academy also remains fully compliant with the Provider Access Legislation (PAL, 2023), ensuring that all students in Years 8–13 experience at least six meaningful encounters with providers of technical education and apprenticeships, as outlined in the statutory guidance Careers Guidance and Access for Education and Training Providers (GOV.UK, 2023).

### **3. The Academy's Commitment**

Sir Christopher Hatton Academy is committed to providing high-quality careers education, information, advice and guidance as an integral part of every student's learning journey. Our provision is designed to be inclusive, aspirational and appropriate to the age, stage, ability and educational needs of every individual, underpinned by a strong commitment to equality of opportunity.

The Academy delivers a planned and progressive careers programme for all students in Years 7–13 through a broad range of learning experiences. Careers education is embedded within our Ethos Weeks, the Hatton Baccalaureate (HBACC) personal development programme, and the Lifeskills curriculum, as well as through subject lessons, assemblies, enrichment activities and employer engagement events.

Across each year group, students engage with targeted careers activities that align with our Hatton Values and character curriculum — from enterprise and diversity projects in Key Stage 3 to work experience, careers days and university visits in Key Stages 4 and 5. These experiences are designed to inspire ambition, raise awareness of labour market opportunities, and develop the employability and character skills needed for success in modern workplaces.

The planning and strategic direction of the Academy's careers provision are overseen by the Assistant Principal (Personal Development), who links directly with the Vice Principal (Culture and Belonging). Careers education is embedded and delivered collaboratively by the Careers Leader, the Head of Sixth Form, and all teaching staff. Careers education is recognised as a whole-school responsibility, with every member of staff playing a vital role in supporting students' aspirations, awareness and readiness for life beyond school.

The Academy ensures that students with special educational needs and disabilities (SEND) receive personalised, high-quality careers support. Careers guidance for SEND students is planned in collaboration with the SENDCo, the Careers Leader and external partners such as Prospects, ensuring that advice is tailored to each student's needs, strengths and future aspirations. Students with additional needs are offered extra one-to-one careers interviews, early intervention and targeted support to help them make informed and ambitious choices. This may include enhanced transition planning, supported work

experience, and tailored encounters with employers and training providers that promote inclusion, confidence and independence.

This inclusive, collaborative approach ensures that all students — regardless of background, ability or need — are supported to access meaningful careers education and are empowered to make informed, aspirational choices for their future.

The timing and content of provision are carefully planned to ensure students receive relevant, age-appropriate guidance at key transition points.

The Academy ensures full alignment with guidance published by the Department for Education, Ofsted, and other relevant statutory bodies.

Staff training needs related to careers education are identified by the Careers Leader and senior leadership team and addressed through the Academy's CPD framework.

Funding for careers provision is allocated through Academy budgets, following established protocols. Additional funding is sought through external partnerships including Prospects, SEMLEP, and the University of Northampton's Wider Participation Scheme.

Targeted support is provided for students identified as at risk of becoming NEET (Not in Education, Employment or Training), in collaboration with Prospects and local post-16 providers.

This whole-school approach ensures that every student has access to impartial, high-quality guidance and meaningful experiences that prepare them for their next steps in education, training or employment — reflecting the Academy's ethos of ensuring all students are supported to flourish and achieve excellence.

#### **4. The Objectives and Aims of Careers Education and Guidance**

The learning and support programme at Sir Christopher Hatton Academy is designed to meet the diverse needs of all students. It is differentiated and personalised to ensure progression through activities appropriate to each student's stage of learning, planning and development across Key Stages 3–5.

Our aims are to:

- Prepare all students for the opportunities, responsibilities and experiences of adult life, equipping them with the skills and confidence to flourish beyond school.
- Ensure that every student has access to impartial careers education, information, advice and guidance (CEIAG) and is exposed to the full range of post-16 and post-18 pathways, including academic, technical and apprenticeship routes.
- Develop the skills, attitudes and qualities that enable students to thrive in a variety of adult roles, including communication, teamwork, problem-solving, resilience and adaptability.
- Help students build self-awareness, educational and career understanding, and the ability to manage their own career development effectively.
- Enable students to research, evaluate and interpret careers information critically, empowering them to make informed, aspirational and realistic choices relevant to their stage of education.
- Provide meaningful work experience opportunities for all students, ensuring that:
  - All Year 12 students complete a work experience placement linked to their chosen pathway or field of interest.
  - The Academy is taking steps towards offering in-person work experience for Year 10 students, supported by virtual and employer-led experiences in the meantime.
  - Preparation, reflection and evaluation are embedded through HBACC and tutor programmes to maximise employability learning.

- Support students through key educational transitions — from primary to secondary school, from Key Stage 3 to Key Stage 4, from Key Stage 4 to Key Stage 5, and from Key Stage 5 into higher education, training, or employment.”
- Ensure that students are aware of and can access the full range of support available through Prospects, SEMLEP, and other relevant agencies and partners.
- Deliver a progressive, whole-school careers programme that is fully aligned with the Gatsby Benchmarks, ensuring that every student benefits from:
  - A stable and well-planned careers programme.
  - Access to labour market information and personal guidance.
  - Curriculum links that highlight the relevance of learning to future careers.
  - Regular encounters with employers, workplaces, and further and higher education providers.
- Reflect our Academy ethos of being Supported to Flourish — promoting equality, aspiration and excellence for all learners, regardless of background or starting point.

## 5. Statement of Entitlement

Every student at Sir Christopher Hatton Academy is entitled to high-quality careers education, information, advice and guidance (CEIAG) that:

- Meets recognised professional standards of practice, in line with the Career Development Institute (CDI) framework and national statutory guidance.
- Provides a student-centred, impartial and confidential experience that empowers young people to make informed decisions about their future.
- Is embedded across the wider curriculum, connecting learning in all subjects to future education, training and employment opportunities.
- Is developed in partnership with students, parents and carers, recognising the importance of collaboration in supporting informed and ambitious choices.
- Promotes equality of opportunity and inclusion, ensuring that every student — regardless of background, gender, ability or need — has access to the same high-quality information and opportunities.
- Actively challenges stereotypes and discrimination, promoting diversity in all career pathways and helping students recognise their own potential.
- Respects **confidentiality** in accordance with professional and safeguarding standards, with personal information shared only when there is an overriding duty to protect the safety and well-being of a student.

## 6. The Implementation of the Policy

The implementation of this policy is the collective responsibility of all staff, supported by senior and middle leaders, external partners and governors.

- The Assistant Principal (Personal Development) provides strategic leadership for careers, linking directly to the Vice Principal (Culture and Belonging).

- The Careers Leader, Head of Sixth Form and teaching staff deliver the programme through Ethos Weeks, HBACC, Lifeskills and curriculum-linked activities. All faculties are expected to make clear connections between subject learning and future career pathways.
- Curriculum Leaders are responsible for embedding careers education and labour market relevance within their subjects. Evidence of this should be reflected in Schemes of Work, lesson planning and departmental self-evaluation.
- Careers education is reviewed annually as part of the Academy's Self-Evaluation **and** Development Planning cycle, ensuring that provision meets statutory guidance and the Gatsby Benchmarks.
- The Academy maintains a formal Partnership Agreement with Prospects, which provides independent and impartial careers guidance, one-to-one interviews and specialist advice for students across all key stages.
- Regular updates on CEIAG activity and impact are provided to the Senior Leadership Team and the Board of Directors, with Mr R Joshi identified as the link governor for Careers.
- Communication with parents, carers and external stakeholders is maintained through the Academy website, newsletters, events and parent evenings, ensuring the whole community remains informed and involved.
- Funding for CEIAG activity is allocated annually to the Assistant Principal, Head of Lifeskills, Head of Sixth Form and Careers Leader, in line with school priorities and student need.
- The Academy works closely with SEMLEP, the Careers and Enterprise Company (CEC), the University of Northampton, and other local partners to extend opportunities, share best practice and secure additional resources.

This approach ensures that careers education and guidance are embedded across the curriculum, evidenced through departmental planning and review, and continually evaluated for impact. It reflects the Academy's ethos of ensuring that all students are supported to flourish and achieve excellence.

## **7. Supporting Students at Risk of Becoming NEET**

Sir Christopher Hatton Academy is committed to ensuring that every young person in our care engages in purposeful education and is well prepared for skilled employment, further study or higher education. We recognise that some students — particularly our most vulnerable learners — may face barriers to progression beyond the Academy and are therefore at risk of becoming NEET (Not in Education, Employment or Training).

Engagement in education, employment or training is a key protective factor for young people. Our approach to NEET prevention focuses on early identification, targeted intervention and multi-agency collaboration to ensure that every student has the support needed to make a successful transition into adulthood.

### **Aims of NEET Support**

The aims of NEET support at the Academy are to:

- Close the attainment gaps that act as barriers to future success, ensuring that vulnerable students achieve in line with their potential.
- Provide targeted, personalised support to help at-risk students make a successful transition into further or higher education, apprenticeships or training.
- Ensure all identified students have access to impartial careers education, information, advice and guidance tailored to their next steps and personal interests.

- Implement timely and coordinated actions that improve outcomes and sustain engagement in education or training.
- Reduce the number of young people at risk of becoming NEET through early intervention, mentoring and proactive engagement with parents, carers and external agencies.

## Identification of Students at Risk

The Academy identifies potential NEET students using a balanced range of indicators, including:

- Underperformance in qualifications or predicted grades
- Low engagement or inconsistent classroom performance
- Behavioural concerns or patterns of exclusion
- Persistent or unauthorised absence
- Referrals or concerns raised by Directors of Year, the SENDCo or pastoral staff

## Targeted Support and Intervention

The primary focus of NEET prevention is within Key Stages 4 and 5, when students make critical decisions about post-16 and post-18 pathways. Identified students may include children in care, young offenders, excluded pupils, learners with special educational needs and disabilities, or those from families on low incomes.

Once identified, students are supported through a coordinated package of interventions, which may include (but are not limited to):

- College application and interview workshops
- College and training provider visits
- Apprenticeship application sessions
- Early one-to-one careers guidance (Years 10 and 12)
- Ongoing support and guidance from the careers team
- Communication and guidance sent directly to parents and carers
- Joint meetings between parents, students and senior staff

Students without a confirmed positive destination by the end of Year 11 are referred to **Prospects** through the NEET referral process. Early referrals are also made for students with low attendance or additional risk factors, ensuring timely, coordinated intervention.

## Monitoring and Evaluation

Student destinations are monitored, tracked and evaluated using systems such as Compass+, Unifrog, and Prospects reporting tools, ensuring that every student has a recorded intended and actual destination. The Careers Leader and Assistant Principal (Personal Development) review NEET risk data termly in collaboration with Directors of Year and the SENDCo to identify trends and target interventions.

Post-16 and post-18 destination data are reported annually to the Senior Leadership Team, Board of Directors, and the Careers and Enterprise Company (CEC) as part of our commitment to Gatsby Benchmark compliance and continuous improvement. This ongoing analysis informs the Academy's

Careers Development Plan and ensures that provision remains effective, inclusive and responsive to student need.

## 8. How the Policy and provision will be developed and evaluated

- This policy is developed collaboratively and reviewed annually through discussions between the Assistant Principal (Personal Development), Vice Principal (Culture and Belonging), Careers Leader, Head of Lifeskills, Head of Sixth Form, the Academy's Prospects personal advisers, the Careers and Enterprise Company (CEC), and the Board of Directors.
- The Partnership Agreement with Prospects is reviewed annually to ensure it continues to meet statutory and student needs.
- The Compass+ tool is completed three times per academic year (autumn, spring and summer terms) to evaluate provision against the Gatsby Benchmarks and identify strengths and development priorities.
- A detailed Strategic Careers Plan is created and reviewed annually to guide long-term improvement and ensure alignment with the Academy's development priorities, Ofsted framework, and local labour market needs.
- Action planning is undertaken following each Compass+ review and is integrated into the Careers Self-Evaluation Form (SEF) and the Careers Development Plan, ensuring progress is regularly tracked and evidenced.
- The Careers SEF is completed at the end of each academic year and updated termly alongside a live Careers Action Plan to monitor progress, priorities and impact.
- Evaluation of all careers events, trips, encounters and employer engagement activities is gathered from students, staff, parents and external stakeholders. Feedback informs ongoing development and ensures activities are purposeful, inclusive and high quality.
- All careers activity is tracked within the Careers and Enterprise Tracker, ensuring provision is consistent, transparent and evidence-based.

## Monitoring and Impact Evaluation

Student destinations are monitored, tracked and evaluated using systems such as Compass+, Unifrog and Prospects reporting tools, ensuring that every student has a recorded intended and actual destination. The Careers Leader and Assistant Principal (Personal Development) review destination and NEET-risk data termly with Directors of Year and the **SEND**Co to identify patterns, measure progress and inform targeted interventions.

Post-16 and post-18 destination data are reported annually to the Senior Leadership Team, Board of Directors and the Careers and Enterprise Company (CEC) as part of the Academy's ongoing commitment to Gatsby Benchmark compliance and continuous improvement. This analysis directly informs the Strategic Careers Plan and ensures that provision remains effective, inclusive and responsive to student and stakeholder needs.