



HEANOR GATE
SPENCER ACADEMY

Careers Education Information, Advice and Guidance Policy

2025-26

This Policy is informed by the following documents:

- DFE 'Careers guidance and access for education and training providers: Statutory guidance for governing bodies, school leaders and school staff,' July 2021.
- CDI & The Careers & Enterprise Company
- The Gatsby Benchmarking Toolkit: Practical signposting tools for the Enterprise Adviser Network
- Framework for careers, employability and enterprise education 7-19 (CDI Framework 2015)
- Good careers guidance (Gatsby, 2014)
- Section 29 Education Act 2011: Revised Guidance March 2013

Careers Policy/Programme reviewed: July 2025

Next Review: July 2026

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Intent

All young people need a planned programme of activities to support them through choices that are made during school and throughout their transition into adult life. The school values careers as a contribution towards the 2011 Education Act which places a duty on schools to give students in Years 7 to 13 access to careers education, information and guidance at key transition points.

It is our intention that every student will have access to the right information needed, to facilitate them in making informed choices about their future. Whether a student wants to enter the world of work at the earliest point, or become a leading academic in the most competitive field, they should hold the information which will allow them to make ambitious, considered, and educated choices.

Given the recent social mobility trends in Heanor and the surrounding areas, our key vision is to encourage students to consider options further afield; to compete on a national and international level. An increased focus on universities, particularly those from the Russell Group has supported our vision for an aspirant culture. In addition, our developed links with key players within industry has helped shift the mind-set from entry level employment towards higher level apprenticeships and sponsored degrees.

Heanor Gate Spencer Academy is committed to following best practice and seeks to provide excellent careers education and guidance which is age appropriate and includes a wide variety of activities embedded within the curriculum and delivered in collaboration with employers and partners. This follows the recommendations within the new government careers strategy and its adoption of the Gatsby Career Benchmarks as follows:

1. A stable careers programme
2. Learning from career and labour market information
3. Addressing the needs of each student
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

From September 2025, HGSA will adopt the updated Gatsby Benchmarks, which build on the original eight by strengthening careers as a whole-school priority, ensuring truly inclusive provision for all learners, embedding meaningful workplace experiences at each key stage, tracking aspirations and destinations through data-informed practice, and engaging parents and carers throughout the careers journey.

Our CEIAG programme of activities is also mapped against the D2N2 employability framework which states that “employability needs to be part of a coherent career development and work related programme in schools, delivered in partnership with education, employers, and careers professionals” more information can be found at http://www.d2n2lep.org/write/Documents/D2N2_Employability_Framework_Booklet_A5.pdf

Heanor Gate Spencer Academy is committed to providing:

- Clear impartial advice and information on all of the options available to them at key moments of change within their education (Yr 9, Yr 11 and Yr 13) so that students can make informed decisions. For those with learning difficulties and/or disabilities, this advice includes information on the full range of specialist provision that is available. We work closely with local authorities who have an important role to play in the provision of SEN support and EHCPs.
- Support and guidance to help make choices and devise a career plan for the future with regular personal support and information on how well they are doing. Students with 5 or more alerts on the Fisher Family Trust (FFT) are identified by our careers lead and they are seen by a member of the Heanor Multi Agency Team. Those at risk of not entering into employment, education or training are seen by our careers counsellor.
- A programme of careers education helping them to develop skills and knowledge to make choices for the transition to work and learning.

Implementation

Careers, information and guidance is the responsibility of all stakeholders in the school. Senior leaders, teachers and support staff should be able to signpost students' towards the best advice and guidance. The careers team itself is made up of the Senior Vice Principal (Behaviour, attitudes and personal development), a nominated link governor for careers, the Careers Lead (L6 qualified advisor) and the whole school 'Preparation for Life Coordinator'

All students in Y7-13 have access to 'Unifrog'; a virtual CIAG platform which advises students on all possible careers and their pre-requisite pathways. The platform is highly regarded by the CEC, DANCOP and other key stakeholders.

All students in Y9 have a pathways interview with a member of SLT about their career aspirations, possible future employment options and are advised on what subject choices will support them, alongside what future decisions might need to be explored.

All students in Y11 receive a Post 16 pathways interview with a member of SLT to discuss their career aspirations and how their Post 16 choices can support them.

All students in Y9, Y10, Y11, Y12 and Y13 have access to an impartial CIAG interview, if they wish to take up the offer, with a personalised action plan drawn up. This 1:1 interview with a careers counsellor ensures students are equipped with a good understanding of the world of work, an opportunity to develop their career management skills and the confidence and curiosity to explore future jobs.

The HGSA Careers Programme overview (APPENDIX A) includes the variety of CEIAG our students are exposed to throughout their time at HGSA. The delivery of PSHCE taught sessions provides an excellent opportunity to include a broad range of topics which reflect the Gatsby and D2N2 frameworks ensuring our students gain careers and employability knowledge and skills for life. The three main aims of the national framework: self-development, career exploration and career management are included in our career programme.

Work has now commenced on making improvements to ensure careers and employability cross-curricular focus at KS3 – contextualising learning of curriculum subjects by showing clear links to skills used in work.

From September 2025, HGSA will meet the updated statutory expectations by:

- Embedding careers provision within the school improvement plan and ensuring all staff understand their role in delivering it.
- Providing every student in Years 8–13 with at least six meaningful encounters with external education and training providers, covering a broad range of pathways.
- Phasing in the new workplace experience requirements, starting in 2025–26 with the planning, piloting, and integration of employer-led activities for Years 7–9 and workplace placements for Years 10–11, working towards full delivery for all relevant year groups within the academic year.
- Using Compass+ to review provision termly, monitor destinations, and inform improvement planning, with outcomes reported to governors.
- Working towards and maintaining accreditation through the Quality in Careers Standard in line with updated national guidance.

APPENDIX A

From September 2025, the careers programme will reflect the updated Gatsby Benchmarks and DfE statutory guidance, with increased provider encounters, expanded workplace experiences, and strengthened data tracking.

HGSA Careers Programme overview

Year	Year Group Theme	Aims	Gatsby Benchmarks	Career Development Institute Framework
7	Explore the World of Work	<p>The world of work</p> <p>Exploring different jobs within organisations</p> <p>Labour market information including small, medium and large employers. Employed, self-employed and volunteer work. Roles and responsibilities, Employment Law and policies within employment.</p> <p>STEM</p> <p>Careers journeys.</p>	1, 2, 4,	<p>Grow throughout life</p> <p>Explore possibilities</p> <p>Manage career</p> <p>Balance life & work</p> <p>See the bigger picture</p>
8	Developing Career Management Skills	<p>Presentation Skills: Communication (verbal, speaking & listening)</p> <p>Links to Unifrog Know How Library – independent careers resource</p> <p>Completing a presentation about your dream job and the skills, qualifications and future employers.</p> <p>Problem solving: How do we build these in school and extracurricular activities, hobbies & interests?</p> <p>How do these relate to career planning – research, decision making, where to get help and make decisions.</p> <p>Aiming High: Role models. Individuals and companies that always aim high (show strong leadership, values & standards)</p> <p>Accepting we are all individuals and follow different career paths (challenge stereotypes and value all routes academic, technical and vocational).</p> <p>Making SMART goals and link them to learning, career and personal goals.</p>	1, 2, 3, 4, 8	<p>Grow throughout life</p> <p>Explore possibilities</p> <p>Manage career</p> <p>Create opportunities</p>

9	Planning your future	<p>Self-Awareness.</p> <p>Using Unifrog to help make informed decisions about my career. Completing the Interests profile.</p> <p>Completing My Learning Style Quiz. Identifying my skills and qualities. Keeping a record of all my activities and competencies on Unifrog which will support me to write CVs, cover letters, applications and personal statements in the future.</p> <p>Opportunity awareness:</p> <p>The local labour market (LMI)</p> <p>Which jobs are in demand and decline</p> <p>The average weekly salary</p> <p>How to thrive in industry – the 4th revolution in the World of Work</p> <p>Accepting and preparing for change</p> <p>How do my curriculum subjects and future options help develop my knowledge and skills linked to future careers?</p> <p>Where to get careers information, advice and guidance.</p>	1, 2, 3, 4, 8	<p>Grow throughout life</p> <p>Explore possibilities</p> <p>Manage career</p> <p>Create opportunities</p> <p>See the big picture</p>
10	How to ace your CV and Write a cover letter	<p>What are employers looking for from future applicants?</p> <p>Writing a CV and tailoring it to each job you apply for.</p> <p>What to include and not include – Employment Law, Equality & Diversity and the 9 Protected Characteristics.</p> <p>Self- promoting your skills, qualities and qualifications using active words.</p> <p>Employment and work experience.</p> <p>Hobbies and Interests.</p> <p>References</p> <p>Writing a cover letter</p> <p>Using Unifrog to continue to support and develop good career management skills.</p> <p>Presanctions x 3 include A world of opportunity. How much do real jobs pay? And PT Work for Teens – Know the facts.</p>	1, 2, 3, 5, 8	<p>Grow throughout life</p> <p>Explore possibilities</p> <p>Manage career</p> <p>Create opportunities</p> <p>Balance life and work</p> <p>See the big picture</p>

11	Preparing for next steps	<p>Exploring future options – academic, technical and vocational.</p> <p>Understanding different routes sixth form, college, apprenticeships, employment or volunteering with recognised training.</p> <p>Research – where to look, gather the facts, using up to date careers research sources and viewpoints.</p> <p>Includes assemblies and presentations for example FE colleges, ASK Apprenticeship Team, visits to colleges and training providers, employer presentations on Immersion Days and attending Taster Days.</p>	1, 2, 3, 4, 5, 7, 8	<p>Grow throughout life</p> <p>Explore possibilities</p> <p>Manage career</p> <p>Create opportunities</p> <p>Balance life and work</p> <p>See the big picture</p>
12	Career enlightenment	<p>Assembly to launch Work Experience</p> <p>Work Experience Placement</p> <p>Independent thinking & learning</p> <p>Reading & exploring around my subjects</p> <p>Building personal networks</p> <p>UCAS HE Careers Fair</p> <p>Developing independent thinking & learning</p> <p>Reading & exploring around my subjects</p> <p>Building personal networks</p> <p>UCAS HE Careers Fair</p>	1, 2, 3, 5, 6, 8	<p>Grow throughout life</p> <p>Explore possibilities</p> <p>Manage career</p> <p>Create opportunities</p> <p>Balance life and work</p> <p>See the big picture</p>
13	Becoming a professional	<p>Gap years Applying for HE through university or higher & degree apprenticeships</p> <p>University personal statement writing workshop</p> <p>Student Finance Presentation</p> <p>Employer presentations - via immersion day and tutor programme</p> <p>Moving into the world of work</p> <p>CV writing workshop</p> <p>Assessment centre and interview support</p> <p>Gap years guidance</p>	1, 2, 3, 4, 7, 8	<p>Grow throughout life</p> <p>Explore possibilities</p> <p>Manage career</p> <p>Create opportunities</p> <p>Balance life and work</p> <p>See the big picture</p>