



# Castle View Enterprise Academy

## Careers Policy

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*SIGNATURES:*

<b>Principal</b>	<i>Mrs J. Owens</i>
<b>Chair of Governors</b>	<i>Mrs H. Mottram</i>

The Academy has a statutory duty to secure independent careers guidance for all students in line with the DfE statutory guidance (May 2025).

## **Vision**

All students are able to make aspirational, informed choices, develop the skills, aptitudes and attitudes to achieve their personal best and are prepared for post 16 pathways and the world of work.

Our aim at Castle View Enterprise Academy is for all students to achieve their personal best. In careers education, this translates as every student making the right choices for progression. By helping students with decisions at crucial stages, informing them of all their options and introducing them to a wide range of careers, we aim to prepare them for the world of work whichever pathway they choose. We will encourage and support our students to develop high aspirations and consider a broad and ambitious range of careers.

To ensure that every student develops the knowledge, skills and personal qualities needed to participate confidently and effectively in post-compulsory education, working life and society. We aim to develop ambitious, informed and responsible young people who are ready to become the workers, leaders, entrepreneurs and citizens of the future.

Through a progressive careers programme students will understand the full range of education, training and career opportunities available to them, be able to make realistic and informed choices at key transition points, develop the skills and mindset needed to succeed in further education, higher education, apprenticeships or employment and to navigate the modern world of work with confidence and resilience.

In line with our Academy's mission, the careers programme will support the personal, social, moral and spiritual development of every student, ensuring that each one is prepared not just for their next step but for lifelong success.

## **Intent**

The careers programme supports the whole Academy intent to develop:

- healthy and active students.
- students' emotional well being.
- a 'love of learning'.
- resilience, confidence and character.
- debating, listening and respecting viewpoints.
- the emotional intelligence required to be a productive member of the workforce.
- an understanding, through the careers programme, of the opportunities available to students once they leave Academy.
- an understanding of 'British Values' and the implications for life in modern day Britain.

- students' spiritual, moral, social and cultural development.

Careers at CVEA will:

- provide high quality independent careers advice to students which inspires and motivates them to fulfil their potential.
- provide personal advice and guidance which is in the best interests of, and meets the needs of, all students.
- contribute to the raising of student achievement by encouraging students to develop high aspirations and consider a broad and ambitious range of careers.
- provide opportunities to work in partnership with employers, training providers, local colleges and other relevant organisations.
- provide opportunities to inspire students through meaningful encounters with the world of work.
- develop enterprise and employability skills including skills for self-employment.
- support inclusion, challenge stereotyping and promote equality of opportunity.
- encourage students to see career development as a life-long process.
- develop students' skills and knowledge of careers including career management skills and knowledge of the local labour market (LMI).
- ensure students are aware of the full range of academic and technical routes available at each transition point so that students have the necessary knowledge to make successful transitions.
- provide opportunities for meaningful encounters with employees, employers, further and higher education and experience of workplaces.
- support social mobility by improving opportunities for all students.
- be embedded into curriculum areas.

## **Implementation**

The aim of our careers provision is to raise students' aspirations, to broaden their horizons and to inspire and empower students to make informed, realistic decisions at key transition points.

Each student is entitled to:

- independent and impartial careers guidance.
- access to external sources of information on the full range of education, employment and training options.
- a progressive programme of careers education
- opportunities to engage with a range of employers, education and training providers, covering the full range of academic and technical routes available at each transition point.
- at least one meaningful encounter with an employee or employer each academic year
- access to high-quality, up-to-date labour market information (LMI) from digital and local sources and support in interpreting and applying this data to career decisions
- at least one careers guidance session by the age of 16 with a L6 careers professional
- varied and progressive experiences of workplaces across Key Stage 3 and Key Stage 4

The Academy is committed to providing a stable, structured and planned programme of advice and guidance with clear student outcomes. This is based on the Gatsby Benchmarks (Appendix A) and the CDI Career Development Framework (Appendix B). This is adapted to suit the needs of students.

The Academy delivers a structured, sequenced careers programme using a variety of delivery methods including:

- careers units in Lifeskills lessons.
- tutor time activities.
- extra-curricular activities and enrichment events (including career talks, workplace visits, guest speakers, work placements, mentoring, college and university visits, motivational speakers).
- experiences of the workplace.
- careers assemblies
- careers fair.
- employability workshops.
- workplace visits.
- FE and HE visits.
- careers resources based in the careers room (resources are relevant and updated on a regular basis).
- Unifrog.
- National Careers Service.
- DWP Academy Advisor support (including assemblies and workshops).
- individual careers guidance sessions with a qualified careers professional in year 11 for all students. All students (years 7 -11) can request additional careers guidance sessions.
- creating a learning environment which allows and encourages students to tackle real-life challenges.
- employer based curriculum projects and challenges.
- explicit links to careers in all curriculum areas.
- Skillsbuilder programme.

The Academy works collaboratively with employers, training providers, FE and HE institutions to ensure students receive impartial, current advice aligned with labour market needs.

This provision includes:

- careers fairs.
- experiences of the workplace.
- employability workshops.
- career insight talks.
- mentoring.
- STEM events.
- visits to FE and HE institutions.
- careers education within curriculum areas.

Working with external partners, the Academy fulfils the requirement for all students from year 7 to year 11 to have at least one meaningful encounter each academic year with an employer and for all students to have varied experiences of the workplace.

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The Academy actively promotes parent / carer involvement through careers events, parental communications, the Academy website, careers support at subject evenings and the offer of individualised parental support.

### **Equality and Diversity**

Careers advice is presented in an impartial manner, with no bias towards a particular institution, pathway or work option. The advice provided covers the full range of education and training options, including apprenticeships and technical routes. The guidance promotes the best interests of the student.

The curriculum is used to challenge stereotypes and no form of discrimination is tolerated. A range of diverse resources, case studies and materials are used within lessons.

The Academy works with the Local Authority to identify and support students who need targeted support and those at risk of becoming NEET (not in education, employment or training). This includes students with particular vulnerabilities or who are receiving support to safeguard them and promote their welfare. It also includes students with additional needs, such as special educational needs and disabilities and those who may leave care between the ages of 16 and 18.

### **Resources and Finance**

There is a dedicated careers base within the Learning Resource Centre (LRC). This is used for personal guidance sessions, small group workshops and mentoring. Students can access a range of printed and digital resources within the base and remotely.

The Academy subscribes to the following online packages (for use by staff and students):

- Skillsbuilder.
- E-clips.
- Unifrog.

The resources in the base are updated on a regular basis.

### **Monitoring and Evaluation**

Regular and systematic monitoring and evaluation is used to inform decision making about the future development of the careers programme.

Monitoring activities used to ensure that the careers programme is being implemented as planned include:

- learning walks.
- questionnaires – students, staff, parents and carers, external partners.
- focus groups – students and staff.
- Compass+.
- work scrutiny.
- curriculum plans are reviewed according to the review cycle and in line with any changes to Academy and national policy.
- Unifrog analysis.
- destination data.

Evaluation activities are used to measure the impact of our career programme and inform future planning. Evaluation activities include:

- analysis of destination data – aspirations, intended destinations, the activity survey, sustained data (DFE) and internal CVEA data.
- Compass+.
- learning walks.
- questionnaires – students, staff, parents and carers, external partners.
- focus groups – students, staff.
- student evaluations of personal guidance sessions.

Evaluation outcomes are reported termly to SLT and Governors.

This policy will be reviewed by the Careers Leader every two years to ensure that it continues to meet the needs of students, parents and staff and that it is in line with current DfE advice and guidance.

A copy of this policy is available on request by contacting [enquiries@cvea.co.uk](mailto:enquiries@cvea.co.uk) and is published on the Academy website.

### **Links with other policies**

This policy supports and is underpinned by key Academy policies including those for Work Experience and Provider Access Policy Statement (PAL).

## Appendix A Gatsby Benchmarks (2025)

Benchmark	Sub-Criteria
1. A stable careers programme	<p>The careers programme is written down and accessible to all stakeholders.</p> <p>It is strategically aligned with Academy improvement priorities.</p> <p>Governors and SLT provide visible support and oversight.</p> <p>The Careers Leader has clearly defined responsibilities and time to deliver the strategy.</p> <p>The programme is evaluated regularly and improved based on feedback.</p>
2. Learning from career & labour market information	<p>Students have access to current, digital and local labour market information (LMI).</p> <p>Parents and carers are supported to understand and use LMI.</p> <p>LMI is integrated into lessons and guidance across the Academy.</p>
3. Addressing the needs of each pupil	<p>The programme provides differentiated support to all students.</p> <p>Provision is tailored for SEND, disadvantaged, and at-risk groups.</p> <p>Student aspirations and interests are tracked and used to inform provision.</p> <p>Destination data is collected and used to improve outcomes.</p>
4. Linking curriculum learning to careers	<p>Teachers highlight the relevance of subjects to real-life careers.</p> <p>STEM subjects promote routes into varied technical and professional roles.</p> <p>Curriculum learning includes encounters with employers and real-world tasks.</p>
5. Encounters with employers and employees	<p>Students participate in multiple employer-led activities each year.</p> <p>Encounters include a mix of in-person, virtual, and project-based learning.</p> <p>Students reflect on what they learn from each encounter.</p>
6. Experiences of workplaces	<p>Students take part in workplace visits, shadowing and placements.</p> <p>Workplace experiences are planned, supported, and followed by reflection.</p> <p>By 16, all students should have experienced at least one workplace; by 18, a second.</p>
7. Encounters with further and higher education	<p>Students have meaningful encounters with FE, HE and training providers.</p> <p>Encounters go beyond marketing and include curriculum or career-linked content.</p> <p>Visits are structured and followed by reflection activities.</p>
8. Personal guidance	<p>Students receive one-to-one personal guidance from a qualified adviser.</p> <p>Guidance is offered at key transition points and tracked for effectiveness.</p> <p>Students are supported to make ambitious but realistic plans for their future.</p>

## The six learning areas



## Appendix B CDI Career Development Framework