

Ethos Academy Trust

Careers Policy

February 2026

1	Summary	Careers Policy			
2	Responsible person	Careers Leaders			
3	Accountable ELT member	Rebecca Smith			
4	Applies to	<input checked="" type="checkbox"/> All Staff <input type="checkbox"/> Support Staff <input type="checkbox"/> Teaching Staff			
5	Trustees and/or individuals who have overseen development of this policy	Learning and Achievement Committee			
6	Headteachers/Service Heads who were consulted and have given approval (if applicable)	Chief Education Officer			
8	Ratifying committee(s) and date of final approval	Learning and Achievement Committee			
9	Version number	1.0			
10	Available on	Every	<input checked="" type="checkbox"/> Y <input type="checkbox"/> N	Trust Website Academy Website Staff Portal	<input type="checkbox"/> Y <input type="checkbox"/> N <input checked="" type="checkbox"/> Y <input type="checkbox"/> N <input type="checkbox"/> Y <input type="checkbox"/> N
11	Related documents (if applicable)	Careers Provider Access Policy			
12	Disseminated to	<input type="checkbox"/> Trustees <input checked="" type="checkbox"/> All Staff <input type="checkbox"/> Support Staff <input type="checkbox"/> Teaching Staff			
13	Date of implementation (when shared)	February 2026			
14	Date of next formal review	February 2027			
15	Consulted with Recognised Trade Unions	<input type="checkbox"/> Y <input checked="" type="checkbox"/> N			

Date	Version	Action	Summary of changes
08/01/2026	1.0	Major policy revision	Re-write of original documentation for Trust wide policy in line with updated guidance and Gatsby Benchmarks

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1. Aims

The schools within Ethos Academy Trust aim to prepare all pupils for their futures by providing independent information, advice and guidance, thus ensuring successful progression to Further and/or Higher Education, training and work (including apprenticeships). Our model for CEIAG is based on the Gatsby Bench Marks and the Association for Careers Education and Guidance (ACEG) Framework for Careers and Work-Related Education. These aims underpin the quality of our provision in our schools:

- To develop pupils' self-awareness: a greater understanding of their strengths, current limitations, personal qualities, interests and values;
- To encourage and support career exploration and research through both enrichment and curriculum-based classroom / group work activities, one-to-one guidance interviews, interactive careers media and online tools, access to a comprehensive careers information library and resources, working with employers, visiting speakers and work-related activities delivered by representatives from industry;
- To provide work related learning and increased exposure to a range of life-long learning and career opportunities in order to enable pupils to make effective decisions about their future;
- To develop skills and professional ethics to meet the demands of a changing work environment;
- To embed all of the above, increasing pupils' confidence, resilience and skills in managing their career journey, including any transition points from secondary education to further/higher education and entry to work or apprenticeships.

2. Statutory Requirements

This policy is based on the statutory [Careers guidance and access for education and training providers](#) from the Department for Education (DfE).

This guidance refers to:

- [The Education Act 1997](#)
- [The Education and Skills Act 2008](#)
- [The School Information \(England\) Regulations 2008](#)

This policy is also in line with the [Skills and Post-16 Education Act 2022](#) (the 'provider access legislation'). It explains that our school must provide a minimum of **6 encounters** with technical education and apprenticeship providers to all pupils in years 7 to 13 about their education or training offer.

This policy is also in line with the [Education \(Careers Guidance in Schools\) Act 2022](#), which amends the existing duty in The Education Act 1997, so that:

- Our schools must now secure independent careers guidance for pupils from year 7 (instead of from year 8, previously)
- As an academy in England, we're now required to provide and publish careers guidance

The above guidance requires that we publish information about the careers programme on our website, and that it is communicated in a way that enables learners, parents and carers, staff, and employers to access and understand it. This includes:

- The name and contact details of the careers leader
- A summary of the careers programme
- Details of how pupils, parents and carers, teachers, and employers can access information about the careers programme
- How our school measures and assesses the programme's impact on learners
- The date by which we will review information

We also act in line with our statutory duty under the provider access legislation (also known as the 'Baker Clause'), to be impartial and not show bias towards any route, be that academic or technical.

This policy complies with our funding agreement and articles of association.

3. Roles and Responsibilities

3.1 The Headteacher will:

- Set the direction for a whole-school approach to careers guidance, making sure it is aligned with the school's vision, priorities and development plans
- Support the careers leader to deliver the school's careers programme
- Build careers into staff development for teachers and support staff, and make sure that the careers leader, careers adviser and senior leaders receive training and development to deliver high-quality careers provision
- Make sure that personal guidance is provided to pupils by a qualified careers adviser
- Network with employers, education and training providers, and other careers organisations
- Quality assure the careers programme to ensure it is high quality, evidence based and aligned with national expectations.

3.2 The Senior Leadership Team (SLT) will:

- Support the careers programme
- Support the careers leader in developing their strategic careers plan

- Make sure the careers leader is allocated sufficient time and budget, and has the appropriate training, to perform their duties to a high standard
- Support the careers adviser to deliver personal guidance to pupils, making sure it's well-resourced
- Work closely with the careers leader and careers adviser in the overall development and evaluation of the careers programme
- Network with employers, education and training providers, and other careers organisations

3.3 The Careers Leader will:

- Take responsibility for planning and delivering the careers programme and work towards meeting the Gatsby Benchmarks in a meaningful way
- Use the most up to date Compass Evaluation questions to measure progress towards Gatsby Benchmarks.
- Coordinate and manage careers activities and the budget for these
- Work with the SLT to make sure the careers programme is informed by a strategic careers plan aligned to the school's priorities
- Engage parents and carers throughout
- Establish and develop key relationships to drive progress and continuously improve the careers programme
- Establish and develop links with external employers, education and training providers, and careers organisations
- Use and sequence labour market information (LMI) throughout the careers programme, tailoring it to individual circumstances
- Support the careers adviser to work with relevant staff, including the SENCO, subject teachers and pastoral teams
- Work closely with relevant staff, including the special educational needs co-ordinator (SENCO) and careers adviser, to identify the guidance needs of all of our pupils with special educational needs and/or disabilities (SEND) and put in place personalised support and transition plans
- Work with our school's designated teacher for children looked-after children (CLA) and previously CLA to:
 - Make sure they know which pupils are in care or are care leavers
 - Understand their additional support needs
 - Make sure that, for CLA, their personal education plan can help inform careers advice
 - Engage with the relevant virtual school head and ensure a joined-up approach to identifying and supporting pupils' career ambitions
 - Evaluate and continuously improve the careers programme, drawing on feedback from all stakeholders and the destinations of pupils
 - Review the careers access policy statement at least annually

3.4 The Careers Advisor will:

- Support pupils to make effective career decisions
- Work with the careers leader and SENCO to identify the needs of pupils with SEND and provide personalised support
- Contribute to the overall development and evaluation of the careers programme.

4. Careers Programme

Our schools have an embedded careers programme that aims to inform and encourage pupils to consider their career options and take steps to understand their choices and pathways. We provide statutory independent careers guidance to pupils from year 7 onwards.

Our programme has been developed to meet the expectations outlined in the Gatsby Benchmarks:

1. A stable careers programme
2. Learning from career and labour market information
3. Addressing the needs of each young person
4. Linking curriculum learning to careers
5. Encounters with employers and employees
6. Experience of workplaces
7. Encounters with further and higher education
8. Personal guidance

Our programme doesn't show bias towards any particular institution, education or career path, and promotes a full range of technical and academic options for pupils. We consider the best interests of the pupil to whom the career guidance is given.

From September 2025, our careers programme will align with the updated Gatsby Benchmarks, as set out in the Department for Education's May 2025 guidance. This includes adopting the strengthened definition of meaningful workplace experiences within Benchmark 6.

In line with this update, our schools will ensure pupils access meaningful employer-led experiences that meet the updated criteria, supporting preparation for the Government's forthcoming Work Experience Guarantee.

These revisions will be incorporated into planning, delivery and evaluation across all year groups.

Appendix A

Reach Academy:

The Careers Leader at Reach Academy is Jack Ghee

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