



## Careers and Enterprise Policy

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An academy within:



“Learning together; to be the best we can be”

# 1. Introduction

- 1.1. At Beech Academy, we are committed to providing all learners with a comprehensive, inclusive, and aspirational careers education. Our programme equips young people with the knowledge, skills, and confidence to make informed choices about their future learning and employment.
- 1.2. Careers education forms an integral part of the curriculum and personal development at Beech Academy. It is delivered through:
  - A stable and structured careers programme
  - Discrete enterprise and employability lessons
  - PSHE curriculum content
  - Careers events, trips, and fairs
  - Personalised, independent careers guidance
- 1.3. Our provision is regularly reviewed to reflect statutory guidance and the needs of our learners, many of whom have Special Educational Needs and Disabilities (SEND).
- 1.4. We are committed to meeting statutory responsibilities relating to careers education and guidance under the Education Act 2011, the Technical and Further Education Act 2017 and the Provider Access Legislation. In implementing these duties the school follows the Department for Education statutory guidance 'Careers guidance and access for education and training providers (January 2023)' and aligns its careers programme with the Gatsby Benchmarks of Good Career Guidance.
- 1.5. Careers provision contributes to expectations outlined in the Ofsted Education Inspection Framework and Labour Market Information (LMI) to align with Gatsby Benchmark 2.

# 2. Aims

- 2.1. Our Careers Programme aims to:
  - Surpass the expectations set by the 8 Gatsby Benchmarks
  - Promote high aspirations for all learners
  - Provide impartial, independent careers guidance tailored to individual needs

- Ensure learners are well-informed about all available pathways including further education, employment, supported internships, apprenticeships, and training
- Develop employability skills from Year 7 onwards

## 3. Roles & Responsibilities

3.1. **Peter Lane** is the designated Careers and Enterprise Lead. Responsibilities include:

- Overseeing the Careers Programme
- Coordinating with external providers and local employers
- Ensuring compliance with statutory requirements
- Reviewing the quality and impact of careers provision
- SLT support and hold accountability for the strategic implementation of the Careers Programme.

## 4. Statutory Duties and Guidance Alignment

- We comply with the following statutory duties and frameworks:
- Education Act 1997 (as amended)
- Careers guidance and access for education and training providers (DfE, 2023)
- The Baker Clause (Technical and Further Education Act 2017)
- Special Educational Needs and Disability Code of Practice (2015)
- Ofsted Education Inspection Framework (EIF, 2023)

## 5. Delivery and Content: Meeting the Gatsby Benchmarks

5.1. **A Stable Careers Programme**

- Careers education is embedded in PSHE from Years 7–11
- KS5 learners receive weekly curriculum sessions focused on employability, life skills, and vocational preparation
- The Careers Programme is reviewed annually by SLT and Careers Leader

- Provision is mapped against Gatsby Benchmarks

## **5.2. Learning from Career and Labour Market Information**

- Learners and families are provided with up-to-date LMI via EHCP reviews, newsletters, careers events, and parent evenings
- Staff are regularly briefed on LMI developments and changes in the local and national landscape
- The school works with the East Midlands Combined Counties Authority (EMCCA) and other sources for trusted LMI

## **5.3. Addressing the Needs of Each Pupil**

- A personalised Careers Profile is maintained for every learner from Year 9 onwards
- Learners develop and regularly update action plans with support from staff and external advisors
- Interventions are differentiated to meet individual learning styles and abilities, aligned with EHCP outcomes

## **5.4. Linking Curriculum Learning to Careers**

- Curriculum areas highlight career connections and subject relevance through schemes of work, visits, and guest speakers
- Teaching staff contribute to embedding employability into their subjects
- Cross-curricular working groups review provision annually

## **5.5. Encounters with Employers and Employees**

- Annual Careers Fair or equivalent event
- Guest speakers and workplace talks integrated across the curriculum
- Collaborative work with local SEND-focused training providers

## **5.6. Experiences of Workplaces**

- KS5 students engage in structured and supported work experience
- Opportunities for KS4 students to participate in workplace visits and taster sessions are being expanded
- Work experience placements are risk assessed and quality assured

## **5.7. Encounters with Further and Higher Education**

- Learners attend open days, college visits, and receive presentations from training and education providers

- Access to a range of pathways including mainstream, specialist, and supported post-16 options is guaranteed
- Providers of technical education and apprenticeships are invited annually in accordance with the Baker Clause

#### 5.8. **Personal Guidance**

- All KS4 and KS5 learners receive at least one meaningful personal guidance interview per year with a qualified careers advisor
- Independent advice is provided by a Nexus Multi Academy Trust appointed Careers Advisor
- A Memorandum of Understanding outlines delivery expectations and evaluation processes

## 6. Student Leadership and Employability Development

- From Year 7 onwards, learners undertake structured responsibilities (e.g. classroom jobs, student leadership)
- Where appropriate, this includes application processes, job descriptions, and performance reviews
- Skills are celebrated through the whole school rewards system

## 7. Engaging Parents and Carers

- Parents/carers are involved in all stages of careers education via EHCP reviews, parent meetings, and ongoing communication
- Guidance and resources are shared through the school website and newsletters
- Families are encouraged to attend careers events and provider visits

## 8. Provider Access Policy (Baker Clause Compliance)

- 8.1. Beech Academy provides access to external providers of technical education, apprenticeships, and training in accordance with statutory requirements. A separate Provider Access Policy Statement is available on our website and upon request (See Appendix 1). Opportunities are scheduled at key transition points across KS3–KS5.

## 9. Monitoring, Review and Evaluation

- Careers provision is reviewed annually as part of the school development plan
- Pupil voice, destination data, and feedback from parents and partners inform programme improvements
- Destination tracking continues for at least 3 years after learners leave the academy

## 10. Contact and Further Information

- 10.1. For more information, to request access, or to provide feedback on our Careers Programme please contact:

[office@nexusmat.org](mailto:office@nexusmat.org)

- 10.2. The school will appoint a Careers Leader responsible for leading and coordinating the careers programme. The Careers Leader will normally hold, or be working towards, a Level 6 Careers Guidance qualification.

**The school will publish a Provider Access Policy Statement outlining how providers can request access to students.**

# Appendix 1. Provider Access Statement

## 1. Introduction

This statement sets out the school's arrangements for managing access by providers of technical education, apprenticeships, and training to learners at Beech Academy for the purpose of giving them information about their education and training offer.

It applies to all learners in Years 7–13 and supports our duty to provide pupils with access to impartial and high-quality careers education.

## 2. Pupil Entitlement

All learners at Beech Academy are entitled to:

- Find out about technical education qualifications and apprenticeships, supported internships, and alternative pathways available to them post-16 and post-18.
- Hear from a range of local providers about the opportunities they offer, including further and higher education, apprenticeships, traineeships, and employment with training.
- Understand how to access the support they need to make informed decisions about their future.
- Receive impartial guidance that is differentiated to meet individual needs, including SEND.

## 3. Management of Provider Access Requests

### 3.1. Procedure

A provider wishing to request access should contact:

**Peter Lane**

Careers and Enterprise Lead

✉ [office@nexusmat.org](mailto:office@nexusmat.org)

☎ 01623 626008

Requests will be considered and responded to within 10 working days.

## 4. Opportunities for Access

Beech Academy offers a comprehensive Careers Programme and welcomes the involvement of training, education and apprenticeship providers to contribute to the following events:

<b>Year Group</b>	<b>Activities/Events Where Access is Available</b>
Year 7–8	Careers awareness events, PSHE lessons, enterprise activities
Year 9	Options guidance, introduction to post-16 pathways, EHCP reviews
Year 10	Work-related learning, employer encounters, apprenticeship and college taster sessions
Year 11	1:1 careers interviews, FE/college visits, transition planning, provider talks
Year 12–13	CV and application workshops, interview prep, careers fairs, open days, workplace experience

Providers will be given access to appropriate learners, staff, and facilities to deliver presentations, run workshops or offer one-to-one support as agreed in advance.

## 5. Facilities and Resources

- The school will make classrooms, the main hall, or meeting rooms available depending on the nature of the activity.
- Projectors, screens, and other equipment will be available upon request.
- Staff support will be provided to ensure the smooth delivery of sessions and safeguard learners.

## 6. Safeguarding



All visitors must adhere to the school's safeguarding policy. A copy will be provided upon request or on arrival. All visitors will be required to sign in, provide ID, and may be subject to supervision during their visit.

## 7. Monitoring and Evaluation

The impact of provider access is monitored through:

- Learner feedback
- Provider feedback
- Careers programme reviews
- Destination data analysis

## 8. Policy Review

This statement will be reviewed annually by the Senior Leadership Team and Careers Leader and updated to remain compliant with statutory guidance.