



Woodlands Academy Careers Guidance Policy

1. Policy Statement

Woodlands Academy is committed to providing high-quality, impartial careers education, information, advice, and guidance (CEIAG) for all students in Key Stages 3 and 4. Our Careers Guidance Programme aims to raise aspirations, broaden horizons, and support students in making informed decisions about their future education, training, and employment pathways.

We believe that effective careers provision prepares students not only for academic success but also for lifelong employability, resilience, and personal fulfilment. Preparing our students for life after Woodlands remains at the heart of everything we do.

2. Aims and Objectives

The Careers Guidance Policy seeks to:

- Provide impartial and personalised advice tailored to students' needs, interests, and abilities.
- Equip students with the knowledge and skills to make informed choices at key transition points (end of Year 9 and Year 11).
- Promote equality of opportunity by ensuring that all students, regardless of background, have access to high-quality careers guidance.
- Encourage students to consider a wide range of education, training, and employment opportunities, including apprenticeships and vocational routes.
- Embed careers learning across the curriculum to show relevance to future pathways.

3. The Baker Clause

The **Baker Clause** (January 2018, updated 2021) requires all schools in England to:

- Provide students in Years 8–13 with access to information about the full range of technical education qualifications and apprenticeship opportunities.
- Ensure providers of approved technical education courses and apprenticeships have the opportunity to access pupils to inform them about available options.
- Publish a provider access policy statement on the school website, outlining how training providers and employers can arrange access.

Woodlands Academy fully adheres to the Baker Clause by ensuring that students are informed about technical and vocational pathways alongside academic routes.

4. The Gatsby Benchmarks

Woodlands Academy uses the **Gatsby Benchmarks** as the framework for excellence in careers education. These eight benchmarks are:

1. **A Stable Careers Programme** – A structured and published programme, known to students, parents, teachers, governors, and employers.
2. **Learning from Career and Labour Market Information** – Access to up-to-date careers and labour market data to support informed decisions.
3. **Addressing the Needs of Each Pupil** – Tailored guidance to meet the diverse needs and aspirations of all students, with particular support for disadvantaged and SEND learners.
4. **Linking Curriculum Learning to Careers** – Integration of careers-related learning across subjects, including STEM.
5. **Encounters with Employers and Employees** – Opportunities for students to meet employers and understand the world of work.
6. **Experiences of Workplaces** – Work experience placements and workplace visits in Key Stage 4.
7. **Encounters with Further and Higher Education** – Engagement with colleges, universities, and apprenticeship providers.
8. **Personal Guidance** – Access to impartial one-to-one guidance interviews with a qualified careers adviser.

5. Implementation at Woodlands Academy

- **Key Stage 3 (Years 7–9):**
 - Careers education delivered through PSHE and subject lessons.

- Introduction to career pathways and labour market information.
- Employer talks, workshops, and taster events.
- Preparation for GCSE options with careers guidance support.
- **Key Stage 4 (Years 10–11):**
 - One-to-one guidance interviews with a qualified careers adviser.
 - Work experience placements and virtual/in-person employer encounters.
 - Visits to FE colleges, apprenticeship providers, and universities.
 - Support with CVs, applications, and interview skills.
 - Career-focused assemblies and themed events (e.g., National Careers Week).

6. Roles and Responsibilities

- **Senior Leadership Team (SLT):** Oversight of careers provision and compliance with statutory requirements.
- **Careers Leader:** Coordination of the careers programme, tracking progress against Gatsby Benchmarks, and liaising with external partners.
- **Teachers and Curriculum Leaders:** Embedding careers learning in subject teaching.
- **Careers Adviser (external or internal):** Delivering impartial, one-to-one guidance interviews.
- **Governors:** Monitoring and challenging the impact of the school's careers strategy.

7. Monitoring, Evaluation, and Review

- Careers programme evaluated annually against the Gatsby Benchmarks using the Compass tool.
- Student, parent, and employer feedback collected to shape future provision.
- Careers Leader to report to governors annually on outcomes and compliance with the Baker Clause.

8. Equality and Inclusion

Woodlands Academy ensures that careers provision is inclusive and accessible for all learners, including students with SEND, disadvantaged backgrounds, and those at risk of becoming NEET (Not in Education, Employment, or Training).

9. Policy Review

This policy will be reviewed every academic year, or sooner if there are updates to statutory requirements or guidance.