ACADEMY POLICY • 2026–27

Careers Education, Information, Advice and Guidance Policy

Ormiston SWB Academy

Policy owner	L Wall | Careers Leader
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This document supersedes the June 2025 academy CEIAG policy once approved. It should be read alongside the OAT Provider Access Policy Statement (March 2026).

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1. Vision and principles

1.1 Ormiston SWB Academy is committed to raising the aspirations, confidence, motivation and ambition of every student. High-quality careers education, information, advice and guidance (CEIAG) enables students to understand themselves, explore opportunities, make informed decisions and progress successfully into further education, training, employment and adult life.

1.2 Our careers programme is an integral part of the academy's commitment to character, organisation, resilience and excellence. It is designed to broaden horizons, challenge stereotypes, improve social mobility and make the connections between learning, future choices and the world of work explicit.

1.3 The academy will deliver inclusive, impartial and progressive CEIAG from Year 7 through Year 13. Every student will be supported to understand academic, technical and vocational pathways without undue preference for any particular institution or route, including the academy's own sixth form.

2. Policy scope and statutory framework

2.1 This policy applies to all registered students in Years 7–13 and to the staff, leaders, governors and partners who contribute to their careers development. It includes transition support following Year 11 and Year 13 examinations and results days, as students move to their next destination.

2.2 The academy will have regard to the Department for Education statutory guidance, Careers guidance and access for education and training providers (updated 23 June 2026), and meet the duties and academy requirements relating to independent and impartial careers guidance and access for education and training providers.

2.3 The relevant legal framework includes the Education Act 1997 (sections 42A and 42B and related provisions), the Education and Skills Act 2008, the Skills and Post-16 Education Act 2022, and applicable school information and publication requirements. The six provider-encounter duty is addressed in section 7 and the separate OAT Provider Access Policy Statement.

2.4 The eight updated Gatsby Benchmarks (introduced for implementation from the 2025–26 academic year) provide the non-statutory quality framework for planning and evaluating the programme. The academy also uses the Career Development Institute (CDI) Career Development Framework (2021) to shape learning outcomes. Appendix 1 summarises the benchmarks.

2.5 This policy is supported by the published academy careers programme and roadmap, the OAT Provider Access Policy Statement and related safeguarding, SEND, equality, information governance and off-site visit arrangements. Operational programmes and event dates may be revised without changing the underlying policy commitments.

3. Programme objectives and curriculum

3.1 Our CEIAG programme aims to ensure that each student:

- receives a stable, sequenced and accessible careers programme with clear learning outcomes;
- develops self-awareness, career management and employability skills, including confidence and resilience;
- can access and interpret trustworthy careers and labour market information, including local and regional opportunities;
- understands the relevance of subject learning to future pathways and encounters employers and employees;
- benefits from meaningful and varied workplace experiences and encounters with further and higher education;
- receives timely, impartial personal guidance and additional individual support when needed;
- can make and review realistic but ambitious progression decisions and develop an appropriate next-step plan.

3.2 Careers education will be delivered through the CORE/personal development curriculum, subject teaching, tutor activities, assemblies, events, employer-led learning, workplace experiences, visits, digital resources and personal guidance. Subject staff will identify and communicate relevant careers and progression pathways within their disciplines.

3.3 Students will be supported to use Unifrog and other appropriate, current sources of information to explore occupational sectors, qualifications, entry requirements, apprenticeships and labour market information. Learning will include emerging skills needs, digital and AI-related change, sustainability and the green economy where relevant.

3.4 Parents and carers will be engaged throughout the programme through accessible information, events and communications so that they can support informed decision-making and successful transitions.

4. Leadership, governance and staff responsibilities

4.1 Governing body and academy leadership

4.1.1 The governing body will oversee statutory compliance, review the effectiveness and inclusivity of CEIAG, ensure the careers programme and provider access arrangements are published, and maintain a designated governor with strategic interest in careers.

4.1.2 The Principal and senior leaders will give explicit strategic support to the careers programme, ensure it is connected to academy priorities, and enable staff development, access to appropriately qualified guidance and sufficient coordination to deliver the programme.

4.1.3 The SLT link for careers will work with the Careers Leader to scrutinise implementation, evaluate outcomes and report relevant strengths, gaps and improvement priorities to the leadership team and governors.

4.2 Careers Leader and careers advisers

4.2.1 The Careers Leader (L Wall) has operational responsibility for the academy-wide programme, strategic planning, partnerships, provider access coordination, quality assurance, tracking and reporting, and ensuring that the published programme remains current.

4.2.2 Appropriately qualified careers advisers will offer impartial personal guidance, record agreed actions, support significant transition choices and work with pastoral, SEND and post-16 teams to identify students requiring additional support. The Careers Leader and adviser roles may be held by the same appropriately qualified individual.

4.3 Curriculum, pastoral and support staff

4.3.1 All staff share responsibility for careers-related learning. Curriculum leaders and teachers will link knowledge and skills to relevant careers and qualifications; personal tutors will reinforce progression messages and signpost support; pastoral, attendance, safeguarding and SEND colleagues will contribute to inclusive planning and targeted intervention.

4.3.2 External providers, employers, colleges, universities and alumni contribute expertise and encounters, while the academy retains responsibility for safeguarding, impartiality, accessibility and programme quality.

5. Personal guidance, inclusion and transitions

5.1 Impartial personal guidance

5.1.1 Every student will have at least one personal guidance meeting with an appropriately qualified careers adviser by the age of 16 and a further meeting by the age of 18 while at the academy, with meetings scheduled to reflect significant decisions and individual need. Additional guidance and follow-up will be offered where appropriate.

5.1.2 Guidance will be person-centred, confidential within safeguarding and information-sharing requirements, and free from bias towards a particular institution or pathway. Careers action plans and agreed next steps will be recorded appropriately, reviewed and made accessible to students in an age-appropriate form.

5.2 Equity, SEND and vulnerable students

5.2.1 The academy will identify and remove barriers to participation for students who may need additional or different support, including students with SEND, those who are disadvantaged, children in care or care-experienced, young carers, students with low attendance, and those at risk of becoming not in education, employment or training (NEET). Support will be based on individual circumstances, rather than assumed needs.

5.2.2 The Careers Leader will work with the SENCO, inclusion and pastoral teams, the student and their family to tailor encounters, guidance, resources, workplace arrangements and transition planning. Appropriate adjustments will be considered to ensure meaningful participation in activities and access to suitable pathways, including supported internships and supported employment where relevant.

5.2.3 For students with an education, health and care plan (EHCP), careers and preparation for adulthood will inform annual reviews from at least Year 9 onwards, including aspirations, employment, independence and longer-term support needs.

5.3 Transitions and destinations

5.3.1 Students will receive impartial information about academic, technical and vocational options, including sixth form, further education, apprenticeships, training and higher education. Those applying to the academy's sixth form will receive balanced information about suitable external options.

5.3.2 Year 11 and Year 13 students will receive appropriately timed support with applications, decision-making, offers, results and alternative or backup routes. The academy will work with local-authority services and providers to support sustained destinations and follow up young people whose planned progression is uncertain.

6. Employer encounters and workplace experiences

6.1 Employer encounters

6.1.1 From Year 7 onwards, the academy will plan at least one meaningful employer encounter for students each year, with opportunities to learn directly from employers and employees about work, recruitment, skills, behaviours and progression. Such encounters may include employer talks, mentoring, workshops, careers fairs, enterprise and speed-networking activities.

6.1.2 Encounters will have clear learning objectives, active two-way interaction and opportunities for preparation and reflection. The academy will seek a diverse range of employers, occupational sectors and role models, including organisations connected to local and regional labour market needs.

6.2 Modern work experience

6.2.1 In line with DfE guidance published in June 2026, the academy will develop a progressive work experience programme towards the government's ambition of two weeks' worth of work experience across Key Stages 3 and 4. This is a policy delivery expectation and not a new standalone statutory requirement for ten days.

6.2.2 The intended model comprises one week's worth of varied, meaningful employer-led activities across Years 7–9 and one week's worth of meaningful, immersive workplace placement(s) across Years 10–11. Activities in Key Stage 3 should mostly take place in workplaces; Key Stage 4 placements should ordinarily be in person and involve authentic workplace tasks. Time in Key Stage 4 may be spread across one or more employers.

6.2.3 Year 10 work experience placements remain a central element of the academy's programme. Any additional or adapted placement arrangements will be planned on an individual basis. In-school careers activities and virtual encounters can support the programme but should not automatically be counted as equivalent to an in-person workplace placement.

6.2.4 For planned workplace activities the academy will consider suitability, safeguarding, relevant risk and health and safety arrangements, employer responsibilities, supervision, accessibility, travel and communication with families. Students and employers will receive preparation; students will have opportunities to complete authentic tasks, receive feedback and reflect on what they have learned.

6.2.5 The academy will track individual participation to identify gaps and provide appropriate alternative or additional opportunities, including adjustments for students with SEND and those facing disadvantage or other barriers. Post-16 students will have at least one further meaningful workplace experience by the age of 18, where still on roll.

7. Provider access

7.1 The academy will comply with section 42B of the Education Act 1997 and the Skills and Post-16 Education Act 2022 by giving pupils at least six opportunities to encounter providers of technical education or apprenticeships across Years 8–13, including at least two different providers within each key phase.

7.2 The three key phases are: Years 8–9 (ending on 28 February of Year 9), Years 10–11 (ending on 28 February of Year 11) and Years 12–13 (ending on 28 February of Year 13). Two encounters in each of the first two phases are mandatory for students; two must be offered in the third phase but attendance is optional for students.

7.3 Required encounters take place during the standard school day and give students the opportunity to hear about qualifications or apprenticeships, linked careers, learning and training with the provider, and to ask questions. Events held outside the school day can provide additional enrichment but do not replace the six encounters.

7.4 Full arrangements, including requests, times, facilities, considerations for access and the academy contact, are set out in the separately approved OAT Provider Access Policy Statement (March 2026; released April 2026). This document is published on the academy policies page and is reviewed under the Trust's approval arrangements.

7.5 Provider enquiries should be directed to the Careers Leader, Mr L Wall, via lwall@oswba.co.uk or 01902 493797, in accordance with the current provider access statement. The academy will review provider access and pupil participation to ensure a broad, balanced and accessible range of opportunities.

8. Monitoring, evaluation and review

8.1 The Careers Leader will maintain an annual improvement cycle and use Compass+ to evaluate provision against the eight updated Gatsby Benchmarks at least termly, supported by the Careers Impact System and other appropriate quality-assurance tools.

8.2 Monitoring will consider both implementation and impact, including:

- coverage, meaningfulness and student participation in encounters and workplace activities;
- personal guidance meetings, action plans, follow-up and support for key transitions;
- participation and outcomes for vulnerable, disadvantaged and SEND student groups;
- aspirations, intended destinations, confirmed destinations and available sustained-destination information;
- student, parent/carer, staff, employer and provider feedback and career-readiness evidence;
- compliance with provider access duties and the currency of website information.

8.3 The Careers Leader will report progress, significant risks and agreed priorities to the SLT link and the designated Careers Governor. Evaluative findings will inform curriculum, staffing, partnership and programme planning, including actions to close inequities in access and outcomes.

8.4 The governing body will review this policy annually, or sooner where legislation, DfE statutory guidance or Trust requirements change. The policy and careers programme will be published in accessible formats through the academy website. Complaints will be handled under the academy's published complaints procedure.

Appendix 1 | Updated Gatsby Benchmarks

The academy uses the updated Gatsby Benchmarks introduced from the 2025–26 academic year. This summary is a practical overview, not a substitute for the full Gatsby framework or DfE statutory guidance.

Benchmark	What this means for OSWBA
1. A stable careers programme	A planned, progressive programme with leadership and governor support, clear learning outcomes, staff development, evaluation and parent/carer engagement.
2. Learning from career and labour market information	Students and families access and use accurate, up-to-date information on careers, education routes, employment and local and national labour markets.
3. Addressing the needs of each young person	Provision is tailored using information about aspirations, participation, barriers and intended destinations; records support personalisation and equitable outcomes.
4. Linking curriculum learning to careers	Every year, in every subject, students encounter how knowledge and skills support a range of careers and progression pathways.
5. Encounters with employers and employees	At least one meaningful employer encounter per year from age 11, involving preparation, two-way interaction and reflection.
6. Experiences of workplaces	Multiple meaningful workplace experiences by age 16 and one further meaningful experience by age 18, with varied, inclusive and well-prepared opportunities.
7. Encounters with further and higher education	Meaningful encounters with the full range of education and training providers; suitable higher education visits for students considering HE.
8. Personal guidance	Personal guidance with an appropriately qualified adviser, available when significant decisions are made; one meeting by 16 and a further meeting by 18.

Source: Gatsby Foundation, Good Career Guidance: The Next Ten Years (updated benchmarks, 2024); DfE statutory guidance, June 2026.

Appendix 2 | OSWBA Careers Charter 2026–27

All students have access to age-appropriate careers education, the Unifrog platform, careers information and impartial guidance signposting. The opportunities below summarise the academy's planned programme; precise dates, providers and activities are published separately and may change during the year.

Year	Focus	Core entitlement and examples
Year 7	**Build awareness and ambition**	Introduction to careers and the Careers Leader; Unifrog exploration; curriculum links to careers; enterprise, employer encounters and early work-related learning; access to careers fairs and accessible resources.
Year 8	**Explore possibilities**	Industry and pathway exploration using current labour market information; technical and apprenticeship awareness; employer/enterprise activities; Unifrog and subject-related careers learning; first-phase provider encounters.
Year 9	**Make informed KS4 choices**	KS4 options and careers learning; employer speed networking and careers fair opportunities; pathway and technical-route encounters; targeted or individual guidance as appropriate; workplace-oriented activities and preparation for future placements.
Year 10	**Experience work and prepare for transition**	Meaningful work experience placement(s), with preparation and reflection; workplace and employer encounters; careers fair and provider information; CV, employability and interview preparation; impartial guidance and action planning where needed.
Year 11	**Secure a suitable post-16 destination**	Personal guidance and action planning by age 16; support with college, sixth form, technical course and apprenticeship applications; entry requirements and provider encounters; monitoring of applications, offers and backup plans; results and transition support.
Year 12	**Explore and prepare for post-18 pathways**	Unifrog and careers research; personal guidance; universities, higher/degree apprenticeships and employment pathways; higher education and employer encounters; CV and application preparation; meaningful workplace experience opportunities.
Year 13	**Complete applications and progress**	UCAS, personal statement, reference and course-choice support where relevant; apprenticeship and employment search and preparation; student finance and transition information; follow-up guidance, interview preparation, backup planning and post-results support.

Across all years, activities are designed to be accessible, meaningful and supported by opportunities for preparation, reflection and follow-up. Individual support is offered according to student need.

Linked policies and reference documents

This policy should be read alongside the following documents and current academy publications:

- DfE, Careers guidance and access for education and training providers (updated 23 June 2026)
- Gatsby Foundation, Good Career Guidance: The Next Ten Years
- Career Development Institute, Career Development Framework
- OAT Provider Access Policy Statement, approved March 2026
- OSWBA academy policies and linked Trust policies
- OSWBA careers programme, roadmap and key careers information