Emerson Park Academy

CAREERS POLICY

Reviewed: October 2026

Next review: October 2028

Introduction

Careers education, information, advice and guidance, (CEIAG), is an essential part of life at Emerson Park Academy. Pupils are entitled to receive the information, support, education and guidance they need to develop their skills, knowledge and understanding of how their learning relates to their future careers, how the skills they develop will be applicable to many occupations and careers, and how to make informed and independent decisions at each transition stage. In short, it is crucial to prepare pupils for their life beyond Emerson Park Academy. Through receiving CEIAG, it is the aim of Emerson Park Academy to help pupils achieve their individual potential, motivate them in their learning, raise pupils' aspirations, challenge stereotypes about their possible future options and improve their life chances.

The CIEAG programme has been developed to comply with statutory guidance from the government which can be found in the following policy document:

Careers guidance and access for education and training (2015, updated 2025)

Emerson Park Academy has committed to working to achieve the Gatsby Benchmarks, including the recent updates to the benchmarks, which are set out in the guidance from the DFE and accepted as the standard to which all schools should progress. The 8 benchmarks are as follows:

- To ensure that Every school, college and ITP should have an embedded programme of careers education and guidance that is known and understood by learners, parents and carers, staff, those in governance roles, employers and other agencies.

- All pupils, parents and carers, teachers and staff who support pupils should have access to good-quality, up-to-date information about future pathways, study options and labour market opportunities. Young people with special educational needs and disabilities (SEND) and their parents and carers may require different or additional information. All pupils will need the support of an informed adviser to make the best use of available information.

- Learners have different careers guidance needs at different stages. Careers programmes should help learners navigate their concerns about any barriers to career progression. In addition, opportunities should be tailored to the needs of each learner, including any additional needs of vulnerable and disadvantaged learners, young people with SEND and those who are absent.

- As part of the school's programme of careers education, all teachers should link curriculum learning with careers. Subject teachers should highlight the progression routes for their subject and the relevance of the knowledge and skills developed in their subject for a wide range of career pathways.
- Every pupil should have multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace. This can be through a range of enrichment opportunities including visiting speakers, mentoring and enterprise schemes, and could include pupils' own part-time employment where it exists.

- Every learner should have first-hand experiences of workplaces to help their exploration of career opportunities and expand their networks.

- All pupils should understand the full range of learning opportunities that are available to them, including academic, technical and vocational routes. This should incorporate learning in schools, colleges, independent training providers (ITPs), universities and in the workplace.

- ❖ Every pupil should have opportunities for guidance meetings with a careers adviser, who could be internal (a member of school staff) or external, provided they are trained to an appropriate level. These meetings should be available for all pupils whenever significant study or career choices are being made. They should be expected for all pupils but should be scheduled to meet their individual needs. The careers leader should work closely with the careers adviser, SEND coordinator and other key staff to ensure personal guidance is effective and embedded in the careers programme.

Taken from *Good Career guidance: The Next 10 Years*

What is Provider Access Legislation?

PAL stipulates that schools much give colleges and training providers access to their year 8 - year 13 students, in order for them to learn about non-traditional post 16 routes, such as T Levels and Apprenticeships.

The statutory duty says that:

❖ All secondary students from year 7 to year 13, should have had a minimum of 6 encounters by year 13.

❖Pupils in year 8/9 must have two encounters, and pupils in year 10/11 must have two encounters under PALs legislation

CEIAG at Emerson Park

The Careers programme at Emerson Park Academy is largely delivered through form time activities, assemblies and is integrated into the various subject curriculums at KS3. The careers lead works alongside careers advisors from Shaw's Trust, (formerly Prospects careers service), who deliver impartial and independent careers advice and guidance to the pupils. In addition, Emerson Park is part of the London Careers Hub, which was developed to support schools to make progress towards achieving the Gatsby Benchmarks, as outlined above. The Careers Leader will work with a dedicated Enterprise Coordinator and a volunteer from industry who will help with the delivery of GB5 and GB6.

Careers Education

Careers education will be delivered mainly through form time and assemblies. It will also be embedded in the curriculum in a number of subjects. Pupils in years 7 to 11 will have access to Unifrog. They will be able to use the platform to record their learning journey which may include assemblies, events, careers meetings and trips.

Unifrog will allow pupils in KS3 and KS4 to explore different aspects of careers and the world of work, such as:

❖ The world of work
❖ Industries and Employment sectors
❖ Employability skills
❖ Labour Market Information
❖ A range of occupations
❖ Interview Skills

For KS4 pupils, they will be able to access information about post 16 options and what they will do once they leave Emerson Park Academy.

Year 9 transition

Year 9 pupils follow a comprehensive programme that will help them to make informed and independent decisions when making choices about study at KS4. They will be given impartial information about the various option subjects and will be given information about the different options for study, or training post 16.

Year 11 transition

In addition, at KS4, the pupils will have a comprehensive transition programme, which will include information from a wide range of post 16 providers, and the courses they offer, including information about technical qualifications and apprenticeships. This will include presentations from a range of local schools, colleges and training providers, which aim to give pupils a broad understanding of the different options available to them. The pupils are offered support by form tutors, the careers lead, and through our careers service, Prospects. They will receive careers guidance from Shaw Trust in year 10 and year 11. In compliance with the Gatsby benchmarks, and other legislation such as the Equality Act 2010, and duties under legislation with regard to SEND pupils, the careers lead will work closely with the SEND coordinator, form tutors and the head of year 11, to ensure that the needs of individual pupils are met. Additionally, special provision for pupil premium students is made with a number of pupils having access to the Future Frontiers programme. This programme links pupils with a mentor from industry and gives them valuable insight into the world of work through a number of trips.

Monitoring and evaluation

The provision of CEIAG at Emerson Park Academy is monitored every summer using student voice, and by asking stakeholders, such as pupils, parents and staff, their opinions about how to improve the careers provision.