Careers Related Learning Procedure 2026-2027

Contents

1. Vision and Values 3
2. Statutory requirements 3
3. Student entitlement 5
4. Management and delivery 5
   4.1 Roles and responsibilities: 5
   4.2 Staff development 5
   4.3 Information, advice and guidance 5
   4.4 Teaching, learning and assessment 5
   4.5 Monitoring, reviewing, evaluating and reporting 6
5. Stakeholders and partners: 6
   5.1 parents/carers 6
   5.2 Careers support agencies 6
6. Links to other policies 6
7. Monitoring arrangements 6

1. Vision and Values

This procedure is underpinned by our Academy core values of:

- SAFETY
- KINDNESS
- RESPECT

It also supports our academy aims of ensuring that all students will:

- Have the opportunity to achieve qualifications that reflect their potential
- Learn to take responsibility for their own learning and be successful in further education, training or employment
- Be able to take their place within society as responsible citizens, to respect themselves, others and their environment

Through highly personalised careers guidance and learning, all Notton House Academy students will be fully aware of the range of career opportunities available to them locally and nationally and be aware of pathways into education, employment or training.
Ultimately this procedure is supporting a programme that intends to improve destinations for our students and ensure that we have zero students NEET (not in education, employment or training).

2. Statutory requirements

Schools have a legal requirement to provide all learners with guidance materials and a wide range of up-to-date reference materials relating to careers education and career opportunities. (Section 45 of the 1997 Education Act).

The 2002 Education Act requires schools to provide a balanced and broadly-based curriculum which:
a) promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and
b) prepares pupils at the school for the opportunities, responsibilities and experiences of later life.
Schools and colleges have a public sector duty to promote equality of opportunity, foster good relations across all people, eliminate harassment and discriminatory practices and support children with protected characteristics (2010 Equality Act).

The statutory career guidance duty (2011 Education Act, subsequently extended) requires schools to ensure that all students are provided with independent careers guidance from year 8 to year 11 which is presented in an impartial manner, provides
information on the range of education or training options, including apprenticeships and other vocational pathways and guidance that the person giving it considers will promote the best interests of the students to whom it is given. *Statutory guidance: Careers guidance and access for education and training providers (DfE, 2018)*
https://www.gov.uk/government/publications/careers-guidance-provision-for-young-people-in-schools

All 16- to 18-year-olds (and 19- to 25-year-olds with a current EHC Plan) in college must have access to independent careers guidance (as set out in their funding agreement). *Guidance: Careers guidance for colleges (DfE, 2018)*
https://www.gov.uk/government/publications/careers-guidance-for-colleges--2

All young people in England are required to continue in education or training between the ages of 16 and 18. They can do this in three ways: full time study in a school, college or training provider; an apprenticeship, traineeship or supported internship; full time work or volunteering (20 hours or more) combined with part time accredited study.

2018 Access to Providers - New legislation (2018, paras 61-69) requires all maintained schools and academies to provide opportunities for a range of education and training providers to have access to pupils from Y8-13. **See Provider Access Statement.**

All ESFA funded education for 16 to 19-year-olds should be delivered as a study programme which combines qualifications and other activities, and which is tailored to each student's prior attainment and career goals.
Every school and college is expected to publish information about their careers programme, including the name of their Careers Leader (Statutory Guidance, 2018).

Ofsted
Schools and colleges are expected to be accountable to Ofsted for their performance. In full inspections, inspectors are required to make judgements about careers. Inspectors are legally required to comment on the careers guidance provided to learners at colleges. The education inspection framework (2025) (https://www.gov.uk/government/publications/education-inspection-framework/education-inspection-framework-for-use-from-november-2025) provides clear evidence of what inspectors expect. Included in the Quality of Education judgement on impact, for example, they are looking for evidence that "learners are ready for the next stage of education, employment or training. Where relevant, they gain qualifications that allow them to go on to destinations that meet their interests, aspirations and the intention of their course of study". The Personal Development judgement has much that is implicitly related to personal career development and an explicit statement that inspectors will evaluate the extent to which "at each stage of education, the provider prepares learners for future success in their next steps". Similarly, the Leadership and Management judgement has much that is implicitly related to careers including the statement that inspectors will evaluate the extent to which "leaders engage effectively with learners and others in their community, including – where relevant – parents, carers, employers and local services".

Gatsby
The DfE's guidance to schools and colleges states that all schools and colleges should aim to meet the Gatsby Foundation's Benchmarks of "Good Career Guidance" by the end of 2020. For further information: Gatsby Good Career Guidance
https://www.gatsby.org.uk/education/focus-areas/good-career-guidance
The Careers & Enterprise Company Gatsby benchmark toolkits for: special schools
https://resources.careersandenterprise.co.uk/compass
Notton House undertakes the Gatsby benchmark evaluation using Compass three times per year. The academy is also involved in the internal leadership review and works alongside the West of England careers hub to develop capacity and provision.

3. Student entitlement

All students at Notton House Academy are entitled to access a range of career related learning outcomes in line with their ability. This programme is written by key stage and year group and is published on our website alongside this procedure.

4. Management and delivery

What is in place to support the achievement of students against the outcomes in the career related learning programme?

4.1 Roles and responsibilities:

The Local Governing Body (LGB) and SLT are responsible for monitoring the work of the careers leader, to ensure that all statutory requirements are being met and that the programme meets the needs of all students at Notton House Academy.
The Careers Leader is responsible for the Careers Related Learning programme and its delivery across all areas of the academy.
Class teachers and the designated PSHE teacher (for secondary model classes) are responsible for the careers learning within the PSHE programme.
All tutor teams are responsible for the leadership of academic review and EHCP annual review meetings, where student voice is a major focus. With careers in mind, capturing future aspirations at this stage is a key part of the review process.
Thrive staff are responsible for the targets set to challenge all students to work towards as they develop themselves. These Thrive targets are used throughout the whole school curriculum.
The designated PSHE teacher is also responsible for delivery of specific careers lessons, as detailed in the CRL programme for students in Key Stage 4. Care staff are responsible for the delivery of the Preparation for Adulthood content of our curriculum.

4.2 Staff Development

All staff contribute to career related learning and the development of students in their different roles. The careers leader will ensure that effective training is planned and takes place to ensure that all staff are aware of their role in this and are able to fulfill their role. The career leader has completed the CDI: Careers Leader training.

4.3 Information, advice and guidance

New Mango are commissioned by the School to deliver high quality 1:1 careers guidance to all students in years 8-13. They are qualified careers advisors and uphold the professional standards of the Career Development Institute.

4.4 Teaching, learning and assessment

Pupils experience careers related learning throughout the curriculum. This is often linked to specific roles or topics where there are obvious links to the world of work and subject. For example, green careers are covered when learning about energy resources. There is not a formal assessment of pupils learning in careers, however, the 'Future Skills Questionnaire' is used as a tool to measure learners' career-readiness. This information is then used to further adapt the careers input for individuals to make it more accessible. At KS4, pupils have a dedicated careers lesson weekly, where they complete tasks to gain a better insight into the world of work, build their own CVs and complete work place visits.

4.5 Monitoring, reviewing, evaluating and reporting

Our careers programme is reviewed three times per year against the Gatsby Benchmarks. This process is completed by the career leader alongside the Enterprise Coordinator and the findings are reported back to the LGB and SLT. The findings help inform the Academy School Improvement Plan.
We also annually complete the Compass + Internal Leadership Review to assess the 'maturity' of the careers leadership at Notton House. This, alongside the Gatsby benchmark evaluations, helps to identify key areas of improvement for our careers provision.

5. Stakeholders and partners

5.1 Parents/carers:

We recognise the important role that parents have in their child's career development. As a result, we hold three academic review days each year where parents/carers are kept fully informed of their child's progress and we aim to find out about their aspirations for their child. In addition, as all students hold an EHCP, we also hold annual reviews that formally capture the parent/carer views on their child. As part of this process, we aim to include a careers advisor in the annual review for all key stage 4 students.

In addition for 2026/27, we are beginning to use the Compass + 'Your Child's Future' survey to help identify what type of support parents and carers would most benefit from.

5.2 Careers support agencies:

We commission independent careers advice for all Y8-11 students from New Mango (they are practitioners qualified to level 6 in CEIAG). We are also part of the West of England Careers Hub and, as a result, have the support of both an Enterprise Coordinator (who helps establish links with external agencies and provides external quality assurance on our careers related learning programme) and Enterprise Advisor (who helps establish links with local employers).

6. Links to other policies

For further guidance please refer to our:

- Safeguarding/child protection policy
- Provider Access Statement
- NHA Teaching, Learning, and Assessment Procedures 2026-27
- Equal Opportunity Policy

7. Monitoring arrangements

This procedure will be reviewed by the Head of Careers annually. At every review, the procedure will be approved by the Academy Governors.