

## **Acle Academy Careers Strategy and Plan 2025-2026**

### **Careers Responsibilities**

Careers Lead – Mrs M Jacotine (Assistant Principal for Personal Development)

Assistant Principal for Progress and Achievement – Mr J Sayce

SENDCO- Ms L Frary

Careers Adviser – Ms Kerry Bray (Beacon East)

### **Purpose and Aim of Careers Education at Acle Academy**

Acle Academy is fully committed to ensuring that all of our students acquire the skills, knowledge and attitudes to manage their learning and career aspirations. Ultimately, we work towards students becoming independent and secure. At Acle Academy we believe that good provision of CEIAG is fundamental in helping young people to reach their potential, broaden horizons, and explore their own career aspirations and to be ambitious. Equipping our young people to leave school and move successfully into further education, employment or training has always held high priority at Acle. Our programme is underpinned by the 8 Gatsby Benchmarks and the CDI's Career Development Framework.

Our careers programme provides high quality advice and guidance through the taught curriculum in Character and Culture lessons via assemblies, focused drop down days and the tutor programme. We recognise the importance of students developing strong interpersonal and communication skills; including oracy, as these are vital skills for entering the workplace. As part of our careers programme we aim to develop our students' cultural capital in order to enable social mobility and for them not to be disadvantaged by social situations. We seek to inform students and parents of current labour market information and to provide them with knowledge of the choices available to their children.

Students progress from Acle Academy to a range of destinations. We respect the right of students to choose from a range of pathways. We actively seek to ensure that students have high aspirations and that guidance is impartial and tailored to individual needs. . The school works closely with Matrix accredited education business partnership and careers guidance provider Beacon East to provide encounters with employers, and independent and impartial careers advice to students. One-to-one careers advice interviews are offered to all students in year 11, where they will receive impartial advice and guidance with regards to careers choices and post 16 options available.

The Department for Education's Careers Strategy was updated in 2025. It built upon a series of measures created in 2017 to improve careers guidance in England. This included developing the benchmarks for careers education to focus on inclusion and impact for every young person. Acle Academy's Careers leader is Mrs M Jacotine, who is committed to providing a comprehensive programme of careers education from years 7 to 11, which meets the eight Gatsby Benchmarks for career guidance:

- 1) A stable careers programme.
- 2) Learning from career and labour market information.
- 3) Addressing the need of each pupil.
- 4) Linking curriculum learning to careers.
- 5) Encounters with employers and employees.
- 6) Experiences of workplaces.
- 7) Encounters with further and higher education.
- 8) Personal guidance.

We adhere to the Department for Education statutory guidance, 'Careers guidance and access for education and training providers' (DfE, October 2018 and updated in May 2025) which stipulates that all schools must allow other education providers access and that we must publish our provider access policy.

### **Objectives**

- To meet the eight Gatsby benchmarks for good career guidance as recommended by the Department of Education Careers Strategy updated in 2025.
- To gain the 'Quality in Careers Standard' accreditation (the nationally recognised award for CEIAG in English Secondary Schools) by the end of the academic year 2027.
- To enable all learners to reach a positive destination in learning or training after Year 11 (0% NEET)
- To increase students' and parents' awareness of Labour Market Information (LMI)

We will monitor and evaluate our progress towards achieving these aims on a termly basis through our impact reports, governors meetings, and through the completion of the compass+ evaluation. The programme will also be reviewed annually.

### **Entitlement**

Through a planned programme of activities, Careers Education, Information Advice and Guidance and employability skills, Acle Academy seeks to equip our students with the knowledge and skills they need to make informed decisions about their future. The focus is on career and options choices, exposure to current labour market information, raising aspirations and achievement of students, alongside equipping them with the skills, attitudes and understanding that they will need for managing their careers and learning.

Students are entitled to CEIAG which meets professional standards of practice and is both personalised and impartial. The programme is structured to meet the Gatsby Benchmarks of good careers education, raise aspirations, challenge stereotyping, and promote equality and diversity. CEIAG at Acle Academy aims to provide students with the skills, knowledge and understanding to support the 3 core aims of the CDI framework for careers, employability and enterprise education:

- Developing yourself through careers, employability, and enterprise education
- Learning about careers and the world of work.
- Developing your careers management and employability skills.

### **External Partnerships – Providers. The Baker Clause Statement**

A range of external providers are invited into school to support the careers programme. These might include local colleges, universities, training providers, apprenticeship organisations, employers, school alumni, or staff from various projects. We are happy to consider requests from training, apprenticeships and vocational education providers (please see further information in our Careers Provider Access Statement available on the school website). Acle Academy is proactively seeking to build further relationships with these partners as we plan and develop our CEIAG programme to ensure that providers have multiple opportunities to speak to students and parents across the years.

Opportunities for providers to speak with students may include school assemblies, employer and provider engagement events or via curriculum invitations. In the first instance request by providers should be sent to the Academy's careers Lead Mrs M Jacotine (mjacotine@acle.norfolk.sch.uk). All requests will be considered on the basis of; staffing availability to support the event, clashes with other planned events, trips or visits, interruption to preparation for examinations or rooming and space availability to host the event.

### **Equal Opportunities**

The academy is keen to promote equal opportunities, challenge stereotypes and address limiting beliefs. All students can access advice, and guidance tailored to their needs, with support to explore options that suit their preferences, skills and strengths. The careers coordinator works closely with the SENDCO on early identification of students requiring additional support. Pupils with SEND follow the same programme of careers as their peers, with adaptation and support from the SEND team where appropriate. The SENDCO will meet with parents/carers to discuss option suitability where an individual need is likely to have an impact on choices made during the option process. The SENDCO will support with work experience placements, ensuring that providers are aware of individual needs, in order to promote a positive experience.

### **Monitoring, Review, Evaluation of CEIAG**

We use our destination data as a measure of the success of the school's Career Guidance Success. We also assess our careers programme regularly against Gatsby Bench Marks, this is the quality standard of Career Guidance. The Gatsby benchmarks are laid out below. We evaluate our careers provision using the "Compass" tool provided by the Careers and Enterprise Company. Compass helps you understand how your institution's careers education and guidance compares to the best practice set out in the Gatsby Charitable Foundation's Good Career Guidance Benchmarks. The Gatsby framework provides guidance for schools and colleges in improving their careers provision.

Please find a link to our current Compass+ evaluation on our website.

### **CEIAG 2025-26 Action Plan**

Gatsby Benchmarks

1	<b>A stable careers programme</b>	5	<b>Encounters with employers and employees</b>
2	<b>Learning from career &amp; labour market information</b>	6	<b>Experience of workplace</b>
3	<b>Addressing the needs of each student</b>	7	<b>Encounters with further and higher education</b>
4	<b>Linking curriculum learning to careers</b>	8	<b>Personal guidance</b>

<b>Gatsby Benchmark(s)</b>	<b>Details</b>	<b>Lead</b>	<b>By when?</b>
1, 2, 3, 4, 5, 7	CEIAG awareness in the academy – Job of the Week in Form Time; careers-related announcements in Form Time including labour market information; assemblies; ‘Insight Into Industry’ talks based upon student interests.	MJA	Y11 assemblies from different providers by December 2025.  Termly labour market information.  July 2026
1, 3, 4, 5	To recruit Careers Ambassadors – students, parents and teachers. Work with peers to explore careers, offer advice and lead discussion groups/organise trips and events. To help highlight careers learning in SOL and offer talks/help with workshops. Staff to update CEIAG document.	MJA	CEIAG document shared in September 2025.  July 2026
1, 2, 3, 4, 5	Develop directory of Alumni – Encourage ex-students to engage with the academy to talk to students about their career journey since leaving the	MJA	July 2026

	academy.		
1, 2, 3	Develop student usage of Skills Builder – Form Time programme to be put in place for year 7 students. Include links to key skills in careers events.	MJA	Skills Builder to be launched in form time by December 2025.  July 2026
1, 2, 4	Careers updates in the school newsletter and staff bulletin, including up to date labour market information.	MJA	Termly
1, 2, 3, 4, 5, 6	Develop a system to log modern work experience hours at KS3.	MJA	July 2026
1, 3	All year groups complete FSQs to allow for targeted intervention and support.	MJA	July 2026
1, 3, 4	Collect feedback from parents/carers and staff to further develop the programme.	MJA	Termly.