

Alde Valley Academy Careers, Enterprise and Employability Policy

Rationale for Careers, Enterprise and Employability

The provision of a well-structured and progressive Careers, Enterprise and Employability curriculum makes a major contribution in preparing young people for the opportunities, responsibilities and experiences of life, in order to help them make a successful transition to adulthood. High quality provision should include the following elements:

- A planned progressive programme of career, enterprise and employability education from age 11 onwards that is firmly embedded in the curriculum and linked with curriculum learning.
- Access to good quality information about future study options and labour market opportunities for students and parents/carers.
- Opportunities for advice and support tailored to the needs of each student.
- Multiple opportunities for students to learn from employers about work, employment and the skills that are valued in the workplace along with first-hand experiences of the workplace through work visits, work shadowing and/or work experience.
- Opportunities for students and parents to understand the full range of learning opportunities and pathways, including academic and technical/vocational routes and learning in schools, colleges, universities and in the workplace.
- Professional career guidance opportunities especially at key transition points. Students with additional barriers will receive independent guidance at least once a year from years 9 to 11.

Good careers provision should support the wider agendas of attainment, achievement and participation in learning, widening horizons and challenging stereotypes and follow closely the updated statutory guidance and revised **Gatsby Benchmarks for Good Career Guidance** as mandated by the Department for Education (DfE).

The Eight Gatsby Benchmarks

1. A stable careers programme
2. Learning from career and labour market information
3. Addressing the needs of each pupil (with focus on inclusion and targeted support for SEND/disadvantaged learners)
4. Linking curriculum learning to careers
5. Encounters with employers and employees
6. Experiences of workplaces (incorporating meaningful in-person placements)
7. Encounters with further and higher education
8. Personal careers guidance

Aims

Our aim is to help learners, through careers, enterprise and employer engagement activities and interventions, to be able to:

- Develop their understanding of themselves in relation to future learning and employment opportunities.
- Learn and experience careers and the world of work.
- Develop their career management and employability skills.

Alde Valley Academy has the following statutory duties:

- To secure independent and impartial careers guidance for all students from Year 7 to Year 11.
- To ensure that there is an opportunity for a range of education and training providers to access all pupils in Year 7 to Year 11 for the purpose of informing them about approved technical education qualifications, V Levels, T Levels, Foundational Apprenticeships, or general apprenticeships (under the Provider Access Legislation / Baker Clause).
- To ensure pupils receive **two weeks' worth of work experience activities by the end of Key Stage 4 (Year 11)**, comprising 1 week's worth of workplace/employer activities across Years 7–9 and a minimum of 1 week's worth of meaningful, in-person workplace placements across Years 10–11.
- To maintain and publish a Provider Access Statement detailing access opportunities and compliance with statutory provider encounters.

Commitment

Careers, enterprise and employability is seen as playing an important role in motivating our students, promoting equality of opportunity and maximising their academic and personal achievement whilst at school and beyond, and has a high priority in this Academy. The Academy is committed to delivering the updated Gatsby Benchmarks and working towards the national **Quality in Careers Standard**.

Organisation, Management and Staffing

- **Name of linked School Improvement Board Member:** Niki Rousseau
- **Careers Lead:** Jamie Smith
- **Enterprise Adviser:** Jo Butcher
- **Careers Adviser:** Laura Andrews

Curriculum Opportunities

The curriculum includes planned learning, which is undertaken through:

- A Careers Education programme for Years 7–11 linked to a careers scheme of work.
- Employer Engagement activities for Years 7–11 (at least one encounter per year for all students).
- **Work Experience Programme:** A progressive statutory framework ensuring students receive two weeks' worth of work experience activity by the end of Year 11 (Years 7–9: 1 week equivalent of workplace activities; Years 10–11: 1 week equivalent of meaningful, in-person workplace placement).

The careers education curriculum and employer engagement activities align with the **CDI Career Development Framework** learning outcomes:

- **Grow throughout life:** Understanding self, strengths, and ongoing reflection.
- **Explore possibilities:** Exploring the full range of options, recruitment processes, and workplace cultures.
- **Manage career:** Managing careers actively, making choices, and learning from setbacks.
- **Create opportunities:** Being proactive and building positive relationships.
- **Balance life and work:** Balancing career goals with personal wellbeing, family, and community.
- **See the big picture:** Understanding how the economy, politics, and society connect with career paths.

Personalised Opportunities

- Access to individual information, advice and guidance for Years 7–11 through internal staff, external visitors, mentors, and digital portals/apps (e.g., Unifrog, The Source, National Careers Service, OnTrack+).
- Access to a qualified specialist source of impartial careers guidance.
- Targeted interventions and tailored support for disadvantaged pupils and students with Special Educational Needs and Disabilities (SEND).

Employer Engagement & Workplace Experience

The Academy maintains active partnerships with local and national employers, offering trips, visits, mentoring, and dynamic career events.

- **Year 10 & 11 Work Experience Placements:** Placements are designed to be meaningful, in-person, and immersive within real working environments. Remote or hybrid models are reserved only for exceptional circumstances to remove access barriers and must supplement, rather than replace, face-to-face workplace experience.

Outcomes: Monitoring, Review and Evaluation

- Provision is evaluated termly using the DfE-approved **Compass / Compass+** digital benchmarking tools and the Careers Impact System.
- Activities are monitored via surveys, focus groups, and feedback from employers, students, and parents.
- In Year 11, post-16 destinations data is systematically tracked to prevent NEET (Not in Education, Employment, or Training) outcomes and ensure successful progression into education, training, or apprenticeships.
- Careers provision and progression metrics are reviewed as part of regular governance oversight and Ofsted framework preparations.

Partnerships

Alde Valley Academy works in partnership with the Careers & Enterprise Company (CEC) and the local Enterprise Adviser Network. We collaborate with regional employers, FE colleges, universities, and training providers to deliver a comprehensive careers strategy aligned with local labour market intelligence (LMI).

Engaging Parents / Carers

**Parents and carers are key partners in career decision-making.
The school engages parents through:**

- Information evenings at key transition points (Year 9 Options Evening, GCSE Results Day).
- Dedicated careers guidance resources, newsletters, and digital platform access to help families explore pathways together.

Policy Approval & Review Details

- **Approved by:** Academy Committee at the Curriculum and Standards Committee
- **Last Reviewed:** July 2026
- **Next Review Date:** July 2027

Signed:

Chair of the School Improvement Board

Headteacher

Appendix 1: Provider Access Statement

Introduction

This policy statement sets out the arrangements at Alde Valley Academy for managing the access of external education and training providers to pupils at the school. This is for the purpose of giving them comprehensive, impartial information about the provider's education or training offer. This complies fully with the academy's legal obligations under Section 42B of the Education Act 1997, as amended by the Skills and Post-16 Education Act 2022 (Provider Access Legislation).

Pupil Entitlement

All pupils in Years 7–11 are entitled to:

- Find out about technical education qualifications and apprenticeship opportunities as part of a careers programme providing information on the full range of education and training options available at each transition point.
- Hear from a range of local providers about the opportunities they offer, including technical education and apprenticeships, through option events, assemblies, group discussions, and taster events.
- Understand how to make applications for the full range of academic and technical courses.

Mandatory Provider Encounters

In line with the statutory requirements, Alde Valley Academy schedules a minimum of four mandatory provider encounters during school hours for pupils across two key phases:

9. **First Key Phase (Years 8 and 9):** A minimum of two encounters that are mandatory for all pupils to attend. These can take place at any time during Year 8 or between 1 September and 28 February during Year 9.
10. **Second Key Phase (Years 10 and 11):** A minimum of two encounters that are mandatory for all pupils to attend. These can take place at any time during Year 10 or between 1 September and 28 February during Year 11.

Compliance Framework for Encounters

To ensure high quality and consistency, each provider encounter is allocated a reasonable amount of time during the standard school day. In accordance with statutory guidance, the academy requires providers to inform pupils of:

- Information about the provider and the approved technical education qualifications or apprenticeships they offer.
- Information about the potential careers and industry sectors those qualifications or apprenticeships can lead to.
- A realistic description of what learning or training with that provider is like.
- Opportunity to answer direct questions from pupils regarding their provision.

The academy maintains strict impartiality, ensuring no bias or favouritism is shown towards any particular route or institution.

Management of Provider Access Requests

Procedure

A provider wishing to request access should contact:

Careers Leader: Jamie Smith

Telephone: 01728 830570

Email: j.smith@aldevalley.suffolk.sch.uk

Opportunities for Access

A number of events, integrated into our wider careers programme, offer providers an opportunity to come into school to speak to pupils and and/or their parents/carers:

Year Group	Autumn Term	Spring Term	Summer Term
Year 7	Assemblies, Careers Fair with employers, Colleges and HE providers	Assemblies, Employer talks, visits and engagement	Assemblies
Year 8	Assemblies, Careers Fair with employers, Colleges and HE providers	Assemblies, Employer talks, visits and engagement	Assemblies, Employer talks, visits and engagement
Year 9	Assemblies, Careers Fair with employers, Colleges and HE providers	Assemblies, KS4 options event with employers, Colleges and HE providers	Employer talks, visits and engagement <i>(No encounters — legislation requires encounters to take place by 28 February in Year 9)</i>
Year 10	Assemblies, Careers Fair with employers, Colleges and HE providers Employer Assemblies	Assemblies, Work experience preparation Employer talks, visits and engagement	Assemblies, Work experience with employers Careers workshops with employers

Year Group	Autumn Term	Spring Term	Summer Term
Year 11	Assemblies, Careers Fair with employers, Colleges and HE providers Employer Assemblies Post-16 provider Assemblies and visits	Employer Assemblies Apprenticeship Assemblies Post-16 provider Assemblies and visits Post-16 Interviews	No encounters — legislation requires encounters to take place by 28 February in Year 11 Confirmation of post-16 education and training destinations for all pupils

Grounds for Granting or Refusing Access

Access requests will be granted based on the availability of rooms, timing within the school timetable, and relevance to the scheduled careers curriculum. Requests may be refused if they disrupt examinations, standard assessment periods, or replicate information already provided to the cohort.

Premises and Facilities

The academy will make the main hall, classrooms, or private meeting rooms available for discussions between the provider and pupils, as appropriate to the activity. The school will also provide audio-visual (AV) and other specialist equipment to support provider presentations.

All arrangements must be discussed and agreed upon in advance with the Careers Leader. Providers are welcome to leave copies of their prospectus or other relevant course literature in the Careers Office. These resources are made available to all pupils during break and lunchtimes.

Monitoring, Quality Assurance, and Accountability

Under the statutory framework:

- **Ofsted Inspections:** Ofsted explicitly evaluates compliance with Provider Access Legislation. Any failure by the academy to provide the minimum mandatory encounters will be reported by inspectors and will directly impact the school's overall leadership and management grade.
- **Ladder of Support:** The academy engages directly with the local Careers Hub and Compass+ tracking tool to verify impact and avoid triggering the Department for Education's ladder of intervention for non-compliance.

Appendix 2: Definitions & Student Entitlement

Definitions of Terms Used in This Policy

- **Careers Guidance:** Services and activities intended to assist individuals of any age to make education, training, and occupational choices and manage their careers (DfE Statutory Guidance).
- **Careers Education:** Planned, progressive learning that enables young people to develop career management skills, knowledge of work, and decision-making capabilities.
- **Employer Encounters:** Opportunities for learners to develop knowledge of work through direct engagement with employers on school premises (e.g., talks, workshops, careers fairs).
- **Experiences of the Workplace:** Direct, first-hand experiences of work environments outside or inside school (e.g., in-person work experience placements, work shadowing, site visits).
- **Work Experience Requirement:** DfE framework expectation delivering two weeks' worth of total work experience activity by end of KS4 (1 week of employer activities in Years 7–9; 1 week in-person placement in Years 10–11).
- **Enterprise:** Developing a positive, proactive mindset to identify opportunities, innovate, and adapt throughout life.
- **Employability:** Understanding and building the key core skills, attitudes, and behaviors required to secure and succeed in employment.
- **Specialist Careers Guidance:** Personalised, impartial 1-to-1 or small group guidance delivered by a qualified Level 6+ careers practitioner.
- **Independent & Impartial:** External to the institution, free from bias toward any specific learning pathway, school, college, or qualification type.

Student Entitlement Statement

Your Career, Enterprise and Employability programme will help you to:

- Understand yourself, your interests, strengths, and personal goals.
- Explore qualifications, vocational/technical routes (including T Levels, V Levels, Apprenticeships), and higher education options.
- Build essential workplace skills and complete meaningful work experience.
- Make realistic, ambitious decisions and develop actionable plans for post-16 transition.
- Prepare application forms, CVs, and interview techniques with confidence.

As a student, you will receive:

- Dedicated careers lessons, employer encounters, and workplace experiences.
- Access to online careers platforms (e.g., Unifrog, OnTrack+) and up-to-date labor market information.
- Independent 1-to-1 careers guidance from a qualified specialist.
- Subject learning connected directly to real-world careers.

You can expect to be:

- Treated equally, fairly, and without stereotyping.
- Provided with tailored, impartial advice aligned with your individual needs.
- Treated with respect by all visiting employers and providers.
- Provided with targeted support if you have additional educational needs, disabilities, or barriers to learning.