

Careers Policy Erdington Academy

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1. Fairfax Multi Academy Trust Values

- 1.1 Fairfax Multi-Academy Trust's (FMAT) policies and procedures are written in accordance with our statutory obligations. They also align to our mission to “enrich the lives and transform the futures” of the students we serve, whilst reflecting each of our values - excellence, dedication, ambition, integrity, and tradition.
- 1.2 At Fairfax Multi Academy Trust (FMAT), we believe that every student, from their first days in education through to their final steps before adulthood, should be empowered with the knowledge, skills, and confidence to make informed and aspirational decisions about their futures.
- 1.3 We recognise that high-quality careers education is essential for promoting equality of opportunity, social mobility, and long-term success in work and life. Our commitment spans from Key Stage 1 to Key Stage 5, embedding careers education as a golden thread throughout a child's educational journey.
- 1.4 This policy outlines our Trust-wide approach to Careers Education, Information, Advice and Guidance (CEIAG) and ensures compliance with current legislation and guidance, including the Department for Education's statutory guidance and the Gatsby Benchmarks, which are recognised as the national framework for delivering excellence in careers provision.

2. Intent

- 2.1 FMAT is committed to delivering an aspirational, inclusive, and effective Careers Education, Information, Advice and Guidance (CEIAG) programme. We aim to empower all students—from age 5 to 18—to make informed, ambitious decisions about their future pathways. Careers education at FMAT supports our core values of achievement, character, and community.

3. Scope

- 3.1 This policy applies to all FMAT academies, including primary, secondary, and sixth form settings. Careers education is embedded across all key stages:

KS1: Awareness of jobs and roles in the community

KS2: Introduction to aspirations, world of work, and links to learning

KS3: Self-awareness, exploring careers, decision-making, employer encounters

KS4: Pathway planning, workplace experience, FE/HE/apprenticeship exposure

KS5: Personal guidance, application support, high-level employer engagement

4. Policy Aims

- 4.1 To raise aspirations and broaden horizons and provide clear and impartial information on future study and employment options.
- 4.2 To equip students with the skills needed for successful transitions between key stages and into adulthood.
- 4.3 To embed a culture of high expectations and social mobility.
- 4.4 To follow local, regional and national frameworks for good practice and other relevant guidance from DCSF, QCA and Ofsted.
- 4.5 To develop a programme which is inclusive; which will help our young people to gain the knowledge, understanding, skills, attitudes and attributes required to make informed choices; which will challenge stereotypes, and which will help to increase student confidence and motivation.
- 4.6 To provide a programme which is student-centred, integrated into the curriculum and based on a partnership with students, parents/carers, employers and community partners.
- 4.7 To ensure that the benefits to the students of CEIAG are valued, assessed, reported on and accredited where appropriate.
- 4.8 To ensure all students have at least one meaningful encounter with providers, a place of work or further/higher education provider each academic year.

5. Academy Objectives

- 5.1 To provide students with planned activities to help them understand themselves and the influences on them and to help them investigate opportunities in learning and work.
- 5.2 To provide students with the skills attitudes, attributes and behaviours needed for a successful transition into the world of work.
- 5.3 To enable students to relate their own abilities, attributes and achievements to career intentions and make informed choices based on an informed evaluation of the alternatives.
- 5.4 To achieve the 8 Gatsby Benchmarks (Appendix 1) for good careers provision. To be achieved by:
 - A coherent, broad and balanced CEIAG curriculum.
 - Careers education sessions delivered through (TO BE ADAPATED BY INDIVIDUAL ACADEMIES).
 - CEIAG opportunities explicitly referenced across the whole school.
 - Learning from Labour Market information.
 - Encounters with employers, employees and further/higher education providers.

- Personal guidance through bespoke careers interviews in KS4 and KS5.

6. Academy Implementation

This section needs writing by each academy, these are suggestions.

6.1 The academy guarantees impartial and independent advice via:

- Access to an independent Careers Adviser in KS4 and KS5.
- Enrichment Days which focus specifically on ensuring students are ready for their next steps.
- Access for all students and staff to careers exploration website and other appropriate sources of guidance.
- Promotion of independent websites relevant to all career needs.
- Access to a wide variety of external speakers offering independent sources of information including several local and national employers, representatives from professional bodies and organisations including Apprenticeship, higher education establishment's local sixth form and other former students, who are a valuable resource.
- All staff have a part to play in the implementation of this policy through their role as tutors and as subject specialists. CEIAG in the education of students is not the sole responsibility of the Careers Advisor/Careers Lead.

7. Monitoring, Review and Feedback

- 7.1 In all Trust academy reviews, the careers provision will be evaluated as part of the assessment of personal development opportunities.
- 7.2 The internal monitoring of the Academy's Careers provision is carried out via robust internal QA which is coordinated and reviewed by the Principal.

8. Targeted Support

- 8.1 Academies will provide additional support for the following cohorts of students:
- **SEND learners:** Personalised CEIAG in EHCP reviews
 - **Looked After Children:** Support coordinated with Virtual School
 - **Students at risk of NEET:** Early intervention with agencies
 - **Alternative Provision:** Bespoke work readiness and placements

11. Partnerships

- 11.1 FMAT will build strong relationships with employers, FE/HE institutions, local authorities, and the Careers and Enterprise Company to enhance CEIAG delivery.

12. Statutory Compliance

- 12.1 This policy complies with:
- Education Act 1997 (sections 42A, 42B)
 - Baker Clause: Provider Access Legislation
 - DfE Careers Guidance (2023)

- SEND Code of Practice
- Equality Act 2010

13. Policy Review

- 13.1 This policy is reviewed at least every year by the Trust. The Trust will monitor the application and outcomes of this policy to ensure it is working effectively.

Appendix 1: The Gatsby Benchmarks

1. A Stable Careers Programme

Every school and college should have an embedded programme of career education and guidance that is known and understood by students, parents, teachers, governors and employers.

2. Learning from Career and Labour Market Information (LMI)

Every student, and their parents, should have access to good quality information about future study options and labour market opportunities.

3. Addressing the Needs of Each Pupil

Opportunities for advice and support need to be tailored to the needs of each student. A school's careers programme should embed equality and diversity considerations throughout.

4. Linking Curriculum Learning to Careers

All teachers should link curriculum learning with careers. STEM subject teachers should highlight the relevance of STEM subjects for a wide range of future career paths.

5. Encounters with Employers and Employees

Every student should have multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace.

6. Experiences of Workplaces

Every student should have first-hand experiences of the workplace through work visits, shadowing, and/or work experience.

7. Encounters with Further and Higher Education

All students should understand the full range of learning opportunities available to them, including both academic and vocational routes.

8. Personal Guidance

Every student should have opportunities for guidance interviews with a qualified careers adviser. By age 16, every student should have had at least one such interview; by age 18, the opportunity for a second should be available.