

**Madeley Academy**



**Careers Information, Advice & Guidance Policy (IAG)**

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**Adopted by Governing board:** July 2026

**Ratified by Governing Board:** July 2026

**Review Date:** July 2027

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### Aim

The aim of Madeley Academy's Careers policy is to develop the skills, attitudes and abilities of our students to enable them to make effective decisions about their future education, training, employment and life as an adult member of society.

Young people's careers are forged out of their experience, progress and achievements in learning and work. All young people at Madeley Academy will benefit from a planned curriculum and programme of activities to help them make curriculum choices that are right for them and to develop the personal resources and readiness that will enable them to manage their careers throughout their lives. Careers provision supports wider school priorities including attendance, behaviour, inclusion and attainment.

### Statutory requirements

Madeley Academy has a statutory duty to secure independent and impartial careers guidance for students in Years 8-13 and are focussed on achieving the eight benchmarks of good career guidance, developed by the Gatsby Charitable Foundation, to set a standard of excellence:

1. A stable careers programme
2. Learning from career and labour market information
3. Addressing the needs of each student
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

This policy is based on the Department for Education's (DfE's) statutory [Careers guidance and access for education and training providers 2026](#).

This guidance refers to:

- The Education Act 1997
- The Education and Skills Act 2008
- The School Information (\*England) Regulations 2008

This policy is also in line with the more recent [Skills and Post-16 Act 2022](#), which came into force on **1 January 2023**. It explains that our school must provide a minimum of **6 encounters** with technical education or training providers to all pupils in years 8 to 13. For more detail on these encounters, see our provider access policy statement, which you can find on our website [www.madeleyacademy.com](http://www.madeleyacademy.com)

This policy is also in line with the Education (Careers Guidance in Schools) Act 2022. This came into force on 1 September 2022, and amended the existing duty in The Education Act 1997, so that our school must now secure independent careers guidance from year 7 (instead of from year 8, previously).

The above guidance requires that schools publish information about their careers programme on their website. This policy includes this information and shows how our school complies with this requirement.

We also act in line with our statutory duty under the 'Baker Clause', to be impartial and not show bias towards any route, be that academic or technical. This policy should be read in conjunction with our provider access policy statement, which sets out how our school meets this duty, and can be found on our website [www.madeleyacademy.com](http://www.madeleyacademy.com)

### Objectives

The following objectives cover a series of planned careers education and development activities will enable students:

- To develop knowledge and understanding of themselves and others as individuals - their strengths and limitations, abilities, personal qualities, potential, needs, attitudes and values
- To raise aspirations and increase awareness of the world in which they live and the wide range of education, training, employment and other career opportunities that are available. This will include awareness that gender should not limit career choices
- To link curriculum learning to careers learning
- To make informed choices about their own continuing progression and development in education or employment
- To cope with change and manage effectively the transition from the School to continuing education, working and adult life
- To ensure parents and carers are engaged in supporting students career development and progression choices

### Student Entitlement

It is the policy of Madeley Academy that all students should have access to:

1. A planned programme of Careers Education, which provides opportunities to develop and apply the knowledge, understanding and skills necessary to make realistic careers decisions.
2. Individual guidance from the School's Careers Service staff in our 'open-access' Careers Resource Centre as well as from Personal Tutors and teaching staff, where appropriate.
3. Support for the processes of job search, preparing effective CVs and job applications, developing interview, presentation and employability skills.
4. Opportunities to experience the world of work for years 7-13.
5. Access to Unifrog careers guidance software for Key Stage 3, 4 and Sixth Form students that provides job ideas, careers information and LMI. Students can also access careers information via the National Careers Service website, Plotr, Prospects, icould and other sites, which are signposted on the Careers Links section of the School's website.
6. Advice on the best combination of subjects for different careers.
7. Opportunities to engage with further and higher education providers. A Provider Access Policy is available on the School's website.
8. Opportunities for parents and carers to engage with careers education, including access to up to date information, events and guidance to support their child's decision making and future pathways

### Equal Opportunities

Academy policy is to take particular care to foster equal opportunities and to see that aspirations are not constrained by stereotypes and traditional patterns of employment.

### Roles and Responsibilities

Our careers leader is Miss C Snik, Deputy Head and they can be contacted by phoning 01952 527700 or emailing [careers@madeleyacademy.com](mailto:careers@madeleyacademy.com). Our careers leader is a member of the senior management team (SMT) and will:

- Take responsibility for developing, running and reporting on the school's career programme
- Plan and manage careers activities
- Manage the budget for the careers programme
- Support teachers to build careers education and guidance into subjects across the curriculum

- Establish and develop links with employers, education and training providers, and careers organisations
- Work closely with relevant staff, including our special educational needs co-ordinator (SENCO), to identify the guidance needs of all of our pupils with special educational needs and/or disabilities (SEND) and put in place personalised support and transition plans
- Work with our school's designated teacher for looked-after children (LAC) and previously LAC to:
  - Make sure they know which pupils are in care or are care leavers
  - Understand their additional support needs
  - Make sure that, for LAC, their personal education plan can help inform careers advice
  - Review our school's provider access policy statement at least annually, in agreement with our governing board.

### **Senior Management Team (SLT)**

Our SLT will:

- Support the careers programme
- Support the careers leader in developing their strategic careers plan
- Network with employers, education and training providers, and other careers organisations, where appropriate

Heads of Year will allow training providers access to talk to pupils in years 8 to 13 about technical education qualifications and apprenticeships, and set out arrangements for this in our school's provider access policy statement.

Careers objectives will be included in the School's Development Plan and regularly updated. Deputy Heads, Personal Tutors and Subject Teachers will identify students who may require additional support from The Careers Team.

All curriculum area will have a career subject lead, responsible for embedding career learning into the curriculum.

### **The governing board**

The governing board will:

- Provide clear advice and guidance on which the school can base a strategic careers plan which meets legal and contractual requirements
- Appoint a member of the governing board who will take a strategic interest in careers education and encourage employer engagement
- Make sure independent careers guidance is provided to all pupils throughout their secondary education (11 to 18 year-olds) and that the information is presented impartially, includes a range of educational or training options and promotes the best interests of pupils
- Make sure that a range of education and training providers can access pupils in years 7 to 13 to inform them of approved technical education qualifications and apprenticeships
- Make sure that details of our school's careers programme and the name of the careers leader are published on the school's website
- Make sure that arrangements are in place for the school to meet the legal requirements of the 'Baker Clause', including that the school has published a provider access policy statement

### **School Careers Team**

The School's Careers Team will be available as a resource to support students' careers discovery and management and to provide advice and practical guidance on developing employability skills, job application and interview techniques. The team will draw on the School's Employers Database and their own wide-ranging contacts to identify specialists and alumni who can offer curriculum support and advice on specific careers.

The Team pays regard to relevant guidance on improving outcomes for young people which is published by the Department for Education, OFSTED and other relevant agencies.

The School also makes use of the support and resources provided by the Careers Enterprise Company and the advice and signposting of the Marches Careers Hub.

### **Careers Resource Centre**

The Academy is committed to a separate and distinctive Careers Resource Centre where resources are immediately available, as students need them. This includes interview areas, an employer database, Unifrog and UCAS websites, information about post 16 and 18 options, university application reference material including UK prospectuses and information on over 400 careers.

### **Work Placement Experiences**

Work placement will have a strong part to play in encouraging informed careers choices and developing employability skills. All students in the Sixth Form complete at least two weeks on placement and there are opportunities for appropriate Year 12 and Year 13 students to attend an extended work placement as part their preparation for university or working life. Students are also encouraged to attend virtual work experience placements and University enrichment. Our Year 10 students also participate in a week long work experience placement in order to develop their transferable skills and further their career discovery.

From September 2025, all students in year 7-9 will be involved in work experience challenges set by local employers, equating to a weeks worth of experience in each school year. Students will access a minimum of two weeks worth of meaningful workplace experience access key stage 3 and 4 in line with the updated DFE guidance.

Our Unifrog work experience portal allows accurate processes to ensure all parties are fully informed of all detail, students, parents, employer and school.

The Careers team are responsible for supporting teaching staff throughout the Academy by arranging for business/industrial visits and setting up the projects with businesses in the local community.

### **Staff Training**

The Academy is committed to professional development and training for all those involved in Careers Education. Assessment of careers training needs will be undertaken annually during the Careers Team's appraisal and development discussions. There will be a training input each year for those staff involved in delivering the careers curriculum through Middle Leader meetings and for supporting university applications and Higher Education weeks. Updates to training will be determined by the annual curriculum careers audit.

### **Annual Careers Education and Guidance Programme**

Our school has an embedded careers programme that aims to inform and encourage pupils to consider their career options, and take steps to understand their choices and pathways. We provide statutory independent careers guidance to pupils from year 7 onwards.

Our programme has been developed over many years and more recently has been focussed to meet the expectations outlined in the **Gatsby Benchmarks**:

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

Our programme doesn't show bias towards any particular career path, and promotes a full range of technical and academic options for pupils.

It is structured in a way that builds upon previous years, and the overarching aim is divided between the Key Stages so that pupils are encouraged to think appropriately about their future. We provide learning outcomes and performance indicators for each year group in Appendices A, B and C. The student career journey is tracked through the Unifrog platform, enabling the Academy to monitor participation, track progression and identify students requiring additional support.

### **Key Stage 3 Programme**

The key responsibility for delivering a balanced and planned careers education programme through the curriculum will lie with the Careers Lead, in partnership with the Heads of Year 7 and 8 and the Academy's Senior Leadership team.

**Years 7, 8 and 9:** All students will have an introduction to careers discovery and exploration through Unifrog, and CVs and interview practice through the citizenship course, which is delivered by the Academy's Business Department.

Specific careers trips and visits are also organised for students on the Most Able programme.

Students in Year 7 and 8 also enjoy at least one careers assembly, which is delivered by a local employer or training provider and designed to inform students about local career opportunities and/or areas of national skills shortage such those linked to STEM subjects.

In Years 8 and 9, guidance is provided to students on making subject option choices and students may book 1-1 careers interviews on request.

All Year 9 students take part in range of careers and employability sessions during the annual Careers Challenges Day in March, which includes meaningful engagements with employers and training providers. All year 7-9 students will have meaningful work experience encounters/challenges with local employers.

### **Key Stage 4 Programme**

To supplement curriculum learning each year group will take part in activities, which will help students to understand how careers are applied, and link to the curriculum, these are embedded in subject's schemes of work.

**Year 10:** This year group takes part in a Careers Discovery Session delivered by the Careers Team during the Spring term, which introduces students to the careers discovery software Unifrog. Year 10 also participate in work experience placements and a full timetable collapse week in March where they have meaningful encounters with employers, Universities and training providers. At the end of Year 10 students complete a future destinations questionnaire to begin the decision making process for their post 16 options. The Careers Team attends the Summer term parents evening in order to engage with parents and answer their questions on post 16 options.

**Year 11:** Students are supported to make informed choices about their post 16 options through ‘Careers-themed’ assemblies, including ‘Making Choices’ and those with alternative providers such as Telford College and the National Citizen Service. **All** students will also attend a Careers guidance interview, with a level 6 qualified individual, which provides signposting to further careers research and information. Students who are identified as possible leavers after Year 11 are offered individual guidance to ensure their personal development plans are secure. Trips to alternative providers such as Telford College are also organised for groups of students and the Local Authority’s Future Focus representative and the Careers team provides transition support for students with EHCPs and RONI’s.

Targeted Students in Key Stage 4 also have the opportunity to join activities organised as part of our Oxbridge preparation programme, which includes visits to Oxbridge colleges, academic taster sessions and assemblies.

### **Sixth Form Programme**

The Careers Team, in close partnership with A Level and Vocational a Level Course Leaders and in consultation with the Head of Sixth Form, will be responsible for delivering a balanced and planned Careers Education Programme. This will aim to:

- help students develop the skills and confidence to make realistic and informed decisions about their futures beyond their Sixth Form studies
- assist students to manage the transition into higher education, training or employment

Careers learning outcomes and performance indicators are set out in the Appendices to this Policy.

### **Delivery**

These aims will be delivered through a range of strategies:- individual guidance, appointments for all with a level 6 qualified advisor and interview at our “drop in” Careers Resource Centre, one off events, talks and conventions and off site visits, links and work placements with employers. External development options will be advertised to all Sixth Form students on an equal opportunity basis through assemblies, email and Unifrog. The current range includes:

### **University Visits**

At least one university visit will be organised by the School for all Sixth Form students. A number of subject based University visits are also organised including to the Keele University Medical careers event in March and a Nursing, Midwifery, Paramedic Science and Operating Department Practitioners trip to the Staffordshire University campus at Royal Shrewsbury Hospital. Students will be encouraged to attend Open Days when researching their degree subjects in order to make well-informed decisions about their future.

### **Academic and career based talks**

Largely informed by the student requests and feedback, a number of University masterclasses and career themed talks and assemblies are organised at the Academy or provided through virtual platforms. On joining, the Sixth Form students complete a careers questionnaire, and then the full programme is linked to their pathways and targeted. This is done throughout the academic year and through personalised timetables during Higher Education weeks in June.

### **Duke of Edinburgh Award Scheme**

Extensive personal development through the Academy’s major programme for Bronze, Silver and Gold awards.

### **University Summer Schools**

Eligible students are encouraged and supported to apply for appropriate University Summer Schools to order to develop their understanding of the requirements and opportunities of studying at a higher level.

### **NHS Young Volunteers Scheme and other extended work experience placements**

Students are supported to undertake extended work placements with key partner employers, including the local hospital, care homes, schools and other relevant employers.

### **Programme**

The Sixth Form Programme will run as a series of planned events and assemblies linked through the “drop in” Careers Resource Centre that will ensure that students will have instant contact with sources of help and advice.

It will be designed to involve the full range of assistance from the Careers Team and external advisers:

**The Head of Sixth Form** –and other members of the Senior Leadership Team who will be consulted on all policy issues.

**Personal Tutors and teaching staff**- who will be involved in the development of individual students.

**Careers Team** - staff members who will give individual advice and feedback and will make openings for effective work placements, industrial visits and student assignments.

**Local Employers** – who will form our Industry Database and will be available to support the curriculum, visits and work placements.

**Higher and Further Education staff** - who will provide support and information about university and college applications, host visits and answer queries on behalf of students.

**Parents** - who may be involved in careers interviews, help monitor the policy and assist as required, for example, with special funding.

**Alumni** – former students who will provide advice and guidance on specific careers.

**Governors** – will ensure the policy is clearly communicated to all stakeholders, is based on the Gatsby benchmarks and ensures that arrangements are in place to allow a range of educational training providers to access students.

### **Framework of Planned Events**

#### **Sixth Form Students will receive:**

- Introduction to Careers staff and Careers Resource Centre
- Careers Insight sessions on specific jobs or industry sectors
- Guidance on the use of on-line careers guidance resources
- 1:1 careers appointment with level 6 qualified advisor
- Opportunity to visit Universities, employers and recruitment fairs
- Briefing on University entrance procedures and requirements and support with UCAS applications
- Job application workshops and mock interviews
- Work Placement opportunities to support development objectives
- Participation in Careers week preparing them for University and job applications
- Support with applications for University Summer Schools and other enrichment opportunities
- On-going programme of work placement opportunities as part of the Sixth Form curriculum
- Higher education and Careers Fair for students and parents

Through this framework of planned events, combined with intense personal support, the Academy seeks to build students’ confidence to make realistic decisions about their future and to take ownership of and effectively manage their transition into higher education, training or employment.

### Policy Monitoring and Quality Assurance

The following evaluation framework will be implemented to ensure effective standards of monitoring and quality assurance.

POLICY ELEMENT	MONITORING INDICATOR/PROCESS
<b>Whole policy including objectives</b>	The Careers Leads will share the policy and recommendations for improvement with the Academy Senior Leadership Team annually
<b>Implementation of policy</b>	The Careers Lead will report termly to the Headteacher and Governors on the Careers programme and planned activities
<b>Key Stage 3 and 4 programme</b>	The Heads of Year will be asked to analyse and discuss Careers progress with a representative group of six students to check that Learning Outcomes are being achieved
<b>Sixth Form programme</b>	The Senior Head of Sixth Form will analyse and discuss careers progress with students to check that learning outcomes are being achieved
<b>Careers interviews</b>	A sample of students attending careers interviews will be asked to complete a quality monitoring questionnaire
<b>Feedback from parents</b>	Feedback on the Academy's Careers provision will be sought from parents in the annual questionnaire and from students using on-line questionnaires and feedback forms, where appropriate

### Policy review

This policy will be reviewed annually by Miss C Snik, Deputy Head. At every review, the policy will be reviewed by the Head teacher and the Governing Body.

## Appendix A

### Careers Learning Outcomes Key Stage 3 Summary

LEARNING OUTCOMES	PERFORMANCE INDICATORS
Students are able to:	Students can:
<b>SELF DEVELOPMENT</b>	
Plan for transition from KS3 to KS4	Discuss with their Personal Tutor the differences and how they will cope with them
Review personal skills and qualities	Identify and talk about their interests, completing a career themed Unifrog tasks during the annual Careers Day
Develop initiative and teamwork skills	Take part in team building activities including Business Enterprise Activity where they create and pitch a new product or service
Start to plan their own future	Make choices about their GCSE options and understand how this will affect their career pathway
<b>CAREER EXPLORATION</b>	
Research careers using suitable websites and software	Navigate careers software programs and can explain which careers might match their interests and skills
Identify courses and qualifications available at KS4 and choices routes Post16	Select suitable courses from the Options Booklet and explain the qualifications they will gain
<b>CAREER MANAGEMENT</b>	
<ul style="list-style-type: none"> <li>Appreciate the implications for Career choice</li> <li>Make career related decisions</li> </ul>	<ul style="list-style-type: none"> <li>Complete an Options Choice form</li> <li>Discuss with parents, personal tutors and subject teachers, the careers that lead from chosen options</li> </ul>

## Appendix B

### Careers Learning Outcomes Key Stage 4 Summary

LEARNING OUTCOMES	PERFORMANCE INDICATORS
Students are able to:	Students can:
<b>SELF DEVELOPMENT</b>	
Review their transition from KS3 to KS4	<ul style="list-style-type: none"> <li>List the subjects in which they are doing well</li> <li>Set early targets for grades they need to achieve</li> </ul>
Identify employability skills and attitudes they have developed	Identify the employability skills they are developing at the Academy, during extra-curricular activities
<b>CAREER EXPLORATION</b>	
Clarify opportunities and available routes Post 16	Explain three possible Post 16 routes and identify their leading option
Relate labour market trends to their career ideas	Specify what the demand will be for their chosen career route in the future
<b>CAREER MANAGEMENT</b>	
Use effective presentation skills to help achieve success in job application and College interviews	<ul style="list-style-type: none"> <li>Complete application forms with competence</li> <li>Demonstrate high order skills in presentations to peers and mock interviews</li> </ul>
Make decisions on progress to Post 16	<ul style="list-style-type: none"> <li>Review GCSE progress to date using results or assessments and mock examinations</li> <li>Find out content of A Level and Vocational A Level/BTEC courses</li> <li>Make a list of targets for improvement</li> </ul>

## Appendix C

### Careers Learning Outcomes Post 16 Summary

LEARNING OUTCOMES	PERFORMANCE INDICATORS
Students are able to:	Students can:
<b>SELF DEVELOPMENT</b>	
Plan for the transition to University or working life	<ul style="list-style-type: none"> <li>Appraise their employability skills in discussion with the Personal Tutors and set improvement targets</li> <li>Practise and perfect CV and interview skills</li> </ul>
Prepare a Personal Development Plan	List actions for job or University research with target dates
<b>CAREER EXPLORATION</b>	
Use Careers Resources effectively including online Careers Guidance websites and UCAS	Prepare long and short lists of Universities to aim for Uncover necessary skills qualities and qualifications for job, apprenticeship or University routes
Attend Careers Fairs, University Open Days and Job Conventions	<ul style="list-style-type: none"> <li>Explain key points about Student Finance options</li> <li>Find out about Gap Year options</li> <li>Identify job openings</li> </ul>
<b>CAREER MANAGEMENT</b>	
Take full advantage of Work Placement opportunities	Experience the workplace and make decisions on likes, dislikes and future aims, completing a work experience log book
Consult Personal Tutors, School Careers Advisers to make use of their expertise	<ul style="list-style-type: none"> <li>Finalise University choices and make effective applications</li> <li>Reach job and career decisions with back-up plans</li> <li>Use websites to research and apply successfully for starter jobs, apprenticeship and school leaver schemes</li> </ul>