

Policy Name:	Orbis Secondary Careers Policy
Policy Type:	Statutory
To Be Reviewed:	Annually
Approved by:	Board of Trustees
Date:	6 th March 2026
Review Date:	6 th March 2027
Policy Owner:	Adam Barratt & Becky Griffin

Glossary of Abbreviations and Acronyms used in this Policy

CEIAG	Committed to providing effective, high quality careers education, information, advice and guidance
LMI	Labor Market Information
NHS	National Health Service
FSQ	Future Skills Questionnaire

1. AIMS

- a. ORBIS Education trust believes that all students need effective, high quality careers education in order that students can make informed choices for their futures and understand the impact that these choices will have on their destinations. As part of this belief, we are committed to providing effective, high quality careers education, information, advice and guidance (CEIAG) through a programme of structured careers education through all Key Stages.
- b. Our Secondary careers programs have been developed in line with 'The Gatsby Benchmarks', ensuring best practice and compliance with the requirements of the Department for Education's Statutory Guidance 2018. 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 schools must provide a minimum of 6 encounters with technical education or training providers to all pupils in years 8 to 13.
- c. We aim to provide students with the employability skills and experiences necessary to make the next step in their career journey, ensuring they have a clear understanding of the options available to them for the future.
- d. This policy is also in line with the Education (Careers Guidance in Schools) Act 2022 which requires that schools publish information about their careers programme on their website.
- e. 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 each individual schools' provider access policy statement, which sets out how our school meets this duty, and can be found on each school website.

2. THE GATSBY BENCHMARKS

a. The Gatsby Benchmarks affords students a careers education with the following key features:

1. A stable careers programme.
2. Learning from career and Labour Market Information (LMI).
3. Addressing the needs of each student.
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

3. PERSONAL GUIDANCE

a. Objectives: In order to meet our aim, we ensure that our students:

1. Develop the necessary competencies/employability skills for success in working life.
2. Have access to up to date Labour Market Information about the jobs available in the working world and a knowledge of the appropriate pathways to secure these jobs were required.
3. Make appropriate use of the virtual resources available to them to support their careers decisions as they move through the key stages.
4. Have the opportunity to gain appropriate experiences of the workplace in order to develop transferable skills.
5. Leave the school to enter further education, employment or training.
6. Have high aspirations and are able to challenge stereotypes in society.
7. Receive additional support and guidance from the school when facing disadvantage or difficulties in making decisions on their futures.

4. GENERAL PROVISION

- a. Careers provision is mapped each year against the Gatsby Benchmarks. Detail on the expected provision in each school can be found in the appendices of this policy. Please be aware that this provision is subject change each year.

5. EVALUATION OF THE CAREERS PROGRAMME

- a. Careers education is evaluated annually using questionnaires for students in tutor times or homework activities. All employers involved in careers activities are asked to give feedback on events either verbally or via email and parents are asked to give feedback on careers provision annually.
- b. Careers education is also evaluated using the Compass plus FSQ questionnaires.

6. ROLES AND RESPONSIBILITIES

a. Career leader: Each Schools career leaders will

- 1) Take responsibility for developing, running and reporting on the school's career programme. They will plan and manage careers activities alongside any budget given
- 2) Support teachers to build careers education and guidance into subjects across the curriculum
- 3) Establish and develop links with employers, education and training providers, and careers organisations
- 4) Work closely with relevant staff, including special educational needs co-ordinators (SENCO) and careers advisers, 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
- 5) Review our school's provider access policy statement at least annually, in agreement with our trust board

7. SENIOR LEADERSHIP TEAM (SLT)

a. The Senior Leadership Team in each school will:

- 1) Support the careers leader in developing their strategic careers plan
- 2) Make sure our school's careers leader is allocated sufficient time, and has the appropriate training, to perform their duties to a high standard
- 3) 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
- 4) Network with employers, education and training providers, and other careers organisations including the CEIAG.

8. THE TRUST BOARD

a. The Trust board will:

- 1) Provide clear advice and guidance on which the school can base a strategic careers plan which meets legal and contractual requirements
- 2) 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
- 3) Make sure that a range of education and training providers can access pupils in years 8 to 13 to inform them of approved technical education qualifications and apprenticeships
- 4) Make sure that details of our school's careers programme and the name of the careers leader are published on the school's website
- 5) Make sure that arrangements are in place for the school to meet the legal requirements of the Provider Access Legislation.

b. All school staff should also contribute to CEIAG in their roles as tutors and subject teachers.

Appendix A

a. Provision at Southfield School

1. The current careers programme is delivered through a combination of form time sessions, Healthy Living lessons and 'Be Ready' sessions. Students have access to additional information via Unifrog and students in the sixth form receive regular updates about upcoming opportunities via the sixth form Teams page and as part of the assembly programme. Currently students have at least one encounter with an employer each year as part of their careers education. This general provision of careers education is broken down into the three key stages as follows:
2. Key Stage 3. At Key Stage 3 students begin their interaction with careers with an introduction to Unifrog, careers terminology and the importance of Labour Market Information (LMI). Throughout this key stage, students consider their future careers and have the opportunity to research jobs which may be of interest to them, including a detailed look at roles within the Public Sector. They are, also, encouraged consider the future vision and to use Unifrog to access up to date LMI. In Year 9 students are expected to take part in the 'Take your child to work' experience across two days, in order to gain an experience of the workplace at this early stage. Those remaining in school complete virtual work experience and enterprise activities, In Year 9, in particular, students begin to think about their futures as part of the options process and also take part in a Young inspirers event which focuses on the range of apprenticeship pathways available to students, where apprentices come into school to share their experiences with students. They, also, have the opportunity to speak to a career's advisor as part of the Year 9 Options Evening.
3. Key Stage 4. As students start their examination courses they begin to think about their future employment in form time sessions and Healthy Living Lessons with all Year 10 students taking part in a Be Ready session focused ahead on Post 18 Pathways. Throughout KS4 students are supported in developing their CVs given advice on future interview skills as part of their work in Be Ready sessions and they will also take part in a 'mock interview process', in which students will take part in workshops in CV writing, interview skills and researching a careers site. All year 11 students have a 1:1 appointment with our qualified careers advisor and also have further mentoring from SLT.
4. Key Stage 5. At Key stage 5 students continue to use Unifrog to look at university courses and all Year 12 students take part in a visit to a local university. In addition to this, speakers are regularly invited into school as part of the assembly programme to give information about relevant careers, degree apprenticeships and university courses. All sixth form students, also, have regular updates of available opportunities through a dedicated careers page on teams. Year 12 students also take part in a CV workshop to develop their CV's. They can use Unifrog to search for courses at the next stage of their career. All students attending university are fully supported in making UCAS applications by our experienced UCAS Advisor and support is provided for all other next steps.

Appendix B

b. Provision at Kingsthorpe College

1. The current careers programme is delivered as part of our Living in the Wider World section of PSHE (Personal, social, Health Education). Students have access to additional information via Unifrog and students in the sixth form receive regular updates about upcoming opportunities via the sixth form Teams page and as part of the assembly programme.
2. Key Stage 3:
 - a. In Year 7, students learn what a career is and explore different pathways. They reflect on their interests and begin setting early goals. They develop enterprising skills such as teamwork, communication, creativity, leadership and problem solving. Students also learn about entrepreneurship, ethical business behaviour, responsible spending, saving and budgeting. Equality of opportunity is introduced, encouraging students to challenge stereotypes and keep an open mind. They also explore how the world of work is changing and how to manage risk safely in school, online and beyond.
 - b. In Year 8, students deepen their understanding of fairness and inclusion in education and employment. They learn to recognise and challenge stereotypes and discrimination. They explore different types of work, including employment, self-employment and volunteering, while setting more ambitious career goals. Digital literacy and critical thinking are developed so students can identify biased or unreliable online information and make informed decisions.
 - c. In Year 9, students focus on identifying transferable skills and exploring GCSE and post-16 pathways. They learn goal-setting, decision-making and employability skills, including giving feedback. Students also understand employment rights, manage their online presence and learn how to seek support, helping them move confidently toward future aspirations.
3. Key Stage 4
 - a. In Year 10, students evaluate their strengths, interests and personal qualities to help guide career decisions. They explore a range of learning and work opportunities, including in-person, hybrid and remote environments, and learn about workplace expectations and responsibilities. Students develop resilience by learning strategies to overcome challenges and setbacks. They gain practical knowledge about workplace issues such as basic health and safety, and prepare for work experience by identifying and reflecting on the skills they develop. Students also learn the importance of maintaining a positive digital presence and how their online behaviour can affect future opportunities.
 - b. In Year 11, students use feedback to refine their plans and set SMART targets for their academic and career goals. They build effective revision strategies to support exam success and explore post-16 pathways. Practical employability skills are developed, including writing CVs and personal statements, completing applications and preparing for interviews. Students learn how to improve employability by gaining experience and managing their online profile. They also understand their rights and responsibilities when working part-time and develop strategies for

maintaining a healthy work/life balance, helping them transition confidently into the next stage of education or employment.

4. Key Stage 5

- a. In Year 12, students evaluate their strengths, skills, interests and values to set realistic yet ambitious goals. They build enterprising skills and gain practical experience writing CVs and preparing for interviews. Students explore career opportunities within a global economy and learn about employment rights and responsibilities across full-time, part-time and gig-economy roles. They develop professional behaviours, including following health and safety procedures, maintaining confidentiality and responding appropriately to bullying or harassment. Students also learn about trade unions and professional organisations, and strategies for managing workplace challenges. Post-18 pathways are explored, including higher education, apprenticeships, training and gap years, alongside the financial implications such as student loans, credit and debt. They also examine labour market trends and practise evidencing their skills in applications.
- b. In Year 13, students refine their understanding of their strengths to make confident decisions about next steps. They develop advanced application skills, including writing strong personal statements, tailoring CVs and preparing for interviews. Students learn how to build a positive professional identity and manage their online presence, understanding how digital content can affect future opportunities. They also develop strategies to challenge harmful online content and maintain a responsible digital footprint.