

Careers Policy

2025 - 2027

‘Because Children Deserve Better’

Reviewed By: Lorraine Bowman, Director of Education
Approved By: Kathryn Parkinson, COO
Responsible Person: Lorraine Bowman, Director of Education
Policy Number: 1:7 V2
Date: September 2025
Next Review Date: August 2027

Contents

- 1. Purpose**
- 2. Key aims and objectives**
- 3. Leaders of CEIAG (careers leaders)**
- 4. Provision**
- 5. Work experience**
- 6. Provider access policy**
- 7. Learner entitlement**
- 8. Management of provider access requests**
- 9. Premises and facilities**
- 10. Approval and review**
- 11. Appendix 1: work experience guidance**

1. Purpose

Pivot is committed to raising aspirations, challenging stereotypes and inspiring learners to achieve their full potential. Pivot is committed to our statutory duty to provide Careers, Education, Information, Advice and Guidance (CEIAG) to our learners and ensure that all have access to impartial and inspirational careers information, advice and guidance.

This policy is based on the most recent CEIAG review and written considering new statutory guidance for governing bodies, school leaders and school staff published by the DfE and non-statutory guidance “careers guidance and inspiration in schools”. National Careers Council advice has also been used to ensure Pivot’s provision for CEIAG is meeting or exceeding national standards and recommendations.

This policy has been produced in accordance with the Equality Act 2010 and the Special Educational Needs Disability Act 2001, the SEND Code of Practice 2014 and the Children and Families Act 2014. It has been reviewed in accordance with all other school policies and related acts.

2. Key aims and objectives

Pivot’s aim is to prepare all learners for the future by providing independent information, advice and guidance, thus ensuring successful progression to further and/or higher education, training and work (including apprenticeships). Our model for CEIAG is based on the Gatsby benchmarks and the Association for Careers Education and Guidance (ACEG) framework for careers and work-related education.

These objectives underpin the quality of our provision in school.

Our aims:

- To develop learners’ self-awareness: a greater understanding of their strengths, current limitations, personal qualities, interests and values
- To encourage and support career exploration and research through both enrichment and curriculum-based classroom/group work activities, one-to-one guidance interviews, interactive careers media and online tools, access to a careers information library and resources, working with employers, visiting speakers and work-related activities delivered by representatives from industry
- To offer learners practical experience and broaden their career options, helping them make informed choices about their future.
- To develop skills and professional ethics to meet the demands of a changing work environment
- Support learners in building confidence, resilience, and career management skills for smooth transitions from secondary education to further study, work, or apprenticeships.

3. Leaders for CEIAG (careers leaders)

Careers leaders will ensure that correct procedures are followed and that all learners, parents or professionals involved have fully understood each other’s role and what strategies will be implemented. Careers leaders will ensure the schools have an appropriate policy for CEIAG.

Careers leaders will conduct an audit of careers provision and ensure that each school works towards the Gatsby Benchmarks, in accordance with the DfE statutory guidance. https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data

ta/file/748474/181008_schools_statutory_guidance_final.pdf

Careers Advisor: Pivot has a careers advisor from U-Explore, whose responsibility it is to work across the schools, in partnership with the school's career lead, to facilitate impartial careers guidance interviews for learners, resulting in a personalised Careers Action Plan.

All staff, as part of learning time, deliver CEIAG. There is also an expectation that CEIAG is woven through all curriculum areas. Many aspects will also be delivered in breakfast and nurture time; intervention time and school drop down days. Hence all staff are responsible for signposting learners to where they can get further information, advice and guidance.

The careers lead for CEIAG has responsibility for updating senior leaders with the CEIAG policy and ensuring that staff follow statutory guidelines. They will ensure that sufficient time and resources are allocated to CEIAG to fulfil the policy and ensure that value for money is being achieved.

Craig McElhatton (Pivot Academy Kirklees) has overall responsibility for careers across Kirklees.

Cheryl Lotherington (Pivot Academy Leeds East) has overall responsibility for careers in Leeds.

4. Provision

Pivot is committed to ensuring that learners gain stimulating and inspiring information about a wide range of career pathways directly from employers. All aspects of the curriculum are developed to ensure that learners are inspired to aim high and enter the full range of professions and careers.

Pivot consciously works to prevent all forms of stereotyping in the advice and guidance provided, to ensure that learners from all backgrounds and diversity groups consider the widest possible range of careers. Pivot ensures that all learners have early careers interviews to ensure sufficient planning and transition for their next step due to their Special Educational Needs as laid down in the EHCP's or their disadvantages as a permanently excluded learner.

Careers education is embedded in the curriculum and within enrichment activities. This is also achieved through engagement in education schemes and through employer and careers fairs. All curriculum areas provide careers information and education and industry-related knowledge and help students think about the skills that can be applied in different jobs.

Pivot provide careers information and education and access to careers software and websites. All post 16 providers are actively encouraged to attend showcase events to ensure a fair coverage of all available routes and qualifications.

Pivot is committed to ensuring that vocational training and apprenticeships are promoted effectively through all aspects of CEIAG provision. Pivot looks to provide work related learning opportunities to equip learners with first-hand knowledge and experience of the world of work. A range of opportunities are provided that expose learners to real world situations and enable them to develop a wide range of skills, sector-based knowledge and attitudes required in the labour market. These include Enrichment Days, Careers Marketplace and STEM activities and College and University visits/taster days.

5. Work experience

Work experience that is well planned and well organised has an important role in developing learners personal and social skills and providing them with opportunities to learn directly about the world of work, some learners may benefit from having a work placement embedded as part of their timetable. In these cases, discussions between the learner, parents/carers and the school would need to take place before a timetable could be changed to include a long-term work placement.

Aims of a work placement

The aim of a work placement is to prepare learners for the opportunities, responsibilities and experiences of adult life. Objectives include:

- Gaining experience of the world of work in becoming better prepared for the transition from education to work
- Finding out about how the world of work differs from school
- Introducing learners to the knowledge and skills of a particular occupational area
- Developing employability and key skills
- Improving attainment in individual subjects by making learning more relevant and relating subjects to the world of work
- Providing a useful insight into factors which may inform career planning and individual targets

Health and Safety

Pivot aims to develop learners understanding of health and safety prior to undertaking a work placement by effective preparation and support. These opportunities reinforce that learners on work placement have a duty of care for their own health and safety, as well as that of others who may be affected by their actions. All accidents must be reported. Pivot will ensure that a planning visit to the work placement is undertaken beforehand and that all relevant health and safety paperwork is completed.

Safeguarding procedures are followed to ensure that all work placements are appropriate and safe for learners.

6. Provider access policy

This policy statement sets out the school's arrangements for managing the access of providers to learners at the school for the purposes of giving them information about the provider's education or training offer. This complies with the school's legal obligations under Section 42B of the Education Act 1997.

7. Learner entitlement

Learners in years 8-13 are entitled:

- To find out about technical education qualifications and apprenticeships opportunities, as part of a careers programme which provides information on the full range of education and training options available at each transition point.
- To hear from a range of local providers about the opportunities they offer, including technical education and apprenticeships – through options evenings, assemblies and group discussions and taster events.
- To understand how to make applications for the full range of academic and technical

courses.

8. Management of provider access requests

Procedure

A provider wishing to request access should contact:

Helen Jones (**Pivot Academy Leeds East**)

Telephone: 0113 320 4069; Email: helen.jones@pivot-group.co.uk

Rosie Wood (**Pivot Academy Kirklees**)

Telephone: 07596598985; Email: rosie.wood@pivot-group.co.uk

Opportunities for access

Several events, integrated into the Pivot careers programme, will offer providers an opportunity to come into Pivot to speak to learners and/or their parents:

	Autumn Term	Spring Term	Summer Term
Year 8	- Careers fair with providers and parents - Mock interviews - Life skills - assembly and tutor group opportunities	- Careers Week - Life skills - assembly and tutor group opportunities	Life skills - assembly and tutor group opportunities
Year 9	- Careers fair with providers and parents - Mock interviews - Careers event held by external provider 'Speed networking' event with providers and employers - Life skills - assembly and tutor group opportunities	- Careers week - National Apprenticeships Week - X10 Challenge - Life skills - assembly and tutor group opportunities - Taster sessions - Option events and Parent consultation day	- KS4 option event - Life skills - assembly and tutor group opportunities - Enterprise activities
Year 10	- Careers fair with providers and parents - Mock interviews - Life skills - assembly and tutor group opportunities - Business talks and Hot Spots - FE/HE visits 121 independent careers advice	- Guest speakers - Taster sessions - Careers events - Life skills - assembly and tutor group opportunities - Taster sessions - Option events and parent consultation day	- Life skills – assembly and tutor group opportunities - Ask programme - Careers fair - Enterprise activities

Year 11	• Careers fair with providers and parents • Mock interviews • Post 16 taster sessions • Life skills - assembly and tutor group opportunities • Business talks and Hot Spots • FE/HE visits • 121 independent careers advice	• Post 16 taster sessions careers fairs • KNH PAP visit • Life skills - assembly and tutor group opportunities • Taster sessions • Option events and parent consultation day	• University campus visit • Ask programme, including mock interview sessions • Post 16 parents evening • Life skills - assembly and tutor group opportunities • Enterprise activities
Year 12	• Careers fair with providers and parents • Mock interviews • Post 16 taster sessions • Life skills - assembly and tutor group opportunities • Business talks and Hot Spots • FE/HE visits • 121 independent careers advice	• Post 16 taster sessions careers fairs • KNH PAP visit • Life skills - assembly and tutor group opportunities • Taster sessions • Option events and parent consultation day	• University campus visit • Ask programme, including mock interview sessions • Post 16 parents evening • Life skills - assembly and tutor group opportunities • Enterprise activities

Please speak to our named careers contacts, Helen Jones (Pivot Academy Leeds East) helen.jones@pivot-group.co.uk or Rosie Wood (Pivot Academy Kirklees) rosie.wood@pivot-group.co.uk to identify the most suitable opportunity for you.

The policies on safeguarding <https://pivot-group.co.uk/policies-procedures/> sets out Pivot's approach to allowing providers into school as visitors to talk to our learners.

9. Premises and facilities

The school will make the classrooms or private meeting rooms available for discussions between the provider and learners, as appropriate to the activity. The school will also make available AV and other specialist equipment to support provider presentations. This will all be discussed and agreed in advance of the visit with the careers lead or a member of their team.

Providers are welcome to leave a copy of their prospectus or other relevant course literature with our careers contacts.

10. Approval and review

Approved: September 2025
Next Review: August 2027
Name: Michael Smith
Position: CEO

Date: 01.09.2025

Signature: 

11. Appendix 1: Work experience guidance

Work experience: guidance only

Work experience (in some form) is expected at Key Stages 3, 4 and 5.

KS3

From September 2025, planning to provide Key Stage 3 (KS3) learners with work experience activities is advisable (you don't need to have this in place in September, but should be working towards it from then).

KS3 learners don't need to go on placements – their activities could include:

- Multi-day work visits involving employer-set tasks or projects
- Work shadowing
- Employer talks, including technical demonstrations or tours of working premises (these could be in-person or virtual)

Activities should be multiple, varied, and employer-led, and can be:

- Individual, or a group/class-based activity
- In person or virtual (although virtual activities shouldn't entirely replace in-person activities)

Read more about this expectation in the DfE's [careers guidance](#) (under 'Benchmark 6: experiences of workplaces').

KS4

You may choose to give KS4 learners one weeks' worth of work experience placements. These:

- Could be with more than one employer, irrespective of sector
- Could be spread across a few days or weeks at any point during years 10 and 11
- Should be in person, unless there are exceptional circumstances

KS5

- Pupils on 16 to 19 study programmes could take part in some form of work-related training, as part of their study programme. For some, it can be the core aim of their study programme
- The time spent by learner on work experience is **funded** at the same level as qualifications taught in the classroom
- Work experience should be planned to take account of the learner's needs and future plans

This is explained in the DfE's non-statutory [guidance for 16 to 19 study programmes](#) (see section 3, sub-section 'work experience').

What a high-quality work placement looks like

Learners should have a secure placement that:

- Has a clear purpose, which is shared with the employer and learner

- Is relevant to the learner's study programme and career aspirations
- Is underpinned by learning outcomes that are appropriate to the needs of the learner
- Is managed by a supervisor
- Has clear roles, responsibilities and expectations for the learner and the employer
- Includes opportunities for learners to meet a range of people from the workplace, and for learners to have 2-way interactions with employees
- Includes opportunities for learners to perform a task set by the employer or to produce a piece of work relevant to that workplace
- Provides a reference or feedback from the employer about the learner's performance
- Is followed by opportunities for the learners to reflect on the insights, knowledge or skills gained through their experience

Safeguarding considerations

The work experience provider (employer) is responsible for a learner's health and safety when they're on work experience. However, there are things you should do:

[Keeping Children Safe in Education \(KCSIE\) 2025](#) says schools can't ask an employer to get an enhanced DBS check with children's barred list information for staff supervising children aged 16 to 17 on work experience (paragraph 336). However, schools should **make sure the provider has policies and procedures in place to protect children from harm** (paragraph 332).

You should **ask the provider to do a risk assessment** before the learner starts and give them any information that could be relevant to the risk assessment, e.g. any specific health needs the learner may have. This is explained in the [HSE's guidance](#).

You should also **explain to the provider any additional support a learner with special educational needs and/or disabilities (SEND) may need** before, during and after the work experience, to fully benefit from it.

Pupils with SEND: raise career aspirations

The [SEND Code of Practice](#) sets out that schools should "raise the career aspirations" of pupils with special educational needs (SEN) and "broaden their employment horizons" (paragraph 8.28). Use approaches including:

- Work experience
- Taster opportunities
- Mentoring
- Exploring entrepreneurial options
- Role models and inspiring speakers

Work-based learning is one of the most effective ways of preparing young people with SEN for employment. For example, this could be a traineeship which includes a high-quality work experience placement, or a supported internship.

Make sure you understand the learner's potential, abilities, interests and areas they want to develop. This will help you to match pupils to placements and should inform honest conversations with potential work experience providers/employers.

This is explained in the code of practice (paragraphs 8.28 and 8.32 to 8.33).