Careers Policy

2026 - 2027

‘Because Children Deserve Better’

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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/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 senor 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:

Avian John **(Pivot Academy Leeds East)**
Telephone:07889 905387; Email: avian.john@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 eek • 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, Avian John (Pivot Academy Leeds East) avian.john@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.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. Appendix 1: Work experience procedure and checklist

Scope

This procedure applies to all work experience placements arranged, supported or formally recognised by Pivot as part of a learner's education. It includes block, regular and extended placements; workplace based experiences involving work activities; placements sourced by Pivot; and placements proposed by learners or parents/carers and approved by Pivot.

Placement selection and suitability

Before approval, the Careers Lead for each academy will consider:

- The educational or careers outcome and proposed duties
- The working environment, hours, travel and accessibility
- The learner's age, maturity, SEND, medical, communication, social, emotional or behavioural needs
- The level and nature of workplace supervision
- Lone or isolated working and any machinery, equipment, substances or significant hazards
- Any safeguarding considerations relevant to the learner or placement

Previous successful use of an employer may inform the assessment but does not remove the need to consider suitability for the individual learner.

Pre-placement arrangements

Before authorisation, Pivot will:

- Record the employer's contact details and identify the workplace supervisor
- Confirm the proposed duties, dates, hours, travel and attendance arrangements
- Establish that the employer has appropriate health and safety, risk management and insurance arrangements
- Consider safeguarding, supervision and how concerns will be reported
- Consider learner specific risks, SEND reasonable adjustments, medical needs and any Individual Healthcare Plan implications
- Securely communicate relevant and necessary information to the employer
- Provide the learner and, where appropriate, parent/carer with the relevant placement information
- Complete the learner's pre-placement briefing
- Agree proportionate monitoring and emergency contact arrangements

During the placement

Attendance and absence procedures must be agreed in advance. If a learner fails to attend and their whereabouts cannot be established, this must be addressed promptly under Pivot's attendance and safeguarding arrangements. Material changes to the workplace, duties, working pattern, supervision or identified risk must be notified to Pivot and reviewed before the placement continues where appropriate.

Employers should respond immediately to workplace accidents or emergencies under their own procedures and inform Pivot promptly of significant accidents, injuries, near misses,

safeguarding or welfare concerns, behavioural incidents, health and safety concerns, or changes affecting suitability. Pivot will determine any further safeguarding, health and safety or incident reporting action required.

Immediate escalation

A placement must not commence or continue without further review where there is an unresolved concern relating to safeguarding, unsafe or unsuitable duties, inadequate supervision, significant learner specific risk, essential adjustments or medical arrangements, employer health and safety arrangements, inability to maintain appropriate contact, or a significant unreviewed change. Safeguarding concerns must be referred to the Designated Safeguarding Lead. Immediate danger or emergencies must be dealt with through the appropriate emergency arrangements.

Records and retention

A record must be maintained for each placement, providing a clear audit trail that the placement was considered, checked, monitored and unauthorised. Records will be retained and managed in accordance with Pivot's information governance and record retention arrangements.

Work experience placement checklist

Requirement	Complete	Evidence / notes
Learner and placement identified; educational/careers purpose recorded		
Employer contact details and workplace supervisor recorded		
Proposed duties, dates, hours and work location confirmed		
Employer health and safety and risk management arrangements checked		
Employer's Liability Insurance considered/checked		
Learner specific risks, SEND and reasonable adjustments considered		
Medical needs and Individual Healthcare Plan implications		
Safeguarding and supervision arrangements considered		
Relevant information securely communicated to employer		
Parent/carer information or consent completed, where required		
Travel, attendance and absence arrangements agreed		
Learner pre-placement briefing completed		
Pivot and emergency contact arrangements supplied		
Employer reporting arrangements confirmed		
Monitoring arrangements agreed		

Final authorisation

Placement approved to commence	
Authorised by	
Role	
Date	
Conditions attached to approval	

During and after placement

Requirement	Complete	Evidence / notes
Monitoring/contact completed		
Concerns or incidents recorded and acted upon		
Learner evaluation completed		
Employer feedback obtained, where practicable		
Suitability for future placements considered		
Placement record closed		