



PIONEER SECONDARY ACADEMY

CAREERS POLICY

1. INTRODUCTION

1.1 Careers statement

At Pioneer Secondary Academy we aim to support our students and to equip them with the knowledge, skills, and confidence to plan and manage their individual pathways through learning and work on a lifelong basis. We are committed to ensuring all students have access to impartial careers advice. In school, through careers education, across all curricular and extracurricular activities, and with support and independent advice and guidance we will encourage them to make the most of their talents and follow an appropriate career path.

1.2 Statutory requirements and recommendations

The careers provision at Pioneer Secondary Academy is in line with the statutory guidance developed by the Department for Education, which refers to Section 42A and 45A of the Education Act 1997. This states that all schools should provide independent careers guidance and that this guidance should:

- be impartial
- include information on a range of pathways, including university options or apprenticeships
- be adapted to the needs to the student

Students have access to impartial careers advice and support from employers who can advise students when considering their future options.

We provide opportunities to work in partnership with employers, training providers, local colleges, and others to inspire students through real-life contact with the world of work. We develop enterprise and employability skills whilst supporting inclusion, challenging stereotypes, and promoting equality of opportunities.

In addition, the school is compliant with the careers guidance that the government set out for delivery from 5 January 2018: 'Careers Guidance and Inspiration for young people in schools.' This states that all academies must give education and training providers the opportunity to talk to students about approved technical qualifications and apprenticeships. Further information is found in the Provider Access Policy.

1.3 Careers staff

Assistant Headteacher, Careers Leader – Geeta Bhanot
Careers Advisor – Mrs J Basra

2. CEIAG & WORK-RELATED LEARNING

2.1 Aims

Pioneer Secondary Academy's Policy for CEIAG and Work-Related Learning is delivered through a programme of structured curriculum and additional activities through which we prepare our students for their future lives in education and in work, to develop career planning and all the employability skills needed to make a successful transition after school.

2.2 Objectives

- inspire our young people and promote aspirations
- provide career and labour market information to facilitate good choices
- contribute strategies for raising achievements and increasing motivation
- support inclusion and meet the needs of students through appropriate differentiation
- contribute to the economic prosperity of individuals and communities
- promote equality and challenge stereotype
- encourage participation at all levels to include higher and further education
- develop enterprise and employability skills
- identify and reduce the likelihood of students becoming NEET or dropping out through a variety of interventions
- involve parents/carers
- involve business, industry, and the local community
- review and maintain good partnerships

2.3 Commitment

At Pioneer Secondary Academy the Board of Trustees and staff are committed to ensuring all students from Year 7 – 13 have access to impartial careers advice. Our mission is to promote education so that our students can make a difference in our society. In careers education, we believe that students who make the right career choices will be able to empower themselves to succeed and shape our collective future.

We are committed to provide and promote the benefits of all pathways to all school stakeholders to include parents/guardians, students, teachers and governors, ensuring that they have access to information about all the opportunities that are out there. Jasmine Shergill (Vice Chair of the Local Advisory Board) is the school named Careers Governor and regularly attends Careers meetings, feeding back to all LAB members. These are promoted through our school website, careers library, open evenings, options evenings, provider visits, teacher training, careers & higher education fairs, invites to awareness sessions, destination of leavers etc. We pay regard to relevant guidance from the DfE, Ofsted and other agencies on improving outcomes for young people, amplifying technical and vocational routes so young people know about all the options. We will remove barriers for young people and prioritise tackling disadvantage in partnership with local employers.

2.4 Student entitlement

The CEIAG programme is designed to meet the needs of all students to ensure progression through activities that are appropriate to the students' stages of career learning, planning and development. The students are entitled to:

- be educated in an environment which values and enhances their knowledge and understanding of the world of work, the economy, and the community
- an integrated careers education programme that promotes equality and self-esteem and that provides them with the employability skills, attitudes, and abilities to enable them to make informed career choices
- have comprehensive, timely and up-to-date information from trained personnel about GCSE choices, post-16 and post-18 options, careers, training, and employment opportunities

- have easy access to advice and guidance which is impartial and broadens their horizons to help them work towards their career aspirations
- work in partnership with their parents/carers, our chosen professionals and other community partners

We recognise that students with additional needs, who are looked after or financially disadvantaged are often at risk of future unemployment or dropping out of education prematurely. To address this, students with special educational needs or disabilities (SEND) have personalised support from the SENCO, the independent careers advisor and external bodies where appropriate. Students in receipt of Pupil Premium and Children Looked After will receive extra careers appointments during KS4 if appropriate.

Every student in years 10, 11 and 12 receives an individual careers action plan created in consultation with the students by the career's advisor. Personalised careers action plans are created for Children Looked After, students with EHC plans and Pupil Premium students. These action plans track the support and specific guidance required and provided by the school. All other students are supported in tracking their careers development through the online career's platform Unifrog.

2.5 Equality and Diversity:

Careers advice/education is provided to all students at Pioneer Secondary Academy, and provision is made to allow all students to access the curriculum. Students are encouraged to follow career pathways that suit their interests, skills and strengths with the absence of stereotypes. All students are provided with opportunities and diversity is celebrated.

3. IMPLEMENTATION

3.1 Leadership and Management

The Careers Programme is managed and operated by a Careers Leader (SLA) and Careers Advisor. The Careers Leader (SLA) works with the Careers Advisor and Head Teacher to develop an appropriate careers provision for the school and then they manage the overall co-ordination of careers, advice, and guidance, in discussion with other staff:

- PSHE Lead
- Safeguarding Lead and SENCo
- Head of Sixth Form. (Y12 & Y13)
- Heads of Year/ form tutors
- Subject leaders

The Careers Advisor provides impartial advice 3 days a week during term time and attends important events such as results days and parent's consultation and options evenings outside of normal school hours.

All staff contribute to careers and work-related learning through their roles as tutors and subject teachers at key points throughout the academic year.

3.2 Curriculum and extra-curricular provision

The CEIAG programme for each year group is constructed around a range of activities, experiences and resources including: PSHE dropdown days, assemblies, tutor group guided activities, in-house events such as STEM days, external events such as careers fairs trips, presentations from external speakers both in the curriculum and at other times, apprenticeship talks, visits from FE institutions and to HE institutions.

The extra-curricular enrichment clubs and trips support students in developing their understanding of a range of different subjects and the career opportunities they provide. The CCF, DoE and Sports Leadership Awards supplement the careers provision in providing further experiences and the development of soft skills for students outside of the school setting.

Work experience placements are a core element of the year 12 curriculum. Yr. 12 students spend one day per fortnight attending an extended local work experience placement in a sector of their choice. Students have the option to complete one extended or two shorter placements during the academic year. As an example, students of Health and Social Care complete one of their optional units as a work experience placement in Frimley Park NHS Trust.

Details of the Careers Plan is available on the school website.

3.3 Partnerships

Pioneer Secondary Academy works with a range of partners to deliver the CEIAG programme, including:

- an external careers advisor who delivers individual careers guidance interviews to students across the school
- apprenticeship providers
- local and national employers
- higher and further education institutions (in particular, Brunel university)
- a network of Bucks schools heads of careers/coordinators.
- Bucks Skills Hub
- Bucks Enterprise Advisor
- Unifrog
- career support from parents and the Sikh community

3.4 Staff development

Staff are kept updated about developments related to CEIAG activities at briefing meetings, training sessions and via staff bulletins.

3.5 Funding

Funding is allocated from the annual school budget and provides for the career's adviser in addition to electronic and printed resources.

4. MONITORING, REVIEW AND EVALUATION

The careers plan will be fully evaluated every 2 years in consultation with the appropriate staff, students, and parents to ensure it is meeting the needs of all. The Partnership with our career's advisor is reviewed every term with a formal review annually, when possible, areas for improvement are identified. and agreed requirements for support hours are adjusted.

The Local Advisory Board and link governor review and monitor the arrangements for CEIAG through the LAB Educational Provision Committee. The School Improvement Plan ensures that CEIAG (Careers Education, Information, Advice and Guidance) and Work-Related Learning is fully supporting the whole school aims. The careers plan and policy are reviewed with reference to compliance in meeting the Gatsby Benchmarks for all students in the school.

This policy will be reviewed every two years.

4.1 Gatsby Benchmarks

To ensure we are providing a balanced careers programme, we link our careers guidance to the **Gatsby Benchmarks**. These were updated in 2025 to remain relevant for careers education with the main change being clarified and strengthened criteria for the same eight benchmarks.

These 8 benchmarks are mapped out in our careers plan and are outlined as:

Benchmark 1: *A stable careers programme*

Every school should have an embedded programme of career education and guidance that is known and understood by pupils, parents and carers, staff, governors, employers and other agencies.

Benchmark 2: *Learning from career and labour market information*

All pupils, parents and carers, teachers and staff who support pupils should have access to good-quality information about future pathways, study options and labour market opportunities. Young people with special educational needs and disabilities (SEND) and their parents and carers may require different or additional information. All pupils will need the support of an informed adviser to make the best use of available information.

Benchmark 3: *Addressing the needs of each young person*

Pupils have different career guidance needs at different stages. Careers programmes should help pupils navigate their concerns about any barriers to career progression. In addition, opportunities should be tailored to the needs of each pupil, including any additional needs of vulnerable and disadvantaged pupils, young people with SEND and those who are absent.

Benchmark 4: *Linking curriculum learning to careers*

As part of the school's programme of careers education, all teachers should link curriculum learning with careers. Subject teachers should highlight the progression routes for their subject and the relevance of the knowledge and skills developed in their subject for a wide range of career pathways.

Benchmark 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. This can be through a range of enrichment opportunities including visiting speakers, mentoring and enterprise schemes, and could include pupils' own part-time employment where it exists.

Benchmark 6: *Experiences of workplaces*

Every learner should have first-hand experiences of workplaces to help their exploration of career opportunities and expand their networks.

Benchmark 7: *Encounters with further and higher education*

All pupils should understand the full range of learning opportunities that are available to them, including academic, technical and vocational routes. This should incorporate learning in schools, colleges, independent training providers (ITPs), universities and in the workplace.

Benchmark 8: *Personal guidance*

Every pupil should have opportunities for guidance meetings with a careers adviser, who could be internal (a member of school staff) or external, provided they are trained to an appropriate level. These meetings should be available for all pupils whenever significant study or career choices are being made. They should be expected for all pupils but should be scheduled to meet their individual needs. The careers leader should work closely with the careers adviser, SEND coordinator and other key staff to ensure personal guidance is effective and embedded in the careers programme.