



# The Burgess Hill Academy

## Careers Education, Information, Advice and Guidance

### Policy

|                   |           |       |                |
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## 1. Purpose

The Burgess Hill Academy is committed to providing all students with high-quality careers education, information, advice and guidance.

The careers programme will help students:

- understand their strengths, interests and aspirations;
- explore a wide range of education, training and employment routes;
- make informed and ambitious decisions;
- develop the knowledge and skills required for future study and employment;
- understand local and national labour-market opportunities;
- experience workplaces and engage with employers;
- prepare successfully for transition at the end of Key Stages 3 and 4.

The programme will be impartial, inclusive and responsive to individual need. It will not favour a particular institution, academic route, technical route or type of employment.

The academy previously achieved the Investors in Careers Award in autumn 2024 and will continue to use external quality assurance and the Gatsby Benchmarks to evaluate and strengthen its provision.

## 2. Academy vision and careers education

At The Burgess Hill Academy, we believe that school should give every student the knowledge, experiences and opportunities they need to thrive.

Careers education supports this vision by helping students understand the choices available to them and how their current learning, attendance, behaviour and personal development affect their future opportunities.

The academy will maintain high expectations for every student, including disadvantaged students, students with SEND, children in care, young carers and students at risk of becoming not in education, employment or training.

## 3. Statutory framework

This policy has regard to:

- the Education Act 1997;
- the Education and Skills Act 2008;
- the Education (Careers Guidance in Schools) Act 2022;
- the Skills and Post-16 Education Act 2022;
- the School Information (England) Regulations 2008;
- the Equality Act 2010;
- the Children and Families Act 2014;
- the SEND Code of Practice;
- the Department for Education's statutory guidance on careers guidance and access for education and training providers;
- the provider access legislation;
- the updated Gatsby Benchmarks for Good Career Guidance.



The academy must secure independent careers guidance for students from Year 7 onwards. Guidance must be impartial, include academic, technical, vocational, apprenticeship and employment routes, promote the student's best interests and be appropriate to the student's age and needs.

The academy must also provide students in Years 8 to 13 with at least six opportunities to meet providers of technical education or apprenticeships. As an 11-16 academy, TBHA is responsible for the four encounters that fall within Years 8 to 11. These must include two encounters during Years 8 or 9 and two during Years 10 or 11, involving different providers within each key phase.

The academy will maintain and publish a separate Provider Access Policy Statement setting out how providers may request access and how the academy will meet these statutory encounters.

#### **4. Related policies and documents**

- Provider Access Policy Statement;
- Personal Development Policy and curriculum;
- Curriculum Policy;
- SEND Policy and SEND Information Report;
- Equality Information and Objectives;
- Safeguarding and Child Protection Policy;
- Educational Visits Policy;
- Work Experience procedures;
- Data Protection Policy and privacy notices;
- Supporting Students with Medical Conditions Policy;
- Behaviour Policy;
- Admissions arrangements.

#### **5. Principles**

##### **5.1 Impartial**

Students will receive balanced information about sixth-form and further education, academic qualifications, technical and vocational qualifications, T Levels, apprenticeships, supported internships, employment and training, higher education, self-employment and entrepreneurship. No route or provider will be promoted unfairly over another.

##### **5.2 Inclusive**

The programme will be accessible to all students. Reasonable adjustments and additional support will be provided where needed.

##### **5.3 Ambitious**

Students will be encouraged to consider a broad range of opportunities and will not have their aspirations limited because of background, prior attainment, SEND, disability, gender, ethnicity or other personal characteristics.



## 5.4 Progressive

Careers learning will build from Year 7 to Year 11. Activities will be sequenced so that students revisit and deepen their understanding before key decision points.

## 5.5 Relevant

The programme will use current information about local and national employment, skills shortages, growth sectors, qualification routes, entry requirements, earnings and progression, and the changing nature of employment.

## 5.6 Evaluated

The academy will check whether careers activities improve students' knowledge, confidence, readiness and destinations rather than relying only on whether events took place.

## 6. The Gatsby Benchmarks

The academy will plan and evaluate its careers programme against the eight Gatsby Benchmarks:

- A stable careers programme
- Learning from career and labour-market information
- Addressing the needs of each student
- Linking curriculum learning to careers
- Encounters with employers and employees
- Experiences of workplaces
- Encounters with further and higher education
- Personal guidance

The careers programme will be sequenced, underpinned by learning outcomes, aligned with academy improvement priorities and evaluated using feedback from students, parents, staff, employers and advisers.

## 7. Roles and responsibilities

### 7.1 Sussex Learning Trust

- ensure that the academy meets its statutory careers duties;
- support strategic careers leadership;
- monitor compliance and programme quality;
- support links with employers, providers and other Trust academies;
- provide appropriate challenge and support.

### 7.2 Local Governing Body

- maintain strategic oversight of careers provision;
- monitor compliance with statutory guidance and provider access legislation;
- appoint a governor with an interest in careers education;
- review careers information, student entitlement and destinations;
- hold leaders to account for implementation and impact;



- approve or recommend approval of the Provider Access Policy Statement in accordance with the Trust scheme of delegation.

### **7.3 Headteacher**

- ensure that careers education is a whole-academy priority;
- appoint an appropriately trained Careers Leader;
- ensure that sufficient time, staffing and resources are available;
- secure independent and impartial careers guidance;
- ensure that the careers programme supports academy priorities;
- ensure that statutory provider encounters take place;
- report to governors and the Trust.

### **7.4 Vice Principal responsible for Inclusion and Personal Development**

- provide strategic oversight of careers education;
- line manage and support the Careers Leader;
- ensure careers is integrated within personal development, inclusion and curriculum planning;
- monitor the implementation and impact of the careers programme;
- ensure that disadvantaged and vulnerable students receive appropriate support;
- report progress, risks and outcomes to the Headteacher and Local Governing Body.

### **7.5 Careers Leader**

- lead the design, delivery and evaluation of the careers programme;
- maintain a strategic careers plan with clear priorities, actions and success measures;
- coordinate activities, events, encounters and workplace experiences;
- manage the careers budget and resources;
- maintain the academy's careers website information;
- review the Provider Access Policy Statement annually;
- monitor progress against the Gatsby Benchmarks;
- establish relationships with employers, education and training providers;
- ensure that labour-market information is current and appropriately sequenced;
- engage parents and carers;
- work closely with the SENDCo, pastoral leaders, curriculum leaders and designated teacher;
- identify students needing additional or earlier guidance;
- maintain appropriate participation and destinations records;
- evaluate student, parent, staff, employer and provider feedback;
- report regularly to the Vice Principal and Local Governing Body.

### **7.6 Independent careers adviser**

- provide impartial personal guidance;
- help students explore their interests, strengths and options;
- support informed decision-making;
- maintain appropriate professional confidentiality;



- work with the Careers Leader and SENDCo;
- contribute to transition planning for vulnerable students;
- record agreed actions and intended destinations;
- contribute to programme evaluation.

### **7.7 SENDCo**

- work with the Careers Leader to identify students needing additional support;
- ensure careers planning contributes to preparation for adulthood;
- support appropriate reasonable adjustments;
- contribute to transition planning;
- ensure careers and employment are considered in EHCP reviews from Year 9 onwards;
- liaise with families and external professionals.

### **7.8 Designated teacher**

- identify children in care and previously looked-after students;
- ensure that careers aspirations are reflected within Personal Education Plans where appropriate;
- coordinate support with the virtual school;
- monitor intended and actual destinations;
- provide additional guidance where required.

### **7.9 Curriculum and subject leaders**

- identify how curriculum knowledge and skills connect to careers;
- provide students with accurate information about pathways linked to their subjects;
- include meaningful careers links within curriculum planning;
- support employer and provider engagement;
- challenge stereotypes about subjects and careers;
- contribute to the annual evaluation of careers provision.

### **7.10 Tutors, teachers and pastoral staff**

- promote high aspirations;
- support careers learning and activities;
- refer students requiring additional guidance;
- reinforce the link between current choices and future opportunities;
- support applications and transition;
- provide accurate information or direct students to the Careers Leader where specialist advice is needed.

### **7.11 Students**

- participate fully in careers activities;
- approach workplace and provider encounters professionally;
- maintain and update their careers profile;
- research available options;
- reflect on experiences and guidance;



- meet application deadlines;
- seek support where needed;
- take increasing responsibility for their career planning.

### 7.12 Parents and carers

- discuss careers and progression with their child;
- attend relevant events;
- access the careers information published by the academy;
- support applications, workplace experiences and transition;
- share relevant information about additional needs or barriers;
- contact the Careers Leader with questions or concerns.

The Careers Leader is Linda Dorgan and can be contacted at [l.dorgan@theburgesshillacademy.org.uk](mailto:l.dorgan@theburgesshillacademy.org.uk)

The academy currently commissions independent careers guidance through Elev8Careers.

## 8. Student entitlement

- a planned and progressive careers programme from Year 7;
- impartial information about the full range of routes;
- current labour-market information;
- meaningful encounters with employers and employees;
- meaningful experiences of workplaces;
- encounters with further education, higher education and training providers;
- statutory encounters with providers of technical education and apprenticeships;
- access to careers resources and digital platforms;
- personal guidance from a trained careers adviser by the age of 16;
- additional support where their needs or circumstances require it;
- support with post-16 applications and transition;
- information that is accessible and appropriate to their needs;
- the opportunity to contribute feedback about the programme.

## 9. Careers programme

### 9.1 Year 7

- identify their interests, strengths and skills;
- understand that careers develop over time;
- explore a broad range of occupations;
- challenge stereotypes;
- understand how subjects connect to careers;
- use Unifrog or another approved careers platform;
- engage with introductory employer and workplace activities.

### 9.2 Year 8

- develop their understanding of employability and essential skills;



- use labour-market information;
- explore academic, technical and vocational routes;
- take part in employer and workplace encounters;
- receive at least one meaningful provider encounter as part of the statutory Year 8-9 entitlement;
- consider how current learning connects to future pathways.

### 9.3 Year 9

- receive guidance before making Key Stage 4 choices;
- understand the implications of subject choices without treating them as permanently limiting;
- explore academic, technical, vocational and apprenticeship routes;
- access careers information during Guided Choices events;
- participate in employer and provider encounters;
- receive the second statutory provider encounter required during Years 8-9 where it has not already been completed;
- begin more detailed transition and preparation-for-adulthood planning where appropriate.

### 9.4 Year 10

- take part in a planned programme of workplace preparation;
- complete a work-experience placement;
- receive information about sixth forms, colleges, apprenticeships and training;
- attend encounters with employers and providers;
- receive early personal guidance where identified as a priority;
- begin researching post-16 destinations;
- develop application, CV and interview skills;
- complete at least one statutory provider encounter during Years 10-11.

### 9.5 Year 11

- receive a personal guidance meeting;
- receive impartial information about post-16 options;
- attend the academy's further-education and progression events;
- receive support with applications, personal statements, CVs and interviews;
- receive information about apprenticeships and technical routes;
- complete the statutory provider-access entitlement for Years 10-11;
- have their intended destination recorded and monitored;
- receive targeted follow-up where an application or destination is insecure;
- receive transition support after offers are made.

## 10. Work-related learning and experiences of workplaces

### 10.1 Entitlement

The academy will work towards ensuring that every student has multiple meaningful and varied experiences of workplaces by the age of 16.



Experiences may include workplace visits, employer-set projects, work shadowing, employer-led workshops, technical demonstrations, visits to working premises, virtual workplace experiences where appropriate and a formal work-experience placement.

Virtual experiences will complement rather than entirely replace meaningful in-person experience wherever reasonably possible.

## **10.2 Meaningful experiences**

- have a clear purpose;
- be linked to identified learning outcomes;
- involve two-way interaction with employees;
- expose students to a range of workplace roles;
- allow students to complete or contribute to an employer-set task;
- include preparation beforehand;
- include reflection and evaluation afterwards.

## **10.3 Year 10 work experience**

Year 10 students will normally complete one week of work experience.

Students will be encouraged to identify a placement that reflects their interests, aspirations and needs. The academy will provide additional support where a student would otherwise be disadvantaged.

Placement information and documentation will be managed through Unifrog or another approved system.

The academy will ensure that appropriate checks are completed before approving a placement, including:

- employer's liability insurance;
- appropriate risk assessment;
- suitability of the tasks and environment;
- safeguarding considerations;
- required support or reasonable adjustments;
- parental consent;
- emergency and attendance arrangements.

## **10.4 Attendance during work experience**

- students must attend for the agreed hours;
- parents must report absence to both the employer and academy;
- the academy will maintain contact with the placement;
- concerns must be reported promptly to the Careers Leader;
- students must follow employer health, safety and conduct expectations;
- the academy retains safeguarding oversight.

## **10.5 Lunch and travel arrangements**

Travel and lunch arrangements will be agreed before the placement.



Students may only leave the placement site at lunchtime where this has been agreed by the employer, academy and parent or carer and is appropriate to the student's age and circumstances.

## 10.6 Evaluation

Students and employers will complete an evaluation following the placement. The academy will use feedback to assess student learning, identify concerns, improve future placements, evaluate employer quality and update the student's careers record.

## 11. Provider access

The academy will give education and training providers appropriate access to students in accordance with the provider access legislation.

- two mandatory encounters during Years 8-9;
- two mandatory encounters during Years 10-11.

Encounters will take place during the standard academy day, involve a reasonable period of time, be accessible to all relevant students, include two-way interaction, explain the provider's qualifications or apprenticeships, explain possible careers and progression, describe what learning or training with the provider is like, allow students to ask questions and be followed by opportunities for reflection.

The full access arrangements are set out in the academy's separate Provider Access Policy Statement.

## 12. Personal guidance

Every student will have access to impartial guidance from a trained careers adviser.

All students will receive at least one personal guidance meeting by the age of 16. Guidance may be provided earlier or more frequently where a student is making a significant decision, has SEND or an EHCP, is disadvantaged, is in care or has a social worker, has an unclear intended destination, is at risk of becoming NEET, requests additional guidance or where the academy identifies a need.

Guidance will be student-centred, confidential within appropriate safeguarding limits, based on current and accurate information, impartial, linked to previous careers learning and experience, and followed by clear actions where appropriate.

## 13. SEND and inclusion

The majority of students with SEND will access the same ambitious careers programme as their peers, with additional support or adjustment where needed.

- careers information is accessible;
- communication needs are addressed;
- transition planning begins early;
- supported internships and supported employment are considered where relevant;
- EHCP reviews from Year 9 include preparation for adulthood;
- families are involved;
- high aspirations are maintained;
- students are not directed towards a narrower range of options without evidence;



- workplace experiences are appropriately supported;
- providers receive necessary information with appropriate consent.

#### **14. Disadvantaged and vulnerable students**

The academy will identify students who may need additional careers support, including disadvantaged students, children in care and previously looked-after students, students with a social worker, young carers, students with low attendance, students attending alternative provision, students at risk of suspension or exclusion, students whose family has limited knowledge of post-16 routes and students at risk of becoming NEET.

Support may include earlier personal guidance, additional employer encounters, targeted visits, supported applications, family meetings, transition visits, liaison with post-16 providers and additional follow-up after applications have been submitted.

#### **15. Curriculum links**

Careers education is not confined to personal-development lessons or individual events.

- how subject knowledge is used in employment;
- which careers draw on the subject;
- relevant qualifications and routes;
- how skills developed in the subject support employability;
- how the subject contributes to local and national priorities.

The academy will quality assure curriculum careers links to ensure they are meaningful rather than superficial references to job titles.

#### **16. Labour-market information**

Students and families will have access to current and impartial labour-market information, including local employment sectors, growth areas and skills shortages, national employment trends, typical qualifications and routes, salary information where appropriate, progression opportunities and changing patterns of work.

Information will be presented in an age-appropriate way and will be used to support, not determine, students' decisions.

#### **17. Careers resources and records**

Students will have access to Unifrog or another approved digital careers platform, careers resources in the academy library or resource centre, provider and employer information, National Careers Service and Skills for Careers resources, and application and interview materials.

The academy will maintain records of careers activities and encounters, workplace experiences, provider encounters, personal guidance, student aspirations, intended destinations, applications and offers, actual destinations where available, and agreed actions and support.

Records will be managed in accordance with data-protection law and the academy's privacy notices.

#### **18. Partnerships**

- Sussex Learning Trust;



- the Careers and Enterprise Company;
- the local Careers Hub;
- West Sussex County Council;
- Elev8Careers;
- further-education and sixth-form providers;
- apprenticeship and training providers;
- higher-education institutions;
- employers;
- alumni;
- parents and carers;
- voluntary and community organisations.

Partners must support impartiality, safeguarding, equality and the objectives of the academy's careers programme.

### **19. Students from other institutions completing work experience at TBHA**

The academy may offer work-experience placements to students from other schools, colleges or training providers where suitable capacity exists.

Requests should be made to the Careers Leader and must specify the proposed dates, preferred department or role, student's age, purpose of the placement, any support, medical or accessibility needs, and the contact details of the sending institution.

Any placement will be subject to approval by the relevant academy leader, appropriate safeguarding and risk assessment, confirmation of insurance arrangements, agreement about supervision, parental consent where applicable, compliance with academy policies, and appropriate identification and visitor arrangements.

A DBS check will not automatically be required simply because a student is in Year 12 or above. The academy will determine whether any check is legally eligible and necessary by considering the nature, frequency and supervision of the activity.

### **20. Safeguarding**

All careers activities, visits, employer encounters and placements will operate within the academy's safeguarding procedures.

- supervision;
- suitability of visitors and employers;
- information sharing;
- student vulnerability;
- travel arrangements;
- lone working;
- online and virtual engagement;
- reporting routes;
- risk assessment;
- allegations or concerns arising during placements.



Visitors attending for a provider encounter who do not have an appropriate DBS check will be supervised at all times while on the academy site.

Any safeguarding concern must be reported immediately to the DSL.

## **21. Communication and publication**

- the name and contact details of the Careers Leader;
- a summary of the careers programme;
- how students, parents, staff and employers can access further information;
- how impact is measured;
- the date of the next review;
- the Provider Access Policy Statement.

The programme will also be communicated through parent communications, events and information evenings, tutor and personal-development materials, student assemblies, curriculum information and direct communication with targeted families.

## **22. Monitoring and evaluation**

The Careers Leader and Vice Principal will review the programme throughout the year.

- progress against the Gatsby Benchmarks;
- completion of statutory provider encounters;
- participation by year group and student group;
- quality of workplace experiences;
- completion of personal guidance;
- student knowledge and confidence;
- feedback from students, parents, staff, employers and providers;
- intended and actual destinations;
- NEET figures;
- transition success;
- the participation and outcomes of disadvantaged and SEND students;
- implementation of agreed actions;
- external quality-assurance findings.

The academy will not judge success only through the number of activities delivered.

Evaluation will consider whether all eligible students participated, what students learned, whether knowledge, confidence or readiness improved, whether disadvantaged or vulnerable students were fully included, whether students secured appropriate destinations and what needs to change.

The Careers Leader will produce an annual evaluation and improvement plan with named actions, owners, timescales and success measures.

## **23. Complaints**

Concerns about careers provision or provider access should normally be raised with the Careers Leader in the first instance.



Formal complaints will be considered under the Trust's Concerns and Complaints Policy.

Providers who believe that the academy has not complied with provider access legislation may use the procedures set out in the academy's Provider Access Policy Statement.

## 24. Review

This policy will be reviewed annually and sooner where legislation or statutory guidance changes, Trust arrangements change, the careers programme changes significantly, monitoring identifies a weakness, provider access requirements are not being met, or safeguarding or equality concerns arise.

The Careers Leader is responsible for coordinating the review.

### Document Version Control

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