



The Hyndburn Academy
The best in everyone™
Part of United Learning

Careers, Information and Guidance Policy

Document Owner	Jess Ross
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RESPECT | CONFIDENCE | ASPIRATION

Our Vision and Ethos

We are proud to be part of the United Learning family of schools and share a common ambition to achieve 'The best in everyone'. At the Hyndburn Academy, we are committed to ensuring we achieve this vision by:

- Providing equal opportunities for all students;
- Encouraging all students to achieve their full potential;
- Promoting tolerance, sensitivity and understanding

We aim to achieve this by enabling each member of the school community to develop and flourish within a caring, safe and supportive environment.

A young person's career is their pathway through learning and work. All young people need a planned programme of activities to help them make 14-16 choices that are right for them and to be able to manage their careers throughout their lives.

The Hyndburn Academy is committed to providing a planned programme of careers education for students covering information, advice and guidance (IAG).

Our Aim is to enable students to:

- Have the skills, knowledge, and attitude to make well-informed, realistic decisions.
- Plan their future choices and understand how to access CEIAG.
- Understand how educational achievements are linked to maximising their potential future choices.
- Ensure that all pupils have access to external sources of information on the full range of education and training options.
- Ensure that arrangements are in place for training and education providers to inform pupils of technical education and apprenticeships to ensure every pupil is well informed about their future options.
- Make an informed choice about an academic option for those interested in going to university, and a technical route, including T levels or an apprenticeship, for those seeking to progress to the highest levels of skilled employment or technical education and training at levels 4, 5 and 6.

We commit that all students will

- CE1 - Have access to impartial Careers guidance that enables them to make informed choices about their future
- CE2 - Have access to a personalised plan that helps them to take responsibility for their future that is matched to their academic ability and aspirations
- CE3 - Attend at least one visit to a University by the end of Key Stage 4
- CE4 - Engage in meaningful experiences of the workplace during Key Stage 4.
- CE5 - Have access to a wide range of providers that enable them to effectively determine the most suitable pathway for their studies post-16 and post-18
- CE6 - Be provided with opportunities to hear from engaging speakers on a wide range of topics, across varied and diverse sectors and industries to challenge stereotypes and broaden aspirations
- CE7 - Be provided with the appropriate resources and oracy skills to support them in undertaking interviews at key transition points
- CE8 - Be provided with the appropriate resources and literacy skills to support them in undertaking written tasks (i.e., application forms, CVs) as key transition points
- CE9 - Be provided with information in relation to the wider world of work such as finance, budgeting and employability skills

- CE10 - Study a curriculum, across all subjects, that has tangible links to Careers and aspirations

All CEIAG opportunities presented to pupils are tracked internally so we can ensure breadth and depth of careers, advice and guidance pupils receive as they progress through the academy. This will allow teachers, Progress Tutors, CEIAG advisors and parents/carers alike to see the sessions, trips and talks pupils have attended.

Furthermore, in addition to the Student Entitlements outlined above, we believe that central to a school's Careers programme should be the development of a core set of eight Student Competencies that each school should seek to develop among their students as part of their Careers programme.

United Learning's Careers Competencies

We commit that all students will be provided with skills, knowledge and exposure to:

- CC1 - Decision-making
- CC2 - Critical thinking
- CC3 - Networking, partnerships and fostering relationships
- CC4 - Teamworking
- CC5 - Leadership
- CC6 - Creativity and Curiosity
- CC7 - Self-Awareness and Self-Confidence
- CC8 - Speaking and Listening

The school is focused on developing a careers programme to meet The Gatsby Benchmarks in partnership with Lancashire County Council and other relevant guidance from the DfE and Ofsted.

The Gatsby Benchmarks

1. A stable careers programme
2. Learning from career and labour market information.
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.

The policy was developed and will be reviewed annually through discussions with the Senior Leadership team, teaching staff, the school's Careers Leader, students, parents and governors.

It supports and is underpinned by key school policies including those for teaching and learning, assessment, recording and reporting achievement, work related learning and enterprise, equality and diversity, health and safety, gifted and talented and special educational needs.

The careers programme is designed to meet the needs of students at this school. It is differentiated and personalised to ensure progression through activities that are appropriate to students' stages of career learning, planning and development.

A provision is made for careers education information, advice and guidance that meets professional standards of practice and is person-centred, impartial and confidential. It will be integrated into students' experience of

the whole curriculum and be based on a partnership with students and their parents or carers. The programme will promote equality of opportunity and inclusion. There are particular groups who have to have a one to one guidance interview with the Careers Leader, for instance - special needs, gifted and talented or vulnerable students. However, all students will have the opportunity to meet with the Career Leader for advice through drop in sessions and planned appointments.

Students in Year 11 accessing Alternative Provision will require targeted and personalised support to help them achieve their full potential. The school will work in partnership with the Alternative Provision to ensure support and advice is given during their transition period into post 16 further education, employment or training.

At The Hyndburn Academy School, the Careers Leader manages the careers programme and is responsible to the Head teacher.

All staff contribute to the careers education provision through their roles as form tutors and subject teachers. The careers programme is planned, monitored and evaluated.

Other focused events, e.g. Careers fairs, FE Taster Days, employer visits days are planned on an annual basis. Information on college, sixth form and training providers will be available on the schools Careers notice board and pupils will be made aware during form times and assemblies.

The annual Careers Plan and Service Level Agreement is available on the school website and reviewed at the end of every academic year.

Monitoring, Review and Evaluation

Termly review meetings are held by key members of the guidance community within school. The Careers Leader attends meetings with CEIAG staff from local schools with a view to developing good practice. The CEIAG programme is reviewed three times a year by completing an 'Audit and Review' process which produces a report is submitted to the senior leadership team and governors. Action research evaluation of different aspects of CEIAG is undertaken regularly.

Links to Other Policies

The policy for CEIAG supports and is itself underpinned by the school's other policies, processes and procedures.

Review

Details of the school's careers programme is published on the school's website. This policy was developed and is reviewed biennially in discussion with teaching staff, pupils, parents, governors and advisory staff.

The next policy review will be in July 2026.

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