



Beacon Academy Trust Careers Strategy 2025-26

Intent

The Trust is committed to creating and delivering high quality careers education that ensures 100% student progression to high quality destinations, whether it is employability, apprenticeships or higher education.

To achieve this, we will provide opportunities for students to develop careers awareness, employability skills, labour market knowledge and determination to become successful in their chosen field. The Trust's high quality and comprehensive careers education fosters high aspirations and enables our students to become happy, ambitious, and successful citizens in our local communities and society. Each of our 3 schools has its own unique demographic and subsequent student need, meaning the quality of careers education information, advice and guidance provision is personalised and remains high quality across the Trust led by an Assistant Principal Careers Lead who manages the Careers programme in each school.

We want our students to be:

- Successful learners who enjoy learning, make progress and achieve their full potential.
 - Confident individuals who are able to lead safe, healthy and fulfilling lives
 - Responsible citizens who make a positive contribution to society.
- All pupils in Years 7 to 13 have independent careers guidance
 - A range of education and training providers have access to all year 8 to 13 pupils to inform them about approved technical education qualifications and apprenticeships.
 - We are supported by The Careers & Enterprise Company, Prospects and the National Careers Service to provide free, impartial careers information, advice and guidance to our pupils, teachers and parents/carers.

Our students are encouraged to develop their sense of self-worth by developing essential work related and life competencies and by playing a positive role in contributing to school life and the wider community. Where a student is identified as at risk of becoming NEET (not in education, employment, or training), we will intervene and provide further tailored one-to-one information, advice and guidance session with a qualified careers advisor, with ongoing monitoring and communication with the child's family and pastoral team.



Implementation

The Trust is dedicated to providing students with an extensive range of insights into local, regional, national and global labour markets, providing them with an insight in a diverse range of progression routes, e.g., higher education, vocational routes such as degree apprenticeships or directly into employment.

Our careers programmes are dynamic and change according to the changing needs of our students and local and national labour market needs.

- **Gatsby Benchmarks** - The Gatsby Benchmarks are used as the model to underpin and enhance our careers provision through the Trust. Our provision meets all Gatsby Benchmarks and is reviewed regularly using the Compass Tool and local/national best practice.
- **Baker Clause** - We comply with the Baker Clause in our 3 Schools. (See below, Trust Provider Access Statement)
- A broad range of approaches, activities, events, communication channels and external partner workshops are employed to provide students with a solid foundation of careers understanding and skills to develop further and succeed in their ambition.
- **Planning** - Each strand is delivered through a variety of experiences, ranging from areas of the taught curriculum to extracurricular opportunities, events and trips.
- **Sequencing** - The careers education strand is an age-appropriate sequence of lessons on specific careers themes. The sequencing and content are based on the Career Development Institute's (CDI) framework. Sessions are planned centrally and delivered as part of the personal development tutor programme.
- **Careers across the curriculum** – This is embedded in our curriculum framework and emphasises the importance of careers within individual subject disciplines.
- **Employability skills** - this is a sequential and age-appropriate series of lessons developing skills in the following areas: presenting, listening, teamwork, leadership creativity, aiming high, staying positive and problem solving. This has been adapted from the skills builder partnership, which are based on the Confederation of British Industry (CBI) most desired employability skills.

Impact - KPIs

We are proud of the 100% progression of all pupils from each school across the Trust whether it is employment, training, or higher education, sustained every year.

We track destinations of students, and ensure every student receives high quality careers provision.

The Gatsby Benchmarks

1	2	3	4	5	6	7	8
A stable careers programme	Learning from career and labour market information	Addressing the needs of each pupil	Linking curriculum learning to careers	Encounters with employers and employees	Experiences of workplaces	Encounters with further and higher education	Personal guidance
Careers Lead							
Careers Leadership in each school							
Personal Development Lead	HODs	HOY SEND/ EAL /Wellbeing	HODs	HODs	HODs/HOYs Trip/Speaker	Beal Sixth Form	IAG SLT/Middle leaders
External Agencies	External Agencies	External Agencies	External Agencies / Employers	Employers and employees	CEC/ LEAN Employers Careers partners	Higher Education Colleges Universities	Connexions/ Prospects

Detailed Plans - Intent

- 1.1 Ensure there is 100% high quality progression for all students, in each school, across the Trust, whether that is higher education, vocational education or employment.
- 1.2 Provide a broad and balanced careers education programme that has the highest aspirations for all students across the Trust and that covers the statutory requirements.
- 1.3 To widen participation and robustly support social mobility through ensuring that high numbers of students move on to destinations within universities and Higher Education Institutions or onto further training through high-quality careers and progression guidance.
- 1.4 Ensure that all students can thrive and develop as ambitious individuals who have strong employability skills, work related experiences and academic or vocational qualifications which allow them to pursue successful careers.
- 1.5 Broadening students' horizons by increasing their awareness of the different choices and pathways open to them in the future and building their confidence and self-esteem to encourage ambitious future pathways and to show students the routes towards achieving these.
- 1.6 Ensure Careers Education within schools is covered within statutory and non-statutory guidance.
- 1.7 To develop engaged, self-regulating and resilient young people who positively contribute to their communities and who understand their responsibilities as citizens in their increasingly globalised world.
- 1.8 To create opportunities for students to develop leadership skills through engagement with higher education and the professional workplace. Students will be self-regulating in overcoming challenge and negotiating solutions.
- 1.9 Ensures the Careers Lead and Careers Coordinators in every school keep abreast of the changing landscape of technical qualification and the local and national labour market, keeping Senior Leaders and Governors informed so any changes to the careers programme and curriculum can be made ahead time.
- 1.10 Engage parents/carers in the careers education process and so change their attitudes, perceptions and aspirations relating to their children's education and career choices.
- 1.11 Ensure every member of staff understands their role as an adult who can have a positive impact on the future

careers aspirations of a student through daily interactions, the curriculum and formal individual advice and guidance (IAG) e.g. Reducing gender-specific career stereotypes.

- 1.12 To provide career progression opportunities for staff and create opportunities for collaboration and integrated approaches to teaching and learning.

Detailed Plans – Implementation

Curriculum

- 1.1 Transition Programmes, including Progression Evenings and one to one IAGs for students in Years 9, 11 and 12 at each school.
- 1.2 Gatsby Benchmarks 4 and 5 launched through Excalibur project at KS3 in Year 1 (2022), then Years 2 & 3 incorporating KS4/5 (2023/4) all evidenced through curriculum maps and schemes of work.
- 1.3 Personal Development Programme.
- 1.4 Careers Education Programme.
- 1.5 Assemblies Programme – including apprenticeship and technical training providers, employers and external organisations.
- 1.6 National Careers Week celebrated and used to raise awareness in March of each year.
- 1.7 Annual Progression Week led by the Beal Sixth Form Leadership Team, MDV and Oxbridge Coordinators and UCAS coordinator. This includes visits to universities, apprenticeship and technical training providers and businesses.

Extra-Curricular

- 1.8 One-to-one careers IAG with School Careers Advisor
- 1.9 One-to-one careers guidance from Connexions for vulnerable at risk of becoming NEET students in Years 11 and 13 and 'Looked After Children' and students with Education and Health Care Plans (EHCPs).
- 1.10 One-to-one personalised careers and aspirations advice and guidance for all students internally excluded in our respite and reintegration provision.
- 1.11 Careers mentoring from external careers mentors
- 1.12 Careers Fairs at each school.
- 1.13 Extra-curricular clubs.
- 1.14 Careers and progression related speakers, trips, events and competitions.
- 1.15 Unifrog careers guidance and progression platform
- 1.16 Work experience – in person and virtual

Staff Development and Quality Assurance

- 1.17 Continued collaboration with the North East London Careers and Enterprise Company and the National Careers Service
- 1.18 CPD for Careers Co-ordinators in each school with The Careers Enterprise Company and other providers.
- 1.19 Trust Executive to review annual Careers evaluation and Action Plans for each school in light of changing curriculum requirements and demographic of students against the local and national landscape.
- 1.20 Governors to contribute to the careers programme where appropriate with their diverse experiences and review statutory careers documentation as and when due for review.
- 1.21 Bi-annual updates of the Compass Tool to track Gatsby Benchmark compliance across the Trust.
- 1.22 In school Quality Assurance process for Personal Development programme.

Trust: Provider Access Policy

Introduction

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

Pupil entitlement

All pupils in years 8 to 13 are entitled:

- to learn 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 events, assemblies and group discussions and taster events;
- to understand how to make applications for the full range of academic and technical courses. Management of provider access requests

All trust schools offer as a minimum:

- 2 encounters that are mandatory for all pupils to attend that take place any time during year 8 or between 1 September and 28 February during year 9
- 2 encounters that are mandatory for all pupils to attend that take place any time during year 10 or between 1 September and 28 February during year 11
- 2 encounters that are mandatory for the school to put on, but optional for pupils to attend, to take place any time during year 12 or between 1 September and 28 February during year 13

Procedure

A provider wishing to request access should contact Careers Coordinators by email or call the school.

Opportunities for access

A number of events, integrated into the school careers programme, will offer providers an opportunity to come into school to speak to pupils or their parents or carers. Please speak to our Careers Leader to identify the most suitable opportunity for you.

Premises and facilities

The school will make the main hall, classrooms or private meeting rooms available for discussions between the provider and students, 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 Leader or a member of their team. Providers are welcome to leave a copy of their prospectus or other relevant course literature at the Careers Resource Centre, which is managed by the school librarian. The Resource Centre is available to all students at lunch and break times.

Approval and review

Approved and reviewed by Trust Executive annually

Individual School Provider Access Statements

Beal High School, The Forest Academy and Beacon Business Innovation Hub Provider Access Statements can be found on the careers page of each school's website.

USEFUL LINKS

[Careers at Beal High School](#)

[Careers at The Forest Academy](#)

[Careers at BBIH](#)

[DfE Careers guidance and access for education and training providers](#)

[Rethinking Careers Education - Teach First](#) [Careers Education – Teach First](#)

[Skills for Jobs: Lifelong Learning for Opportunity and Growth January 2021](#)

[Gatsby Education](#)

[National Careers Service](#)

[Careers and Enterprise Company \(North East London\)](#)

[Improving technical Education](#)

[Apprenticeships: detailed information](#)