



MacIntyre Academies

Quest Academy

Careers Education, Impartial Advice and Guidance Policy

Version	Changes	Responsibility	Date
V6	Added links Additional KS added	Principal	May 2026

Person Responsible:	Principal
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1. Aims

This policy aims to set out our school's provision of impartial and informed careers guidance for our learners. This includes the ways in which learners, parents, teachers and employers can access information about our careers programme.

High-quality careers guidance is important for our learners' futures, and our provision aims to:

- Help learners prepare for the workplace, by building self-development and career management skills
- Provide experience and a clear understanding of the working world
- Develop learners' awareness of the variety of education, training and careers opportunities available to them
- Help learners to understand routes to careers that they're interested in, and to make informed choices about their next step in education or training
- Provide independent impartial advice and high-quality careers guidance.
- Promote a culture of high aspirations and equality of opportunity

2. Statutory requirements

This policy is based on the Department for Education's (DfE's) statutory [Careers guidance and access for education and training providers](#).

This guidance refers to:

- The Education Act 1997
- The Education and Skills Act 2008
- Technical and Further Education Act 2017
- The School Information (*England) Regulations 2008
- Skills and Post-16 Education Act 2022
- DfE statutory guidance: *Careers guidance and access for education and training providers* (updated May 2025)
- Gatsby Benchmarks

This policy is also in line with the more recent [Skills and Post-16 Act 2022](#), which came into force on **1 January 2023**. It explains that our school must provide a minimum of **6 encounters** with technical

education or training providers to all learners in years 8 to 11 (**7 to 11 at Quest Academy** as learners transition out at the end of year 11). For more detail on these encounters, see our provider access policy statement, which you can find on our website [here](#).

- This policy is also in line with the Education (Careers Guidance in Schools) Act 2022 (updated May 2025) This came into force on 1 September 2022, and amended the existing duty in The Education Act 1997, so that:
- Our school must now secure independent careers guidance from year 7 (instead of from year 8, previously)
- As an academy in England, we're now required to provide and publish careers guidance

The above guidance requires that schools publish information about their careers programme on their website. This policy includes this information and shows how our school complies with this requirement.

This policy complies with our funding agreement and articles of association.

We also act in line with our statutory duty under the 'Baker Clause', to be impartial and not show bias towards any route, be that academic or technical. This policy should be read in conjunction with our provider access policy statement, which sets out how our school meets this duty.

3. Roles and responsibilities

3.1 Careers leader

Our careers leader is **James Horne with oversight of careers managed by Ben Makins**, and they can be contacted by phoning the Quest Academy front office on **01788 593112** or emailing **james.horne@macintyreacademies.org or ben.makins@macintyreacademies.org**. Our careers leader James Horne is a member of the Extended Leadership Team and Ben Makins part of the Senior Leadership Team (SLT) and will:

- Take responsibility for developing, running and reporting on the school's career programme
- Plan and manage careers activities
- Manage the budget for the careers programme
- Support teachers to build careers education and guidance into subjects across the curriculum
- Establish and develop links with employers, education and training providers, and careers organisations
- Work closely with relevant staff, including our special educational needs co-ordinator (SENCO) and careers adviser, to identify the guidance needs of all of our learners with special educational needs and/or disabilities (SEND) and put in place personalised support and transition plans
- Work with our school's designated teacher for Children in Care (CIC) to:
 - Make sure they know which learners are in care or are care leavers
 - Understand their additional support needs
 - Make sure that, for CIC, their personal education plan can help inform careers advice
- Review our school's provider access policy statement at least annually, in agreement with our governing board

3.2 Senior leadership team (SLT)

Our SLT will:

- Support the careers programme

- Support the careers leader in developing their strategic careers plan
- Make sure our school's careers leader is allocated sufficient time, and has the appropriate training, to perform their duties to a high standard
- Allow training providers access to talk to learners in years 8 to 11 about technical education qualifications and apprenticeships, and set out arrangements for this in our school's provider access policy statement
- Network with employers, education and training providers, and other careers organisations

3.3 The Local Advisory Board (LAB)

The LAB will:

- Provide clear advice and guidance on which the school can base a strategic careers plan which meets legal and contractual requirements
- Appoint a member of the LAB who will take a strategic interest in careers education and encourage employer engagement
- Make sure independent careers guidance is provided to all learners throughout their secondary education (11 to 16-year-olds) and that the information is presented impartially, includes a range of educational or training options and promotes the best interests of learners
- Make sure that a range of education and training providers can access learners in years 8 to 11 to inform them of approved technical education qualifications and apprenticeships
- Make sure that details of our school's careers programme and the name of the career's leader are published on the school's website
- Make sure that arrangements are in place for the school to meet the legal requirements of the 'Baker Clause', including that the school has published a provider access policy statement

4. Our careers programme

Our school has an embedded careers programme that aims to inform and encourage learners to consider their career options and take steps to understand their choices and pathways. We provide statutory independent careers guidance to learners from year 7 onwards.

Our programme has been developed to meet the expectations outlined in the **Gatsby Benchmarks**:

1. A stable careers programme with a career's leader
2. Learning from career and labour market information
3. Addressing the needs of each learner
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 impartial advice and guidance

Our programme doesn't show bias towards any particular career path and promotes a full range of technical and academic options for learners.

It is structured in a way that builds upon previous years, and the overarching aim is divided between the Key Stages so that learners are encouraged to think appropriately about their future. We provide aims, objectives and activities for each year group.

Our careers programme is delivered through a number of methods, described below:

The Careers Education and Guidance Programme takes each learner on a career development journey and meets the individual needs of our learners at Quest Academy. It is differentiated and personalised to enable progression through a range of activities that are appropriate to each learner's stages of career learning, planning and development

Key Stage 2

At Key Stage 2, our careers programme is focused on **introduction, exploration and exposure** to introduce learners to what a job is, develop self-awareness.

Activities include:

- **Careers-themed curriculum lessons:** Embedding careers learning across subjects through cultural capital to help learners make connections between education and the world of work.
- **Learning through play:** Small group role play using money, shops, dress up, matching activities etc to develop learners basic understanding of job roles.
- **Visits from employers and professionals:** Providing role models and inspiration through guest speakers from a range of industries.
- **Jobs focus week and events:** Raising awareness of different job types and what they do.

Basic employability skills development: Building communication, teamwork, and problem-solving skills through games and activities.

Key Stage 3

At Key Stage 3, our careers programme is focused on **exploration, awareness, and aspiration-building** to introduce learners to the world of work, raise aspirations, and develop self-awareness.

Activities include:

- **Careers-themed curriculum lessons:** Embedding careers learning across subjects to help learners make connections between education and the world of work.
- **Self-awareness and aspirations workshops:** Supporting learners in identifying their strengths, interests, and career possibilities.
- **Visits from employers and professionals:** Providing role models and inspiration through guest speakers from a range of industries.
- **Workplace and college visits:** Introducing learners to real working environments to broaden their understanding of different career paths.
- **Careers focus week and events:** Raising awareness of career opportunities, including National Careers Week participation.
- **Basic employability skills development:** Building communication, teamwork, and problem-solving skills through activities and group projects.
- **Early intervention and targeted support:** One-to-one careers discussions for learners who require additional guidance and support.

Key Stage 4

At Key Stage 4, our careers programme is **focused on preparation, decision-making, and transition planning**, ensuring learners are ready for their next steps beyond school.

Activities include:

- **Personalised careers guidance sessions:** One-to-one discussions with a qualified careers adviser to explore career options and next steps.
- **Transition planning:** Support with applications for further education, apprenticeships, and training, including CV writing and interview preparation.
- **Work experience opportunities:** Facilitating meaningful experiences with employers to build confidence and workplace skills. (around 2 weeks)
- **Industry and college taster days:** Ensuring learners explore different education and training pathways to make informed decisions.
- **Mock interviews and workplace skills development:** Helping learners build confidence and develop essential employability skills.
- **Enterprise and work-related learning projects:** Engaging learners in practical experiences that develop teamwork, leadership, and problem-solving skills.
- **Access to impartial external careers guidance:** Working with local authorities, careers services, and training providers to ensure learners receive high-quality advice.
- **Parent/carer engagement:** Providing information and guidance to families to support learners' decision-making and transitions.

4.1 Learners with special educational needs or disabilities (SEND)

Our aim is that the majority of learners with SEND will follow the same careers programme that meets the Gatsby Benchmarks as their classmates, with adjustments and additional support as needed.

Our careers leader will work with teachers and, where appropriate, professionals from relevant organisations, to identify the needs of our learners with SEND and put in place personalised support and transition plans. This may include meetings with learners and their families to discuss education, training and employment opportunities, supported internships and transition plans into higher education.

Our careers leader may, as appropriate, invite adults with disabilities to visit and share their experience and advice.

No information will be given to learners without SEND that is not also offered to our learners with SEND.

4.2 Access to our careers programme information

A summary of our school's careers programme is published on our school website, found [here](#), including details of how learners, parents, teachers and employers can access information about the careers programme.

Learners, parents, teachers and employers can request any additional information about the careers programme by contacting the careers lead (details found under roles and responsibilities section)

4.3 Assessing the impact on learners

Our career programme is designed so learners can give feedback, and their progress measured as they move through the Key Stages. We measure and assess the impact of the programme's initiatives by:

- Regularly review and evaluate our careers programme using feedback from learners, parents, staff, and employers.
- Track learner destinations to assess the impact of our career's guidance.
- Align our careers education with the Gatsby Benchmarks to ensure best practice.
- Work closely with external agencies and employers to continuously enhance our provision.
- Work closely with internal and external stakeholders to quality assure our provision.

4.4 Parental Engagement

Parents and carers play a vital role in shaping young people's career aspirations and decisions. We actively engage families by providing clear, accessible information about the full range of post-16 and post-18 pathways—including A-levels, T Levels, apprenticeships, higher education, and employment—through parent evenings, dedicated careers events, and regular communications.

We encourage parents to participate in key discussions, such as options evenings and one-to-one guidance meetings, so they can support informed decision-making alongside their child. By fostering open dialogue between students, families, and our careers team, we ensure that guidance reflects each young person's interests, strengths, and circumstances while helping parents feel confident in navigating the choices ahead.

5. Links to other policies

This policy links to the following policies:

- Provider access policy statement
- Child protection policy
- Curriculum policy

6. Monitoring and review

This policy, the information included, and its implementation will be monitored by the Local Advisory Board and reviewed annually.

The next review date is: May 2027

Changes at previous reviews:

Version	Changes	Responsibility	Date
V5	Policy overhauled.	BM - AP (Personal Development)	May 25