



Careers and Enterprise Policy
2025/2026



Vision and Values

This policy is underpinned by our long-term vision and core values. We are committed to implementing a careers programme that:

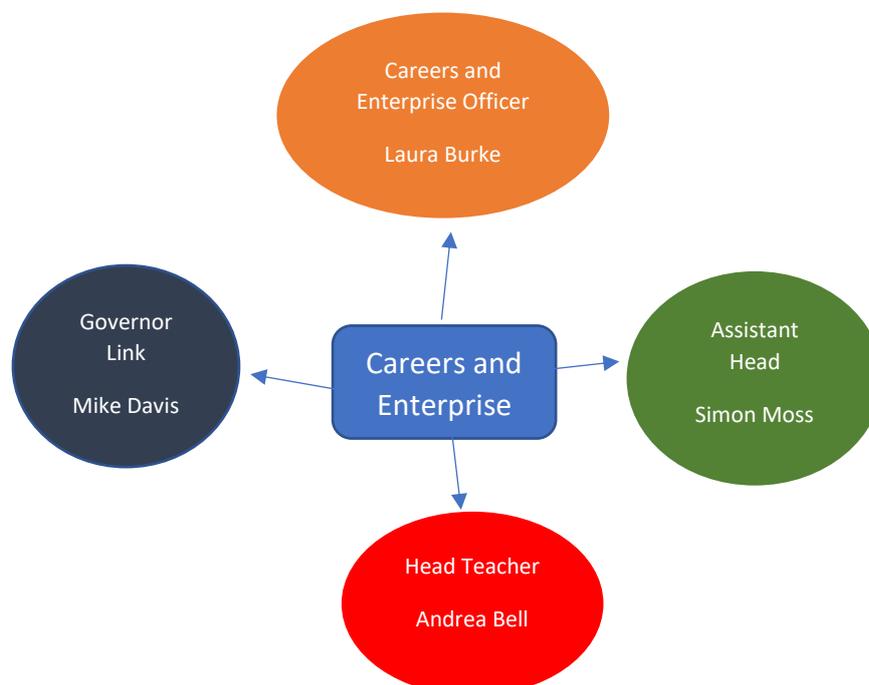
1. ensures all learners develop enterprise and employability skills relevant to all areas of the curriculum
2. ensures all learners receive careers information
3. ensures all learners have the opportunity to participate in work experience

The aims of this policy are:

1. to offer a Careers curriculum that builds on existing skills and developing new ones through an embedded whole school approach, integration into all subject areas and focus in the PSHE curriculum throughout both KS3 and KS4.
2. to empower our students to make informed choices about their career and the confidence to follow them through at key transitions points in their schooling:
 - Year 8 and GCSE options
 - Year 11 and further study pathways
3. to help our students engage meaningfully with a wide variety of experiences:
 - in school with local FE/HE providers, PSHE activities, virtual experiences of workplaces and national careers events such as National Careers Week
 - in the community by utilising links with school and local businesses
 - in the work place via work experience
 - with Further and Higher Education providers; with both visits to local providers and invitations to talks by their representatives
 - on interesting and aspirational trips aimed to encourage all students to set ambitious goals
4. to enable our students and their guardians to understand the local labour market information and have the skills necessary to interpret that for their own gain; to ensure they make the right choice for them
5. to challenge stereotypes in the workforce
6. to raise aspiration and empower our students to be successful throughout each pathway they choose

Key Staff

We recognise the importance of putting in place effective arrangements for the management and delivery of the programme, so we have a highly knowledgeable team in place to ensure this policy is up to date, regularly reviewed and in the best interests of our students.



Statutory Requirements and expectations through the Gatsby Benchmarks

Gatsby	Benchmark Explanation	What it looks like at NRA
1 A stable careers programme	Every school and college should have an embedded programme of career education and guidance that is known and understood by pupils, parents, teachers, governors and employers.	Careers Policy written and shared with Governors, SLT and Staff Assemblies, Parents Consultation Evenings Careers and Enterprise Board Careers Programme published on Website Careers Adviser employed
2 Learning from career and labour market information	Every pupil, and their parents, should have access to good quality information about future study options and labour market opportunities. They will need the support of an informed adviser to make best use of available information.	LMI Widget on website LMI assemblies/ consultation evenings LMI displayed- posters/ library/newsletter Careers Adviser employed Social media accounts regularly used to share LMI to Parents
3 Addressing the needs of each pupil	Pupils have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each pupil. A school's careers programme should embed equality and diversity considerations throughout.	Careers and Enterprise activities/days Aspire to HE Destinations tracked Careers Adviser employed Transition programme to local college Pupils RAG rated for RONI and given intervention as appropriate
4 Linking curriculum learning to careers	All teachers should link curriculum learning with careers. STEM subject teachers should highlight the relevance of STEM subjects for a wide range of future career paths	University Outreach and participation Aspire to HE Subject displays Topics linked to careers in lessons Curriculum link logo Close relationships with local employers/companies
5 Encounters with employers and employees	Every pupil 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 activities including visiting speakers, mentoring and enterprise schemes.	Career days Inspiring talks and workshops Assemblies Mock interviews with external employers Employer Speed Networking Enterprise challenges and virtual opportunities to experience the workplace Employer Panel event
6 Experiences of workplaces	Every pupil should have first-hand experiences of the workplace through work visits, work shadowing and/or work experience to help their exploration of career opportunities, and expand their networks.	Year 10 work experience programme Workplace visits Student receptionist programme Take Your Child To Work Day
7 Encounters with further and higher education	All pupils should understand the full range of learning opportunities that are available to them. This includes both academic and vocational routes and learning in schools, colleges, universities and in the workplace.	FE/HE visits Participation in school assemblies Careers/ apprenticeship fairs Aspire to HE programme Drop-in sessions at breaktimes Taster days
8 Personal guidance	Every pupil should have opportunities for guidance interviews with a career adviser, who could be internal (a member of school staff) or external, provided they are trained to an appropriate level.	Careers Adviser employed by school offering 1:1 careers guidance at least once by the time students reach 16.

	These should be available whenever significant study or career choices are being made. They should be expected for all pupils but should be timed to meet their individual needs.	
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This list of activities is not definitive and we regular monitor, review and evaluate our programme and develop it as necessary in line with the needs of our students and opportunities that become available.

Stakeholders and Partners

Parents and carers: we recognise the importance that parents/carers have in their child's career development, so New Road Academy is committed to ensuring they are involved in this process; from regular updates on social media, newsletters; annual parental surveys and invitations to events at school; such as Open Evening, Settling In sessions etc.

Careers Support agencies: New Road Academy employs Level 6 qualified Future Focus advisors to deliver high quality 1-2-1 guidance to all Year 11 students.

Employers, community partners and learning providers: we aim to work collaboratively with local companies and employers to ensure our students understand the local community and labour market in which they live. Our local colleges and higher education providers are invited to meet students face to face, as well as give aspirational talks and run experiences for our students to enjoy. We have a close working relationship with Fujitsu and the Aspire to HE programme, both of which give our students access to a host of exciting experiences.

Impact assessment

The impact of the careers programme is regularly measured, reviewed and assessed by a range of indicators, including:

- feedback from parents, staff, students and visitors
- continuous monitoring of students' learning through the PD programme
- destinations data and the level of aspiration of our students
- the successful completion of a range of placements (including KS3 and Y10 work experience)
- the involvement in a wide range of opportunities to get involved in careers learning, such as trips, external visitors, mock interviews etc
- our Gatsby Benchmark scores

This policy should be read in conjunction with the Careers Programme.

This policy will be reviewed annually.

Date approved: October 2022

Date of review: September 2026

Signed:



L Burke (Careers Officer)