



Careers Policy

Created: A Shufflebottom

Developed by: S Timberley

Approved by: Michael Kent

Responsible Governor: tbc

Review	Date of Approval	Version Approved	Approved by	Comments and amendments
September 2020	14.09.20		Governing Body	
September 2021	14.09.21		Governing Body	
September 2022	18.10.22		Governing Body	
September 2023	12.09.23		Governing body	
September 2024	22.10.24		Governing body	
September 2025	08.09.25		Governing body	Rational/Commitment updated based on latest guidance May 2025 Changes highlighted; change in Campus detail Partnerships updated annually Included Provider Access Statement



Rationale

This policy reflects the latest Department for Education (DfE) statutory Careers Education, Information, Advice and Guidance (CEIAG) guidance issued in May 2025. We are committed to supporting all students at Netherhall Learning Campus to look beyond their time at school, have high aspirations and to develop the skills required to make a positive contribution to society through a planned programme of activities, Careers Education, Information, Advice and Guidance (CEIAG) and Work-related Learning (WRL). CEIAG not only underpins students understanding of what their options are but also how their actions will influence their long-term futures. NLC seeks to help all students take their place as suitably qualified and responsible adults within society. The focus is upon career and option choice, raising the aspirations and achievement of individual students and equipping them with skills, attitudes, knowledge and understanding as a foundation for managing their lifelong career and learning.

Careers Education helps young people to develop the knowledge and skills they need to make successful choices, manage transition between key stages and between education and the world of work. Careers Guidance enables them to use the knowledge and skills to make decisions about education and the world of work that are appropriate for them.

Commitment

Students are entitled to CEIAG which meets professional standards of practice, and which is person-centred, personalised and impartial. We incorporate the Gatsby Benchmarks (effective September 2025), including refinements around inclusion, leadership, data use, parental engagement and the Work Experience Guarantee. NLC High School and CMSS are committed to providing a planned programme of activities to which all students from Years 7–13 are entitled and which will help them to plan and manage their careers. We deliver CEIAG through curriculum, tutor time and thrive lessons alongside targeted group and whole year activities.

Our programme is structured to deliver explicit learning outcomes, raise aspirations, challenge stereotyping and promote equality and diversity. The careers programme is designed to meet the needs of the students at NLC High School, to ensure progression through activities that are appropriate to students; stages of career learning, planning and development.

Aims: The primary aims of the Careers Education and Guidance programme are to;

- Support all students and parents to have high aspirations and help young people investigate opportunities for further learning and employment, make decisions and manage transitions across the key stages at (KS3, 4 & 5) and to move onto challenging and fulfilling destinations when they leave us.
- Prepare young people at NLC for the opportunities, responsibilities and experiences of adult life.
- Help young people develop an understanding of their own and others, strengths, limitations, abilities, potential, personal qualities, needs, attitudes and values.
- Outline a clear and robust CEIAG Framework for each Year group.
- Ensure staff regularly link students' current experiences to their future opportunities
- Ensure all students develop key employability skills through involvement in work related learning activities.
- Support students, parents and teachers to understand the local labour market and the impact on employment opportunities.
- To ensure all students have the opportunity to have meaningful engagement with employers
- Ensure robust monitoring and evaluation using feedback from students, teachers, parents/Carers, Governors and external agencies of all CEIAG activities to ensure compliance with Gatsby Benchmarks.



The programme also:

- Contributes to improving achievement, by raising aspirations and motivation;
- Supports inclusion, challenges stereotyping and promotes equality;
- Encourages participation in education and/or training beyond the key stage at 16+;
- Develops enterprise and other skills valuable in the world of work;
- The CEIAG programme provides pupils with a wide range of experiences to help them progress effectively through their education and on to successful careers.

Monitoring and Evaluation of Careers Programme:

- Careers Leader will monitor the Careers programme on a regular basis. Compass+ is used to track Gatsby Benchmark progress and inform strategic planning.
 - Strategies to be used include All Stakeholder voice
 - Analysis of our tracking systems for Careers related Activities
 - Working with our Enterprise Co-Ordinator and Adviser to evaluate and develop the Careers Programme
- **Careers Leader will evaluate the Careers Programme on an annual basis and produce a report of findings**
 - Analysis of Destination Data
 - Stakeholders Voice

Personal Guidance

Independent careers guidance is delivered by a Level 6 qualified adviser, and supplemented by external sources covering apprenticeships, T Levels, HTQs, and other technical routes.

Netherhall Learning Campus have employed a Careers Engagement Manager who is a Level 6 qualified Careers Development Professional, thus allowing us to have an impartial adviser on site throughout the academic year. We are committed to providing the most effective service for students possible.

We will ensure that the CEIAG and WRL programme follows frameworks for good practice and other relevant guidance, such as:

“Careers Strategy: Making the most of everyone’s skills and talents”, Dec. 2017

Section 19 Education Act (2011), March 2015

Statutory guidance for governing bodies, school leaders and school staff: “Careers guidance and inspiration in schools” September 2016

“Technical Education and Apprenticeships: Raising Awareness in Schools”, Nov. 2017

Statutory Guidance for local authorities; “Participation of young people in education, employment and training”

“Career Guidance Action Plan”; Government Response to Recommendations from OFSTED’s thematic review and national Careers Council Report, September 2013

“Gatsby Good Careers Guidance Report”, Sir John Holman

“State of the Nation 2017” The Careers and Enterprise Company

In addition to following guidelines from emerging reports in the sector and LEA guidance, local colleges and employers, we support and encourage students to access key information in order to make informed decisions around all option choices at all key stages.

The Careers programme is directly aligned with the Quality in Careers Standard, which the school is actively working towards. We place a Work Experience programme for all students at the heart of KS4 learning, along with a classroom delivered course looking at Careers related topics.



We ensure that all student destinations are tracked and monitored.

We ensure all vulnerable students are provided with an enhanced and appropriate support package.

Partnerships

The CEIAG programme is enhanced through links with a number of partners who help us to make the students learning relevant and current.

We are supported by local businesses such as:

Cummins,
Arnold Clark Apprenticeship Scheme,
West Yorkshire Combined Authority,
The Ahead Partnership
Leeds City Region Enterprise Partnership (LEP), this includes a local business links
Kirklees CEIAG network
Further and Higher Education Links including;
Creative and Media Studio School
Greenhead College,
Huddersfield New College,
Kirklees College,
Mirfield College,
Shelley College,
Notre Dame College
British Army Foundation College
Leeds Arts University,
Huddersfield University,
Training providers;
TCOE,
The Learning Curve
Ask Apprenticeships
Woodspeen Apprenticeship Provider
The Link

Parental engagement is embedded across the CEIAG programme through workshops, newsletters, and events.



Key roles and responsibilities

Careers Leader & Careers Engagement Officer are responsible for the implementation and reviewing of this policy.

SLT, HOY's, HOD's, Subject Teachers and support staff will play an important role delivering the aims of the policy.

The Principal oversees all decisions related to careers across the Campus.

SLT

- To promote importance of a robust and innovative Careers programme across the campus ensuring a high profile is given to the strategy
- To support Careers Leader to implement a robust Careers Strategy
- To support Careers Leader to evaluate effectiveness of Careers Strategy.
- To Support Careers Leader to identify and deliver staff training
- To review and sign off Careers Policy.

Careers Leader/ Careers Engagement Manager

- To update SLT on updates to statutory requirements and Action steps required.
- Co – ordinate Careers Action Plan
- To work with all staff to co-ordinate whole school careers events.
- To write and review Careers Policy
- To communicate requirements to staff
- To work with HOD's to implement careers into the curriculum,
- To work with HOY's to ensure careers have a high profile and students from Year 7 to 13 understand the importance of careers.
- Maintain careers display
- To keep centralised record of all careers activity across the campus
- To evaluate the effectiveness of careers programme.

HOD's

- Identify careers activities on their action plan
- To ensure careers is embedded within scheme of work
- Promote importance of careers within department.
- To ensure 1 career related activity takes place each term for KS3/4 as well as 1 for KS5 (guest speaker, trip, resources delivered by teacher to link curriculum to careers and raise aspirations.)
- Contribute to a careers display
- Track and evaluate effectiveness of careers activity in their curriculum.

HOY

- To promote the importance of careers to all student & parents in their Year Group
- To ensure careers activities are embedded in Careers Action Plan
- To develop careers resources for their Year group
- Work with other HOY, Careers Leader and Careers Engagement Manager to plan and organise whole school careers events
- To plan a minimum of 1 careers related activity per term (Assembly/Tutor Activities/guest speaker/ trip to workplace or Learning provider)
- Contribute to a careers display
- Track and evaluate effectiveness of careers activity in their Year Group.



Tutors

- To promote the importance of Careers with all parents and students
- To communicate careers information to their students
- To encourage students to take part in organised careers related activities
- To deliver any careers related activities provided for their Tutor group by HOY.
- To use Unifrog with students

Students

- Will engage in work related learning activities
- Will take ownership of their behaviour and how this will impact their future
- Will dedicate time to considering what they want out of life
- Will research post 16/18 options
- Will work hard in school to achieve grades required
- Will attend extracurricular/events outside of the school day to get an awareness of what options they have
- Build a comprehensive Portfolio within Unifrog highlighting their achievements

Parents/Carers

- Will encourage their child to have high aspirations
- Will support their child to make post 16/18 options
- Will support their child to complete applications within set deadlines
- Will attend parents and option evenings
- Will support their child to understand importance of gaining a variety of work related learning experiences
- Will support their child to understand how their actions at school can impact their future

In order to achieve our aims, the following whole school CEIAG activities are in place.

- Maintaining an up-to-date careers website with links to reputable sources of careers information.
- Meet regularly with staff to arrange careers intervention at specific transition points for students requiring additional support.
- Giving students the opportunity to hear from and speak with Universities, apprenticeships and training providers about the options available to them at the end of Year 11 and Year 13
- All students have access to the Unifrog platform
- Students learn more about networking and the use of social media to help boost their professional reputation
- Provide students with opportunities to help them identify appropriate and reliable sources of careers information. (*See below for outline of activities*)
- Provide students with 1:1 personal coaching to support student decision making
- Produce online and hard copy careers resources that encourage students to ask questions about where their subjects can take them in the future
- Deliver careers workshops and presentations on 'Careers in the Curriculum'
- World of Work engagement with different subject departments to help students see how different school subjects are used in the world of work
- World of Work Engagement throughout the school year for both small and large groups of students
- Whole-school careers fair and interactive workshops as part of National Careers & Apprenticeship Week, which gives students the opportunity to speak with a range of local and national employers operating in a variety of different industries
- Use of Alumni presentations



- Mock Interviews for all students
- Liaise with subject departments to ensure that all subject-specific school trips, guest speakers and workshops contain (where possible) a careers focus or an opportunity to speak with an employer from a related industry
- Trips to careers events, taster days, universities and work places
- Guest speakers for assemblies and extra-curricular clubs to speak with students about what they do and give students a better idea of the wide range of different career pathways they could pursue in the future
- Encourage students to enter local and national competitions
- Encourage all students to pursue appropriate volunteering opportunities that they might be interested in, so that they can develop the skills and experience desired by employers
- Help any students who are interested to find and apply for part-time work or volunteering opportunities outside of school time.
- The school is committed to ensuring every student receives two weeks of meaningful modern work experience during KS4 and KS5, in line with the Work Experience Guarantee.
 - This will include :
 - All Y10 to take part in a meaningful one-week work experience
 - All Year 12 to take part in a meaningful one-week work placement
 - Destination support meetings for students and parents
 - Application support for next steps

Outline of Careers Framework for each Year group

Year 7 Students will:

- Be introduced to the school's careers, advice and guidance programme.
- Have a programme of careers education within thrive time
- Learn more about different careers and job stereotypes along with hidden roles in business
- Will complete a Careers Questionnaire
- Will attend an annual Careers fair and have guest speakers or digital events linking their learning to careers
- Will work to develop a can do attitude
- Research a variety of careers, what makes a dream job and the attributes and qualifications required
- Will be introduced to Unifrog and learn how to log their interactions and start to build their skills bank, this is where all interactions, achievements and skills will be recorded
- Will be introduced to the world of work, jobs of the future and Local Labour Market information
- Will be able to identify what skills and attributes you need to be successful in school and beyond it

Year 8 Students will:

- Will complete a Careers Questionnaire
- Will have a programme of careers education within thrive time
- Build on personal strengths and begin to link skills to specific careers related to their interests and the subjects they enjoy in school
- Build on their knowledge of the world of work and how it is constantly changing
- Be encouraged to think about what they might like to achieve after school
- Identify specific areas of industry they are interested in during tutor time activities and research which options would be required in Year 9 to benefit their career path
- Be provided with a comprehensive GCSE Options booklet and a GCSE Options evening to discuss their choices.



- Continue to build their record of skills, achievements and interactions using the Unifrog locker

Year 9 Students will:

- Complete a Careers Questionnaire
- Will have a programme of careers education within thrive time
- Start to look at transferable skills, and how they can begin to develop the skills needed for work through volunteering, extra-curricular and social action projects.
- Take part in National Careers and Apprenticeships week
- Hear guest speakers, take part in trips or digital events to explore and link learning to careers.
- Attend an annual whole school Careers fair
- Begin to explore different pathways at post-16 and where these can lead, using Unifrog.
- Build on their knowledge of the World of Work, jobs of the future and Local Labour Market information
- Start to prepare for work experience and making contacts to secure a placement.
- Continue to build their record of skills, achievements and interactions using the Unifrog locker

Year 10 Students will:

- Complete a Careers Questionnaire
- Will have a programme of careers education within thrive time
- Use local labour market information (LMI) to see what career opportunities might be available once they leave school, on a local, regional, national and international level
- Will attend an annual whole school Careers fair
- Will secure and take part in a meaningful one-week work experience
- Take part in National Careers week and National Apprenticeships week activities
- Hear guest speakers, take part in trips or digital events to explore and link your learning to careers.
- Explore different pathways at post-16 and where these can lead, using Unifrog.
- Are given an insight into the application process works so that they are able to apply for different sixth form, college and apprenticeship opportunities.
- Continue to build their record of skills, achievements and interactions using the Unifrog locker

Year 11 Students will:

- Complete a Careers Questionnaire
- will have a programme of careers education within thrive time
- Explore different pathways at post-16 and where these can lead, using Unifrog.
- Be encouraged to think about the kind of behaviour potential sixth forms, colleges, apprenticeship providers and employers look for, through taking part in assemblies and workshops with external speakers
- Update and refine their CV and personal statements and take part in education/employment interview preparation.
- Take part in practice interviews during school time working with outside agencies to provide real life and realistic interview situations
- Explore different pathways at post-16 and where these can lead, using Unifrog.
- Be encouraged to attend the Get Organised next steps event in October
- Be supported to complete applications for their next steps
- Continue to build their record of skills, achievements and interactions using the Unifrog locker



Year 12 will:

- Complete Careers Questionnaire
- Will have a programme of careers education within thrive time
- Write CV's, covering letters and Personal statements
- Take part in Interview preparation
- Use Unifrog and other resources to research Post 18 options
- Take part in National Careers week and National Apprenticeships week activities
- Attend an annual whole school Careers fair - across all year groups
- Hear guest speakers, take part in trips or digital events to explore and link your learning to careers.
- Attend Create Your Future
- Research and organise a one week work experience placement
- Take part in work readiness activities
- Consider summer internship and voluntary work to enhance learning

Year 13 Students will:

- Complete a Careers Questionnaire
- Will have a programme of careers education within thrive time
- Have the opportunity for a 121 Guidance meeting with a Careers Adviser
- Complete personal statements, apply for University through UCAS, Apprenticeships through Gov.UK or alternative Post 18 Provision and Gap Year opportunities
- Take part in National Careers week and National Apprenticeships week activities
- Hear guest speakers, take part in workshops, trips or digital events to explore and link learning to careers and Post18 Pathways.
- Take part in interview preparation and mock interviews
- Be guided through Portfolio/Show reel /Audition development
- Complete student finance applications
- Gain an understanding of finance and budgeting
- Consider summer internship and voluntary work to enhance learning

Staff development, training and support

We recognise the need for staff to receive appropriate training to support their work in delivering the school programme of CEaIG education and offering opportunities to students. The School Leader/SLT, or other appropriate member of staff, will organise training related to the identified needs of staff as required.

Our Head of Health and Social Sciences has completed the Level 7 Careers Leader Qualification, our Careers Engagement Officer has completed a Level 6 Careers Professional Apprenticeship and subject teachers have had the opportunity to take part in CPD developed with industry and the Kirklees Careers Hub.



Netherhall Learning Campus High School: Provider Access Policy Statement

(Updated in line with DfE Statutory Guidance, May 2025)

Rationale

This policy reflects the latest Department for Education (DfE) statutory Careers Education, Information, Advice and Guidance (CEIAG) guidance issued in May 2025. High quality careers education and guidance in school or college is critical to young people's futures. It helps to prepare them for the workplace by providing a clear understanding of the world of work including the routes to jobs and careers that they might find engaging and rewarding. It supports them to acquire the self-development and career management skills they need to achieve positive employment destinations. This helps students to choose their pathways, improve their life opportunities and contribute to a productive and successful economy. As the number of apprenticeships rises every year, it becomes increasingly important that all young people have a full understanding of all the options available to them post-16 and post-18 including wider technical education options such as T-Levels and Higher Technical Qualifications.

Commitment

Netherhall Learning Campus High School endeavours to ensure that all students are aware of all routes to higher skills and can access information on technical options and apprenticeships (The Department of Education, July 2021: "Baker Clause": supporting students to understand the full range of education and training options, and the Provider Access Legislation, January 2023).

Netherhall Learning Campus High School is committed to ensuring there is an opportunity for a range of education and training providers to access students for the purpose of informing them about approved technical education qualifications and apprenticeships. The school is fully aware of the responsibility to set students on the path that will secure the best outcomes, which in turn will enable them to progress in education or employment and give employers the highly skilled people they need. That means acting impartially and in line with statutory duty, and not showing bias towards any route, be that academic or technical.

The school will comply with the updated Provider Access Legislation (PAL), which requires at least six encounters with providers of approved technical education qualifications or apprenticeships:

- Two encounters for all pupils in Years 8 or 9
- Two encounters for all pupils in Years 10 or 11
- Two encounters for all pupils in Years 12 or 13 (mandatory for schools to offer, optional for pupils to attend)

These encounters will include providers of apprenticeships, T Levels, HTQs, and other technical routes. The school will ensure that all encounters are meaningful and provide students with information to make informed decisions.

Gatsby Benchmark Alignment

The Provider Access Policy aligns with the revised Gatsby Benchmarks (September 2025), particularly Benchmark 7 (Encounters with Further and Higher Education) and Benchmark 8 (Personal Guidance). The school will use Compass+ to monitor and evaluate the effectiveness of these encounters and ensure compliance with statutory requirements.

Aims

Netherhall Learning Campus High School policy for Access to other education and training providers has the following aims:

- To develop the knowledge and awareness of our students of all career pathways available to them, including technical qualifications and apprenticeships.



- To support young people to be able to learn more about opportunities for education and training outside of school before making crucial choices about their future options.
- To reduce drop out from courses and avoid the risk of students becoming NEET (Young people not in education, employment, or training).

Student Entitlement

- Netherhall Learning Campus High School fully supports the statutory requirement for students to have direct access to other providers of further education training, technical training and apprenticeships. The school will comply with the new legal requirement to put on at least six encounters with providers of approved technical education qualifications or apprenticeships. This will be done in Tutor time, Assemblies, National Apprenticeship Week and National Careers Week, in addition to providers attending careers events

Monitoring and Evaluation

The Careers Leader will coordinate all provider access requests and maintain a log of encounters. The school will evaluate the impact of provider encounters through student feedback, Compass+ tracking, and destination data.

Requests for Access

Requests for access to be directed to Sarah Timberley, Careers Leader.

Email: timberleys@nlconline.org.uk | Tel: 01484 382140

Facilities and Safeguarding

The school will provide appropriate facilities for provider presentations and ensure all safeguarding protocols are followed. Encounters can be delivered in person or virtually.

Parental Engagement

Parents and carers will be informed of provider events and encouraged to attend where appropriate.

Complaints Procedure

Complaints should follow the NLC Complaints procedure. This can be found on the NLC website. In the first instance any concerns/complaints should be discussed with the Careers Lead, Sarah Timberley, email: timberleys@nlconline.org.uk

Review

This policy will be reviewed annually by the Careers Leader and approved by the Governing Body.

Approval

Approved alongside Careers Policy

Links to other policies

See also the school's Curriculum, Assessment & PHSCE policy.

It supports and is underpinned by key school policies including those for Careers, Child Protection, Equality and Diversity, and SEND.

Signed *Michael Kent* Head teacher



Appendix

Providers who have been invited into Netherhall Learning Campus High School to date include:

West Yorkshire Learning Providers
Greenhead College
Huddersfield New College
Creative and Media Studio School
Kirklees College
Mirfield College
Shelley College
The Learning Curve
Ask Apprenticeships
Woodspeen Apprenticeship Provider
The Link

Destinations of previous pupils from Netherhall Learning Campus High School include:

Greenhead College
Huddersfield New College
Creative and Media Studio School
Kirklees College
Mirfield College
Shelley College
Notre Dame College
British Army Foundation College
Arnold Clark Apprenticeship Scheme