



Cambridge Park Academy Careers Policy 2025-2026



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Approved by;	
Version:	1
Created on:	November 2025
Next Review Date;	November 2026

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1. Introduction

At Cambridge Park Academy, our Careers Education, Information, Advice and Guidance programme is designed to empower every pupil to explore their strengths, interests and aspirations and to prepare them for life beyond school.

We are committed to providing a high-quality, inclusive careers curriculum that supports our young people. Through personalised guidance, meaningful encounters with employers and opportunities for real life experiences, we help each pupil develop the skills and confidence they need to move successfully into adulthood.

Our aims are:

- To ensure that every pupil, regardless of their individual needs or starting points, has access to clear information, practical support and inspiring opportunities that open doors to their next steps -whether that's further education, vocational training, supported internships or employment and supported living.
- To ensure pupils have the skills to make informed choices about their futures.
- To provide pupils with well-rounded experiences within the local community and with a variety of employers.
- To inspire and motivate pupils to develop themselves as individuals and live as independently as is possible.
- To develop personal characteristics such as social skills, communication, independence and resilience.
- To ensure pupils have access to a progressive careers programme that meets their individual needs.

2. Statutory Requirements and Recommendations

Cambridge Park's careers provision aligns with the statutory guidance issued by the Department of Education, as set out in the Sections 42A, 42B, 45 and 45A of the Education Act 1997. This guidance requires all schools to provide independent careers guidance for pupils in Years 7-13, as well as for students in 6th forms and colleges who have an Education, Health and Care Plan (EHCP). This guidance must:

- be impartial
- include information on a range of pathways, including technical education and apprenticeships
- be adapted to the needs of the pupil.

Cambridge Park is compliant with the careers guidance set out in 'Careers guidance and access for education and training providers', updated in May 2025. We follow the guidance and complete termly assessments against the Gatsby Benchmarks to ensure we are delivering the best practice.

3. Roles and responsibility of the Careers Leaders

The careers leader is responsible for:

- Managing the provision of careers information.
- Taking responsibility for the development, management and reporting of the school's careers programme.
- Planning careers activities, managing the careers budget and, where necessary, managing and coordinating other staff involved in the delivery of careers guidance.
- Establishing and developing links with employers, education and training providers, and careers organisations.
- Ensuring that pupils receive impartial careers advice.
- Supporting teachers of careers education providing initial information and advice.
- Monitoring teaching and learning in careers education, and the access to and take up of careers guidance.
- Working alongside the Senior Leadership Team in the development of CEIAG through regular meetings and annual leadership reviews.
- Preparing and implementing a development plan for CEIAG.
- Working against the Gatsby Benchmarks.
- Taking part in termly evaluations using Compass Plus.
- Regular liaison with the Careers Enterprise Coordinator.
- Taking part in regular CPD to ensure all updates are in place.
- Keep parents and carers informed of updates, LMI and individual pupil opportunities.

4. Careers Provision at Cambridge Park Academy

Cambridge Park Academy's careers provision is designed to build progressively from the early years through to preparation for adulthood. (See Long Term Plans in the appendix 1)

Early Introduction to Careers

In the primary phases, pupils are introduced to the world of work through sensory experiences, storytelling, role play, visits and encounters with the world of work, our careers programme is discretely incorporated into the curriculum to meet the needs of our learners, ensuring that all children can imagine a positive future for themselves and begin to see their place in it.

Key Stage 3

During KS3, the focus shifts to developing self-awareness, recognising individual skills and qualities and beginning to understand different pathways. Year 9 pupils will take part in some form of work experience, whether this be in the classroom or around the wider school.

Key Stage 4

In KS4 pupils deepen their understanding of their strengths and interests, developing character and make informed choices about their next steps. All pupils in Key Stage 4 will take part in some form of work experience, whether this be jobs in the classroom or external work placements.

6th Form

In 6th form, the emphasis is on further personal development, independence and preparation for adulthood, ensuring every young person is equipped with the knowledge, skills and confidence to move successfully into their chosen future. Students at 6th Form will take part in some form of work experience whether these be part of their vocational studies or external work placements. 6th Form students will support KS4 pupils in transitions for work experience and Post 16 life.

5. Provider Access Policy Statement

Introduction

This policy statement sets out Cambridge Park Academy's statutory arrangements for managing the access of providers to pupils at the setting for the purposes of giving them high quality careers education and guidance. This helps pupils prepare for their lives after school or 6th Form by providing a clear understanding of the opportunities available to them and prepare them for the transition into the wider community. It is important that the information that is shared with our pupils is accessible through means that are appropriate to their special educational needs, which shall be decided in consultation with individual Educational Health and Care Plan.

This policy refers to the following legislation:

- Section 42A, 42B, 45 and 45A of the Education Act 1997.
- Section 72 of the Education Skills Act 2008
- Schedule 4 (15) of the School Information (England) Regulations 2008 Other policies to be referred to include:
 - Child Protection Safeguarding Policy and Procedure
 - Risk Assessment Policy
 - School Visitors Policy
 - SEND Policy
 - Teaching, Learning, Assessment and Curriculum Policy

Definitions

A provider in this policy includes any persons suitably qualified or equipped person able to discuss T Levels, apprenticeships, traineeships, supported internships, technical and vocational qualifications, applied qualifications and higher technical skills courses with pupils. Visiting providers should include Further Education Colleges and 6th Forms, University Technical Colleges, Institutes of Technology and a range of providers of apprenticeships and technical options, including Independent Training Providers (ITPs).

Aim:

This policy aims to set out our school and 6th Form's arrangements for managing the access of careers education and training providers to pupils for the purpose of giving them information about potential training, career and further education opportunities offered by the providers.

It sets out:

- Procedures in relation to requests for access.
- The grounds for granting and refusing requests for access.
- Details of premises or facilities to be provided to a person who is given access

Pupil Entitlement

Cambridge Park Academy will provide at least six encounters with approved providers of apprenticeships and technical education for all students (where appropriate):

- Two encounters for pupils during the 'first key phase' (year 8 or 9)

- Two encounters for pupils during the ‘second key phase’ (year 10 or 11)
- Two encounters for pupils during the ‘third key phase’ (year 12 or 13)

These provider encounters will be scheduled during the main school hours.

Meaningful Provider Encounters

One encounter is defined as one meeting/session between pupils and one provider. We are committed to providing meaningful encounters to all pupils using the Making it Meaningful checklist.

Meaningful online engagement is also an option, and we are open to providers that are able to provide live online engagement with our pupils.

Management of Provider Access Requests

Procedure

A provider wishing to request access to main site should contact Mrs Megan Ceclich, Careers Leader, via email: mceclich@cambridgepark.het.academy.

A provider wishing to request access to 6th Form should contact Mrs Lucy Barnes, Careers Leader, via email: ldix@cambridgepark.het.academy.

Opportunities for Access

Cambridge Park Academy offers the six provider encounters required by law and a number of additional events, integrated into the school careers programme. We 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

Cambridge Park Academy will make the main hall, classrooms or private meeting rooms available for discussions between the provider and pupils, as appropriate to the activity. We 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.

Meaningful online engagement is also an option and we are open to providers that can provide live online engagement with our pupils.

Providers are welcome to leave a copy of their prospectus or other relevant course literature at reception.

Complaints

Any complaints with regards to provider access can be raised following the school complaints procedure or directly with The Careers & Enterprise Company via provideraccess@careersandenterprise.co.uk.

Signed:

**Intent of Careers Programme at KS3
Exploring Myself and the World of Work**

As our pupils enter KS3, our careers programme is focused on transition and planning, real-world readiness and individual aspirations. We recognise that preparing for adulthood looks different for every young person with SEND, and we are committed to helping each pupil take confident next steps into further education, training or adult life. We want to ensure that by the end of KS3, each learner has a growing sense of identity and possibility, with access to careers education that reflects their individual learning needs and long-term goals.

We aim to:

- Deepen understanding of personal strengths, preferences and challenges, encouraging pupils to explore what they might like to do in the future.
- Introduce a broader range of employment sectors, helping pupils make connections between their learning and the real world.
- Provide experiential learning through workplace visits, enterprise activities, and interactions with professionals.
- Develop core employability skills such as timekeeping, personal presentation, following instructions and working as part of a team.
- Offer differentiated pathways and personalised guidance about future options such as supported internships, vocational training, college or independent living.
- Promote independence and functional life skills through curriculum links to real-life contexts, preparing pupils for adulthood.

Gatsby Benchmark	Termly Planned Activities		
	Autumn	Spring	Summer
1 - A STABLE CAREERS PROGRAMME	<ul style="list-style-type: none"> • School careers programme. • Termly updates to Governors. • Careers meetings with SLT termly • Annual Leadership Review (October 2025) • Careers Team to meet termly • Termly meetings with Careers Enterprise advisor • Compass Plus update – via the wider curriculum tracker. 	<ul style="list-style-type: none"> • School careers programme. • Termly updates to Governors. • Careers meetings with SLT termly. • Careers Team to meet termly • Termly meetings with Careers Enterprise advisor • Compass Plus update – via the wider curriculum tracker. 	<ul style="list-style-type: none"> • School careers programme. • Termly updates to Governors. • Careers meetings with SLT termly. • Careers Team to meet termly • Policy review • Termly meetings with Careers Enterprise advisor • Compass Plus update – via the wider curriculum tracker.

<p>2 - LEARNING FROM CAREER AND LABOUR MARKET INFORMATION.</p>	<ul style="list-style-type: none"> • Parents and careers have access to LMI resources through website. • Parents’ evening – career choices information available. • Pathway discussions held during annual EHCP reviews. • Parents evening – information from agencies available for parents/carers. 	<ul style="list-style-type: none"> • Parents and careers have access to LMI resources through website. • Parents’ evening – career choices information available. • Pathway discussions held during annual EHCP reviews. • Parents evening – information from agencies available for parents/carers. • Teacher CPD – How to learn from LMI. 	<ul style="list-style-type: none"> • Parents and careers have access to LMI resources through website. • Parents’ evening – career choices information available. • Pathway discussions held during annual EHCP reviews. • Parents evening – information from agencies available for parents/carers.
<p>3 - ADDRESSING THE NEEDS OF EACH YOUNG PERSON</p>	<ul style="list-style-type: none"> • Annual EHCP meetings • FSQ where appropriate • All about me activities: <ul style="list-style-type: none"> • Strengths • Dreams • Interests 	<ul style="list-style-type: none"> • Annual EHCP meetings • FSQ where appropriate 	<ul style="list-style-type: none"> • Annual EHCP meetings • FSQ where appropriate
<p>4 - LINKING CURRICULUM LEARNING TO CAREERS</p>	<ul style="list-style-type: none"> • Careers embedded into the curriculum through discussions of skills used over the curriculum and how these may be applicable into the world of work. • Visits into the community or visits that support the curriculum. • Junior Seafood Competition (Year 9) • All about me activities: <ul style="list-style-type: none"> • Strengths • Dreams • Interests 	<ul style="list-style-type: none"> • Careers embedded into the curriculum through discussions of skills used over the curriculum and how these may be applicable into the world of work. • Visits into the community or visits that support the curriculum. • Enterprise clubs – crafts • STEM activities and visits (WiME) • Science Week • Try a Trade Day hosted at CPA 	<ul style="list-style-type: none"> • Careers embedded into the curriculum through discussions of skills used over the curriculum and how these may be applicable into the world of work. • Visits into the community or visits that support the curriculum. • Enterprise activities – pupils design

		<ul style="list-style-type: none"> • National Careers Week • Personal strengths via PSHE (Functional Curriculum) 	<p>and make items to sell at the Summer Fayre</p> <ul style="list-style-type: none"> • Preparing for adulthood lessons via PSHE (Functional Curriculum)
5 - ENCOUNTERS WITH EMPLOYERS AND EMPLOYEES.	<ul style="list-style-type: none"> • Visits into the community or visits that support the curriculum. • Junior Seafood Competition 	<ul style="list-style-type: none"> • Visits into the community or visits that support the curriculum. • Try a Trade Day hosted at CPA (March 2026) 	<ul style="list-style-type: none"> • Visits into the community or visits that support the curriculum.
6 - EXPERIENCES OF WORKPLACES	<ul style="list-style-type: none"> • Visits into the community or visits that support the curriculum. • Job applications for job roles within school. • Mock interviews • Junior Seafood Competition (Year 9) 	<ul style="list-style-type: none"> • Visits into the community or visits that support the curriculum. • Internal work experience for Year 9 pupils. 	<ul style="list-style-type: none"> • Visits into the community or visits that support the curriculum. • Internal work experience for Year 9 pupils.
7 - ENCOUNTERS WITH FURTHER AND HIGHER EDUCATION	<ul style="list-style-type: none"> • Internal work experience for Year 9 pupils. • Parents evening – further education providers present and there to give individual support. 	<ul style="list-style-type: none"> • Student Alumni speakers in assembly. • Parents evening – further education providers present and there to give individual support. 	<ul style="list-style-type: none"> • Parents evening – further education providers present and there to give individual support.
8 - PERSONAL GUIDANCE	<ul style="list-style-type: none"> • Annual EHCP reviews discusses futures and possible opportunities at Post 16 and beyond. • Parents evening – further education providers present and there to give individual support. 	<ul style="list-style-type: none"> • Annual EHCP reviews discusses futures and possible opportunities at Post 16 and beyond. • Parents evening – further education providers present and there to give individual support. 	<ul style="list-style-type: none"> • Annual EHCP reviews discusses futures and possible opportunities at Post 16 and beyond. • Careers advisor introduction for Year 9

	<ul style="list-style-type: none"> • Parent Coffee Morning – Careers based. 		<ul style="list-style-type: none"> • Parents evening – further education providers present and there to give individual support. • Transition workshops – Compass Go
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Intent of Careers Programme at KS4 Developing Skills and Making Choices

As our pupils enter KS4, we support them to build on their self-awareness, develop aspirations, and engage with the wider world of work in a way that is meaningful and accessible to their needs. Our careers programme at KS4 supports each learner to leave school with a clear sense of purpose, self-belief and the practical tools to pursue a fulfilling future, whatever that may look like for them.

We aim to:

- Equip pupils with practical knowledge and skills they will need in adult life, including, work-related learning, travel training, money management and communication.
- Provide high-quality careers guidance, tailored to each learner’s EHCP outcome and aspirations.
- Offer meaningful work-related experiences such as internal and external work placements, employer visits, mock interviews and enterprise projects.
- Support pupils to explore and understand different post-16 pathways, including college, apprenticeships and supported employment.
- Encourage reflection and decision-making through tools like career action plans, vocational profiles and transition reviews.
- Build resilience, confidence and independence, preparing young people for the challenges and opportunities of adult life.

Gatsby Benchmark	Termly Planned Activities		
	Autumn	Spring	Summer
1 - A STABLE CAREERS PROGRAMME	<ul style="list-style-type: none"> • School careers programme. • Termly updates to Governors. • Careers meetings with SLT termly • Annual Leadership Review (October 2025) 	<ul style="list-style-type: none"> • School careers programme. • Termly updates to Governors. • Careers meetings with SLT termly. • Careers Team to meet termly • Termly meetings with Careers 	<ul style="list-style-type: none"> • School careers programme. • Termly updates to Governors. • Careers meetings with SLT termly. • Careers Team to meet termly

	<ul style="list-style-type: none"> • Careers Team to meet termly • Termly meetings with Careers Enterprise advisor • Compass Plus update – via the wider curriculum tracker. 	<p>Enterprise advisor</p> <ul style="list-style-type: none"> • Compass Plus update – via the wider curriculum tracker. 	<ul style="list-style-type: none"> • Policy review • Termly meetings with Careers Enterprise advisor • Compass Plus update – via the wider curriculum tracker.
<p>2 - LEARNING FROM CAREER AND LABOUR MARKET INFORMATION.</p>	<ul style="list-style-type: none"> • Parents and careers have access to LMI resources through website. • Parents' evening – career choices information available. • Pathway discussions held during annual EHCP reviews. • Parents evening – information from agencies available for parents/carers. 	<ul style="list-style-type: none"> • Parents and careers have access to LMI resources through website. • Parents' evening – career choices information available. • Pathway discussions held during annual EHCP reviews. • Parents evening – information from agencies available for parents/carers. • Teacher CPD Gatsby Benchmark 2 – how to learn from LMI. 	<ul style="list-style-type: none"> • Parents and careers have access to LMI resources through website. • Parents' evening – career choices information available. • Pathway discussions held during annual EHCP reviews. • Parents evening – information from agencies available for parents/carers.
<p>3 - ADDRESSING THE NEEDS OF EACH YOUNG PERSON</p>	<ul style="list-style-type: none"> • Annual EHCP meetings • Careers Advisor individual meeting • FSQ where appropriate • All about me activities: <ul style="list-style-type: none"> • Strengths • Dreams • Interests 	<ul style="list-style-type: none"> • Annual EHCP meetings • FSQ where appropriate 	<ul style="list-style-type: none"> • Annual EHCP meetings • FSQ where appropriate • Transition support • All about me activities: <ul style="list-style-type: none"> • Strengths • Dreams • Interests
<p>4 - LINKING CURRICULUM LEARNING TO CAREERS</p>	<ul style="list-style-type: none"> • Careers embedded into the curriculum through discussions 	<ul style="list-style-type: none"> • Careers embedded into the curriculum 	<ul style="list-style-type: none"> • Careers embedded into the curriculum

	<p>of skills used over the curriculum and how these may be applicable into the world of work.</p> <ul style="list-style-type: none"> • Visits into the community or visits that support the curriculum. • Junior Seafood Competition (Year 10) • Highlighted pupils to visit a working farm for work experience. • Charity work experience at Tesco involving budgeting. • PD lessons via accredited course (Functional Curriculum) • All about me activities: <ul style="list-style-type: none"> • Strengths • Dreams • Interests 	<p>through discussions of skills used over the curriculum and how these may be applicable into the world of work.</p> <ul style="list-style-type: none"> • Visits into the community or visits that support the curriculum. • Enterprise clubs – crafts • STEM activities and visits (WiME) • Science Week • Try a Trade Day hosted at CPA • PD lessons via accredited course (Functional Curriculum) • My Skills passports • CV building • Aspiring job profiles 	<p>through discussions of skills used over the curriculum and how these may be applicable into the world of work.</p> <ul style="list-style-type: none"> • Visits into the community or visits that support the curriculum. • Enterprise activities – pupils design and make items to sell at the Summer Fayre • PD lessons via accredited course (Functional Curriculum)
<p>5 - ENCOUNTERS WITH EMPLOYERS AND EMPLOYEES.</p>	<ul style="list-style-type: none"> • Visits into the community or visits that support the curriculum. • Careers focused visits – Tesco, Made Great in Grimsby • Farm work experience for highlighted pupils. • Charity work experience at Tesco 	<ul style="list-style-type: none"> • Visits into the community or visits that support the curriculum. • Try a Trade Day hosted at CPA (March 2026) • Careers focused visits – Tesco, Made Great in Grimsby, Farm Visits 	<ul style="list-style-type: none"> • Visits into the community or visits that support the curriculum. • Careers focused visits – Tesco, Made Great in Grimsby, Farm Visits • Work experience
<p>6 - EXPERIENCES OF WORKPLACES</p>	<ul style="list-style-type: none"> • Visits into the community or visits that support the curriculum. 	<ul style="list-style-type: none"> • Visits into the community or visits that support the curriculum. 	<ul style="list-style-type: none"> • Visits into the community or visits that support the curriculum.

	<ul style="list-style-type: none"> • Job applications for job roles within school. • Mock interviews • “Work Experience Wednesdays” at 6th Form 	<ul style="list-style-type: none"> • Internal work experience for Year 10 and 11 pupils. • “Work Experience Wednesdays” at 6th Form 	<ul style="list-style-type: none"> • Internal work experience for Year 10 and 11 pupils. • “Work Experience Wednesdays” at 6th Form • Highlighted Year 11 pupils for external work experience – employers or 6th form.
7 - ENCOUNTERS WITH FURTHER AND HIGHER EDUCATION	<ul style="list-style-type: none"> • Internal work experience for Year 9 pupils. • Parents evening – further education providers present and there to give individual support. • Visits to Linkage, GIFHE, CPA 6th Form 	<ul style="list-style-type: none"> • Student Alumni speakers in assembly. • Parents evening – further education providers present and there to give individual support. • Visits to Linkage, GIFHE, CPA 6th Form • STEM Conference at Franklin College 	<ul style="list-style-type: none"> • Parents evening – further education providers present and there to give individual support. • Visits to Linkage, GIFHE, CPA 6th Form • Transition support – individual or group
8 - PERSONAL GUIDANCE	<ul style="list-style-type: none"> • Annual EHCP reviews discusses futures and possible opportunities at Post 16 and beyond. • Parents evening – further education providers present and there to give individual support. • Parent Coffee Morning – Careers based. • Careers Advisor individual meetings with Year 11. 	<ul style="list-style-type: none"> • Annual EHCP reviews discusses futures and possible opportunities at Post 16 and beyond. • Parents evening – further education providers present and there to give individual support. 	<ul style="list-style-type: none"> • Annual EHCP reviews discusses futures and possible opportunities at Post 16 and beyond. • Careers advisor introduction for Year 10s • Parents evening – further education providers present and there to give individual support.

			<ul style="list-style-type: none">• Transition workshops – Compass Go
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