

**THE SALTERNS ACADEMY TRUST: ADMIRAL LORD NELSON SCHOOL**

**CAREERS EDUCATION, INFORMATION, ADVICE AND GUIDANCE POLICY**



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*Article 3 - The best interests of the child must be a top priority in all decisions and actions that affect children.*

### **1. Key Staff Involved**

<b>Role</b>	<b>Name(s)</b>
Headteacher:	Chris Doherty
Chair of the Local Governing Body:	Nathan Waites
Deputy Headteacher:	Katie Holness
Personal Development Curriculum Leader	Sam Easson
Careers Lead and Information Centre Manager	Ollie Riches

### **2. Governing Body Statement**

The Governors will ensure that Admiral Lord Nelson School will:

- meet its statutory duty to provide careers education from Year 7-11, giving student access to careers information and impartial advice.
- meet its legal duty to manage the access of providers to students at the school for the purpose of giving them information about the provider's education or training offer (PAL)

### **3. Aims and Objectives**

This document aims to detail the strategy and operational procedures for the delivery and of Careers Education, Information, Advice and Guidance (CEIAG) at ALNS.

The aims of this document are:

- To set out the procedures put into place to ensure that CEIAG is delivered to required standard
- To set out the CEIAG strategy at ALNS
- To outline working relationship between the school and outside agencies, including impartial career advice providers, local colleges, universities, training providers, Local Education Authority, employers and other collaborators.
- To set out mechanisms for feedback from staff and students about the delivery and availability of CEIAG, so that the procedures and delivery can be continually evaluated and improved.
- To provide an overview of the Careers Programme, including key learning aims and objectives

This policy is written in line with Personal Development Curriculum priorities of the School Improvement Plan, is underpinned by the DfE Careers Guidance 2025, the CDI Career Development Framework (2021) and adheres to the 8 Gatsby Benchmarks.

#### **Intent**

The key strategic aim (Mission) of our Careers Education programme is to equip our students with knowledge, skills and experiences they need make informed, realistic and aspirational choices about their future and to take their best next steps.

Our Vision for all our students is to "Know myself. See my path. Be ready to go".

When students leave us, they will:

- Be aware of their passions, skills and preferences and understand how these could

- inform their career choices
- Be able to recognise and challenge stereotypes about career pathways and understand their career aspirations should not be limited by them
- Have developed essential skills to support them to transition to further education, apprenticeship or employment

### **Implementation**

We will achieve our aims through delivery of our high-quality, inclusive and impartial ALNS Careers Programme, built on key learning objectives and progressive learning outcomes in each Key Stage (Appendix 1 & 2). ALNS Careers Programme sets out to empower our students to:

- **know themselves**, by developing self-awareness, recognising their strengths, interests and values, and reflecting on their personal journey;
- **see the path**, by exploring a wide and ambitious range of education, training and career opportunities—academic and technical—supported by accurate labour market information and meaningful encounters with employers and providers;
- **be ready to go**, by building the employability skills, career management capabilities and resilience needed to make successful transitions at key decision points and throughout life.

The Programme is written using The CDI Career Development Framework [CDI Framework - Career Development Institute](#), equalx Learning Outcomes model [equalx | CEC Resource Directory](#) and includes the following themes:

- **Grow throughout life:** grow throughout life by learning and reflecting on yourself, your background, and your strengths.
- **Explore possibilities:** explore the full range of possibilities open to you and learn about recruitment processes and the culture of different workplaces.
- **Manage careers:** manage your careers actively, make the most of opportunities and learn from setbacks.
- **Create Opportunities:** create opportunities by being proactive and by building positive relationships with others.
- **Balance life and work:** balance your life as a worker and/or entrepreneur with your wellbeing, other interests and your involvement with your family and community.
- **See the big picture:** see the big picture by paying attention to how the economy, politics and society connect with your own life and career.

The content of the Programme will be delivered via Personal Development Days, assemblies, timetabled careers lessons, 1:1 sessions, and a wide variety of encounters which include employers, Higher Education, Further education, Independent Training Providers, off-site visits, careers in the curriculum, Work Experience and so on.

All students have an opportunity to request a 1:1 meeting with a qualified Careers Adviser through the Information Centre staff. All Year 11s are offered a 1:1 interview as part of Statutory Offer.

Tailored provision is made for students identified as most at risk of becoming NEET, Children Looked After, students receiving Pupil Premium, and students identified as having special educational needs.

### **Impact**

This policy is reviewed annually as part of the whole-school self-assessment process.

The delivery of CEIAG is quality assured, evaluated and assessed for impact through:

- termly Compass+ self-evaluation assessment against Gatsby Benchmarks
- annual destinations data interrogation, national and local
- stakeholder evaluations (parents, teacher, student and employer surveys)
- assessments against learning outcomes using Future Skills Questionnaires
- reflection tasks following encounters and experiences

#### **4. Student entitlement**

\*Statutory. For details, please see Appendix 1, 2 and 3

\*All students in years 7-11 are entitled to "independent careers guidance" which is both impartial and confidential. Such guidance could include external providers' visits, mentoring, careers websites access and personal guidance and "will contain external information on the full range of education and training options, including sixth form, college, university, apprenticeship and technical qualification providers".

\*All students in years 8-11 will experience at least 2 encounters with an approved technical education qualification provider during each key stage (min 4 in total by the time they leave ALNS)

\*All students in Y11 are entitled to request a personal careers guidance interview.

At Key Stage 3 (see Appendix 1) and Key Stage 4 (See Appendix 2) students are able to access an interview with an independent, Level 6 qualified Careers Advisor. For students identified within priority groups, provision is made through the Deputy Head: Student Achievement and the Head of House.

Students can expect:

- access to up-to-date and unbiased information on future learning and training, careers and labour market information.
- support to develop self-awareness and career management skills needed for the future.
- the opportunity to talk through their career and educational choices with experts and their tutors.
- to hear from a range of providers with access to careers advice from independent and local institutions and providers
- to hear from alternative providers such as those who provide apprenticeships, traineeships, T-levels, and vocational training
- to hear from a range of Higher Education providers (utilising the Southern Universities Network) and have access to a wide range of nationwide university literature (located in the Information Centre)
- have online opportunities to engage in meaningful discussions about their futures
- to experience a range of encounters with employers and local businesses
- the school to inform parents/carers of progress and provide parents/carers with information to support planning and decision-making. Parents are entitled to attend the 1:1 Careers Interview with their child if they wish to so. Parents also have access to the Head of House and the Careers and information Centre Manager to discuss any concerns regarding their child's access to CEIAG or to discuss any concerns they may have.
- to be asked about their views about the service they have received to ensure that it fulfils the needs of students.

#### **5. Destinations Data**

Year 11 students' "intended destinations Post 16" data are collected at the start of the academic year and updated during the year. This information is then used alongside student progress tracking to select groups of students who would benefit from extra support to secure Employment or Training from the Pupil Progression Officers (PCC). Year 11 leavers confirmed destinations are tracked by the school and the Local Authority and are analysed to inform the CEIAG Programme.

## **6. Professional Development**

Careers & Information Centre Manager attends the CEIAG meetings for Portsmouth to receive information about new developments.

All staff receive regular training and guidance on careers and option choices to ensure they can advise and support all members of their tutor group in preparation for the stage in their education and career pathways.

## **7. Equal Opportunities and Differentiation**

All information, advice and guidance is provided impartially to all students and free of bias. Students are encouraged to look at careers and courses outside the traditional gender stereotypes. All students with SEND and/or looked after are entitled to transition plans. Where a student has an Education Health Care Plan, all reviews of that plan from Year 9 onwards includes a focus on preparing them for adulthood, independent living, employment and participation in society. Students with additional needs and/or looked after will receive independent and impartial advice about mainstream education, training and employment opportunities on offer regardless of their individual circumstances to support them for the next phase of education or training and beyond into adult life.

Additional activities and events are open to students through afterschool clubs (ie STEM), trips, Southern Universities Network and opportunities with UNLOC.

## **8. Supporting Practices, Guidance and Advice**

- [Careers guidance and access for education and training providers - May 2025](#)
- [CDI Framework - Career Development Institute](#)
- [Gatsby Benchmarks | The Careers and Enterprise Company](#)
- [Home | CEC Corporate Web](#)

## Appendix 1: Key Stage 3 CEIAG Programme

### Key learning objectives for KS3:

Year 7: Getting to Know Myself and the World of Work

Year 8: Exploring Careers and Building Skills

Year 9: Considering Options for GCSEs and Making Informed Choices

Students always have access to qualified staff in the Information Centre if they have any questions or require information about any aspects of careers investigation and information.

<b>Year 7</b>	
<b>Learning Outcomes:</b> I can identify my strengths, interests and skills and explain how they are developing. I can recognise different jobs and sectors and explain that careers develop over time. I can use simple careers tools and ask for help when I need advice.	
Champion tutoring	<ul style="list-style-type: none"> <li>Each student is assigned a mentor (tutor) who supports them with aspirations, progression and other aspects of super- and extra-curricular development.</li> </ul>
Careers lessons in AF (Aspiring Futures lessons)	<ul style="list-style-type: none"> <li>Progressive careers education lessons following the CDI CEIAG Framework: exploring careers; exploring personal skills and qualities; investigating career information using external websites, and more.</li> </ul>
Mentoring Day and Careers Fair	<ul style="list-style-type: none"> <li>Parents and students are invited to attend our annual Careers Fair to meet local colleges, training providers and employers and discover what opportunities are available after they leave school.</li> </ul>
Careers @ ALNS Instagram	<ul style="list-style-type: none"> <li>It's never too early to start thinking about your future – make sure to like and follow our Careers page on Instagram.</li> </ul>
Careers events, visits and trips	<ul style="list-style-type: none"> <li>Run throughout the year and announced via tutors, on our Instagram page and in the parent and student Bulletin.</li> </ul>
Extra- and Super-curricular activities	<ul style="list-style-type: none"> <li>After-school clubs are a great way to discover what drives you! Join a club to learn new skills, make new friends and discover your passions.</li> <li>'Super-curricular' activities are educational activities which go above and beyond the school curriculum. This can be anything from podcasts, documentaries, trips to a museum, books, magazines, online programmes and more. "Careers" page on our school website has ideas from Oxford and Cambridge Universities.</li> </ul>
Y7 Careers Week (*Y7 only)	<ul style="list-style-type: none"> <li>A week with a focus on careers and futures: subject-related careers activities in lessons; whole cohort "Careers Speed Networking" event; careers assembly. It's time to get excited about your future!</li> </ul>

## Year 8

### Learning outcomes:

I can explain how my skills, values and interests influence future choices.

I can describe different routes into work, including technical and vocational pathways.

I can work with others and reflect on what I learn from careers activities.

### Same as Year 7, plus the following:

Careers PD Day – "Dragons Den"	<ul style="list-style-type: none"><li>This off-timetable Enterprise Day will develop students' teamworking, presenting and business and enterprise skills.</li></ul>
Careers assembly	<ul style="list-style-type: none"><li>An encounter with a provider of Technical Qualifications and Apprenticeships (date and provider TBC).</li></ul>

## Year 9

### Learning outcomes:

I can explain how GCSE choices link to future opportunities.

I can research post-16 options and use labour market information to compare them.

I can challenge stereotypes and make informed option choices.

### Same as Year 7, plus the following:

Careers PD Day – "KS4 Options Taster"	<ul style="list-style-type: none"><li>This off-timetable day will provide students with KS4 subject tasters as well as key information on Post-16 pathways, in particular Higher and Technical Education and Apprenticeships.</li></ul>
Careers assembly	<ul style="list-style-type: none"><li>An encounter with a provider of Technical Qualifications and Apprenticeships (date and provider TBC).</li></ul>
KS4 Options Evening	<ul style="list-style-type: none"><li>Students and Parents are invited into school for an Information Event about KS4 options being offered at ALNS.</li></ul>

## **Appendix 2: Key Stage 4 CEIAG Programme**

### Key learning objectives for KS4:

Y10: Developing Employability Skills and Career Readiness – CV, Mock Interview, Work Experience

Y11: Preparing for Post-16: understanding pathways and entry requirements; setting goals and making robust plans; applying for college / apprenticeship

1:1 appointments are available to all students; we aim for every Year 11 student to have had at least one interview with our external impartial careers advisor.

## Year 10

### Learning outcomes:

I can explain my strengths, skills and achievements clearly to others.

I can create a professional CV and prepare for interviews.

I can understand what employers expect in the workplace.

I can reflect on what I have learned from work experience and employer feedback.

I can research entry requirements and progression routes for post-16 pathways.

I can recognise how resilience, effort and adaptability support success.

Champion tutoring	<ul style="list-style-type: none"> <li>Each student is assigned a mentor (tutor) who supports them with aspirations, progression and other aspects of super- and extra-curricular development.</li> </ul>
Careers lessons in AF (Aspiring Futures lessons)	<ul style="list-style-type: none"> <li>Progressive careers education lessons following the CDI CEIAG Framework: LMI, CV writing, finance and budgeting, investigating career information using external websites</li> </ul>
Post-16 options assemblies	<ul style="list-style-type: none"> <li>Encounters with providers of Technical Qualifications and Apprenticeships; (date and provider TBC).</li> </ul>
Mentoring Day and Careers Fair	<ul style="list-style-type: none"> <li>Parents and students are invited to attend our annual Careers Fair to meet local colleges, training providers and employers and discover what opportunities are available after they leave school.</li> </ul>
"Apprenticeship Bus" event	<ul style="list-style-type: none"> <li>Externally organised city-wide event taking place in schools, to inform students about the wide range of apprenticeships and how to apply. Available to all Year 10s but sign up is necessary.</li> </ul>
College Taster Day	<ul style="list-style-type: none"> <li>Students select which college they would like to have a taster day at, they also select which sessions they attend.</li> </ul>
CV writing	<ul style="list-style-type: none"> <li>All Year 10s will have an opportunity to write and print out a CV during Aspiring Futures lessons.</li> </ul>
Mock Interviews	<ul style="list-style-type: none"> <li>"Prep for Work" Personal Development Day – this off-timetable day will provide an opportunity for all Year 10s to take part in a mock interview with an employer.</li> </ul>
Work Experience (2 weeks)	<ul style="list-style-type: none"> <li>All year students take part in mandatory 2 weeks of work experience.</li> </ul>
1:1 Careers Interviews (on request)	<ul style="list-style-type: none"> <li>Year 10 students have the opportunity to request a 1:1 careers interview with the Level 6 qualified Careers Advisor. (All students will be offered a 1:1 interview in year 11, as part of our core offer)</li> </ul>
Extra- and Super-curricular activities	<ul style="list-style-type: none"> <li>After-school clubs are a great way to discover what drives you! Join a club to learn new skills, make new friends and discover your passions.</li> <li>'Super-curricular' activities are educational activities which go above and beyond the school curriculum. This can be anything from podcasts, documentaries, trips to a museum, books, magazines, online programmes and more. "Careers" page on our school website has ideas from Oxford and Cambridge Universities.</li> </ul>
Careers @ ALNS Instagram	<ul style="list-style-type: none"> <li>Follow our Careers page on Instagram to learn about upcoming events as well as careers trends, industry insights and much more.</li> </ul>

Careers events, visits and trips	<ul style="list-style-type: none"><li>• Run throughout the year and announced via tutors, on our Instagram page and in the parent and student Bulletin.</li></ul>
Information events and parent evenings at school	<ul style="list-style-type: none"><li>• Crucial to attend, these events provide information vital to academic and social success in school. Keep an eye on the bulletin and letters from school.</li></ul>

SEND students start 1:1 careers interviews at the end of Year 10. Further 1:1 sessions are arranged, as well as support with attending interviews, arranging specific taster/bespoke sessions to ensure a smooth transition from school to college/apprenticeship.

### Year 11

**Learning outcomes:**

- I can explain my post-16 plan and why it is the right pathway for me.
- I can compare different education, training and employment options confidently.
- I can complete applications for college, sixth form or apprenticeships.
- I can use careers advice to improve my plans and decision-making.
- I can explain my skills and experiences in interviews or guidance meetings.
- I can feel prepared and confident to move on to my next stage.

Champion tutoring	<ul style="list-style-type: none"> <li>• Each student is assigned a mentor (tutor) who supports them with aspirations, progression and other aspects of super- and extra-curricular development.</li> </ul>
Careers lessons in AF (Aspiring Futures lessons)	<ul style="list-style-type: none"> <li>• Progressive careers education lessons following the CDI CEIAG Framework: LMI, CV writing, finance and budgeting, investigating career information using external websites</li> </ul>
Post-16 options assemblies	<ul style="list-style-type: none"> <li>• Colleges, apprenticeships and training provider information sessions, attended by all students.</li> </ul>
Y11 parent information evening	<ul style="list-style-type: none"> <li>• Information event for parents of Year 11 students on how to best prepare for the year ahead, including the Head Teacher's address and a careers fair featuring key local providers and our Careers Adviser.</li> </ul>
Mentoring Day and Careers Fair	<ul style="list-style-type: none"> <li>• Parents and students are invited to attend our annual Careers Fair to meet local colleges, training providers and employers and discover what opportunities are available after they leave school.</li> </ul>
1:1 Careers Interviews	<ul style="list-style-type: none"> <li>• All students in Year 11 are offered a 1:1 Careers Interview with a Level 6 qualified Careers Adviser. Students are offered support with College and Apprenticeship applications, CVs, individual advice and guidance.</li> </ul>
Extra- and Super-curricular activities	<ul style="list-style-type: none"> <li>• After-school clubs are a great way to discover what drives you! Join a club to learn new skills, make new friends and discover your passions.</li> <li>• 'Super-curricular' activities are educational activities which go above and beyond the school curriculum. This can be anything from podcasts, documentaries, trips to a museum, books, magazines, online programmes and more. "Careers" page on our school website has ideas from Oxford and Cambridge Universities.</li> </ul>
Careers @ ALNS Instagram	<ul style="list-style-type: none"> <li>• Follow our Careers page on Instagram to learn about upcoming events as well as careers trends, industry insights and much more.</li> </ul>
Specialist destinations workshops (eg Oxbridge, HE, Apprentice, Forces, etc)	<ul style="list-style-type: none"> <li>• Run throughout the year and announced via tutors, on our Instagram page and in the parent and student Bulletin. Available to all students but sign up is required.</li> </ul>
Information events and parent evenings at school	<ul style="list-style-type: none"> <li>• Crucial to attend, these events provide information vital to academic and social success in school. Keep an eye on the bulletin and letters from school.</li> </ul>

College Open Events	<ul style="list-style-type: none"> <li>• Students and parents are provided with dates and times for college open events and encouraged to attend.</li> </ul>
<p>Year 11 students are offered ongoing support through the Summer (via The Careers Hub drop-in service in Civic Offices, ground floor, check opening times), on results day, certificate evening and at any point once they have left ALNS, to help them stay engaged in education or training. We liaise with colleges for any students who may be experiencing difficulties with the transition.</p>	
<p>SEND students have 1:1 impartial careers interviews in Year 11 and, where required, other 1:1 sessions are arranged plus support with attending interviews, arranging specific taster/bespoke sessions to ensure a smooth transition from school to college/apprenticeship.</p>	

### **Appendix 3: Policy Statement on Provider Access (Baker Clause)**

\*updated in January 2023 to reflect the new Provider Access Legislation

(PAL)

#### **Purpose**

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

#### **Student entitlement**

All students in years 8-11 are entitled:

- to find out 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; \*there must be a minimum of 2 encounters with apprenticeship and technical education providers in each key phase: KS3 - to take place any time during Year 8 or between 1<sup>st</sup> of September and 28<sup>th</sup> February during Year 9; KS4 – to take place any time during Year 10 or between 1<sup>st</sup> of September and 28<sup>th</sup> of February during Year 11.
- 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.

**\*For pupils of compulsory school age these encounters are mandatory and there will be a minimum of two encounters for pupils during the 'first key phase' (year 8 to 9) and two encounters for pupils during the 'second key phase' (year 10 to 11).**

These provider encounters will be scheduled during the main school hours and the provider will be given a reasonable amount of time to, as a minimum:

- share information about both the provider and the approved technical education qualification and apprenticeships that the provider offers
- explain what career routes those options could lead to
- provide insights into what it might be like to learn or train with that provider (including the opportunity to meet staff and pupils from the provider)
- answer questions from pupils.

#### **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.

#### **Our providers**

In previous terms/years we have invited the following providers from the local area to speak to our pupils:

- City of Portsmouth College

- Havant and South Downs College
- UTC
- Sparsholt College
- PETA and other independent training providers
- University of Portsmouth
- University of Southampton
- BAE
- Education Business Partnership (EBP)
- The Girls Network
- Southern Universities Network (SUN)
- PCC Careers Advisor
- ALPS (Association of Learning Providers for Hampshire and IOW)
- The Royal Navy
- Any many other local employers and training providers to engage in events such as:

Careers Days and Personal Development Days: various employers and training providers come into school to facilitate sessions in their field and to raise awareness of apprenticeships; plus curriculum enrichment programmes such as "Prison Me No Way"

Mock Interviews: various employers support with CV writing, mock interviews process and also work experience placements;

Careers Fairs: numerous organisations are invited to take part in our Careers Fairs - Airbus, BAE, NATS, Ambulance Service, Army, Royal Navy, RAF, Police, various training providers;

### **Destinations of our students**

Our year 11 pupils move to a range of providers in the local area after school:

#### 2024 leavers:

- FE College – 81.9%
- 6<sup>th</sup> Form College – 1.4%
- Apprenticeships, inc Full Time Training (eg professional football) – 3.7%

### **Management of provider access requests**

- Requests by providers should be sent to the Careers and Information Centre Manager at ALNS, Ollie Riches, with a **minimum of 6 weeks' lead time**. Detail below:
- All requests will be considered on the basis of staffing availability to support the activity, clashes with other planned activity, trips or visits, interruption to preparation for examinations or rooming and space availability to host the activity.

Contact details:

Name: Ollie Riches – Careers Lead and Info Centre Manager  
 Tel No: 023 92 364536 ext 164  
 Email: [careers.alns@salternstrust.org](mailto:careers.alns@salternstrust.org)

### Opportunities for access

The school offers the four provider encounters required by law (marked in bold in the table below) and a number of additional events, integrated into the school careers programme, that may not be listed - **please get in touch with our Careers Lead to identify the most suitable opportunity for you.**

	Autumn Term	Spring Term	Summer Term
Year 8	TBC	<p><u>February - Careers Fair</u> Employer, apprenticeship and training provider event for pupils and parents – market stall event giving overview of local, regional and national opportunities and skills requirement. Attendance is mandatory, event takes place during school hours.</p>	<p><b><u>Personal Development Day - provider talks and workshops (PAL-compliant providers)</u></b></p>
Year 9	TBC	<p><b>Personal Development Day: KS4 Options and post-16 Pathways.</b> <u>February - Careers Fair</u> Employer, apprenticeship and training provider event for pupils and parents – market stall event giving overview of local, regional and national opportunities and skills requirement. Attendance is mandatory, event takes place during school hours.</p>	<p><i>No encounters – legislation requires encounters to take place by 28 February if in year 9</i></p>
Year 10		<p><u>February - Careers Fair</u> Employer, apprenticeship and training provider event for pupils and parents – market stall event giving overview of local, regional and national opportunities and skills requirement. Attendance is mandatory, event takes place during school hours.</p> <p><b>Post 16 technical education options assembly with an independent training and apprenticeships provider – PETA.</b></p>	
Year 11	<b>Post-16 qualifications assemblies from local colleges, including FE, 6<sup>th</sup> Form and a UTC.</b>	<p><u>February - Careers Fair</u> Employer, apprenticeship and training provider event for pupils and parents – market stall event giving overview of local, regional and national opportunities and skills requirement. Attendance is mandatory, event takes place during school hours.</p>	<p><i>No encounters – legislation requires encounters to take place by 28 February if in year 11</i></p>