CAREERS PROGRAMME 2026-2027: HERMITAGE ACADEMY

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Introduction:

Careers guidance is as much about inspiration and aspiration as it is about advice. Careers education, information, advice and guidance (CEIAG) should prepare young people to be able to make informed choices about their career pathways.

Schools have a statutory requirement to secure independent and impartial guidance for Years 8-13. At Hermitage Academy, this is offered to students in Year 7 to Year 13. We believe it is important for students to start their careers journey and study in Year 7. This includes managing the access for providers to pupils at the Academy, 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.

Commitment:

The Academy is committed to ensuring that the CEIAG advice students receive is:

• Impartial
• Varied (a range of education or training opportunities, including apprenticeships)
• In the best interests of the students
• Meets the needs of the students
The Academy works alongside a number of providers (see separate document regarding access).

Strategic Vision:

- To offer a careers programme that raises the aspirations of young people in order to capitalise on the opportunities available to them.
- To build the aspirations and ambition of all students including those without social capital or home support.
- To meet all of the Gatsby Benchmarks through a planned programme of activities to help students choose pathways that will enable them to manage their careers, sustain employment and achieve personal and economic wellbeing throughout their lives.

Key aim – to ensure that the careers provision meets the requirements outlined in the Gatsby benchmarks

	Gatsby Benchmark	Statement	Further Guidance
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 students, parents, teachers, governors and employers.	1. Every school should have a stable, structured careers programme that has the explicit backing of the senior management team, and has an identified and appropriately trained person responsible for it. 2. The careers programme should be published on the school's website in a way that enables pupils, parents, teachers and employers to access and understand it. 3. The programme should be regularly evaluated with feedback from pupils, parents, teachers and employers as part of the evaluation process
2	**Learning from career and labour market information**	Every student, 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	4. By the age of 14, all pupils should have accessed and used information about career paths and the labour market to inform their own decisions on study options. 5. Parents should be encouraged to access and use information about labour markets and future study options to inform their support to their children.

		to make best use of available information	
3	**Addressing the needs of each student**	Students have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each student. A school's careers programme should embed equality and diversity considerations throughout	6. A school's careers programme should actively seek to challenge stereotypical thinking and raise aspirations. 7. Schools should keep systematic records of the individual advice given to each pupil, and subsequent agreed decisions. 8. All pupils should have access to these records to support their career development. 9. Schools should collect and maintain accurate data for each pupil on their education, training or employment destinations.
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.	10. By the age of 14, every pupil should have had the opportunity to learn how the different STEM subjects help people to gain entry to, and be more effective workers within, a wide range of careers.
5	**Encounters with employers and employees**	Every student 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.	11. Every year, from the age of 11, pupils should participate in at least one meaningful encounter* with an employer. *A 'meaningful encounter' is one in which the student has an opportunity to learn about what work is like or what it takes to be successful in the workplace
6	**Experiences of workplaces**	Every student 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.	12. By the age of 16, every pupil should have had at least one experience of a workplace, additional to any part-time jobs they may have. 13. By the age of 18, every pupil should have had one further such experience, additional to any part-time jobs they may have.
7	**Encounters with further and higher education**	All students 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.	14. By the age of 16, every pupil should have had a meaningful encounter* with providers of the full range of learning opportunities, including Sixth Forms, colleges, universities and apprenticeship providers. This should include the opportunity to meet both staff and pupils. 15. By the age of 18, all pupils who are considering applying for university should have had at least two visits to universities to meet staff and pupils. *A 'meaningful encounter' is one in which the student has an opportunity to explore what it is like to learn in that environment.
8	**Personal guidance**	Every student 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. These should be available whenever significant study or career choices are being made.	16. Every pupil should have at least one such interview by the age of 16, and the opportunity for a further interview by the age of 18.

Hermitage Academy – Careers Programme – Fixed elements (1)

Curriculum learning

1. Although Careers is taught as a stand alone curriculum element within PSHE. Benchmark 4 is a priority and all subjects have careers embedded within (from Year 7 to 13) module/SOW taught:
2.
    a. This explicitly links the subject to a chosen profession or professions in an engaging way for students.
    b. Students should have evidence of these lessons in their exercise books or have mapped them into their curriculum plans.
    c. In STEM subjects the development of confidence in girls to study science and maths is a priority. (46. From DfE guidance).
3. 1 term of careers based lessons will be delivered as part of the PSHE programme in the spring term.
4. Assemblies will be delivered during careers week (March) each year with a variety of activities within school that includes guest speakers, assemblies and activities focusing on LMI.

Year	Autumn Term	Spring Term	Summer Term
7	**Unifrog (3,4, 7, 8)** An online platform that allows students to track and evaluate their involvement in CEIAG events. Further to this, it allows students access to information regarding local FE providers and apprenticeships in addition to available career paths/ market information/entry requirements whilst creating action plans and C.V's. **Tutor Time (2, 3, 4, 6)** Students receive sessions in tutor time on career opportunities, self-awareness, employability skills and attributes. **Careers/Aspirations Assembly (3, 5, 6)** Promoting the importance of good careers education in schools and colleges. Utilising a combined wealth of experience from the Education, Business and Careers Guidance sectors and is run as a not for profit organisation. **Next Steps Event (2, 3, 5, 6, 7, 8)** Range of different industry routes explored. Businesses, universities, apprenticeship providers. **Lloyds Bank Bartering Workshop (1, 2, 5)** Lloyds Bank have an enrichment activity which pulls together work studied in school to segue into the workplace of a bank and the financial industry. **Drop-ins (2, 7, 8)** Drop-in careers advice and guidance sessions during specified break and lunchtimes. **Meeting with an entrepreneur (5, 6)** Students will meet with a local entrepreneur about how to start a business.	**Tutor Time (2, 3, 4, 6)** Students receive sessions in tutor time on career opportunities, self-awareness, employability skills and attributes. **Careers Week Assembly (3, 5, 6)** Promoting the importance of good careers education in schools and colleges. Utilising a combined wealth of experience from the Education, Business and Careers Guidance sectors and is run as a not for profit organisation. **National Apprenticeship Week 8th to 14th February 2027** (Gatsby Benchmarks 1, 3, 4, 5, 7) ASK Apprenticeships explain the levels of apprenticeships alongside local employers and an education programme. **National Careers Week 1st – 6th March 2027** (Gatsby Benchmarks 3, 4, 5, 7 An online tutor time introducing an exciting education programme follow-up. **Careers Fair (2, 3, 5, 6, 7, 8)** Range of different industry routes explored. Businesses, universities, apprenticeship providers. **Unifrog (3,4, 7, 8)** An online platform that allows students to track and evaluate their involvement in CEIAG events. Further to this, it allows students access to information regarding local FE providers and apprenticeships in addition to available career paths/ market information/entry requirements whilst creating action plans and C.V's. **Drop-ins** (Gatsby Benchmarks 2, 7, 8) Drop-in careers advice and guidance sessions during specified break and lunchtimes.	**Next Steps Assembly – Newcastle University (7)** Students will receive an assembly from university representatives. **Tutor Time (2, 3, 4, 6)** Students receive sessions in tutor time on career opportunities, self-awareness, employability skills and attributes. **Careers Fair (2, 3, 5, 6, 7, 8)** Range of different industry routes explored. Businesses, universities, apprenticeship providers. **Enterprise Day** TBC **Unifrog (3,4, 7, 8)** An online platform that allows students to track and evaluate their involvement in CEIAG events. Further to this, it allows students access to information regarding local FE providers and apprenticeships in addition to available career paths/ market information/entry requirements whilst creating action plans and C.V's. **Drop-ins** (Gatsby Benchmarks 2, 7, 8) Drop-in careers advice and guidance sessions during specified break and lunchtimes.
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9	**Unifrog (3,4, 7, 8)** An online platform that allows students to track and evaluate their involvement in CEIAG events. Further to this, it allows students access to information regarding local FE providers and apprenticeships in addition to available career paths/ market	**Tutor Time (2, 3, 4, 6)** Students receive sessions in tutor time on career opportunities, self-awareness, employability skills and attributes. **Careers Week Assembly (3, 5, 6)** Promoting the importance of good careers education in schools and colleges. Utilising a combined wealth of	**Next Steps Assembly - ITPS Technology (2,6)** **Tutor Time (2, 3, 4, 6)** Students receive sessions in tutor time on career opportunities, self-awareness, employability skills and attributes. **Careers Fair (2, 3, 5, 6, 7, 8)**

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10	**Unifrog (3,4, 7, 8)** An online platform that allows students to track and evaluate their involvement in CEIAG events. Further to this, it allows students access to information regarding local FE providers and apprenticeships in addition to available career paths/ market information/entry requirements whilst creating action plans and C.V's.	**Tutor Time (2, 3, 4, 6)** Students receive sessions in tutor time on career opportunities, self-awareness, employability skills and attributes. **Careers Guidance interviews with external adviser (2, 7, 8)** One-to-one sessions that are delivered by Progress Careers – our in-house careers advisory service provider – that run throughout the year. **Careers Week Assembly (3, 5, 6)**	**Next Steps Assembly – Future Me (3, 7)** Students receive information on applying for jobs, apprenticeships and university. Interview skills will she shared. **ASK/Zenith - Apprenticeship assembly (2, 3, 7)** Session supporting and informing students about different types on apprenticeships available and how to search for them and apply. **Tutor Time (2, 3, 4, 6)**

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		Assembly informing students about LMI and jobs available to them in our local area. Links to further education and apprenticeships to support their career journey.	
11	**Unifrog (3,4, 7, 8)** An online platform that allows students to track and evaluate their involvement in CEIAG events. Further to this, it allows students access to information regarding local FE providers and apprenticeships in addition to available career paths/ market information/entry requirements whilst creating action plans and C.V's. **Tutor Time (2, 3, 4, 6)** Students receive sessions in tutor time on career opportunities, self-awareness, employability skills and attributes. **Careers Guidance interviews with external adviser (2, 7, 8)** One-to-one sessions that are delivered by Progress Careers – our in-house careers advisory service provider – that run throughout the year. **Careers/Aspirations Assembly (3, 5, 6)** Promoting the importance of good careers education in schools and colleges. Utilising a combined wealth of experience from the Education, Business and Careers Guidance sectors and is run as a not for profit organisation. **Next Steps Event (2, 3, 5, 6, 7, 8)** Range of different industry routes explored. Businesses, universities, apprenticeship providers. **Drop-ins (2, 7, 8)** Drop-in careers advice and guidance sessions during specified break and lunchtimes. **Newcastle Building Society (3, 5, 7)**	**Tutor Time (2, 3, 4, 6)** Students receive sessions in tutor time on career opportunities, self-awareness, employability skills and attributes. **Careers Guidance interviews with external adviser (2, 7, 8)** One-to-one sessions that are delivered by Progress Careers – our in-house careers advisory service provider – that run throughout the year. **Careers Week Assembly (3, 5, 6)** Promoting the importance of good careers education in schools and colleges. Utilising a combined wealth of experience from the Education, Business and Careers Guidance sectors and is run as a not for profit organisation. **National Apprenticeship Week 8th to 14th February 2027** (Gatsby Benchmarks 1, 3, 4, 5, 7) ASK Apprenticeships explain the levels of apprenticeships alongside local employers and an education programme. **National Careers Week 1st – 6th March 2027** (Gatsby Benchmarks 3, 4, 5, 7 An online tutor time introducing an exciting education programme follow-up. **Careers Fair (2, 3, 5, 6, 7, 8)** Range of different industry routes explored. Businesses, universities, apprenticeship providers. **Unifrog (3,4, 7, 8)** An online platform that allows students to track and evaluate their involvement in CEIAG events. Further to this, it allows students access to information regarding local FE providers and apprenticeships in addition to available career paths/ market information/entry requirements whilst creating action plans and C.V's. **ASK/Zenith - Apprenticeship assembly (2, 3, 7)** Session supporting and informing students about different types on apprenticeships available and how to search for them and apply. **CV, T-level and apprenticeship assembly (2, 3)**	**Careers Guidance interviews with external adviser (2, 7, 8)** One-to-one sessions that are delivered by Progress Careers – our in-house careers advisory service provider – that run throughout the year. **Independent Work Experience (11, 12, 13)** Students are encouraged to undertake work experience and/ or volunteering after their exams with the support of teachers and independent careers advisors.

	An assembly with students looking at employability skills and roles and responsibilities in the workplace.	An informative assembly to help support student in preparation for their next steps. **Drop-ins** (**2, 7, 8)** Drop-in careers advice and guidance sessions during specified break and lunchtimes. **Local Enterprise Company Technology project (3, 5, 7)** An opportunity for a small group of technology students, who have expressed an interest in working in this sector, have the opportunity to work with an employer to explore advancing technology careers. **Future Me Project (LMI) (2, 7)** Working in coalition with local universities, a mentoring programme which gives students the opportunity to work with under-grad mentors and is aimed at raising aspirations. **Sunderland University – Sports talk (3, 4, 7)** Students met with university staff and lecturers to look at opportunities in sport.	
12	**Durham University Supported Progression Scheme (6)** Assembly leading to a programme for Year 12 students who have the potential to study with Durham University; offers extra help and support. **Sixth Form Parents Evening (3,8)** Alongside subject specific feedback, this is an opportunity for parents to discuss options with teachers / ASK Apprenticeships stall/ NHS Careers/ students note advice given on a record sheet to record thoughts on next steps and destinations. **Northumbria University (7)** Assembly with students about NU entry scheme **ASK/Zenith - Apprenticeship assembly (2, 3, 7)** Session supporting and informing students about different types on apprenticeships	**Careers Guidance interviews with external adviser (2, 7, 8)** One-to-one sessions that are delivered by Progress Careers – our in-house careers advisory service provider – that run throughout the year. **Drop-ins (2, 7, 8)** Drop-in careers advice and guidance sessions during specified break and lunchtimes. **National Apprenticeship Week 8th to 14th February 2027** (Gatsby Benchmarks 1, 3, 4, 5, 7) ASK Apprenticeships explain the levels of apprenticeships alongside local employers and an education programme. **National Careers Week 1st – 6th March 2027** (Gatsby Benchmarks 3, 4, 5, 7 An online tutor time introducing an exciting education programme follow-up. **Careers Week Assembly (3, 5, 6)** Promoting the importance of good careers education in schools and colleges. Utilising a combined wealth of experience from the Education, Business and Careers Guidance sectors and is run as a not for profit organisation. **Debating Matters (4)**	**Work Experience (3, 5, 6)** Students arrange and undertake a week of work experience and record in **Unifrog** on return. **Debating Matters (11)** Weekly debating culminating in a competition which has various organizations and employers. https://debatingmatters.com/ **Apprenticeships Information event (5, 6)** Higher Apprentice-ship Talk at Sunderland University. **Be Competitive Day (7)** Raising aspirations and writing personal statement sessions with Northumbria and Durham University

	available and how to search for them and apply. **Debating Matters (4)** Weekly debating culminating in a competition which has various organizations and employers. https://debatingmatters.com/ **Careers Guidance interviews with external adviser (2, 7, 8)** One-to-one sessions that are delivered by Progress Careers – our in-house careers advisory service provider – that run throughout the year. **Drop-ins (2, 7, 8)** Drop-in careers advice and guidance sessions during specified break and lunchtimes.	Weekly debating culminating in a competition which has various organizations and employers. https://debatingmatters.com/ **Future Me - Positively Mad (2, 3)** Goal Mapping Day (talk) allows students to identity their ambitions/aspirations and to set goals. **Newcastle Building Society (5, 6)** **Newcastle University Partners (7)** Newcastle Partners event on the supported progression scheme. **UCAS HE Fair (7)** Student engage with HE and FE through exhibition Stands from Universities & Colleges **NHS (5, 6)** Opportunity to meet with members of the NHS to discuss next steps, career routes, roles and responsibilities. **Sunderland University – Sports talk (3, 4, 7)** Students met with university staff and lecturers to look at opportunities in sport. **Bowmer and Kirkland assembly (2, 4, 5, 6)** Assembly informing students about LMI and jobs available to them in our local area. Links to further education and apprenticeships to support their career journey.	
13	**Durham University Supported Progression Scheme (6)** Assembly leading to a programme for Year 12 students who have the potential to study with Durham University; offers extra help and support. **Sixth Form Parents Evening (3,8)** Alongside subject specific feedback, this is an opportunity for parents to discuss options with teachers / ASK Apprenticeships stall/ NHS Careers/ students note advice given on a record sheet to record thoughts on next steps and destinations. **Debating Matters (4)**	**Careers Guidance interviews with external adviser (2, 7, 8)** One-to-one sessions that are delivered by Progress Careers – our in-house careers advisory service provider – that run throughout the year. **Drop-ins (2, 7, 8)** Drop-in careers advice and guidance sessions during specified break and lunchtimes. **National Apprenticeship Week 8th to 14th February 2027** (Gatsby Benchmarks 1, 3, 4, 5, 7) ASK Apprenticeships explain the levels of apprenticeships alongside local employers and an education programme. **National Careers Week 1st – 6th March 2027** (Gatsby Benchmarks 3, 4, 5, 7 An online tutor time introducing an exciting education programme follow-up.	

	Weekly debating culminating in a competition which has various organizations and employers. https://debatingmatters.com/ **ASK/Zenith - Apprenticeship assembly (2, 3, 7)** Session supporting and informing students about different types on apprenticeships available and how to search for them and apply. **Careers Guidance interviews with external adviser (2, 7, 8)** One-to-one sessions that are delivered by Progress Careers – our in-house careers advisory service provider – that run throughout the year. **Drop-ins (2, 7, 8)** Drop-in careers advice and guidance sessions during specified break and lunchtimes.	**Careers Week Assembly (3, 5, 6)** Promoting the importance of good careers education in schools and colleges. Utilising a combined wealth of experience from the Education, Business and Careers Guidance sectors and is run as a not for profit organisation. **Debating Matters (4)** Weekly debating culminating in a competition which has various organizations and employers. https://debatingmatters.com/ **Future Me - Positively Mad (2, 3)** Goal Mapping Day (talk) allows students to identity their ambitions/aspirations and to set goals. **Newcastle Building Society (5, 6)** **Newcastle University Partners (7)** Newcastle Partners event on the supported progression scheme. **UCAS HE Fair (7)** Student engage with HE and FE through exhibition Stands from Universities & Colleges **Life in the Creative Fast Lane (1, 3, 5, 6)** Life in the creative sector is showcased at this event with RAmarketing, an award winning PR, digital and design agency. Building brands, websites and campaigns for clients in a niche sector, students learn about the impact good marketing can have on business success, meet the team and be presented with their own marketing brief to have a go at to see if agency life is for them. **Sunderland University – Sports talk (3, 4, 7)** Students met with university staff and lecturers to look at opportunities in sport.	

Strategic & Operational Elements

1. Each term there are a range of embedded activities such as Unifrog, Tutor Time, Parents' evenings, open evenings and carers meetings/ interviews, as well as a range of activities arranged in response to the socioeconomic climate around the school. The NHS involvement is a strategic response to this in order to develop relevant careers experiences and guidance.

Evaluation and Review

1. Following each key careers event a questionnaire will be used to evaluate the quality of the provision and to inform developments

2. Update destination data when information is provided by Local authority / IDSR / performance tables / analyse school performance

3. Collect and retain destination data for university applications

4. The careers programme is reviewed termly so that amendments can be made for subsequent terms, depending on feedback and an evaluation of the impact of the term's activities. Hence the programme will always be responsive to student's developing interests and needs.

5. Next review date is September 2027

Further Information

1. Hermitage Academy is open to allow providers and employees access to pupils to enhance their careers programme. A provider access policy is posted on the school website to facilitate this.
2. Parents' evenings will provide further opportunities for access to pupils and/ or parents/ carers.
3. During parent's evenings the SENDCO and pupil premium student lead will meet with vulnerable students to review academic progress holistically and to have bespoke conversations regarding careers advice. Conversations will be captured and copied as appropriate and stored in a student's file. Where there are a large number of disadvantaged students these will be shared amongst the leadership team. Not all PP students will require this.
4. During KS4 and KS5 parents' evenings and GCSE & A level results day, the in-house careers adviser will be available for parents and students.