Hermitage Academy

CEIAG provision at Hermitage Academy

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NELT CEIAG Vision

Our young people are at the centre of everything that we do, and Careers, education, information, advice and guidance (CEIAG) is fundamental to our ethos. Careers guidance is as much about inspiration and aspiration as it is about advice, and it should prepare young people to be able to make informed choices about their future career pathways.

The decisions that we make are entirely focused on the children in our care and on ensuring that we enhance their chances of success when they leave us. In order to achieve this, CEIAG remains at the core of everything we do because we realise that this approach is fundamental in achieving positive outcomes for all of our students.

Our CEIAG programme encourages all of our young people to actively consider their futures, to recognise opportunities as they arise and to leave us with clear aspirations for the world of work, education and training.

The core values which underpin our vision:

1. Every child has the right to an excellent education.
2. Every child experiences excellence every day.
3. All young people, irrespective of ability or background, can and will be successful in our Trust.
4. We are inclusive and tolerant, engendering respect for individuality and difference.
5. Our approach to education is such that we support all children in our care to overcome any barriers to learning.
6. We encourage all of our young people to aim high and make the most of their talents.
7. We are dedicated to nurturing a sense of social responsibility and spiritual and personal development.
8. We provide a safe environment where young people are cared for.
9. Our schools are committed to creating a healthy, happy, disciplined and supportive environment which promotes an independent work ethic and a love of learning.
10. We foster integrity, resilience, creativity, good manners and sensitivity to the needs of others.

Purpose and Aims:

Purpose

CEIAG is fundamental in ensuring that we help our young people to develop the skills, attributes and knowledge that will enable them to make well-informed choices regarding their futures in the world of work, education and training. This forms an integral part of our curriculum and wider school life.

A strategically planned and proactive programme of careers study and interactive activities is a vital component in preparing our students for life beyond Hermitage Academy. At the heart of our programme, lies our main aim: to raise aspirations and challenge stereotypes because we recognise that success in these two areas will lead to better outcomes for our young people.

Our approach is student-focused because academic and personal success is paramount and their success in the world of work will be irrevocably linked to this. By the end of their journey with us, we must ensure that all students have experienced exceptional careers education, information and guidance and will therefore be able to access a wide range of careers.

As an academy we strive to empower our students to make optimum use of their talents and achieve their aspirations, embarking on a career journey that is suitable and exciting for them. Hermitage Academy is committed to providing a programme of CEIAG that all students from years 7 to 13 can access and enjoy and this includes high-quality, impartial advice and guidance from a qualified careers adviser.

We firmly believe that our programme of study and the experiences that our young people gain, whilst studying with us, fully prepares them for the adult world and the challenges that they may face beyond the confines of our establishment.

Aims

Hermitage Academy fully complies with the statutory requirements expected of schools when delivering careers education. We ensure that all students have access to impartial information regarding their futures and the educational opportunities that they have are all planned with their best interests in mind.

We aim to:

- Provide high quality and impartial careers advice to all students which will help them make the right career choices for them. By the time they leave us, all students will have received at least one guidance appointment with an independent adviser from Progress Careers.
- Support all students at key transitional points.
- Ensure that all students have access to current labour market information and advice.
- Equip all students with the necessary skills that will allow them to plan and manage their futures.

●Tailor our CEIAG provision to suit the needs of each individual, supporting inclusion and equal opportunities for all in our care, ensuring that all students acquire the necessary skills and attributes for future employment.
● Provide meaningful encounters with employers, raising aspirations via interactions with the world of work.
● Provide meaningful encounters with a range of post-16 education and training providers, to ensure students are aware of all possible routes, including technical education qualifications and apprenticeships.

Core Careers Offer and Student Entitlement

All students at Hermitage Academy have access to a fully embedded and age-appropriate careers programme which includes CEIAG and work-related learning. This programme is strategically designed to ensure that our learners' needs are met throughout their journey with us.

Our core offer for all students includes the following:

- One-to-one careers guidance sessions with a level 6 qualified adviser. All students have at least one appointment by the age of 16; however, our most vulnerable learners are allocated multiple, and these are opened to our younger learners in the run up to options choices.
- Drop ins at breaks and lunchtimes.
- Advice and support are strategically tailored to ensure that the needs of all individuals are met.
- Curriculum learning is linked to the world of work.
- Students are encouraged to engage with local market information.
- Parental support, guidance and communication.
- Dedicated careers and skills lessons.
- Regular access to up-to-date careers information via lessons, online resources (including the school website), careers library, display boards and unifrog.
- Further education visits, assemblies and events (including training and apprenticeship providers).
- Employer encounters, including STEM employers/training providers, including activities to challenge stereotypical thinking about the world of work.
- Experience of the workplace.

Teachers at our academy and qualified career professionals will support students' career development in the following ways:

- Giving them access to a broad, balanced and engaging curriculum that stretches and supports. Including a variety of STEM subjects, which will help them to gain access to a wide range of careers.
- Giving them access to a range of providers within the local area and learning about the opportunities that they have through assemblies, events, taster sessions and guided pathways.
- Giving them information and engaging in discussions within lessons, events and assemblies which promote sensible decisions about their futures.
- Giving them information and support linked to the process of applying for post-16 destinations.
- Giving them access to a qualified and impartial adviser throughout the year via individual meetings, drop-in sessions, workshops, events and on results day.
- Giving extra support, throughout the academic year and during transition periods, when students are identified as having additional needs.
- Giving students up-to-date information via notice boards, the school library, tutor time and online platforms.

Although we are child-focused, parents and carers can access support for their child in the following ways:

- Individual meetings (in person/telephone), parents' evenings, information evenings, transition events and on results day.
- Careers information via computer-based programmes and the school website.
- Regular parent information packs emailed to KS4 and KS5 parents.
- Requesting a careers guidance session for their child.

Strategic Objectives and Intended Outcomes

Strategic Objectives:

- To raise the aspirations of all students regardless of background, ability or need, ensuring that they are fully informed regarding future routes and opportunities.

- To ensure that all students are afforded the opportunity to have a variety of meaningful encounters with post-16 education and training providers and employers.

- To ensure that all students understand the link between school-based learning (the curriculum that they study) and their futures in the world of work.

- To provide all students with a variety of opportunities, activities and encounters with higher and further education during their time with us.

Intended Outcomes:

Hermitage Academy is dedicated to raising the aspirations of all of our young people and maximising their opportunities for success in their futures. We are committed to providing the following:

- Careers activities within the curriculum and wider curriculum.
- A CEIAG programme with clear and appropriate outcomes for all students.
- Access to professional and impartial guidance for all students.
- An approach to CEIAG provision that incorporates all staff and subject areas.
- Guidance and support for all students to ensure successful transition.
- Strong partnerships with post-16 education, training and employment providers.
- A high-quality programme endorsed by governing bodies and CEIAG experts.

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 CEIAG programme fully complies with the NELT Equal Opportunities Policy. All students in our care, regardless of race, class, gender, faith or special educational need, have the same access to our resources, wherever possible. Where necessary, the programme will be adapted and/or extended to ensure that our provision meets the specific need(s) of an individual child.

	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 to make best use of available information	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.
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 16.

The Gatsby Benchmarks

We believe that our Academy has a CEIAG programme that is structured, stable and meets the needs of all of our young people. Our key aim is to ensure that the careers provision meets the requirements outlined in the Gatsby benchmarks.

Delivery and Content

At Hermitage Academy, careers provision is fully embedded within the curriculum to ensure that there is a clear link between subject learning and the world of work beyond our walls. The idea here is that curriculum subjects and their content become wholly relevant to careers and the lives of our young people post-16 or 18.

Our programme of learning and our intended outcomes spanning from year 7 to year 13 are designed to give all of our students the opportunity to develop a sense of self and to formulate their own goals for the future. Career and work-related learning activities are vital in this. Across the years of study, all students learn about careers and the world of work in a strategic and age-appropriate sequence, which allows them to develop aspirations, career knowledge and employability skills.

To ensure that CEIAG remains of an exceptional standard, funding is allocated on a yearly basis; however, Hermitage Academy also makes regular use of the high-quality resources that are made available to schools at zero cost, ensuring not only variety but sustainability as well.

Guidance and support are fundamental to the successful outcomes achieved by our students. Hermitage Academy has a well-established relationship with Progress Careers and employ one of their independent careers' advisers on a permanent basis. This ensures that we have a qualified adviser on-site throughout the year to provide professional, impartial and unbiased advice to our young people. For our most vulnerable learners, this support is extended to parents also. In addition to this, our students are encouraged to engage in independent research via unifrog and nationally accredited websites.

During events such as Open Evenings, Parents' Evenings, Information Evenings and Transition Events, parents and carers are able to access careers information and guidance. This can be found in our regularly stocked and audited careers resource section in our library, via our Progress Careers adviser and, on some evenings, through discussions with further education, higher education, training and employment providers. Parents and carers are also regularly contacted by our careers lead.

Hermitage Academy has established strong links with local post-16 providers, colleges, training providers, higher education and employers. These formal and informal partnerships ensure that across the academic year, our learners are able to engage with a large variety of providers and are able to discuss their futures. This is achieved through career carousels, assemblies and talks. For us, a meaningful encounter is one that allows students to positively and independently engage with the world beyond our academy, allowing them to regularly consider their futures in the adult world.

Monitoring, Review and Evaluation

The programme is planned and implemented by the nominated member of SLT who has strategic oversight of the whole-school approach. This role also involves working in conjunction with staff, students, parents and representatives from providers and employers.

Our 'whole-school' approach enables all staff to contribute to our careers provision via their roles as leaders, subject teachers and tutors. Staff training is provided within our CPD programme (delivered by the Careers Lead, Progress Careers staff and other qualified professionals, where required) and guidance is regularly distributed via the Careers Lead and independent Careers Adviser.

Self-evaluation of our careers provision is submitted to the LEP on a termly basis through Compass and this evaluation continually tracks the school's position against the Gatsby Benchmarks. In addition to this, CEIAG is monitored, reviewed and evaluated termly as part of our internal review process. A full audit, review and evaluation is completed every three years (in line with statutory requirement guidelines). However, at the end of each academic year, an action plan for the following year (which includes points of focus and key areas of improvement) is created, taking into account providers', student, staff and parent/carer feedback.

Feedback is gained in the following ways:

- Observations.
- Staff, student and parent/carer surveys.
- Provider feedback sought through informal discussion and formal feedback after attendance to and at events.
- Assessment and analysis of destination data.

Regular and continuous monitoring, reviewing and evaluating ensures that we maintain the quality of our provision and continue to tailor our programme to suit the needs of all cohorts and individual students.

Leadership, Management and Staffing

Hermitage Academy's Careers Lead, with responsibility of overseeing and ensuring the effective delivery of the programme is Mrs Janine Marshall (Assistant Headteacher). Whilst external and independent guidance is delivered by a Careers Adviser from Progress Careers. The governor link for CEIAG is Shiela Carruthers.
The Careers Leader ensures that:

- The CEIAG programme meets the requirements of the Gatsby Benchmarks (including SEND provision).
- Rigorous quality assurance measures are in place to ensure best practice, seeking feedback, maintaining records and evaluating the effectiveness of the provision.
- The Academy programme and access policy is published on the school website.
- The intended destinations of students are shared with the Local Authority, data is tracked, and additional support is in place for students who require it.

Provider Access Policy and Student Entitlement

This policy statement sets out the school's arrangements for managing the access of providers to pupils 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.

Introduced as an amendment to the Technical and Further Education Act 2017, the Baker Clause stipulates that schools must allow colleges and training providers access to every student in Years 7 to 13 to inform them about approved technical education qualifications and apprenticeships.

The Department for Education (DfE) updated the Statutory guidance for schools and set out expectations for compliance, which included the following:

- Schools must act impartially and not show any bias towards any route, be that academic or technical.
- Schools should promote the full range of technical options.
- Schools must open their doors to other education and training providers, providing a range of opportunities for providers to talk to all year 7 - 13 pupils about their offer.
- Pupils should be aware of the benefits of apprenticeships, T Levels and other approved technical education qualifications.
- Schools should make every effort to improve their performance against the 8 Gatsby Benchmarks.
- Governing bodies and senior leaders should review their arrangements for provider access and prepare and publish a policy statement on the school website.

Student Entitlement

All students in Years 7-13 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 transition to the next stage of their career journey.
- Hear from a range of local providers about the opportunities they offer, including technical education and apprenticeships. This is achieved via parent information evenings, assemblies, careers' events, group discussions and taster events.
- Understand how to make applications for the full range of academic and technical courses.

Updated Provider Access Legislation

The provider access legislation (PAL) has been updated and came into force in January 2023. Building on the Baker Clause, this provides more guidance to schools to ensure that we help our learners understand all of the pathways available post-16 and not just the traditional academic pathways. Consequently,

The Hermitage Academy will ensure that all learners are provided with at least:

• Two encounters for pupils during the 'first key phase' (year 8 or 9) that are mandatory for all pupils to attend.

• Two encounters for pupils during the 'second key phase' (year 10 or 11) that are mandatory for all pupils to attend. A provider, to whom access is given, must deliver an encounter that includes the following:

• Information about the provider and the approved technical education qualifications or apprenticeships that the provider offers.

• Information about the careers to which those technical education qualifications or apprenticeships might lead.

• A description of what learning or training with the provider is like.

• Responses to questions from the pupils about the provider or approved technical education qualifications and apprenticeships.

Management of Provider Access Requests Procedure

A provider wishing to request access should contact:
Mrs Michelle Wake (CEIAG co-ordinator) or Mrs Janine Marshall (CEIAG Lead)
Tel: 0191 388 7161
Email: careers@hermitageacademy.co.uk

Opportunities for Access

There are a number of opportunities available to come into school to speak to pupils and/or their parents/carers:

- A post-16 event which will typically be organised in the autumn term.
- Events during National Careers Week and throughout the academic year.
- Parents' evenings (as indicated on the school calendar and on the website), whereby employers/providers are able to speak with parents/carers and students.
- Year group assemblies which afford the opportunity for whole cohorts to be addressed.

Aside from this, it may be possible to arrange bespoke opportunities to address students' requirements, however, any such arrangements are at the discretion of The Academy and will be dependent on calendar restrictions. Further to this, providers can provide relevant literature to the school, and this will be distributed to students and/or parents/carers; this can be via email if sent to Mrs Janine Marshall.
For further information, please contact Mrs Janine Marshall.

Premises and facilities

The school will make the main hall, classrooms, library and any other suitable area in the school available for events that are arranged for providers and students to engage in discussions, as appropriate to the activity and dependent upon availability at the given time. The school will also make available equipment to support presentations by request. This can be discussed and agreed in advance of the visit with the CIEAG Lead.

Monitoring and Evaluation Strategy

At Hermitage Academy, the vast majority of careers activities are delivered through our PSHE curriculum and the events/activities that are held in collaboration with post-16 education and training providers and employers. With a quality core programme in place and the proactive approach to enrichment that we take, monitoring and evaluation focuses on ensuring that the quality is maintained. This approach means that we continue to focus on the needs of all learners as they arise and change, reacting and tailoring our approach so that all children in our care continue to receive high quality guidance, support and experiences.

Our evaluation process is driven by the intended outcomes of our programme:

- That all students understand the opportunities in our local area.
- That all students aspire to reach the highest level that they can in the world of employment, education and training.
- That all students understand the different routes that are available to them post-16.
- That all students know what they need to do to achieve their ultimate career choice.

Monitoring

Monitoring is carried out by the CEIAG Lead at Hermitage. Student voice, surveys and curriculum audits are the most frequently used method of monitoring; however, unifrog also enables students to create career action plans independently and these are modified during one-to-one guidance sessions, through our PSHE curriculum. This allows students to track their progress, thoughts and actively engage in their future planning. In addition to this, it allows the strategic monitoring of all students by the CEIAG Lead who works closely with our Progress Careers Adviser; regularly meeting and discussing this area.

Monitoring of external agencies and organisations and their impact on the CEIAG provision is also carried out by the CEIAG Lead in collaboration with staff and the Progress Careers adviser. The focus here is to ensure that these agencies and providers enrich the programme and add both depth and breadth to the experiences that we provide our learners. As a school, we actively reach out and encourage providers and employers to attend the school as we believe that the more experiences and interactions that our students have, the better equipped they will be to make suitable life choices in the future. Of course, stringent safeguarding procedures are always followed when external visitors have access to the young people in our care.

Monitoring programme

Activity to be monitored	Staff Monitoring	Timescale	Implementation	Evaluation
CEIAG within the curriculum	CEIAG Lead HoD Tutors	Ongoing	Student and staff voice Tutor time observations Learning walks	CEIAG Lead Staff/student feedback
Careers activities within the school day (including evening events)	CEIAG Lead Staff involved in activity	Ongoing	Staff presence Student voice Parental feedback	CEIAG Lead Staff/student feedback Parental feedback
External activities	CEIAG Lead Staff in attendance	Ongoing	Staff presence Student voice	CEIAG Lead Staff/student feedback

Evaluation strategy

The CEIAG Lead takes strategic control over the evaluation process; however, listening to the critical views of all involved in activities is fundamental to our approach. As with any quality assurance exercise, we recognise the importance of gathering a complete picture when evaluating the value and quality of any career's activity. Thus, we always strive to gather honest and reflective views from those participating in an activity (be this the young people from our school and/or external staffing/parents). When gathering feedback, we always aim to provide opportunities for those involved to express their views regarding noteworthy positives and areas for improvement; this allows the CEIAG to assess the merit of the activity and the quality of the experience for those involved. Feedback from students involved in activities is sought via, questionnaires/surveys and informal discussions. As with everything that we do, we ensure that all of our young people are able to provide feedback and support those students who require assistance when doing so.

We maintain a continuous cycle of planning, monitoring and evaluating throughout the academic year which is pivotal in ensuring that all of our students continue to receive quality CEIAG provision. As previously stated, careers education is fundamental within the curriculum and wider curriculum at The Academy and it is something that always remains a core focus; thus, embedding memorable and high-quality activities throughout every year is paramount. In addition to this, we continuously strive to strengthen the already-established, collaborative partnerships that we have in place whilst also creating new and exciting relationships with regional providers and employers. Successfully maintaining established relationships and the creation of new working relationships is vital in ensuring that we are able to maintain the accolade of fully meeting all 8 Gatsby Benchmarks and the exceptional standard of CEIAG that our students are accustomed to.

Current Position Statement

Hermitage Academy ensures that all students receive the appropriate information, advice and guidance regarding post-academy life and maintains a low figure of NEET students.

As a school, we view this as an extremely positive reflection of the programme that we have in place. As previously stated, we aim to equip all of our students to aim high, broaden their horizons and have the confidence to challenge stereotypical notions of the world of work; the trends that have appeared over recent years demonstrates that our programme is succeeding in doing just that.

Whilst there is unwavering Trust, Governor and SLT support for the CEIAG provision that is already in place, we recognise that there is an opportunity to strengthen and grow the Careers Team here at The Academy and increase collaboration with the other NELT schools; for us, moving forward, this will be a strategic focus.

Careers Programme Overview

Hermitage Academy has a programme of core activities that are in place and are repeated each year; this core programme is then strengthened each year with a variety of activities and drop-down events.

Hermitage Academy – Careers Programme – Fixed elements

Curriculum learning:

1. Each subject area to deliver a wide variety of lessons across the year
    a. These should explicitly link 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).
    d. During assembly time, career-focused sessions are delivered throughout the year.

2. National Careers Week is marked every year with a variety of activities within school that includes guest speakers, assemblies, curriculum activities and activities focusing on LMI.

Year	Event
7	**Unifrog** 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** Students receive sessions in tutor time on career opportunities, self-awareness, employability skills and attributes. **Careers Week Assembly** 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 – 14th February 2027** ASK Apprenticeships explain the levels of apprenticeships alongside local employers and an education programme. **National Careers Week 1st – 6th March 2027** An online tutor time introducing an exciting education programme follow-up. **Lloyds Bank Bartering Workshop** 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. **Meeting with an entrepreneur** Students will meet with a local entrepreneur about how to start a business.

	Careers fair An opportunity for students to meet with a variety of employers, enabling them to ask questions and engage in research into possible career paths. A one-hour slot. **Careers Drop-ins** Informal drop-in sessions are held weekly during break and lunch and allow students to discuss any worries regarding the next steps in their education. **Next Steps Assembly – Newcastle University** Students will receive an assembly from university representatives.
8	**Unifrog** 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** Students receive sessions in tutor time on career opportunities, self-awareness, employability skills and attributes. **Careers fair** An opportunity for students to meet with a variety of employers, enabling them to ask questions and engage in research into possible career paths. A one-hour slot. **Careers Drop-ins** Informal drop-in sessions are held weekly during break and lunch and allow students to discuss any worries regarding the next steps in their education **Careers Week Assembly** 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 – 14th February 2027** ASK Apprenticeships explain the levels of apprenticeships alongside local employers and an education programme. **National Careers Week 1st – 6th March 2027** An online tutor time introducing an exciting education programme follow-up. **Lloyds Bank Bartering Workshop** 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. **SAKS Training Provider** SAKS give information and advice on personal care and how this relates to general professional appearance, interviews and their apprenticeship application. **NHS Careers** Students will meet with NHS members and look at different sectors in the NHS and roles, responsibilities and employability skills. **Bronnie – Musician** Artist will discuss aspirations with students, music industry and thinking about next steps.
9	**Unifrog**

	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** Students receive sessions in tutor time on career opportunities, self-awareness, employability skills and attributes. **Options information evening** An opportunity for parents to attend school and speak with staff regarding options choices for KS4. **Local Enterprise Company Technology project** An assembly with students and the 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. **Careers Week Assembly** 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 – 14th February 2027** ASK Apprenticeships explain the levels of apprenticeships alongside local employers and an education programme. **National Careers Week 1st – 6th March 2027** An online tutor time introducing an exciting education programme follow-up. An online tutor time introducing an exciting education programme follow-up. **Lloyds Bank Bartering Workshop** 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. **SAKS Training Provider** SAKS give information and advice on personal care and how this relates to general professional appearance, interviews and their apprenticeship application. **Careers guidance interviews with external adviser (requested)** One-to-one sessions that are delivered by Caroline Larsen from Progress Careers – our in-house careers advisor – that run during options choices **Careers fair** An opportunity for students to meet with a variety of employers, enabling them to ask questions and engage in research into possible career paths. A one-hour slot. **Future Me project** 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. **Army Cadets Assembly** The Army Cadets explain careers available and answer any questions. **Careers Drop-ins** Informal drop-in sessions are held weekly during break and lunch and allow students to discuss any worries regarding the next steps in their education.

10	**Unifrog** 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** Students receive sessions in tutor time on career opportunities, self-awareness, employability skills and attributes. **Careers fair** An opportunity for students to meet with a variety of employers, enabling them to ask questions and engage in research into possible career paths. A one-hour slot. **Post-16 opportunities event** An opportunity for students to interact with local FE providers, employers and apprenticeship providers**.** **Careers Week Assembly** 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 – 14th February 2027** ASK Apprenticeships explain the levels of apprenticeships alongside local employers and an education programme. **National Careers Week 1st – 6th March 2027** An online tutor time introducing an exciting education programme follow-up. **Durham University Partnership** MAT programme working in conjunction with local universities. **Enterprise partnership** Working in conjunction with local employers, students are given simulated work experience and are involved in an engineering challenge. **Careers guidance interviews with external adviser** One-to-one sessions that are delivered by Caroline Larsen from Progress Careers – our in-house careers advisor – that run during options choices **Mock interviews and engagements with employers** An opportunity for students to experience the world of work and an interview situation and receive feedback regarding their performance. **Future Me Project (LMI)** 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. **ITPS** Renewable energy company. An opportunity to understand this LMI business and gain a better insight to the employment and apprenticeship opportunities available. **Bowmer and Kirkland assembly** 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. **Army musicians**

	Workshop showing students roles in the armed forces. **Careers Drop-ins** Informal drop-in sessions are held weekly during break and lunch and allow students to discuss any worries regarding the next steps in their education. **Experiences of workplaces** Students will have the opportunity to experience different workplaces.
11	**Unifrog** 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** Students receive sessions in tutor time on career opportunities, self-awareness, employability skills and attributes. **Careers fair** An opportunity for students to meet with a variety of employers, enabling them to ask questions and engage in research into possible career paths. A one-hour slot. **Careers Week Assembly** 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 – 14th February 2027** ASK Apprenticeships explain the levels of apprenticeships alongside local employers and an education programme. **National Careers Week 1st – 6th March 2027** An online tutor time introducing an exciting education programme follow-up. **Newcastle Building Society** An assembly with students looking at employability skills and roles and responsibilities in the workplace. **CV, T-level and apprenticeship assembly** An informative assembly to help support student in preparation for their next steps. **Post-16 opportunities event** This gives students the opportunity to engage in research regarding the options that they have available to them. This involves former students and FE providers. **Sunderland University – Sports talk** Students met with university staff and lecturers to look at opportunities in sport. **Future Me project** 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**.** **Post-16 visits** An opportunity for students to engage with local FE providers. **Independent Work Experience**

	Students are encouraged to undertake work experience and/ or volunteering after their exams with the support of teachers and independent careers advisors. **Careers Drop-ins** Informal drop-in sessions are held weekly during break and lunch and allow students to discuss any worries regarding the next steps in their education. **Careers guidance interviews with external adviser** One-to-one sessions that are delivered by Caroline Larsen from Progress Careers – our in-house careers advisor – that run during options choice

12	**Unifrog** 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** Students receive sessions in tutor time on career opportunities, self-awareness, employability skills and attributes. **Careers fair** An opportunity for students to meet with a variety of employers, enabling them to ask questions and engage in research into possible career paths. A one-hour slot. **Durham University Supported Progression Scheme** 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** 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** Assembly with students about NU entry scheme. **ASK/Zenith - Apprenticeship assembly** Session supporting and informing students about different types on apprenticeships available and how to search for them and apply. **Newcastle Building Society** **Newcastle University Partners** Newcastle Partners event on the supported progression scheme. **UCAS HE Fair** Student engage with HE and FE through exhibition Stands from Universities & Colleges **NHS** Opportunity to meet with members of the NHS to discuss next steps, career routes, roles and responsibilities. **Sunderland University – Sports talk** Students met with university staff and lecturers to look at opportunities in sport. **Bowmer and Kirkland assembly**

	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. **Debating Matters** Weekly debating culminating in a competition which has various organisations and employers. https://debatingmatters.com/ **Careers Week Assembly** 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 – 14th February 2027** ASK Apprenticeships explain the levels of apprenticeships alongside local employers and an education programme. **National Careers Week 1st – 6th March 2027** An online tutor time introducing an exciting education programme follow-up. An online tutor time introducing an exciting education programme follow-up **Independent Work Experience** Students are encouraged to undertake work experience and/ or volunteering after their exams with the support of teachers and independent careers advisors. **Apprenticeships Information event** Higher Apprentice-ship Talk at Sunderland University. **Be Competitive Day** Raising aspirations and writing personal statement sessions with Northumbria and Durham University. **Careers Drop-ins** Informal drop-in sessions are held weekly during break and lunch and allow students to discuss any worries regarding the next steps in their education. **Careers guidance interviews with external adviser** One-to-one sessions that are delivered by Caroline Larsen from Progress Careers – our in-house careers advisor – that run during options choice
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	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** Assembly with students about NU entry scheme. **ASK/Zenith - Apprenticeship assembly** Session supporting and informing students about different types on apprenticeships available and how to search for them and apply. **Newcastle Building Society** **Newcastle University Partners** Newcastle Partners event on the supported progression scheme. **UCAS HE Fair** Student engage with HE and FE through exhibition Stands from Universities & Colleges **Sunderland University – Sports talk** Students met with university staff and lecturers to look at opportunities in sport. **Debating Matters** Weekly debating culminating in a competition which has various organisations and employers. https://debatingmatters.com/ **Life in the Creative Fast Lane** 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. **Careers Week Assembly** 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 – 14th February 2027** ASK Apprenticeships explain the levels of apprenticeships alongside local employers and an education programme. **National Careers Week 1st – 6th March 2027** An online tutor time introducing an exciting education programme follow-up. **Independent Work Experience** Students are encouraged to undertake work experience and/ or volunteering after their exams with the support of teachers and independent careers advisors. **Apprenticeships Information event** Higher Apprentice-ship Talk at Sunderland University. **Be Competitive Day** Raising aspirations and writing personal statement sessions with Northumbria and Durham University. **Careers Drop-ins** Informal drop-in sessions are held weekly during break and lunch and allow students to discuss any worries regarding the next steps in their education. **Careers guidance interviews with external adviser**

	One-to-one sessions that are delivered by Caroline Larsen from Progress Careers – our in-house careers advisor – that run during options choice

Website

1. Upload suitable link to enable parents to access labour market information.
2. Publish the broad approach to careers on the school website and the provider access policy.
3. Link to post-16 providers' websites where students and parents can explore LMI in detail for chosen careers.
4. Link to https://nationalcareersservice.direct.gov.uk/#
5. Links to local colleges offering level 3 qualifications, such as apprenticeships.

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 parents' evenings the SENDCO 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 parents' evenings and GCSE results day, the in-house careers adviser will be available for parents/carers and students.

Activity	Year 7	Year 8	Year 9	Year 10	Year 11	Sixth Form	Gatsby Benchmark
National Careers Week activities	✓	✓	✓	✓	✓	✓	2,3,4
Careers Fair experience	✓	✓	✓	✓	✓	✓	2,3,5,7
Careers within the curriculum	✓	✓	✓	✓	✓	✓	2,3,4,5,7
Drop-down events	✓	✓	✓	✓	✓	✓	2,3,4,5,6,7
Challenging stereotypes and exploring non-traditional gender roles	✓	✓	✓	✓	✓	✓	3
NCS summer activity					✓		3, 7
University partnerships	✓	✓	✓	✓	✓	✓	3,4,7
National Apprenticeship Week activities	✓	✓	✓	✓	✓	✓	2,3,4
Mock interviews and feedback and guidance activities				✓	✓	✓	5
Higher and further education experiences				✓	✓	✓	3,7
Enterprise activities			✓	✓		✓	5, 6
Employer interactions and experiences	✓	✓	✓	✓	✓	✓	2,3,5
Assemblies and talks delivered by guest speakers	✓	✓	✓	✓	✓	✓	3,4,5,7
One-to-one guidance with an impartial, independent and qualified professional	Upon request	Upon request	✓ (EHCP students) Also upon request	✓	✓	✓	8

Drop-in sessions with staff and on-site adviser	✓	✓	✓	✓	✓	✓	3,8
Alumni/student ambassador experiences	✓	✓	✓	✓	✓	✓	2,3,4
Parental input, career journeys and advice shared with students	✓	✓	✓	✓	✓	✓	2,3
Apprenticeship support (CV support etc)				✓	✓	✓	3,8
Links to LMI and the world of work	✓	✓	✓	✓	✓	✓	2,3,4
Post-16 taster sessions				✓	✓		3,7
Parents' evenings and information events	✓	✓	✓	✓	✓	✓	3,8,5,7
Transition events focused on future pathways			✓	✓	✓	✓	3,5,7,8
Access to unifrog and promoted use	✓	✓	✓	✓	✓		3
Parent information packs				✓	✓		2,3,8
Web-based activities and access to internal CEIAG platforms/pages	✓	✓	✓	✓	✓	✓	3
Linking CEIAG to the outside world	✓	✓	✓	✓	✓	✓	2,3,4
Additional, individualised transition support from outside agencies				✓	✓	✓	3,8

Conclusion

Hermitage Academy is dedicated to ensuring that all students receive high-quality, individualised and relevant careers education. We are committed to the Gatsby Benchmarks, and they are at the core of our strategic planning.

Our careers programme is strategically designed around the eight Gatsby Benchmarks as detailed in the Department for Education's Statutory Guidance, January 2018.

Through our carefully planned careers education, information, advice and guidance programme, all of our students, regardless of ability or personal context, are supported to make realistic and informed decisions about their futures.

We aim to ensure that all of the young people in our care feel empowered to achieve personal success in and leave us with high aspirations, ensuring their well-being and economic stability in their future.

We support and guide students in making well-informed decisions about significant study or career choices, by providing access to differentiated, impartial and independent information and guidance about the range of options (including academic, vocational, apprenticeships) that are most likely to help them to achieve their ambitions.

By supporting and guiding students at crucial transitional stages, informing them of all their options and introducing them to employers, we aim to prepare them for the world of work regardless of the career route that they wish to pursue.

Careers guidance is provided through our 'whole-school' approach to CEIAG and access to our Careers providers, as well as a range of visits and workplace experiences. We work closely with local employers, FE colleges and apprenticeship providers to ensure the highest quality careers guidance for all of our young people.