

THE ASPIRE ACADEMY

SCHOOL CAREERS STRATEGY AND ACTION PLAN

**SEPTEMBER 2025
to
AUGUST 2026**

Signed: 
Chair of Governors

Date: 01.09.2025

Signed: 
Head Teacher

Date: 01.09.2025

Our Ethos

The Aspire Academy is committed to providing:

a safe, containing, caring, good humoured and well-disciplined school where strong nurturing relationships and an understanding of childhood trauma and attachment issues are at the heart of everything; a world class Alternative Provision in which we present an environment where all pupils can thrive, grow, heal and achieve through a relentlessly reasonable approach to personal development; opportunities for pupils to build their social capital, resilience, self-esteem and a portfolio of recognised qualifications in order that they may make a positive next-step; all pupils with the opportunities to achieve a positive destination when they leave the Academy.

**The Aspire Academy is an
active member of the
Worcestershire Careers Hub
and supports the development
of Worcestershire's Future
Workforce through the
Worcestershire
Enterprise Adviser Network**



THE ASPIRE ACADEMY CAREERS STRATEGY

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INTRODUCTION

The Aspire Academy is committed to providing a safe, containing, caring, good humoured and well-disciplined school where strong nurturing relationships and an understanding of childhood trauma and attachment issues are at the heart of everything; a world class Alternative Provision in which we present an environment where all pupils can thrive, grow, heal and achieve through a relentlessly reasonable approach to personal development; opportunities for pupils to build their social capital, resilience, self-esteem and a portfolio of recognised qualifications in order that they may make a positive next-step; all pupils with the opportunities to achieve a positive destination when they leave the Academy.

In September 2024 we joined the Esteem Multi Academy Trust (MAT) which was formed in 2018 and now consists of 14 academies from the East and West Midlands.

Many of the MAT pupils have special educational needs and/or disabilities or are disadvantaged. Therefore, inclusion is our watchword, and our vision is for Esteem to be a learning community of excellence for SEND and alternative provision in the Midlands.

At The Aspire Academy, Careers Education Information Advice and Guidance (CEIAG) is an important aspect of the pupil learning experience. We prepare our pupils to make decisions where they can reach their optimum potential in their education and in their future professional life in the world of work. CEIAG significantly contributes to the school's commitment to delivering world-class provision, where all pupils can thrive, grow, heal and achieve, build their social capital, develop resilience and improve their self-esteem.

We have a vital role to play in preparing our pupils for the next stage of their education or training and beyond and with our alternative choices of education and training, our aim is to prepare pupils for these ever-changing opportunities, responsibilities, and experiences and to equip them with the skills to manage the choices, changes and transitions ahead of them.

Our careers programme throughout the year supports our careers education curriculum and is integrated into every area of the school.

THE ASPIRE ACADEMY CAREERS STRATEGY

Purpose and aims

The Aspire Academy is fully committed to ensuring that all of our pupils acquire the skills, knowledge and attitudes to manage their learning and career progression.

The Aspire Academy has already established a range of effective careers guidance activities which we hope will guide support our pupils to achieve positive destinations such as A 'levels, Higher Education, Apprenticeships, Technical routes or Employment.

This careers strategy sets out The Aspire Academy's key approaches internally and externally to enhance the current careers guidance activities and participation opportunities already available to our pupils. The aim is to ensure that pupils are fully prepared for and informed effectively about their next steps and can therefore aspire to achieve their full potential. We want to ensure that our pupils have both the aptitude and interpersonal skills to effectively communicate and add value within the workplace.

The school will collaborate throughout this strategy with a range of external agencies to help us ensure we will meet all of the mandatory requirements contained within the Department for Education's careers strategy (July 2021). These partnerships will include working alongside The Careers and Enterprise Company (CEC), The Worcestershire Local Enterprise Partnership (WLEP), Worcestershire County Council (WCC), Further Education (FE) and Higher Education (HE) providers, Worcestershire Apprenticeships (WA) and a wide range of local employers.

High quality careers guidance is a crucial part of improving social mobility. Young people make choices based on what they know and what they think is available to them. If our young people are made fully aware of the career pathways and opportunities available to them, they will be more able to make informed choices about which qualifications and career pathways which will enable them to achieve their goals.

This strategy outlines our whole school approach to delivering careers guidance to all of our pupils throughout their journey through education. Careers activity will therefore take place across years 7 through to year 11 as part of the mandatory requirements set by the Department for Education and contained within the Gatsby Benchmarks.

Strategic Careers Leader

As set out within the Department for Education's Careers Strategy, The Aspire Academy is required to have a designated member of our Senior Leadership Team named as our schools Strategic Careers Lead.

The Strategic Careers Lead has the responsibility to make sure that we as a school meet our mandatory requirements and continue to work towards achieving all eight of the Gatsby Benchmark.

Lewis Thomas has agreed to undertake this role.

Lewis Thomas will provide both the Head Teacher and the board of governors with regular updates on our progress and will work closely with the Worcestershire LEP delivery team, our assigned Enterprise Adviser and local employers to ensure we deliver this strategy.

Our Careers Team

Lewis Thomas will lead our team which will include the following staff members:

Richard Rainbird-Hitchins, Assistant Head & Designated Safeguarding Lead.

Jo Weston, Head of Year 11.

Joseph King, our Parallel Pathways Tutor (and who is currently undertaking the L6 Careers Advisor Training)

Our Enterprise Adviser

Through the Worcestershire LEPs Enterprise Adviser Network, The Aspire Academy are delighted to have been assigned our own designated enterprise adviser.

Linda Gittings will be supporting our careers team to assist us to facilitate careers related activity which will help us achieve Gatsby Benchmarks 5 and 6.

May we introduce our assigned Enterprise Adviser.....



Linda Gittings

Apprenticeship and Qualifications Manager
Platform Housing Group

Linda has a belief that Housing is a fantastic sector to work in. She is passionate about Apprenticeships how they offer great opportunities and thinks that it is important that we all, in these current times, support young people who are at the start of their careers in a very uncertain world.

Current position at The Aspire Academy

Pupils are currently receiving the following careers related support or participating within the activities listed below during their journey through school:

Year 7/8

- Careers education units in PSHE to cover 'managing transition and new surroundings', 'relationships with self and others', 'healthy friendships and relationships' and 'spending and saving'.
- Assemblies and tutor group discussions to introduce the concept of higher education.
- Curriculum based career opportunities via the KS3 Alternative Provision timetabled options on Wednesday's and Thursday's.

Year 9

- Careers education units in PSHE to cover 'managing money' and 'focusing on careers and future options' where choices will tie in with their KS4 GCSE and Alternative Provision options.
- Assemblies and tutor group discussions to support KS4 curriculum choices, linking them to identified career pathways.
- Curriculum based career opportunities via the KS3 Alternative Provision timetabled options on Wednesday's and Thursday's.

Year 10

- Careers education units in PSHE to cover 'Diversity in the UK' and 'Work Experience'.
- Curriculum based career opportunities via our KS4 Alternative Provision timetabled options on Wednesday's, Thursday's and Friday, to include accredited vocational options and work experience.
- Assemblies and tutor group discussions about the range of post16 progression routes available.

Year 11

- Careers education units in PSHE to cover 'Preparing for Adult Life and 'Exam Preparation'.
- Curriculum based career opportunities via our KS4 Alternative Provision timetabled options on Wednesday's, Thursday's and Friday, to include accredited vocational options and work experience.
- Assemblies and presentations with a continued focus on post16 pathways.

- Whole year group visits to the Life Beyond School Event and The Worcestershire Skills Show.
- College/Training Provider visits
- NCS presentations
- Workplace Visits to local businesses – SouthCo, Skanska UK, The Warriors Foundation, DRP Group.
- Mock Interviews with employer contacts – Platform Housing, Skanska UK, Kidderminster College
- Qualified Careers IAG from Joseph King, the pupils 'home schools', local college Careers Advisers and from the SENDIASS Team.
- Tutor and college admissions team support for the completion of online application process and with attending interviews.

Teaching staff contribute to the delivery of careers guidance through:

Timetabled PSHE and Personal Development and lessons.
Assemblies and Tutor group discussions.
Curriculum based Alternative Provision and work experience sessions.
Employer visits during classroom lessons.

Local Employers contribute to the delivery of careers guidance through:

Workplace visits / work experience / assemblies / careers fairs / preparation for interviews / mock interviews.

Parents contribute to the delivery of careers guidance through:

Support to arrange work experience / work experience opportunities / travel to and from work experience / support in attending college, training & careers events / support in attending interviews and inductions.

Partnership Arrangements and Employer Contacts

The Aspire Academy has strong links with:

- Worcestershire Careers Hub.
- Worcestershire Local Enterprise Partnership
- Further Education providers
- The local business community
- Alumni and Parents

Objectives for 2025 to 2026

1. To ensure that pupils fully understand and consider the different routes available at post-16 and post-18, particularly apprenticeship and other vocational routes.
2. To further raise the profile of careers across the whole school.
3. To continue to strive towards meeting the eight Gatsby Benchmarks for good career guidance as recommended by the Department of Education Careers Strategy 2018.
4. To raise aspirations by ensuring all pupils have knowledge of routes into further education, higher education and apprenticeships (of all levels).
5. To ensure every pupil is offered careers personal guidance to meet their needs at the different stages through their school journey. This will reflect the school's equality and diversity policy to ensure that every pupil is treated fairly.
6. To make available Labour Market Information and Intelligence to ensure pupils (and parents) are aware of local and national opportunities as well as trends, to ensure they are informed to make the best decisions.
7. To ensure all staff at the school have an awareness of linking curriculum learning to careers and are able to demonstrate the relevance of subjects to pupils when considering a future career. Particularly relevant is that STEM subject staff should highlight the increasing need for STEM subjects to access a wide range of future career paths, making sure the information does not stereotype in any way.
8. To ensure all pupils are aware that the attainment of English and Maths GCSEs are crucial elements of any future study programme they may undertake and an expectation from all employers.
9. To continuously strive to improve NEET (Not in Education Employment or Training) figures by providing an effective careers programme.

Gatsby Benchmarks

In line with the Department for Education's careers strategy, The Aspire Academy aims to fulfil the eight expectations set out within the 'Gatsby Benchmarks' which provide a framework to ensure that the school has formed a careers programme which falls in line with legal requirements. The following eight benchmarks are at the core of good careers and enterprise provision:

1. A stable careers programme
2. Learning from career and labour market information
3. Addressing the needs of each pupil
4. Linking curriculum learning to careers
5. Encounters with employers and employees
6. Experiences of workplaces
7. Encounters with further and higher education
8. Personal guidance

Careers Learning Journey Years 7 to 11

Vision Statement

The Aspire Academy is committed to providing a safe, containing, caring, good humoured and well-disciplined school where strong nurturing relationships and an understanding of childhood trauma and attachment issues are at the heart of everything; a world class Alternative Provision in which we present an environment where all pupils can thrive, grow, heal and achieve through a relentlessly reasonable approach to personal development; opportunities for pupils to build their social capital, resilience, self-esteem and a portfolio of recognised qualifications in order that they may make a positive next-step; all pupils with the opportunities to achieve a positive destination when they leave the Academy.

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Milestones and Learning Outcomes

Key Events and Experiences

Year 11

- Careers education units in PSHE to cover 'Preparing for Adult Life and 'Exam Preparation'.
- Curriculum based career opportunities via our KS4 Vocational Provision timetabled options on Wednesday's, Thursday's and Friday, to include accredited vocational options and work experience.
- Assemblies and presentations with a continued focus on post16 pathways.

Year 10

- Careers education units in PSHE to cover 'Diversity in the UK' and 'Work Experience'.
- Curriculum based career opportunities via our KS4 Vocational Provision timetabled options on Wednesday's, Thursday's and Friday, to include accredited vocational options and work experience.
- Assemblies and tutor group discussions about the range of post16 progression routes available.

Year 9

- Careers education units in PSHE to cover 'managing money' and 'focusing on careers and future options' where choices will tie in with their KS4 GCSE and Vocational Provision options.
- Assemblies and tutor group discussions to support KS4 curriculum choices, linking them to identified career pathways.
- Curriculum based career opportunities via the KS3 Vocational Provision timetabled options on Wednesday's and Thursday's

Year 8

- Careers education units in PSHE to cover 'managing transition and new surroundings', 'relationships with self and others', 'healthy friendships and relationships' and 'spending and saving'.
- Assemblies and tutor group discussions to introduce the concept of higher education.
- Curriculum based career opportunities via the KS3 Vocational Provision timetabled options on Wednesday's and Thursday's

Year 7

- Careers education units in PSHE to cover 'managing transition and new surroundings', 'relationships with self and others', 'healthy friendships and relationships' and 'spending and saving'.
- Assemblies and tutor group discussions to introduce the concept of higher education.
- Curriculum based career opportunities via the KS3 Vocational Provision timetabled options on Wednesday's and Thursday's

Year 11

Autumn Term
Interview Guidance
Practice Interviews
Careers Interviews
Employer 1:2:1 Workshops
Life Beyond School Event

Spring Term
Application Guidance
Post16 Application Support
Educational Encounters
Skills Show
Careers Interviews

Summer Term
Careers Interviews
Educational Encounters
Post16 visits
Traineeship & Apprenticeship applications

Year 10

Autumn Term
Employer Encounters
Educational Encounters
Careers Guidance Access
Life Beyond School Event

Spring Term
Employer Encounters
Educational Encounters
Skills Show
Work Experience Opportunities
Careers Guidance Access

Summer Term
Careers Guidance Access
FE Talk
Apprenticeship Talk
Traineeship Talk

Year 9

Autumn Term
Employer Encounter
Life Beyond School Event
Careers Guidance Access
KS3 Vocational Provision

Spring Term
Educational Encounters
Skills Show
KS3 Vocational Provision
Careers Guidance Access

Summer Term
RSPCA Animal Welfare
KS3 Vocational Provision
Careers Guidance Access
KS4 AP options process

Year 8

Autumn Term
Employer Encounter
Life Beyond School Event
Careers Guidance Access
KS3 Vocational Provision

Spring Term
Educational Encounters
Skills Show
RSPCA Animal Welfare
Careers Guidance Access
KS3 Vocational Provision

Summer Term
KS3 Vocational Provision
Careers Guidance Access

Year 7

Autumn Term
Employer Encounter
Life Beyond School Event
Careers Guidance Access
KS3 Vocational Provision

Spring Term
Educational Encounters
Skills Show
Careers Guidance Access
KS3 Vocational Provision

Summer Term
KS3 Vocational Provision
Careers Guidance Access

Inspiring and preparing young people for the world of work.

PSHE Careers Learning Journey Years 7 to 11

Vision Statement

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Milestones and Learning Outcomes

Key Events and Experiences

Year 11

Being Me in My World	Celebrating Difference	Dreams and Goals
Becoming an adult, age limits and the law, consent, coercive control, child-on-child abuse, domestic abuse, honour-based violence, arranged and forced marriage, the Equality Act, county lines, possession of drugs.	Equality in the workplace, in society, in relationships, Equality Act, disability and hidden disability, workplace expectations, rights and responsibilities, power and control in relationships, benefits of multi-cultural societies, equality and inequality, my health.	Anxiety, solution focused thinking, stress, relaxation, aspirations, life, career, finances, budgeting, borrowing, debt identification, realistic goals, gambling, financial pressures, debt, dream jobs, skills etc.

Year 10

Being Me in My World	Celebrating Difference	Dreams and Goals
Human rights, social freedom, understanding safety in UK and beyond, ending relationships safely, stages of grief, risk and harm, child-on-child abuse, social media and culture, use of online data, threats to online safety, online identity, assessing and managing risk, the law.	Equality in the workplace, in society, in relationships, Equality Act, disability and hidden disability, workplace expectations, rights and responsibilities, power and control in relationships, benefits of multi-cultural societies, equality and inequality, my health.	Impact of physical and mental health in reaching goals, resilience, work-life balance, connections and impact of mental health, balanced diet, oral organs, blood donation, benefits of helping others, Online profiles and impact on future goals and employability.

Year 9

Being Me in My World	Celebrating Difference	Dreams and Goals
Perceptions about intimate relationships, consent, sexual exploitation, peer pressure, child-on-child abuse, grooming, radicalisation, county lines, risk representation, positive and negative self-identity, groups, influences, social media, abuse and coercion, coercive control in groups, living in.	Protected characteristics, Equality Act, photo and racist language, legal consequences of bullying and hate crime, section 40, positive and negative language, better, child-on-child abuse, bullying in the workplace, direct and indirect discrimination, harassment, victimisation, equality, discrimination and stereotyping.	Personal strengths, health goals, SMART planning, the world of work, links between body image and mental health, non-financial dreams and goals, mental health and its health, mental manipulation, self-harm, self-esteem, stigma, anxiety disorder, eating disorders, depression.

Year 8

Being Me in My World	Celebrating Difference	Dreams and Goals
Self-identity, influences, family and identity, stereotypes, personal beliefs and judgements, managing expectations, peer pressure, marriage and the law, beliefs and religions, protected characteristics, online and offline identity, active listening.	Positive change made by others, how positive behaviour affects feelings of wellbeing, social justice, inequality, community cohesion and support, multi-culturalism, diversity, race and religion, stereotypes, prosocial, LGBT+ bullying, new roles, fear and emotions, stand up to bullying, the golden rule.	Long-term goals, skills, qualifications, careers, money and happiness, ethics and mental wellbeing, managing variation in income, positive and negative impact of words, online safety and legal responsibilities, gambling, racism.

Year 7

Being Me in My World	Celebrating Difference	Dreams and Goals
Unique me, differences & conflict, my influences, growing emotions, belonging to a group, peer pressure, child-on-child abuse, online safety, seeing consequences, online regulation, online identity.	Bullying, prejudice & discrimination (positive and negative), Equality Act, bystander's responsibility, challenging influences, negative behaviour and attitudes, empowerment, importance of being included.	Overcoming worries, identifying goals, employment, learning from mistakes, overcoming challenges, planning skills, self & social choices, substances, gangs, county lines, control over your life, aspiration, emergency first aid.

Year 11

Healthy Me	Relationships	Changing Me
Managing anxiety and stress, self-worth, identity, sleep, nutrition, exercise and mental health, Relationships and consent, being ready for sex, consent, sexual harassment and violence, Puberty, hormones, fertility, testicular checks, menstrual cycle, IVF, Contraceptives and sexual health.	Stages of intimate relationships, positive and negative consequences of sex, gender identity and sexuality, LGBT+ rights and protection under the Equality Act, coming out challenges, LGBT+ media stereotypes, Balance of power in relationships, FGM, stress, coping, challenging harmful social and cultural norms.	

Year 10

Healthy Me	Relationships	Changing Me
Improving health, mental health, sexual health, blood-borne infections, self-examination, Oral and vaginal birth control, misuse of prescription drugs, substances and the body, Common mental health disorders, positive impact of volunteering.	Sustaining long-term relationships, intimacy, healthy relationship with self, attraction, love, lust, Relationship choices, ending relationships safely, consequences of relationships, ending pornography in real life, relationships and the media, disinformation.	Impact of societal change on young people, role of media on societal change, reflection on change so far and how to manage it successfully, Decision-making, stereotypes in romantic relationships, sexual identity and risk, physical and emotional changes, family change.

Year 9

Healthy Me	Relationships	Changing Me
Hypersensitivities about young people's health choices, physical and psychological effects of drugs and alcohol, alcohol and the law, alcohol and drug poisoning, addiction, smoking, vaping, drug classification, supply and possession legislation, emergency situations, first aid.	Healthy relationships, power and control in intimate relationships, risk in intimate relationships, importance of sexual consent, awareness of self, sex and the law, pornography and stereotypes, contraception choices, age of consent, family planning.	Mental health stigma, triggers, support strategies, managing emotional changes, resilience and how to improve it, importance of sleep in relation to mental health, reflection on changes, benefits of relaxation, self-expression, influences, body image.

Year 8

Healthy Me	Relationships	Changing Me
Types of health, nutrition and exercise, cardiovascular health and diabetes, fitness, illegal and legal substances, dental health, skin health, vaccinations, peer pressure, teenage brain.	Positive relationship with self, social media, managing a range of relationships, child-on-child abuse, personal space, online etiquette, online privacy, bullying and personal safety, social media issues.	Types of close intimate relationships, legal status of relationships, behaviours in healthy and unhealthy romantic relationships, What makes a healthier relationship?, Attraction, love or lust?, pornography.

Year 7

Healthy Me	Relationships	Changing Me
Stress and anxiety, managing physical activity and mental health, effects of substances, legal consequences, nutrition, sleep, vaccination and immunisation, importance of information on making health choices, physical fitness and medicine, mindfulness.	Characteristics of healthier relationships, consent, relationships and change, emotions and conflict within friendships, child-on-child abuse, rights and responsibilities, being discerning, assertiveness, setting, social media vs real life, fake news, authenticity.	Puberty changes, reproduction facts, menstrual cycle, responsibilities of parenthood, IVF, types of committed relationships, media and self-esteem, self-image, brain changes in puberty, factors affecting moods, sources of help and support.

Inspiring and preparing young people for the world of work.

1. A Stable Careers Programme

Every school should have an embedded programme of careers education and guidance that is known and understood by pupils, parents and carers, staff, governors, employers and other agencies.

- Every school should have a stable, structured careers programme that has the explicit backing of governors, the headteacher and the senior management team, and has an identified and appropriately trained careers leader responsible for it.
- The careers programme should be tailored to the needs of pupils, sequenced appropriately, underpinned by learning outcomes and linked to the whole-school development plan. It should also set out how parents and carers will be engaged throughout.
- The careers programme should be published on the school's website and communicated in ways that enable pupils, parents and carers, staff and employers to access, and understand it.
- The programme should be regularly evaluated using feedback from pupils, parents and carers, teachers and other staff who support pupils, careers advisers and employers to increase its impact

2. Learning from Career and Labour Market Information

All pupils, parents and carers, teachers and staff who support pupils should have access to good-quality, up-to-date information about future pathways, study options and labour market opportunities. Young people with special educational needs and disabilities (SEND) and their parents and carers may require different or additional information. All pupils will need the support of an informed adviser to make the best use of available information

- During each Key Stage, all pupils should access and use information about careers, pathways and the labour market to inform their own decisions on study options or next steps.
- Parents and carers should be encouraged and supported to access and use information about careers, pathways and the labour market to inform their support for pupils in their care.

3. Addressing the Needs of the Pupil

Pupils have different careers guidance needs at different stages. Careers programmes should help pupils navigate their concerns about any barriers to career progression. In addition, opportunities should be tailored to the needs of each pupil, including any additional needs of vulnerable and disadvantaged pupils, young people with SEND and those who are absent.

- A school's careers programme should actively seek to challenge misconceptions and stereotypical thinking, showcase a diverse range of role models and raise aspirations.

- Schools should keep systematic records of the participation of pupils in all aspects of their careers programme, including the individual advice given to each pupil, and any subsequent agreed decisions.
- For pupils who change schools during the secondary phase, information about participation and the advice given previously should be integrated into a pupil's records, where this information is made available. Records should begin to be kept from the first point of contact or from the point of transition.
- All pupils should have access to these records and use them ahead of any key transition points to support their next steps and career development.
- Schools should collect, maintain and use accurate data for each pupil on their aspirations, intended and immediate education, and training or employment destinations to inform personalised support.
- Schools should use sustained and longer-term destination data as part of their evaluation process and use alumni to support their careers programme

4. Linking Curriculum Learning to Careers

As part of the school's programme of careers education, all teachers should link curriculum learning with careers. Subject teachers should highlight the progression routes for their subject and the relevance of the knowledge and skills developed in their subject for a wide range of career pathways.

- Every year, in every subject, every pupil should have opportunities to learn how the knowledge and skills developed in that subject helps people to gain entry to, and be more effective workers within, a wide range of careers.
- Careers should form part of the school's ongoing staff development programme for teachers and all staff who support pupils.

5. Encounters with Employers and Employees

Every pupil 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 opportunities, including visiting speakers, mentoring and enterprise schemes, and could include pupils' own part-time employment where it exists.

- Every year, from the age of 11, pupils should participate in at least one meaningful encounter with an employer.
- Create mechanisms where parents and alumni can express their interest to actively support employer related activity taking place within the school.
- The school will also encourage pupils and parents to attend careers events such as the Worcestershire Skills Show held annually in March and the Life Beyond School event held annually in October.

6. Experiences of the Workplace

Every pupil should have first-hand experiences of workplaces to help their exploration of career opportunities and expand their networks

- By the age of 16, every pupil should have had meaningful experiences of workplaces.
- To increase the number of employer workplace visits which will take place to enable pupils to gain more of an understanding of the wide range of employment opportunities available within specific industry sectors based in Worcestershire.
- To strengthen our links with local employers and support our Enterprise Adviser to facilitate careers related activity within school.

7. Encounters with Further and Higher Education

All pupils should understand the full range of learning opportunities that are available to them, including academic, technical and vocational routes. This should incorporate learning in schools, colleges, independent training providers (ITPs), universities and in the workplace.

- By the age of 16, every pupil should have had meaningful encounters with providers of the full range of learning opportunities, including sixth forms, colleges, universities and ITPs.

8. Personal Guidance

Every pupil should have opportunities for guidance meetings with a careers adviser, who could be internal (a member of school staff) or external, provided they are trained to an appropriate level. These meetings should be available for all pupils whenever significant study or career choices are being made. They should be expected for all pupils but should be scheduled to meet their individual needs. The careers leader should work closely with the careers adviser, SEND coordinator (SENDCO) and other key staff to ensure personal guidance is effective and embedded in the careers programme

- Every pupil should have at least one personal guidance meeting with a careers adviser by the age of 16, and a further meeting by the age of 18. Meetings should be scheduled in the careers programme to meet the needs of pupils.
- Information about personal guidance support and how to access it should be communicated to pupils and parents and carers, including through the school website.

Promotion of Careers related activities

The Aspire Academy will encourage the promotion of ALL careers related activity which takes place within the school through the creation of case studies and will share this activity through our school Twitter account and other social media channels.

This careers strategy document along with any case studies documents that are created will be placed on the school's website. These will also be shared with the Worcestershire LEP to be used to promote best practice across ALL careers hub member schools.

This promotion will enable us, and our partner organisations, to be able to capture the evidence we are required to provide both OFSTED and the Careers and Enterprise Company (and demonstrate that the activity taking place within our school) meets the requirements set out within the Department of Education's Careers strategy.

Action plan 2025/26

Autumn Term 2025				
Year Group	Activity Description	Date	Covering Benchmark	RAG Status
7,8,9	KS3 Employer Encounters (off-site via KS3 AP, Wed & Thu)	Sept-Dec	5	A
All	Careers Advice Sessions with Joseph King (timetabled weekly support)	Sept-Dec	8	A
All	Subject specific focus on Careers in the Curriculum	Sept-Nov	4	A
11	Yr11: Post16 thoughts/aspirations, completion of the FSQ – Future Skills Questionnaire	w/c Mon 15 th Sept 25	5 & 8	A
11	Skanska UK Yr11 Careers Talk	Tues 23 rd Sept 25	5 & 7	A
8, 9, 10, 11	Life Beyond School Event @ Worcester Warriors	7 th Oct 25	5 & 8	A
11	SENDIASS Careers Advice Assembly	TBC	8	A
11	Careers Advice Sessions with SENDIASS Careers Advisors (session 1)	TBC	8	A
11	Yr11 Specialist Careers Guidance (IAG) Interviews with advisers from Home School	Oct - Dec 25	8	A

All	Inclusion CoP Meeting Autumn 2025	TBC Oct 25	All	A
11	Nova Training Yr11 Assembly, with Samantha Benyon	Tues 14 th Oct 25	5, 7 & 8	A
11	Kidderminster College, course offer KS4 workshops	Mon 20 th Oct 25	5, 7 & 8	A
All	Esteem MAT Careers Group Meeting	TBC 25	All	A
11	Yr11 Assembly: Interview Guidance	4th Nov 25	5 & 8	A
11	Yr11 Practice Interviews	18th Nov 25	5 & 8	A
11	SouthCo Workplace Visit & Factory Tour	Dates TBC 25	5 & 6	A
All	SEND CoP Meeting Autumn 2025	TBC 25	All	A
KS4	Kidderminster Harriers Academy, information sessions with Luke Astley	TBC Nov 25	5, 7 & 8	A
All	EC Careers Compass submission meeting (MS Teams)	Dec 25	1-8	A

Spring Term 2026				
Year Group	Activity Description	Date	Covering Benchmark	RAG Status
7,8,9	KS3 Employer Encounters (off-site via KS3 AP, Wed & Thu)	Jan-April	5	A
All	Careers Advice Sessions with Joseph King (timetabled weekly support)	Jan-Apr	8	A
All	Subject specific focus on Careers in the Curriculum	Jan-Apr	4	A
10,11	HoW College KS4 Hair & Beauty visit and tour	TBC Jan 26	7	A
11	Yr11 Assembly: HoW College Offer	13 th Jan 26	7 & 8	A
11	HoW College online application support	20 th Jan 26	7	G
11	Careers Advice Sessions with SENDIASS Careers Advisors (session 2)	TBC	8	A
11	Yr11 Assembly: Worcestershire Apprenticeships with Kerry Davies	Tues 27 th Jan 26	7	A
11	Yr11 Practice Interviews (follow up session)	TBC Feb 26	5 & 8	A
10	'Your Future' Careers Event	TBC	5, 7 & 8	A
All	Inclusion CoP Meeting Spring 2026	TBC 26	All	A

11	Yr11 Assembly: Young Adult Learning – Traineeships with Kelly Champion	TBC 26	7	A
11	Careers Advice Sessions with SENDIASS Careers Advisors (session 3)	TBC	8	11
All	SEND CoP Meeting Spring 2026	TBC 26	All	A
11	Worcestershire Skills Show @ Worcester Warriors	TBC Mar 26	5 & 7	A
All	Skanska UK Workplace Visit, Tour and Careers/LMI info	24 th , 25 th & 26 th March 26	2, 5 & 6	A
11	Yr11 Specialist Careers Guidance (IAG) Interviews with advisers from Home School	Jan - Apr 26	8	A

Summer Term 2026				
Year Group	Activity Description	Date	Covering Benchmark	RAG Status
All	Summer Term Careers planning meeting (with CEC & LG, Platform Housing, via MS Teams)	April 26	5 & 6	A
7,8,9	KS3 Employer Encounters (off-site via KS3 AP, Wed & Thu)	May-July 26	5	A
All	Careers Advice Sessions with Joseph King (timetabled weekly support)	May-July	8	A
All	Subject specific focus on Careers in the Curriculum	May-July	4	A
9	Yr9, KS4 AP options process	May-July 26	5	A
All	Inclusion CoP Meeting Summer 2026	TBC 26	All	A
11	Yr11 Specialist Careers Guidance (IAG) Interviews with advisers from Home School	May – Jun 26	8	A
All	SEND CoP Meeting Summer 2026	TBC 26	All	A
All	EA planning meeting (on-site with Platform Housing)	TBA Jun 26	5 & 6	A
11	Worcestershire Apprenticeship Yr11 sign up meetings with Kerry Davies	TBA Jun/July 25	5 & 8	A

Careers Programme and Provider Access Policy

Introduction

This policy statement sets out the 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.

The Aspire Academy is committed to providing a personalised education package for all our pupils, and this is reflected by our careers programme. Pupils will access different elements of the programme at different stages of their education whilst the focus will always be on preparing them for their future pathways, considering their own preferences. Our Careers Action Plan outlines our generic careers offer from **Year 7 to Year 11**. For some pupils, a more personalised offer will be in place. Our focus links directly to the requirements of the '*Gatsby Good Career Guidance*' report (2014) which became the basis for the statutory '*Career's guidance and access for education and training providers*' (2018).

Pupil entitlement

The statutory guidance is relevant to 'all pupils in years 7-13' and we will also consider young people's developmental ages when preparing appropriate careers activities at **The Aspire Academy** ensuring that our pupils receive a careers programme which offers them opportunities to:

- find out about technical education qualifications and apprenticeship opportunities, as part of a careers programme which provides information on the full range of education and training options available at each transition point.
- hear from a range of local providers about the opportunities they offer, including technical education and apprenticeships.
- understand how to make applications for the full range of academic and technical courses.

School's Careers Leader

Parents, teachers and employers may gain further information about our careers programme by contacting:

Lewis Thomas,
Director of Lifelong Learning and Operations
01905 455422, extension 204,
[**lthomas@theaspireacademy.org.uk**](mailto:lthomas@theaspireacademy.org.uk)

Measuring and Assessment of the impact of the careers programme on pupils.

Evaluation of our careers programme is designed to enable us to examine what we do, consider how we can improve it and provide stakeholders with a summary of this. This will include gathering information from the pupils about how they feel about their experiences in relation to the careers programme.

Pupil progress in Careers lessons will be evaluated each term as part of our ongoing Pupil Tracking process.

It is our aim to provide pupils with both experiences of the workplace and / or encounters with employers. These encounters and experiences will take place as part of curriculum lessons / workplace visits / assemblies / attending Careers Fairs and Events.

Application for Provider Access

Introduction

This document 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.

Pupil entitlement

All pupils 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 each transition point;
- 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.



Management of provider access requests

A provider wishing to request access should contact Lewis Thomas

Telephone: 01905 455422, extension 204

Email: lthomas@theaspireacademy.org.uk

Opportunities for access

The school offers a comprehensive Careers Education, Information, Advice and Guidance programme and an overview of this programme can be seen in the School's Careers Charter which can be seen on the school website.

Please speak to our Careers Lead to identify the most suitable opportunity for you.

The school will make a suitable space available for discussions between the provider and students, as appropriate to the activity. The school will also make available ICT and other specialist equipment to support provider presentations. This will all be discussed and agreed in advance of the visit with the Careers Lead or a member of their team.

All requests will be given due consideration by **The Aspire Academy** and Senior Leadership and requests will be refused if:

- They impinge on pupils' preparation for public or internal exams.
- They clash with other school events such as visits, other speakers, well-being days, school photographs, sports days, public or internal exams, parents' communication events etc.
- The school is unable to provide staff to support the presentation or talk due to previous commitments.
- Rooming for the talk or event is unable to be found due to timetabling clashes.

Providers are welcome to leave a copy of their prospectus or other relevant course literature with the Careers Advisor so that they can be displayed in the Careers Section of the school library.

Feedback

The Aspire Academy welcomes parental and employer participation within our careers related activities and gathers feedback from pupils, parents and employers each term and/or by intervention. Feedback is gathered in a range of formats, to include formal written feedback sheets, online MS Forms, via email and is also recorded on an ad-hoc basis.

During our weekly in-house careers meetings (and also within our SLT meetings) we then review the feedback and utilise it to impact the upcoming careers curriculum, adapting, adding or removing any activities.

Should you wish to support our activity or provide feedback on our Careers Strategy then please contact our Strategic Careers lead directly.

Evidence Tracking

The Aspire Academy tracks and records all careers activity evidence in a number of formats – pupils work, certificates and qualifications, MS Excel tracking databases, emails, photographs/videos, social media feeds – and all of this evidence is then uploaded into Compass+.

Using our MS Excel tracking database, we record all pupils progress as they work towards and achieve BM5 Employer Encounters, BM6 Work Experience, BM7 Educational Encounters, BM8 Careers Advice, Yr11 Post16 Destinations and Yr11 Benchmark Completion progress.

Within each tracking spreadsheet we can easily monitor the BM percentage completion progress and also see which pupils have achieved the BM – these figures are really helpful when sharing the careers information with Heads of Year, SLT, in Governors reports and also when completing the end of term Compass+ submission.

Our Yr11 Post16 Destinations tracking provides details on the course(s) the pupils have applied for, application date and reference number, dates of planned interviews, details/notes relating to progress and then the monitoring of outcomes. This then provides us with further completion progress highlighting pupils with secure destinations, pupils with applications in progress and pupils who have identified destination routes but not yet applied.

Our published careers information can be found on the school website - <https://www.theaspireacademy.org.uk/info-menu/careers/>

Useful links / Resources

The Careers Enterprise Company	https://www.careersandenterprise.co.uk/
The Careers and Enterprise Company Resource Directory	https://resources.careersandenterprise.co.uk/
Gatsby Foundation	http://www.gatsby.org.uk/education/focus-areas/good-career-guidance
Post 16 Skills Plan	https://www.gov.uk/government/publications/post-16-skills-plan-and-independent-report-on-technical-education
Department of Education Careers Strategy	https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/672418/Careers_guidance_and_access_for_education_and_training_providers.pdf
Skills For Worcestershire	http://www.skills4worcestershire.co.uk/
Government Careers Strategy December 2017	https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/664319/Careers_strategy.pdf
Government Careers Guidance and Access for Education and Training Providers, July 2021	https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1002972/Careers_statutory_guidance.pdf
National Careers Service	https://nationalcareersservice.direct.gov.uk/
UCAS (Universities and Colleges Admissions Service)	https://www.ucas.com/
Worcestershire Local Enterprise Partnership	http://www.wlep.co.uk/
Worcestershire Apprenticeships	http://worcsapprenticeships.org.uk/
HOW College	http://www.howcollege.ac.uk/
Kidderminster College	http://kidderminster.ac.uk/
Warwickshire College Group	https://wcg.ac.uk/page/1/home
Worcester University	https://www.worcester.ac.uk/



Appendix 1: WEX Consent Letter to Parents & Carers



01/09/2025

Re: Offsite Education/Work Experience

Dear

Below are the details of Work Experience for **(INSERT PUPIL NAME)** from September 2025.

Provider:

Day:

Time:

Address:

Contact Number:

Please note that you are responsible for informing both school and the placement provider if **(INSERT PUPIL NAME)** is unable to attend. The placement is an important part of school and, irrespective of attendance, school are liable for the cost of the provision. Therefore, if 3 sessions are missed, we will need to meet to discuss whether the placement can continue.

If you are happy with the above arrangements and do not need to discuss them with me, please complete and sign the attached form, and return this to me at school. If the form is not returned, **(INSERT PUPIL NAME)** will not be able to attend his/her placement.

Yours sincerely,

Mr R. Rainbird-Hitchins

Designated Safeguarding Lead



Offsite Education/Work Experience

I have read the information regarding Work Experience.

If (INSERT PUPIL NAME) is unable to attend, I understand I am responsible for informing school and the placement provider.

I understand that 3 missed sessions may lead to the placement being withdrawn.

Pupil Name: _____

Parent/Carer Name: _____

Signature: _____

Date: _____

Work Experience Visit: Feedback Form

Pupil Name:	Tutor Group:
Employer Name:	Company:

Is the employer happy with the pupil?
What sort of tasks is the pupil doing?
Is the pupil happy with the placement / finding it useful?
Has the pupil had a health and safety briefing? When?
Do you feel there are any health and safety issues?
Would the employer offer work experience and/or apprenticeship placements in future?
Any other comments:

Signed (employer):	Date:
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Signed (school):	Date:
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