

# JOHN FLAMSTEED COMMUNITY SCHOOL

A member of the East Midlands Education Trust



## CAREERS EDUCATION INFORMATION ADVICE AND GUIDANCE POLICY 2026-2028



**The JF Way:  
We are AMBITIOUS  
We are COMMITTED  
We are PROUD**

**#nothingshortofremarkable**

Policy reviewed: March 2026  
Reviewed by: Careers Lead  
Next review due: March 2028

## Introduction

This policy outlines the school's vision of "Ambition, Commitment and Pride" to be mirrored by our students in their future lives. We believe that young people should be given the best support available to develop their careers and to make choices about their future education and/or employment. As options for young people become more varied and complex, it is vital that we support them to develop the knowledge and skills they need to make informed choices for their future.

## Commitment

John Flamsteed Community School is committed to providing a planned programme of careers education for all students in Years 7-11 and information, advice and guidance (IAG) in partnership with East Midlands Combined County Authority (EMCCA) and other relevant partners. We are strongly committed to delivering the Gatsby Benchmarks and self-evaluate using the Careers and Enterprise Compass Plus Tracker.

In a highly competitive employment market choices students make are taking on new levels of complexity. This requires a planned programme of careers education, information, advice and guidance that allows students to develop the skills for employability. This in turn develops their knowledge, skills and understanding to make well-informed and realistic decisions about their future in learning and work. We must encourage young people to aspire and make successful transitions allowing our students to develop a 'journey' of ambition, aspiration and career progression.

## Aims and objectives

The John Flamsteed Community School's careers programme aims to:

- Fulfil the statutory requirements of the Education (Careers Guidance in Schools) Act 2022
- Follow the principles of the Gatsby Benchmarks.
- Ensure that every student has meaningful encounters with further and higher education providers including sixth forms, colleges, universities and apprentice providers (both technical and academic routes)
- Ensure that every student should have first-hand experience of the workplace and meaningful encounters with employers.
- Ensure that all students should understand the full range of learning opportunities that are available to them at each stage of transition.
- Ensure that every student, and their parents/carers, should have access to good quality careers information and labour market opportunities.
- Ensure that curriculum learning is linked to careers.
- Ensure that the needs of each individual student are addressed, providing a range of methods of careers guidance and support at different stages.
- Ensure that every student has opportunities for independent careers advice with a trained external careers adviser.

## Careers Programme

Careers Education, Information, Advice and Guidance (CEIAG) is taught to all years 7-11 within the school. The main elements are:

### Year 7

Students work through a bespoke programme introducing them to ideas around careers, enterprise, aspirations and financial management. Students also learn strategies to support with resilience and independence and are given opportunity to explore their own strengths, goals and interests. Students are introduced to the links between skills, interests and abilities through an online piece of software (UniFrog) that will be used throughout their time at John Flamsteed and beyond.

### Year 8

Students explore themes around budgeting and preparing for the world of work. Using the UniFrog programme, students also gain more in depth knowledge of terminology within industries and reflect upon their current knowledge and what success may look like to them and how this may differ from other individuals. They also have further opportunities to explore different pathways through Unifrog.

### Year 9

Options in Key Stage 4 are explored, linking future employment to curriculum learning. Students reflect on pathways for their future, learn about the importance of setting high expectations for themselves and consider skills that are essential in the workplace. They will also start looking at the changing face of jobs in society, Local Market Information and have further opportunity to explore and develop their own career interests through Unifrog.

### Year 10

Work Related Learning also becomes a focus as students complete a week of work experience at the end of Year 10. Students are encouraged to complete CVs and explore the different ways of making applications. Work related skills alongside financial and economic competency are further developed. In preparation for work experience students will learn about employment law and health and safety in the workplace as well as how to initially contact employers in a professional manner. Students wishing to find out more about vocational options at local colleges are encouraged to experience college ahead of applications in Year 11. The Post 16 Opportunities evening enables all Year 10 students to find out more about their options after they leave John Flamsteed, including local sixth forms, colleges and apprenticeship providers.

### Year 11

Apprenticeships, Sixth Forms and College options are further explored, as are interview techniques, application writing and CVs. Awareness of the options available is a key area of study, as students begin to make applications for their post 16 pathways. They also will receive support on results day from the school's Careers Leader and members of the Senior Leadership Team. Year 11 students are interviewed by members of the Senior Leadership Team and are prioritised for Independent Careers Guidance by the school's Careers Adviser as part of the Academy's contract with Ideas4Careers.

## Management and staffing

The Careers Leader is responsible for taking a strategic lead and direction for careers work in the school; working under the direction of the Deputy Head with responsibility for CEIAG, and working with the Heads of Year, and Form Tutors.

The school contracts a qualified independent Careers Adviser to offer career guidance for one full-day every week.

A broad range of staff support careers activities and careers learning at school including STEM staff, SENCO and subject teachers.

## Resources

The school is committed to providing the resources to enable an effective careers programme, including adequate staffing, staff training and resources.

## Employer links

Links with employers, businesses and other external agencies continue to grow through the EMCCA by building on local community connections; as well as through the support of the school's Enterprise Adviser and our EMCCA link.

## Equal opportunities

The school is keen to promote equal opportunities, challenge stereotypes and address limiting beliefs. All students can access advice and guidance tailored to their needs with support to explore options that suit their preferences, skills and strengths. The team work on early-identification of students requiring additional support, with no limit placed on how many times a student might see a careers adviser. The Careers Leader works with the SENCO to support Education, Health and Care planning and the Careers Leader and Inclusion team to support students who may be facing other challenges.

Role models including alumni, outside speakers and University students and staff are brought in to raise aspirations and demonstrate what is possible after life at John Flamsteed Community School, while non-traditional routes are supported and encouraged.

The destinations of school-leavers are monitored and trends identified to help inform and tailor our careers provision.

## Monitoring and evaluation

When monitoring the success of the careers programme, the school considers formal and informal measures, qualitative and quantitative data and hard and soft outcomes for students.

The careers programme is evaluated in a number of ways, including:

- student feedback on their experience of the careers programme and work related learning.
- self-evaluation against the Gatsby benchmarks using Compass Plus software
- staff feedback on work experience visits.
- gathering informal feedback from external partners and from parents/carers
- quality assurance of Personal Development (including CEIAG) lessons as part of departmental and teaching and learning quality assurance.
- student destination figures post-16.