



SKEGNESS ACADEMY

CAREERS POLICY 2025/26



Careers & Employability
SKEGNESS ACADEMY

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Reviewed by	L Tyler
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Careers Intent

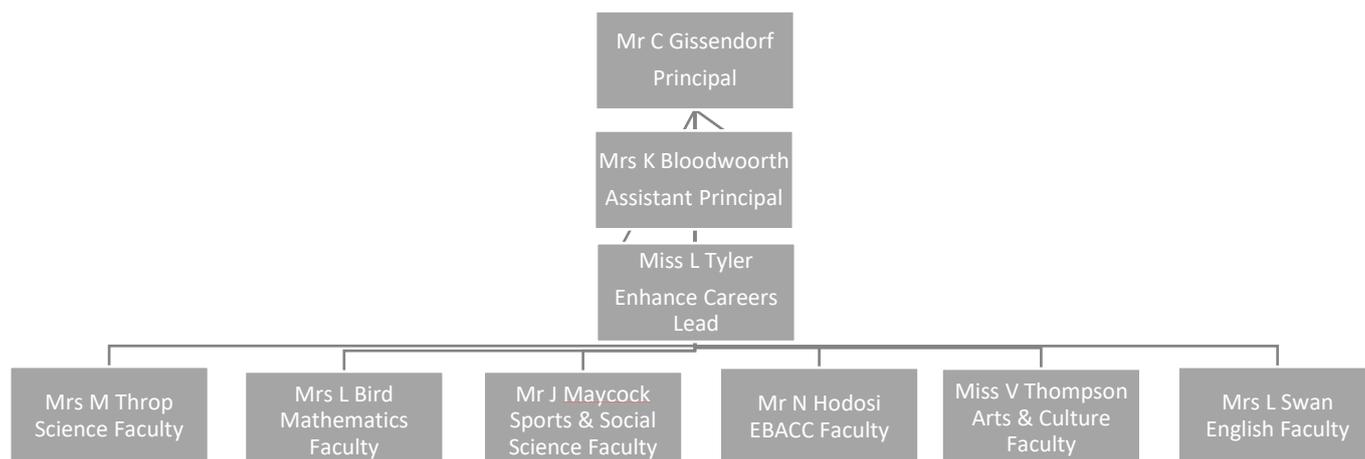
The Skegness Academy is committed to providing high quality, relevant and contextualised careers education, advice, and guidance in order to provide every child with the knowledge, skills and confidence to support them with their chosen career aspiration by going above and beyond the statutory Provider Access Legislation requirement. The objective of the careers provision is to raise aspirations amongst our pupils and support them to make informed decisions in every area of their education including during key transition stages by ensuring that careers education is embedded within all areas of both the national and hidden curriculum.

All pupils who follow a vocational pathway are entitled to practice the skills they learn within the curriculum through high quality work placements with the aim of broadening their cultural and social experiences. Furthermore, the intention is that all pupils have contact at least once a term with employers to encourage them to aspire, make good choices and understand what they need to do to reach and succeed in the careers to which they aspire. In addition, all pupils have access to unbiased information about potential next steps.

The careers strategy aims to provide every child with the knowledge, skills and confidence to ensure that, irrespective of their starting points, pupils make informed career decisions about their future Post 16 and fulfil their potential through the use of the Gatsby Benchmarks.

All pupils at Skegness Academy have access to an extensive careers education, information, advice and guidance programme which will promote the development of transferable skills that enable pupils to make links between the skills they have learnt in the classroom and those they will need to use in later life to enable them to engage with and be fully functioning members of society.

Careers Staffing



Careers and NCOP

The Academy works in close partnership with the National Collaborative Outreach Programme (NCOP) to ensure that all pupils, regardless of their socioeconomic background, are supported to consider and progress into Higher Education. As part of this commitment, we collaborate with LiNCHigher, who deliver targeted outreach activities designed to raise aspirations, build confidence, and remove barriers that may prevent students from accessing university and higher-level learning.

To meet statutory careers guidance, the Academy has embedded a range of strategies across Years 7 to 13 to reduce the gap in higher education participation between the most and least represented groups. These strategies form part of our planned, progressive careers programme, which is reviewed annually against the Gatsby Benchmarks to ensure it remains effective and inclusive.

Through a comprehensive calendar of activities, students have access to:

- Encounters with employers and employees to raise awareness of the world of work and career pathways.
- Trips, visits, and experiences of workplaces to broaden horizons and contextualise learning.
- Engagements with colleges, universities, and apprenticeship providers to ensure pupils understand the full range of opportunities available post-16 and post-18.
- Motivational speakers and role models to inspire students and challenge stereotypes.
- Support for study skills, revision techniques, and strategies to manage exam stress.
- Development of essential employability and life skills, enabling students to make well-informed decisions about their future pathways.

These activities ensure that every student receives high-quality careers education, information, advice and guidance (CEIAG), equipping them with the knowledge, skills, and confidence to progress into further and higher education, apprenticeships, or employment.

Compass Audit

Each year the Careers Lead completes the Compass Tool Audit as part of the self-evaluation process which is then used to inform the 1 Year Plan to ensure that each Gatsby Benchmark is being appropriately applied within both enrichment activities and the curriculum. As of June 2021, the Compass Tool gave the following outcome based on our self-evaluation of the careers programme:

BENCHMARK		% Sept. 19	% June. 20	% June. 21	% June. 22	% June. 23	% June. 24	% June. 25
1	A Stable Careers Programme	82%	94%	94%	100%	100%	100%	100%
2	Learning from Career & Labour Market Information	60%	100%	100%	100%	100%	100%	100%
3	Addressing the Needs of Each Pupil	81%	81%	90%	81%	90%	90%	90%

4	Linking Curriculum Learning to Careers	75%	93%	100%	100%	100%	100%	100%
5	Encounters with Employers & Employees	100%	100%	100%	100%	100%	100%	100%
6	Experience of Workplaces	50%	87%	75%	100%	87%	100%	100%
7	Encounters with Further & Higher Education	100%	100%	100%	100%	100%	100%	100%
8	Personal Guidance	100%	100%	100%	100%	100%	100%	100%

External Providers

The Academy recognises the statutory duty to ensure that all pupils have access to a wide range of information about future study and career opportunities. To support this, a broad and balanced mix of external providers are regularly invited into Skegness Academy to deliver information, advice, and guidance on different careers, routes into employment, apprenticeships, technical qualifications, and higher education. These encounters are designed to ensure pupils understand the full range of options available at each transition point, in line with the Provider Access Legislation (PAL) and Gatsby Benchmark 7.

In addition to hosting providers in school, the Academy also engages with the wider community by attending local careers fairs. These events form part of our networking agenda and allow us to broaden and strengthen the range of partners we work with to the benefit of our pupils.

We are proud to have established a formal relationship with the University of Lincoln, who provide targeted support to our UCAS applicants, including workshops on personal statement writing, guidance on application processes, and, in some cases, reduced entry requirements for certain courses. This partnership ensures our students receive additional encouragement and practical support in progressing to higher education.

The Academy is equally proud of its partnership with MicronClean, through the Greater Lincolnshire Local Enterprise Partnership (LEP). This collaboration provides pupils with opportunities to engage in work insight experiences, extracurricular projects, and tutor-led activities across Key Stages 3 and 4. In addition, students in Key Stage 5 are offered opportunities for meaningful employment, giving them a clear line of sight into local labour market opportunities.

From 2024/25, the Academy also launched Unifrog for all Key Stage 3 pupils. This online platform enables students to independently explore, record, and track their career learning journey, helping them to make informed decisions and to set personalised goals. Unifrog forms a key part of our whole-school approach to careers education and provides a valuable tool for students, parents, and staff to monitor progression and engagement.

Through these partnerships and initiatives, Skegness Academy ensures that every student receives high-quality encounters with employers, education, and training providers, supporting them to make well-informed choices about their future.

Careers Provision at the Skegness Academy

All students are entitled to be fully involved in the Skegness Academy careers programme. Students are encouraged to take an active role in their own career development, so the careers programme emphasises student involvement with a focus on self-development; learning about careers and the world of work; and developing career management and employability skills. The Careers Lead maintains a tracker of all employer engagements which is then reviewed to ensure all year groups are being exposed to a variety of employers, workplaces and different career pathways.

What can pupils can expect from the careers provision at the Skegness Academy:

- Support at key transition points including their GCSE, Post 16 and Post 18 options.
- Unbiased and impartial guidance from a Level 6 Careers specialist.
- Up to date information on the Labour Market and routes in to further/higher education and employment.
- Support with creating a portfolio of evidence to be used in interviews such as a CV, record of qualifications and a personal statement.
- Support to develop life skills, employability skills and career management skills.
- Explicit links between what they are learning and how it can benefit them in the future.
- Awareness of making informed decisions on careers related choices.
- A meaningful encounter with a representative from the world of work each school year. Year 10 and Year 12 pupils will also experience up to one week of a work based placement as part of the Work Experience programme. (Covid Safe experiences)
- To participate in a range of activities including encounters with employers, education and training providers, the armed forces and apprenticeship organisations.
- To be able to self-refer themselves for a careers one-to-one session with the Careers Lead either through the drop box in school or online through the Academy website.
- To be provided with a detailed Action Plan after each one-to-one session with the Careers Lead which includes possible next steps to encourage pupils to take control of their own choices, actions and decisions.
- Regular student voice on the quality and provision of the careers programme and provided with the opportunity to make suggestions and recommendations to inform future planning.
- Opportunity to talk to the Careers Lead and/or FE or HE providers at Year 9 and above Parents Evenings.
- Access to role models to support the raising aspirations agenda including alumni, current apprentices and university students.
- Reassurance that the Academy will work to ensure that each pupils goes on to a sustained destination that is personalised and bespoke to each individual.

As part of the careers programme, parents are often invited to support the Academy by attending one-to-one sessions with their child and the Careers Lead. Parents can also self-refer themselves for careers guidance from the Careers Lead. Finally, parents are encouraged to support events such as the Careers Fair if they have their own business.

The Skegness Academy have responded to the recently launched Careers Framework by the Careers Development Institute (CDI). The Careers Lead facilities an audit three times a year which records and analyses careers provision across all elements of the curriculum, both formal and through extra-curricular activities and pastoral time to ensure that pupils are exposed to a diverse range of opportunities and experiences while at the Academy.

Staff Development

As part of the Skegness Academy CPD calendar, staff participate in at least two externally presented CPD training events per academic year. Time is also provided during Faculty Time on Tuesday evenings to ensure all Faculties have time to review their Careers in the Curriculum offer which is led by Heads of Faculties.

Careers Calendar

The Academy has a yearly calendar of events. A more detailed calendar including the NCOP calendar are also available upon request.

The Baker Clause

The Baker Clause, introduced in January 2018, places a statutory duty on all schools to ensure that a wide range of education and training providers are given access to pupils in Years 8 to 13. This ensures that every student is informed about the full breadth of opportunities available to them, including technical education, apprenticeships, and vocational pathways, alongside traditional academic routes.

At Skegness Academy, we fully comply with this requirement. Our Provider Access Policy sets out clear arrangements for providers to engage with our students through careers fairs, assemblies, workshops, lessons, and bespoke encounters. This is embedded within our careers programme and ensures pupils are able to make well-informed, impartial decisions about their next steps.

Careers Education

Careers is taught through the Careers in the Curriculum programme during tutor time, PSHE (Year 7 and 8) and English/Maths lessons each term. These activities are set by the Careers Lead. The termly topics can be seen in the table above.

It is the role of the faculty lead to ensure the faculty has a consistent approach to the Careers Programme and to provide support to further develop careers and employer engagements within the faculty. In addition to this, the faculty leads keep a record of when careers is delivered in subject lessons. The content of the activities is based around the Learning Outcomes of the CDI Careers Framework.

Years 7 and 8

- Introduction to the labour market and growth sectors
- National and global labour market information
- Apprenticeships and other routes into employment
- Development of self-awareness and the ability to be a reflective practitioner
- Planning for Key Stage 4 options.

Year 9 and 10

- Receive support to make informed GCSE choices, including assemblies, Parent's Evenings and Options Evening
- All pupils will have a one-to-one session with the Careers Lead in the lead up to choosing their options
- All pupils in Year 10 will participate in planned work experience placements that are tailored to their intended Post 18 destination
- CV writing skills and workshops
- Be introduced to the different Post 16 pathways in preparation for making their choices at the end of Year 11
- Study skills
- How to look for and apply for a job.

Year 11

- Receive support to make informed Post 16 choices, including assemblies, Parent's Evenings and Sixth Form Open Evening
- Introduction to Higher Education
- Building a portfolio of evidence including CV, qualifications and a personal statement
- All pupils will have at least one one-to-one session with the Careers Lead in the lead up to choosing their Post 16 options
- Continue to develop the skills needed for a successful transition including the importance of bridging activities to support the transition from Key Stage 4 to 5.
- Opportunities to engage with routes into employment and further/higher education institutions
- Bespoke intervention for potential NEETs

Sixth Form

- Receive support to make informed Post 18 choices, including assemblies, Parent's Evenings and visits to open days/evenings of further and higher educational providers.
- All pupils will have at least one one-to-one session with the Careers Lead in the lead up to choosing their Post 18 options
- Bespoke intervention for potential NEETs
- All pupils in Year 12 will participate in planned work experience placements that are tailored to their intended Post 18 destination
- University trips and masterclasses
- UCAS convention
- Support with application writing including UCAS
- Mock interviews with employers and GAT Central Team
- Inclusive Sixth Form Enrichment programme

Monitoring and Evaluation

As part of the quality assurance process to ensure that the careers provision is current, relevant and fit for purpose, the Academy considers both hard and soft outcomes for pupils through a number of ways:

- Regular student voice on encounters with careers and after a session with the Careers Lead.
- Gathering feedback from external agencies who support in school including employers, educational providers and work experience placements.
- Gathering feedback from parents at Parents Evenings, Open Evenings and one-to-one careers sessions with the Careers Lead.
- Quality assurance of careers lessons as part of the Careers in the Curriculum programme.
- Destination data (both published and internal).

The Skegness Academy was awarded the Career Mark in March 2017 and has been successfully revalidated since in 2019 and 2022 – Next revalidation 2025. In September 2021 the Academy decided to set our ambitions high and go for Gold with SkillsBuilder. The hard work paid off and in July 2022 we were so proud to be awarded the Gold standard. In July 2023, the Academy successfully maintained the Gold Award.