PARK ASPIRE
AP Academy

Careers Policy Statement

2026-27

Approved by Governing Body on	Autumn 2025
Internal review due:	September 2026
Full review and ratification due:	September 2026
Signed on behalf of the Governing Body by the Headteacher	

Park Aspire Alternative Provision Academy

1. Personal Development Rationale

At Park Aspire Alternative Provision Academy, careers education at Key Stage 3 is embedded within our Personal Development curriculum and is designed to support pupils' confidence, aspiration, engagement and preparation for adulthood.

Many of our pupils arrive having experienced disrupted education, exclusion, trauma and limited exposure to positive future pathways. As a result, careers education at Park Aspire is developmental, relational and trauma-informed, prioritising identity, self-belief and emotional readiness before long-term decision-making.

Our careers provision is well sequenced, revisited and reinforced across KS3 through Personal Development lessons, enrichment activities, community engagement and daily relational practice. This ensures pupils develop increasing awareness of the world of work, understand the relevance of learning, and begin to build the attitudes, behaviours and skills required to thrive beyond school.

Careers education plays a key role in helping pupils to:

- Develop cultural capital
- Raise aspirations
- Re-engage with learning
- Build confidence and hope for the future

Provision is inclusive and personalised, removing barriers for pupils with Social, Emotional and Mental Health Challenges and/or SEN needs, whilst ensuring that all pupils are supported to aspire, engage and prepare for their next stage of education.

2. Policy Statement

Park Aspire Alternative Provision Academy is committed to providing a high-quality, inclusive and aspirational Careers Education, Information, Advice and Guidance (CEIAG) programme for all pupils in Key Stage 3.

Careers education supports the school ethos:
"Individually we Aspire, Together we Exceed."

This policy is reviewed annually to ensure alignment with:

- Statutory guidance
- The Gatsby Benchmarks
- School improvement priorities
- The needs of pupils within an alternative provision context

3. Purpose of Careers Education

At Park Aspire, careers education focuses on exploration, awareness and aspiration, rather than specific career choices.

The programme aims to:

- Rebuild pupils' confidence and self-belief
- Help pupils recognise strengths, skills and interests
- Introduce the world of work in an accessible and supportive way
- Develop early employability and life skills
- Support engagement and preparation for adulthood
- Reduce future risk of disengagement and NEET outcomes

4. Statutory and Framework Context

This policy is informed by:

- DfE Careers Guidance (2022)
- The Gatsby Benchmarks
- Careers Development Institute (CDI) Framework
- SEND Code of Practice (2015)
- Ofsted Education Inspection Framework (Personal Development)

While statutory independent careers guidance begins in Year 8, Park Aspire recognises the importance of early and sustained careers education at KS3.

5. Delivery of Careers Education at KS3

Careers education is embedded across school life through:

- Personal Development / PSHE lessons
- Daily relational practice
- Enrichment and vocational-style activities
- Community and employer engagement
- Cross-curricular links

Learning is carefully sequenced and revisited to reflect the needs of pupils with SEMH and SEND.

6. Gatsby Benchmarks

Park Aspire aligns its KS3 careers provision to the Gatsby Benchmarks in an age-appropriate and trauma-informed way, recognising that pupils require early exposure, repetition and relational support.

KS3 Gatsby Benchmark Mapping

Gatsby Benchmark	How Park Aspire Meets This at KS3
1. Stable Careers Programme	Careers education is embedded within the KS3 Personal Development curriculum, enrichment offer and pastoral provision. The programme is reviewed regularly and adapted to pupil needs.
2. Learning from Labour Market Information	Pupils are introduced to jobs, roles and skills through accessible discussions, community examples, visiting speakers and practical activities linked to everyday life.
3. Addressing the Needs of Each Pupil	Careers learning is personalised, SEMH-informed and aligned with EHCP outcomes where appropriate. Support is flexible and responsive to engagement and readiness.
4. Linking Curriculum Learning to Careers	Staff regularly link learning to real-world applications through lessons, enrichment and vocational tasters.
5. Encounters with Employers and Employees	Pupils access supported encounters with employers, role models and community members through workshops, visits and enrichment activities.
6. Experiences of Workplaces	Where appropriate, pupils engage in workplace visits, vocational settings or community projects, carefully planned to be safe and accessible.
7. Encounters with Further and Higher Education	Pupils are introduced to colleges, training providers and vocational pathways through talks, visits and enrichment experiences.
8. Personal Guidance	Guidance at KS3 is informal, relational and developmental, focusing on aspiration, strengths and confidence rather than formal decision-making.

7. Inclusion and SEND

Careers education at Park Aspire is fully inclusive.

- Provision is adapted to SEMH and SEND needs
- EHCP outcomes are supported through aspirational futures work
- Careers themes contribute to annual review discussions
- Learning is flexible, practical and relationship-led

8. Roles and Responsibilities

Careers Lead

- Oversees KS3 careers provision
- Maps learning across the year
- Coordinates enrichment and partners
- Monitors impact and engagement

Teaching and Pastoral Staff

- Embed careers language into daily practice
- Promote aspiration and positive identity
- Support reflection on strengths and interests

Senior Leadership Team

- Ensure alignment with school improvement priorities
- Allocate time, resources and CPD

Governors

- Monitor strategic impact and statutory compliance

9. Monitoring, Evaluation and Review

Impact is evaluated through:

- Pupil voice and reflection
- Engagement, attendance and behaviour indicators
- Participation in enrichment and encounters

This policy is reviewed annually and updated to reflect pupil needs, provision development and statutory guidance.