



THE **BOURNE** ACADEMY



**CAREERS POLICY
&
Provider Access Legislation Policy
2026-2029**

This policy sets out how we deliver our careers education, advice and guidance to all students. In partnership with our stakeholders, we have achieved all eight Gatsby benchmarks for several years and maintain the impartial Quality in Careers Standard award which is every three years and we were last assessed 19th September 2023. We are due to begin the re-assessment process again to ensure we maintain the Standard and are making good progress against the updated requirements of the Gatsby Benchmarks. As the lead School for Dorset Careers Hub, we are committed to delivering a robust and innovative careers programme and developing best practice for all.

VISION

Our vision is to develop literate, numerate global citizens who ASPIRE:

Ambitious, **S**elf-confident, **P**hysically Literate, **I**ndependent, **R**esilient, **E**motionally Literate.



STRATEGIC OBJECTIVES

To increase parental engagement and communication.

Gatsby Benchmark 1- A stable careers programme (engaging parents and carers).

- Clear information, events and guidance at key decision points

To improve the use of data to target the needs of every learner

Gatsby Benchmark 3 – Addressing the needs of every learner (by fully utilising data)

- Using data to target support where it's needed most

To further embed careers in the curriculum across the whole school

Gatsby Benchmark 4- Linking curriculum learning with careers

- Showing how school subjects connect to real jobs

To strengthen Employer Pipeline Relationships and engagement

Gatsby Benchmark 2 – Learning from career and labour market information

Gatsby Benchmark 5 – Encounters with employers and employees

- Increased meaningful contact with employers, colleges and universities

To embed 10 days of Work Experience into the curriculum (5 days in Years 7-9, 5 days in Year 10).

GBM 6 - Experiences of the workplace.

- A minimum of 10 days across secondary school (and a further 5 days for those staying on to sixth form.)

COMMUNITY LINKS & STAKEHOLDERS:

We work with a variety of local and national services, providers and employers to ensure our students have innovative and inspirational opportunities to explore their learning and work options. This ensures we continue to meet Gatsby benchmark 3 to meet the needs of every student.

Our progressive careers programme is informed by clear learning outcomes for every student, based on the Career Development Institute's (CDI's) Career Development Framework, which is considered best practice in careers education.

CURRENT PROVISION:

YEAR GROUP ACTIVITIES

This is a sample of activities delivered each year. As the careers programme is flexible, there are always new workshops and events that occur.

Year Group:	Activities
Year 7	• Introduction to careers assembly • Careers research task -Unifrog • Career profiles introduced in every subject area • Spring 2 careers focused SMSC activities • Further Education and Apprenticeship Provider Access encounter ASPIRE 2 • Skillsbuilder key employability skills in SMSC (listening and speaking) • 1:1 guidance available upon request Targeted activities • Mini Medics workshop and Etches Museum trip (Bourne Scholars) • Cambridge University Connect workshop
Year 8	• Year group assembly with UniFrog tasks and GCSE options advice • Career profiles shared in every subject area • Further Education and Apprenticeship Provider Access encounter ASPIRE 2 • Spring 2 careers focused tutor time and SMSC activities • Introduction to the Labour Market • Skillsbuilder key employability skills in SMSC (Aiming High) • Unifrog Research session ASPIRE 1 • Skillsbuilder Challenge Day – Operation Moonbase • 1:1 guidance available upon request Targeted Activities

	• Future Thinkers Meta-Cognition Programme • Model United Nations, Learn with the Lords and Veterinary Science workshop (Bourne Scholars) • Parliament and museum trip
Year 9:	• Year group careers assembly with UniFrog tasks • Recognising my skills • Introduction to being an entrepreneur and managing money • Further Education and Apprenticeship Provider Access encounter ASPIRE 2 • Spring 2 careers focused tutor time and SMSC activities • Skillsbuilder Key Employability Skills in SMSC (problem solving and creativity) • Skillsbuilder Challenge Day – A Day in the Life of Politics • Launchpad challenge – Young Enterprise Targeted Activities • Residential trips to RSPB Cameron’s Cottage & City of London • Arts University Bournemouth visit • Parliament trip
Year 10:	• Employability Skills (CVs, application forms and Interview Technique) – ASPIRE 1 • Social Media – Building a Brand • Work Experience (1 week) with preparation and reflection time • Spring 2 careers focused tutor time and SMSC activities (Challenging prejudice, wellbeing in the workplace and voluntary work) • Skillsbuilder Key Employability Skills in SMSC (Group Work Analysis) • Further Education and Apprenticeship Provider Access encounter ASPIRE 2 • Careers and Apprenticeship Show Bournemouth International Centre Targeted Activities • Winchester College visits • Oxford/Cambridge visit • Speak About Challenge • Young Carers and Vulnerable student group programme • Boys impact career mentoring and workplace visits

	SEND hybrid Work Experience programme
Year 11:	- One to one guidance appointments for every student - Informed choices assembly – Post 16 options - Employability Skills (Labour Market Information, Personal Finance, job descriptions and Interview Skills) – ASPIRE 1 - Further Education and Apprenticeship Provider Access encounter ASPIRE 2 - Apprenticeship Application support - Alumni recruitment for future opportunities Targeted Activities - Canford Interview practice and preparation - Careers attendance at every EHCP annual review
Year 12	- Bourne Futures networking event and business breakfast - Discovering super-curricular activities/MOOCs - UCAS, post-18 options (including Degree Apprenticeships) and student finance assemblies - Unifrog – comprehensively embedded in tutor time - Personal statement writing, CV and application support - One to one guidance for every student - Higher Education residential trip to Universities in Bristol/Bath/Cardiff - Parliament trip - UCAS Discovery Fair at Bournemouth University 1 Week Work experience with support for preparation and reflection - Building a LinkedIn profile - Entrepreneurial assembly; starting your own business - Taking a gap year assembly Targeted Activities - Elephant Group programme - Canford Careers and Academic Symposium - Mentoring training for younger students - Subject focussed visits to Bournemouth University (e.g Psychology and Nursing/Bio-Medical Science)

Year 13:

- Degree Apprenticeship talks from specific firms
- Alternative pathways to Higher Education workshop
- Support with job hunting
- Bourne Futures networking event and business breakfast
- Self-employment workshop
- Post 18 options talks including College, university and apprenticeships/employment
- 1 to 1 guidance for every student
- UCAS applications and personal statement writing
- Gap year guidance

Targeted Activities

- Elephant Group programme
- Oxbridge application prep from Canford School



APPENDIX

In 2013 Sir John Holman was commissioned by the Gatsby Charitable foundation to undertake research into good careers guidance. He established there were eight benchmarks required to ensure students make well-informed good careers decisions. These were reviewed and updated in late 2024 and were embedded in updated Government Policy, Careers guidance and access for education and training providers, in May 2025.

The Bourne Academy has scored 100% for all benchmarks on the Gatsby self-evaluative Compass tool for several years and is now making good progress against the updated benchmarks. The Bourne Academy's Careers Strategy has been updated to reflect the requirements of the updated Gatsby Benchmarks and Statutory Guidance, ensuring the Academy will achieve all benchmarks in full again over the next 3 years. The Gatsby benchmarks are:

No.	Gatsby Benchmark
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

Our careers programme is based around creatively delivering all the Gatsby benchmarks for careers best practice. The addition of our quality careers mark "Investors In Careers" ensures our careers provision is outstanding and externally verified and quality controlled.

At The Bourne Academy we will continue to develop and invest in our creative careers provision. We want to remain at the cutting edge of careers guidance and continue to develop our programme to remain as a beacon of outstanding practice across the UK and globally. We see a holistic approach to careers that is embedded across subject areas and year groups as essential to achieving this goal. We also feel it is important to create a team approach to careers to ensure all teachers, staff, parents and students are confident with their future career choices.

FUTURE DEVELOPMENTS & PRIORITIES

The next phase of the Careers developments in The Bourne Academy aims to consolidate our existing position and embed the updated statutory guidance and associated Gatsby Benchmarks. This will ensure we are able to share our resources and strategies across other schools in the UK whilst also ensuring our own students have the very best careers education and guidance.

The Bourne Academy strives for academic excellence and works hard to ensure all students achieve their full potential both in their time with us and into their life and work choices as they progress forward on their chosen career paths.

Careers has always been an integral part of The Bourne Academy and has featured on the academy development plan since its inception in 2010.

KEY INDIVIDUALS

- Senior Leadership backing from the Governors, the Principal and Vice- Principal
- CF Governor with specific focus on careers and business
- CG Business Director
- MD Head of Careers and Aspirations & careers leader
- ARW Assistant careers Lead
- DTA Head of Sixth form
- MB Wider & Work-Related Learning Co-ordinator & Trainee Careers Advisor
- TM SEND Co-ordinator
- Career Champions (DOLs and subject leads or member of staff from each subject area)
- Bourne Ambassadors (our employer stakeholders)
- Student Council (reviewed careers strategy and plans)

GATSBY OVERVIEW

A STABLE CAREERS PROGRAMME (Benchmark 1):

We have had an established careers programme since 2010 and have quality careers and employability provision that is valued by governors, senior leadership team and staff. We have a well-resourced and staffed careers programme with qualified and trained staff can deliver a comprehensive programme.

We have excellent partnerships locally and nationally to deliver a diverse and creative careers programme of activities. Our outstanding links with local and national employers through our comprehensive work experience programme and business mentoring schemes enable us to offer a variety of trips, workplace visits and inspirational activities. Our sixth form opened in 2013 and our Sixth form students are successfully entering Higher Education.

LEARNING FROM CAREER AND LABOUR MARKET INFORMATION (Benchmark 2):

Accurate and current labour market information informs the careers information, advice and guidance delivered at The Bourne Academy and a regular careers newsletter is shared with parent/carers of every student. We welcome a range of external speakers into school every year to ensure students receive the most up to date information regarding the local labour market and future jobs.

ADDRESSING THE NEEDS OF EACH YOUNG PERSON (Benchmark 3):

We utilise a Risk of NEET (Not in Education, Employment or Training) indicator tool to identify students requiring additional intervention. These groups are prioritised for additional careers

education provision including multiple one to one careers guidance appointments. Vulnerable students including those who are Looked After, have SEND or Social, Emotional or Mental Health Needs are seen as a priority for targeted career provision. We also offer specialist and targeted careers provision to gifted students, utilising specialist expertise from external organisations such as Canford School and the Elephant Group for those aspiring to Oxbridge.

LINKING CURRICULUM LEARNING TO CAREERS (Benchmark 4):

Careers is seen as a whole school responsibility at The Bourne Academy. Careers information is embedded across the curriculum with industry experts welcomed into the school and career profiles introduced in every subject, termly. We also have a variety of career-related trips available in each year group every year. In addition, our SMSC curriculum includes a term of career-related lessons for each year group, every year.

WORK RELATED LEARNING (Benchmark 5 & 6):

The Bourne Academy is committed to developing ambitious students who are work ready when they leave the academy. As part of this strategy, we offer a variety of work-related learning opportunities to ensure our students have the necessary confidence and skills to make good career choices including a compulsory week of work experience for all students in year 10 and year 12. Parents/carers are involved in this process, and we are using Unifrog and Springpod to facilitate this.

Sixth form students are all eligible to receive business mentoring through the Early Career Foundation and we continue to build our own network of local and national businesspeople who are happy to mentor a student.

The Academy hosts a variety of events each year including Business Breakfasts and Networking Events. These are designed to ensure students have opportunities to develop their networking skills and business contacts. We also invite a range of employers into school to talk to students in all year groups about pathways into different career sectors.

We are committed to extending experiences of the workplace in accordance with the updated Statutory guidance for Careers Guidance and Access for Education and Training Providers (May 2025), through rolling out a programme over the next few which ensures students have a minimum of 5 days of work experience during year 7-9, in addition to work experience in year 10 and year 12 (for those who stay on to our sixth form)

ENCOUNTERS WITH FURTHER AND HIGHER EDUCATION (Benchmark 7)

We have excellent partnerships with many universities, and all students will have the opportunity to visit universities throughout their time with us, as well as meeting with representatives from a range of universities who come into the school to speak to students.

PERSONAL GUIDANCE (Benchmark 8)

We have two qualified Careers Advisers, one who is level 6 trained and one who is level 7. Both are registered careers development practitioners with the Career Development Institute (CDI) and sign up their code of ethics and CPD requirements. In addition we have a Careers Leader who has completed their Level 6 Career Leader qualification through the CDI and is also a registered practitioner with the CDI.

EVALUATION:

We conduct these online and informally through student and staff discussions and verbal feedback. The formal channels to evaluate the careers programme include an annual questionnaire (on all students and staff), online questionnaires to staff and students following year group careers events, ASPIRE days and guidance interviews. In addition, we complete a Future Skills Questionnaire with students in years 7, 8 and 12 to gauge the impact of our career provision on career readiness. We aim to roll this survey out to all year groups annually over the next 3 years.

The Bourne Academy: Provider Access Policy Statement

(To include The Department of Education, July 2021: “Baker Clause” and the Provider Access Legislation, January 2023)

Ownership: The Bourne Academy

Date updated: January 2026

Rationale

High quality careers education and guidance in school or college is critical to young people’s futures. It helps to prepare them for the workplace by providing a clear understanding of the world of work including the routes to jobs and careers that they might find engaging and rewarding. It supports them to acquire the self-development and career management skills they need to achieve positive employment destinations. This helps students to choose their pathways, improve their life opportunities and contribute to a productive and successful economy.

As the number of apprenticeships rises every year, it becomes increasingly important that all young people have a full understanding of all the options available to them post-16 and post-18 including wider technical education options such as T-Levels and Higher Technical Qualifications.

Commitment

The Bourne Academy is committed to ensuring there is an opportunity for a range of education and training providers to access students, for the purpose of informing them about approved technical education qualifications and apprenticeships. The Bourne Academy is fully aware of the responsibility to set students on the path that will secure the best outcome which will enable them to progress in education and work and give employers the highly skilled people they need. That means acting impartially, in line with the statutory duty, and not showing bias towards any route, be that academic or technical.

The Bourne Academy endeavours to ensure that all students are aware of all routes to higher skills and are able to access information on technical options and apprenticeships (The Department of Education, July 2021: “Baker Clause”: supporting students to understand the full range of education and training options, and the Provider Access Legislation, January 2023).

Aims

The Bourne Academy policy for access to other education and training providers has the following aims:

To develop the knowledge and awareness of our students of all career pathways available to them, including technical qualifications and apprenticeships.

To support young people to be able to learn more about opportunities for education and training outside of school before making crucial choices about their future options.

To reduce drop out from courses and avoid the risk of students becoming NEET (Young people not in education, employment or training).

Student Entitlement

The Bourne Academy fully supports the statutory requirement for students to have direct access to other providers of further education training, technical training and apprenticeships. The school will comply with the new legal requirement to put on at least six encounters with providers of approved technical education qualifications or apprenticeships. This will be done in assemblies and via a range of providers attending careers events at school.

Development

This policy has been developed and is reviewed annually by the Careers Leader and Vice Principal (Mary Diffey and Ashley St John) based on current good practice guidelines by the Department for Education.

Links with other policies

It supports and is underpinned by key school policies including those for Careers, Child Protection, Equality and Diversity, and SEND.

Equality and Diversity

Access to other providers is available and promoted to allow all students to access information about other providers of further education and apprenticeships. The Bourne Academy is committed to encouraging all students to make decisions about their future based on impartial information.

Requests for access

Requests for access should be directed to Mary Diffey Careers Leader. Mary Diffey may be contacted by telephone or email, mary.diffey@thebourneacademy.com, Tel 01202 528554.

Grounds for granting requests for access

Access will be given for providers to attend during school assemblies, timetabled Careers or Life lessons, and Careers or Raising Aspirations events that The Bourne Academy are arranging. Students may also travel to visit another provider as part of the trip to be organised in partnership with The Bourne Academy.

Details of premises or facilities to be provided to a person who is given access

The Bourne Academy will provide an appropriate room or assembly hall to be agreed. All rooms have computers, projectors and screens provided. Computer rooms can also be arranged. The Careers Leader or Careers Adviser will organise this, working closely with the provider to ensure the facilities are appropriate to the audience. Appropriate safeguarding checks will be carried out. Providers will be met and supervised by a member of the Careers Team who will facilitate.

Live/Virtual encounters

The Bourne Academy will consider live online encounters with providers where requested, and these may be broadcast into classrooms or the school assembly hall. Technology checks in advance will be required to ensure compatibility of systems.

Parents and Carers

Parental involvement is encouraged, and parents may be invited to attend the events to meet the providers.

Management

The Careers Leader coordinates all provider requests and is responsible to his/her senior management line manager.

Complaints Procedure

Any complaints about this policy should be raised to Ashley St John, email: ashley.stjohn@thebourneacademy.com.

Ashley St John will raise the complaint to Mark Avoth, Principal of The Bourne Academy.

Monitoring review and evaluation

The Policy is monitored and evaluated annually via the Senior Leadership Team.

Policy Coordinator: Mary Diffey

Policy Reviewed: January 2026

Appendix

Providers who have been invited into The Bourne Academy to date include:

Bournemouth and Poole College

Coastland College

Brockenhurst College

ASPIRE Training

Paragon Training

Ferndown Upper School

Poole High

Rockley Academy

Destinations of previous pupils from The Bourne Academy include:

Bournemouth and Poole College

Kingston Maurwood College

Brockenhurst College

Paragon Training