



The Hollins

**CAREERS EDUCATION,
INFORMATION, ADVICE & GUIDANCE**

PLAN & RATIONALE

2025-26

Vision & Purpose

It takes a dedicated partnership between parents and a school to raise a 21st Century child, particularly one who will be equipped to face life in an area of Lancashire that has a rich heritage of culture and diversity. Education at The Hollins will shape our young people into British Citizens who will make a positive contribution to society; who will have opportunities to explore and discover new experiences; and who will be well prepared for later life.

At The Hollins we are passionate about transforming the ordinary into the extraordinary. This is achieved by engendering a love of learning via a broad and balanced, deep and dynamic curriculum where teaching and learning is at the heart of everything we do. To meet our aspirations, our curriculum:

- Offers extra-curricular activities where students have the opportunity to try new things, meet new people, and develop themselves outside of timetabled lessons.
 - Provides opportunities to transfer knowledge, skills and understanding through a carefully planned wide range of National Curriculum subjects.
 - Includes a local curriculum that provides opportunities to innovate and develop particular interests and specialisms.
 - Builds on primary school knowledge, skills and understanding.
 - Supports young people to make informed decision regarding all post-16 opportunities via aspirational careers education, information, advice and guidance.
 - Recognises and encourages success.
 - Is delivered by well-trained and dedicated staff.
 - Reflects our core 7 values: kind, honest, resilient, reflective, respectful, responsible and aspirational.
- All of these combine to enable all students to achieve their full educational potential and transform them into extraordinary citizens ready to face the challenges of life in modern Democratic Britain, and a global society. The appropriateness of our curriculum, both taught and untaught, helps support students' outstanding behaviour and their SMSC development.

Our pupils deserve nothing less.

Vision for Careers:

- The Hollins will ensure we have an ambitious careers programme which provides pupils with both advice and inspiration to provide the knowledge and skills needed to achieve their goals and raise their aspirations.
- Our Careers curriculum will ensure that every pupil gains access to the best possible information, guidance and experiences in order to graduate on to meaningful further and higher education, vocational training, apprenticeships and employment in the most appropriate way.
- Our pupils will become reflective, resilient, respectful, responsible global citizens who contribute to society.

We work very closely with a range of FE and sixth form colleges and apprenticeship providers to deliver an individually tailored programme of CEIAG that helps with information finding, decision making, and has an emphasis on informed inclusion as well as working to break stereotypes regarding progressions routes. Our careers advisers are part of “Education Business Partnership NW” who provide individual and impartial advice on a one to one or small group basis to our pupils.

“Your work is going to fill a large part of your life, and the only way to be truly satisfied is to do what you believe is great work. And the only way to do great work is to love what you do. If you haven’t found it yet, keep looking. Don’t settle. As with all matters of the heart, you’ll know when you find it.”

– Steve Jobs

Responsibilities

The Hollins Careers Plan and Programme are guided by:

- The eight Gatsby Benchmarks for best practice in careers education¹
- Our statutory duties as listed in DfE guidance²
- The Ofsted School Inspection Framework (September 2021+) – Personal Development

Statutory Duty	How The Hollins complies
Every school should appoint a Careers Leader who has the skills, commitment and backing from their senior leadership team, including protected time that enables the Careers Leader to carry out the role effectively.	Matt Bleasdale is the Careers Leader for The Hollins. He is a member of the SLT and is an Assistant Head Teacher. Matt has been a teacher since 2016 and has worked in a range of 11-16 schools. He is currently working towards the Level 7 Careers Leader qualification.
Schools must name their Careers Leader and publish their contact details on the website.	This information is published clearly on the school website: https://thehollins.com/support/careers-education/
Every school must publish details of their careers programme for young people and their parents.	This information is published clearly on the school website: https://thehollins.com/support/careers-education/
Every school must ensure that students are provided with independent careers guidance from Year 7	All Year 11 students, plus students at risk of NEET and SEND (with EHCP) students have at least one annual appointment with a careers adviser qualified to Level 6. Students in other year groups are seen by an adviser by request or referral from other staff
Every school must ensure that there is an opportunity for a range of education and training providers to access all pupils in Year 8 to Year 13 (11) for the purpose of informing them about approved technical education qualifications or apprenticeships.	The Hollins is committed to informing all students (Years 7-11) about the range of future education, training and employment options open to them. This information is provided in age-appropriate formats and is regularly reviewed. Staff CPD is in place to inform staff of changing options and to ensure impartiality from all.

Every school must publish a policy statement setting out their arrangements for provider access and ensure that it is followed.	The provider access policy is published clearly on the school website: https://thehollins.com/support/careers-education/
Every school should be using the Gatsby Benchmarks to develop a careers programme that increases opportunities for students to access everything from experiences of the workplace and personal guidance with a careers adviser, to engagement with colleges, training providers and universities.	The Hollins uses Compass+ to track progress and is committed to meeting all eight Gatsby Benchmarks.
Schools should continue to track student destinations for three years post-KS4. Schools should work with their local authority as they collect and collate destinations data, and establish an effective data-sharing agreement.	The Hollins has a robust destinations data procedure and the report on data (updated annually) is available clearly on the school website (section 8): https://thehollins.com/support/careers-education/ We collaborate with Lancashire County Council throughout the process of obtaining and sharing data.

<https://www.careersandenterprise.co.uk/careers-leaders/gatsby-benchmarks/> 2 Department for Education, *Careers guidance and access for education and training providers: Statutory guidance for schools and guidance for further education colleges and sixth form colleges*, (July 2021). <https://www.gov.uk/government/publications/careers-guidance-provision-for-young-people-in-schools>

Planning

The CEIAG programme is aligned to the Gatsby Benchmarks for best practice in careers education. The current programme is delivered through a combination of models including, but not limited to:

- Cross-curricular: through curriculum lessons, speakers and trips
- Co-curricular: including enrichment and extra-curricular activities
- Through form-time activities
- PSHE: links to PSHE content and through established Drop-Down Days
- Collapsed timetable activity: where the timetable is suspended to concentrate on careers learning

The blended approach to delivery ensures that students do not miss out on the programme as it is embedded in multiple aspects of school life. The programme is supported by education and training providers and employers through activities including: assemblies, presentations, workplace visits, work experience, workshops, careers fairs, mock interviews, mentoring, small group and one-to-one impartial guidance.

All students can request a one-to-one IAG interview offering support and advice regarding post-16 options and enabling students to recognise their skills, qualities and interests in order that they are able to make well-informed and realistic decisions about their futures. At least one interview is held with every student in Year 11 to ensure that students are applying for an appropriate course of study and an action plan is agreed. Following GCSE results day, the progression of students is carefully monitored.

A comprehensive, progressive careers education programme is in place to meet our strategic priorities:

- supporting individual aspirations, improving attainment and ensuring positive destinations
- meeting the needs of specific groups including looked after children, young carers, children from economically-deprived backgrounds and children with SEND
- developing learners' career management skills, especially those associated with career adaptability, resilience, enterprise and employability
- improving young people's working lives by helping them to identify the values that are important to them
- developing the use of digital technologies to meet young people's career development needs in conjunction with face-to-face support

To achieve the priorities, we:

- ensure that the governing body and Senior Leadership Team is actively involved in shaping careers policy and strategy
- have a Careers Leader who is part of the senior leadership team; to lead the development, implementation and evaluation of the school's careers provision with the support of other key post holders (e.g. SENCO, Pastoral Leaders) and specialist careers staff and who reports regularly to the Board of Governance
- develop and maintain a careers programme for achieving current priorities including programme delivery, staff CPD, and monitoring and evaluating the strategy
- set out clearly the contribution expected of all staff including subject teachers and tutors for students' career learning and planning
- work with outside agencies to deliver a programme of employer engagement

Year Group	Form Tutor time	PSHE	Curriculum <i>All subjects have careers information embedded through curriculum</i>	Other
7	The Hollins 7 values	Transferable skills	Author visit Science Week IT lessons (transferable skills) Careers week – employer links in each subject	Learn to learn days (transferable skills) EBP – Career Lesson Drop-ins Group session with EBP
8	Study skills	Transferable skills	IT lessons (transferable skills) Careers week – employer links in each subject	Learn to Learn days EBP – Career Lesson Drop-ins

				Group session with EBP
9	GCSE Options – subject choices links to future careers Study skills	Transferable skills	IT lessons (transferable skills) Careers week – employer links in each subject	Careers Drop down day about post 16 pathways (including T’levels, apprenticeships, A’levels, HE) Options interviews EBP – Career Lesson Drop-ins Group session with EBP
10	NLTG apprenticeship presentation Preparation for work experience LMI – all linked to Friday from time about future careers Study skills	Personal Statements	Study skills Careers week – employer links in each subject	Taster Days at ACROSS and Burnley College 5 Days Work Experience Lunchtime drop-ins from NLTG Drop down day – embarking on work experience looking at Health and safety, workplace behaviour, skills for work Careers Drop down day about post 16 pathways (including T’levels, apprenticeships, A’levels, HE) 1:1 with EBP

11	Personal finance Writing a job Application NAW Assembly Transferable skills, preparation for mock interviews LMI NLTG apprenticeship presentation	CV writing	Study skills Careers week – employer links in each subject	Mock interviews with employers/ FE providers Amazing Accrington Futures event Lunchtime drop-ins from NLTG 1:1 meeting with EBP Application support/workshops after school
Alumni	Tracking through LCC and via our own website			
Staff	CPD delivered by ACCROSS about T levels, regular updates in staff briefing about careers and Gatsby benchmarks			
Parents	FE/apprenticeship/sixth form reps at parents eve in KS4, EBP present at parents evenings, Apprenticeship breakfast for Y11, regular updates in the school newsletter about LMI			

Annual Review Process

The Hollins review the CIAG programme annually to ensure compliance and develop best practice:

Action	Personnel	Review Date	Next Review
Strategic Plan	Matt Bleasdale (Careers Leader) John Hooper (CEC Adviser) SLT	September 2025	July 2026
Programme	Matt Bleasdale SLT CLs	Ongoing	July 2026

Provider Access Policy	Matt Bleasdale Headteacher Board of Governors	January 2023 (to reflect changes in legislation)	Jan 2026
Website	Matt Bleasdale	September 2025	September 2026
Governor reports	Matt Bleasdale	Twice a year	
Compass Review	Matt Bleasdale John Hooper (CEC Adviser)	Termly	
Learner voice	Matt Bleasdale	On-going	
Destinations data	Matt Bleasdale LCC	September 2025	September 2026