Futures Policy, Careers Education, Information, Advice and Guidance (including Provider Access Statement)

Magna Academy

Version control	
June 2026	Minor updates in line with updated Gatsby Benchmarks
February 2024	Changes in line with new PALS statutory guidance.

Date of next review:	February 2027	Owner:	Assistant Principal for Futures and Personal Development
Type of policy:	Academy	Approval level:	Regional CEO

Introduction

Futures is Magna Academy's Careers Education, Information and Guidance programme. The Futures Programme is a bespoke plan, made specifically for Magna students. It will be adapted where necessary to meet the needs of individual students.

A wide range of sources including the Careers Strategy for England, statutory guidance for schools and the Careers Development Institute Framework informs our Futures Programme.

Throughout the year, there will be multiple opportunities for external providers to speak to students and their parents across year groups 7-13 regarding careers support, guidance and advice. At the academy all secondary students are given the information, guidance and skills they need to make good choices in the future ahead. Mrs Katie Stafford has been designated as the Assistant Principal responsible for Futures, advice and guidance. For further information, please email kstafford@magna-aspirations.org or telephone 01202 604222.

Aims (Intentions)

The aim of the Futures Programme at Magna Academy is to provide students with the information they require to enable them to make well informed decisions about their future learning and/or career. A programme of activities will help them make choices that are right for them and will help them to manage their future careers. The programme will encourage students to use self-assessment to understand the opportunities available to them and how to make the most of opportunities. They will develop and use the skills they need to review their achievements, plan their future actions, make decisions, present themselves well and cope with change and transition. All students will be encouraged to make good use of the information and impartial guidance available in the academy. They will learn about the changing nature of work, career choices and other relevant information which will affect their decisions.

Our overarching aims for the Futures Programme are to work with external agencies in order to;

- Contribute to strategies for raising achievement and increasing motivation;
- Encourage students to become more reflective learners who are self-aware of their strengths, skills and attributes and how these link to careers and life planning;
- Support inclusion, challenge stereotyping and promote equality or opportunity;
- Encourage participation in continued learning, including higher education;
- Develop enterprise and employability skills in line with a STEM focus area;
- Reduce drop out from, and course switching in, education and training and thereby ensuring that Magna Academy contributes to reducing the number of students who are not in education, training or employment.

The main body of the statutory guidance uses the 8 Gatsby Benchmarks. The academy will update current practices ensure they are working to ensure they are fulfilling the requirements of the updated framework from 2024 https://www.gatsbybenchmarks.org.uk/

The 8 benchmarks are;

1. A stable careers programme

2. Learning from career and labour market information

3. Assessing the needs of each student

4. Linking curriculum learning to career

5. Encounters with employers and employees

6. Experiences of workplaces

7. Encounters with further and higher education

8. Personal guidance

Commitment

The Regional Board and staff are committed to providing a planned programme of Futures and Employability activities for all students in the academy as Section 42 A of the Education Act 1997 states that all students registered at the academy in Years 8 to 13 must receive independent careers advice. This will require working in partnership with our wider academy community and extensive number of local business contacts. The programme will promote equality of opportunity and no student will be disadvantaged in gaining access to education, training or work.
The Regional Board is also required to make sure that all Futures work meets legal requirements and Gatsby Benchmark criteria.

When students leave Magna Academy they will have received the appropriate and relevant information to enable them to progress to an opportunity in further or higher education, training or employment, wherever possible.

Implementation

Management and Staffing

The Assistant Principal for Futures leads the development of Futures & Employability at Magna Academy, advises senior managers and the Regional Board, facilitates the contribution of colleagues and partners, develops the futures programme, supports the organisation of resources and secures high standards of careers teaching, learning and guidance. To liaise with employers and higher education providers as and when required in planning links and developing careers provision throughout the academy to inspire students to think about the next steps in their education.

Subject Leads and Academic Directors

Academic Directors and Subject Leads will be expected to ensure that schemes of work are audited and reviewed to develop opportunities for futures based activities throughout the academic year, to monitor and evaluate the work of students in their subject area in delivering the Futures Programme as part of their subject curriculum. They should also make links to facilitate work related learning and employer engagement in the Futures and enterprise process using alumni, external visitors or experienced members of staff to highlight the career choices within their subject areas.

For teachers and tutors

Teachers and tutors will be required to deliver the Futures Programme as organised by the Head of Futures ensuring that they deliver the units as set out in the programme in a motivating and stimulating way to encourage their tutees to become self-aware and explore their career development and career management. They will also need to support the delivery of careers in the curriculum relevant to their own subject specialism and act as role models for students developing the STEM and enterprising attitudes that will act as the foundation platforms for motivating students as lifelong learners.

Senior Leadership Team

Will make sure that there is adequate provision for the Futures Programme both through the subject curriculum offer and to create and monitor the role of the Futures lead in charge, who will be line managed by the Assistant Principal in charge of Futures, Mrs Katie Stafford.

Guidance

All staff contribute to the Futures programme through their roles as tutors, subject teachers and support staff. Staff respond to any careers-related queries that they may receive from students and know how to obtain more specialist advice when it is required. All staff receive guidance and training meetings, CPD and line management.

Career guidance meetings

Students are entitled to appropriate guidance to meet their individual needs. All students at the academy can request an appointment with the careers adviser but, in practice, Year 10 - 13 are most likely to access the service. Students are identified for careers meetings based on need and through self-referral. All students will have a guaranteed careers interview by the time they complete year 11 and all students will have a second careers interview during their two years in sixth form.

The academy contracts a qualified independent Careers Adviser to offer career guidance for an as and when required throughout the academic year

Student entitlement

The Futures Programme section of the academy website promotes the Student Entitlement for all year groups based on the CDI framework and Gatsby Benchmarks. This is included in the timetable set out in the tutor time programme or as extra activities throughout the year for all students in the academy.

Students are encouraged to take an active role in their own Futures development, the programme emphasises student participation with a focus on self - development,learning about work,developing careers and employability skills by taking part in academy based activities. AAT future skills workshops and participating in National Careers Week will also be available to participate in throughout the academic year. All students have access to their own Career Pilot account.

During their time at the academy, all students can expect to get the support they need in making choices in year 9, 11 and 13. They will be given up to date and objective information on future learning and training in relation to labour market information

Students will also have many opportunities to meet employers and training providers in careers talks, assemblies and visits. They can also expect to be given the opportunity to relate what they learn to lessons in their lives and careers beyond the academy.

All students in year 12 and year 10 complete one week of work experience during June or July and from September 2025 all key stage 3 students will have five days of experiences of work in line with new statutory guidance.

Magna Academy meets the requirements from January 2023, when the updated provider access legislation (PAL) came into force. The updated legislation specifies schools must provide at least six encounters with approved providers of apprenticeships and technical education for all their students:

- Two encounters for students during the 'first key phase' (year 8 or 9) that are mandatory for all students to attend
- Two encounters for students during the 'second key phase' (year 10 or 11) that are mandatory for all students to attend
- Two encounters for students during the 'third key phase' (year 12 or 13) that are mandatory for the school to put on but optional for students to attend

Equal opportunities

The academy 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 student additional support, with no limit placed on how many times a student might see a careers adviser. The careers advisers work with the SENCO to support Education, Health and Care planning.

Resources

Students have access to a wide range of resources. A dedicated Careers Information area in the academy library provides a comprehensive and up-to-date selection of books, posters, magazines, college and university prospectuses, apprenticeships and is open to all students. Students have access to a number of online careers resources via the academy's website. The academy is committed to providing the resources to enable an effective Futures Programme, including adequate staffing, staff training and resources.

Career information is available through the careers library, relevant displays and notice boards are cascaded around the academy highlighting the careers available in each curriculum area as well as in the Futures section of the academy website as the School Regulations and Information 2008 require.

Support is available for individuals with learning difficulties and/or disabilities. Additional information sources include participation in events and activities both in the academy and outside, working with our wider academy community, including parents, the Regional Board, past students, staff and local businesses/organisations. The Head of Futures informs staff about useful teaching resources.

The Referral System

Needs-based referral

The referral procedure works as follows:

Heads of School, tutor, SENCO/ Behaviour team identify students who would benefit from early intervention, for example students with lack of direction or lack of motivation; students with SEND; certain students receiving pupil premium funding; or those who have potential to become NEET (Not in Employment, Education or Training).

For those students identified as being at risk of NEET, further interventions are arranged as appropriate for each student. This support could include personalised curriculum in KS4, visits to colleges and training providers, contact with parents, support from other agencies and ongoing contact as the student leaves the academy.

Parental engagement

Students do not make career decisions in isolation and parents / carers can have a substantial impact, as well as a clear interest in the right outcomes for their child. The academy is keen to foster parental involvement in the Futures programme, wherever possible.

Parents will be encouraged as much as possible to engage with the Futures Programme and will receive a newsletter of up-dated labour market information, activities throughout the academic year and information to help them understand the key decision points in the education of their children at least once a term using letters and text messages when needed. In addition specialist events for parents include options evenings for year 9 and comprehensive information shared with parents for post 16 and post sixth form choices.

External Providers

A range of external providers are invited into the academy to support the Futures programme. These might include local colleges, universities, training providers, apprenticeship organisations, employers, academy alumni, or staff from various projects. In all cases, such staff and organisations will be vetted for suitability by the relevant staff at the academy in accordance with the academy safeguarding policy.

Employer links

Links with employers, businesses and other external agencies continue to grow by building on local community connections with past alumni or parents working in the local area; as well as through the support of the academy's Enterprise Advisors, Martin Emery and Michelle Pickford from Dorset Careers Hub, BCP Council.

Role models

Alumni, current apprentices and university students will be invited in to raise aspirations and demonstrate what is possible after Magna Academy, while non-traditional routes are supported and encouraged. The destinations of academy-leavers are monitored and trends identified.

Monitoring, Review & Evaluation

The Futures Programme activities are monitored, evaluated (with active involvement of student Futures Champions from all years) and reviewed. Feedback is welcomed from all members of the academy community who help with our programme. This provides the basis for the programme's development plan. The service offered by our external careers consultants is reviewed regularly.

The Futures Programme is evaluated in a number of ways, including: student feedback on their experience of the Futures Programme, completion of Futures Skills Questionnaires on Compass+ and staff feedback on Futures lessons. When monitoring the success of the Futures Programme, the academy considers formal and informal measures, qualitative and quantitative data and hard and soft outcomes for students. A Compass evaluation against the Gatsby Benchmarks will be completed three times a year to guide the planning of the following Futures provision and an independent learners review will also be completed in Compass+

Management of provider access requests

Any provider that wants access should email the Futures Programme Lead Mrs Katie Stafford kstafford@magna-aspirations.org.

A number of events throughout the academic year will allow providers access to students on numerous occasions through the careers fair or activities involved in the provision of the student entitlement listed in the Futures section of the Magna Academy website.

Premises and facilities

The academy will make the main hall, sports halls and classrooms or private meeting rooms available for discussions between the provider and students, as appropriate to the activity. The academy will also make available projectors and other specialist equipment to support provider presentations. This will all be discussed and agreed in advance of the visit with the Futures Programme lead KStafford.

Providers are welcome to leave a copy of their prospectus or other relevant course literature at the Reception.

MAGNA ACADEMY
GATSBY BENCHMARK OVERVIEW TABLE

KEY STAGE 3

GATSBY BENCHMARK	HOW STUDENTS MEET THE BENCHMARK IN KEY STAGE 3
BENCHMARK 1 A STABLE CAREERS PROGRAMME	All students benefit from a six-week programme with their tutor once per year to explore different careers, known as Futures Friday. This is enhanced by events throughout the year and supported by the use of Careerpilot.
BENCHMARK 2 LEARNING FROM LABOUR MARKET INFORMATION	All students learn about Labour Market Information. Year 7 students are introduced to the concept and explore jobs that are in demand and those that are declining. Year 8 students learn about the breadth and diversity of green careers. Year 9 students explore the local economy and the range of businesses within their community. Students also use Careerpilot to investigate job demand, trends and salary information. Knowledge about the local labour market is further supported through assemblies delivered by the Department for Work and Pensions and learning about the importance of developing skills across the curriculum.
BENCHMARK 3 ADDRESSING THE NEEDS OF EACH STUDENT	Students who have been identified early as requiring more careers support are supported through a bespoke Aspirations Work Experience Diploma (AWED) programme. We ensure equal access to trips, visits and workplace experiences for all students. Students are invited to join the Brilliance Club and have access to an early insight talk from the University of Oxford.
BENCHMARK 4 LINKING CURRICULUM LEARNING TO CAREERS	In Key Stage 3, students learn about two different careers during each unit, with in-class teaching that explicitly links careers to their curriculum. This learning is further enriched through a range of trips and visits.
BENCHMARK 5 ENCOUNTERS WITH EMPLOYERS AND EMPLOYEES	All students take part in bespoke events and activities led by a wide range of employers. Students also meet employers through subject-specific trips and visits.
BENCHMARK 6 EXPERIENCES OF WORKPLACES	Students gain first-hand experience of workplaces through a wide range of trips, visits and bespoke academy events. In Year 7, all students take part in coding sessions delivered by a local employer and organised through the council, and visit Bournemouth University to work as forensic scientists and explore this profession. In Year 8, students take part in an Arson Prevention workshop, gaining insight into careers in the fire service, legal system and environmental sector, and visit an additional workplace or business. In Year 9, students take part in a Young Enterprise Challenge day supported by employers, and may also take part in additional bespoke visits throughout the year. Learning from employers is further enhanced through our assembly programme.
BENCHMARK 7 ENCOUNTERS WITH FURTHER AND HIGHER EDUCATION	Students learn about a range of further and higher education pathways through tutor sessions, trips, visits and our assembly programme. All Key Stage 3 students will visit a higher education institution during their time in Key Stage 3.
BENCHMARK 8 PERSONAL GUIDANCE	Any student can request an appointment with our independent careers advisor.

MAGNA ACADEMY
GATSBY BENCHMARK OVERVIEW TABLE

KEY STAGE 4

GATSBY BENCHMARK	HOW STUDENTS MEET THE BENCHMARK IN KEY STAGE 4
BENCHMARK 1 A STABLE CAREERS PROGRAMME	All students in KS4 have a fortnightly careers lesson with an appointed member of staff. This programme is supplemented by events throughout the year and with the use of Careerpilot.
BENCHMARK 2 LEARNING FROM LABOUR MARKET INFORMATION	All students learn and understand the importance of skills development for the workplace and create CVs which highlight their skills. Students also learn about the local Labour Market when researching work experience placement and learning about future pathways. Knowledge about the local labour market is also supported by assemblies from the Department of Work and Pensions and students learn about the importance of skill development throughout the curriculum. Students also learn about the local Labour Market when visiting the annual Careers and Apprenticeships Show at the BIC.
BENCHMARK 3 ADDRESSING THE NEEDS OF EACH STUDENT	Students are identified who might require extra support when searching for work experience placements or Post 16 destinations. Key students are assigned a key member of staff to work with them. Students in year 10 can access a number of visits to support their potential pathway including a trip to Oxford University to gain early awareness of the university's offer and what an application requires.
BENCHMARK 4 LINKING CURRICULUM LEARNING TO CAREERS	Students in KS4 link careers in the curriculum through trips and visits and bespoke internal events. When making Post 16 choices, students are also supported to choose subjects and pathways with future employment in mind.
BENCHMARK 5 ENCOUNTERS WITH EMPLOYERS AND EMPLOYEES	All students learn from employers on bespoke events supported by a range of employers. Students will also encounter employers on subject based trips and visits. All students in KS4 also have the opportunity for a mock interview with an employer external to the academy staff. Students also network and meet employers at the annual Careers and Apprenticeships Show at the BIC.
BENCHMARK 6 EXPERIENCES OF WORKPLACES	All students in year 10 complete one week of work experience external to the academy. Students are encouraged to research and apply for their own placements having received support on how to network or make formal contact with employers. Whilst on work experience students complete their own reflection journal noting their skills development whilst on placement.
BENCHMARK 7 ENCOUNTERS WITH FURTHER AND HIGHER EDUCATION	Students have various opportunities to visit places of higher education throughout KS4 either on specifically careers based trips and visits or on subject based trips. Students also benefit from assemblies from all local further education colleges to support their Post 16 plans and then meet representatives from those colleges at a Post 16 careers fair.
BENCHMARK 8 PERSONAL GUIDANCE	All students will benefit from an appointment with an independent careers adviser during KS4, either at the end of year 10 or the beginning months of year 11. This appointment will support their Post 16 careers plans and future ambitions beyond school. All students and parents receive a bespoke action plan following the appointment.

MAGNA ACADEMY
GATSBY BENCHMARK OVERVIEW TABLE

SIXTH FORM FUTURES (YEARS 12–13)

GATSBY BENCHMARK	HOW STUDENTS MEET THE BENCHMARK IN SIXTH FORM FUTURES
GATSBY BENCHMARK 1 A STABLE CAREERS PROGRAMME	Students follow a structured and progressive Sixth Form Futures Programme designed to support successful transition into higher education, apprenticeships and employment. The programme is delivered through Futures conferences, the Aspirations Employability Diploma (AED), university engagement, work experience, apprenticeship support, application workshops and personal guidance. Activities are carefully sequenced across Years 12 and 13 to move students from awareness and exploration to application and destination planning.
GATSBY BENCHMARK 2 LEARNING FROM CAREER AND LABOUR MARKET INFORMATION	Students develop an understanding of current and future labour market trends through Futures conferences, the Careers and Apprenticeship Show, apprenticeship research, Career Pilot and government apprenticeship resources. Students explore employment sectors, skills shortages, graduate destinations, salary expectations, student finance and the changing nature of work. This enables students to make informed decisions about future study and career pathways.
GATSBY BENCHMARK 3 ADDRESSING THE NEEDS OF EACH STUDENT	Students receive personalised support aligned to their aspirations and intended destinations. Futures 1 introduces a range of progression pathways including university and degree apprenticeships. Students complete Extended Discipline Exploration activities, maintain reflective ABC logs and receive support with personal statements, course selection, apprenticeship applications and UCAS submissions. Dedicated DEAR sessions provide structured time for students to focus on individual progression plans and application requirements.
GATSBY BENCHMARK 4 LINKING CURRICULUM LEARNING TO CAREERS	Through the Aspirations Employability Diploma and Extended Discipline Exploration programme, students deepen their understanding of how subject knowledge connects to future academic and professional opportunities. University academics introduce students to advanced disciplinary thinking beyond the curriculum, helping them recognise the relevance of their studies to higher education, employment and lifelong learning. Students reflect on the development of transferable skills including communication, problem solving, resilience and leadership.
GATSBY BENCHMARK 5 ENCOUNTERS WITH EMPLOYERS AND EMPLOYEES	Students engage with a wide range of employers, apprentices, university representatives and industry professionals throughout the programme. The Careers and Apprenticeship Show provides opportunities to network with employers and gain insight into recruitment processes, workplace expectations and career pathways. Guest speakers, student finance specialists and apprenticeship providers contribute to students' understanding of employment sectors and progression opportunities.
GATSBY BENCHMARK 6 EXPERIENCES OF WORKPLACES	Students undertake meaningful work experience placements which provide direct exposure to professional environments and workplace expectations. Work experience supports the development of employability skills, professional behaviours and career awareness. Students are encouraged to reflect on their experiences and use these examples to strengthen university, apprenticeship and employment applications. Additional employer engagement opportunities throughout the programme further enhance understanding of workplace culture and expectations.
GATSBY BENCHMARK 7 ENCOUNTERS WITH FURTHER AND HIGHER EDUCATION	Students experience a broad range of post-18 opportunities through university visits, higher education engagement and apprenticeship exploration. Futures 2 includes visits to both the University of Southampton and Southampton Solent University, allowing students to experience different higher education environments. Students receive guidance on UCAS, student finance, university life and degree-level study. Higher and degree apprenticeship pathways are explored alongside university options to ensure students understand the full range of progression opportunities available.
GATSBY BENCHMARK 8 PERSONAL GUIDANCE	Students receive tailored guidance throughout the application process. Structured support is provided for UCAS applications, personal statements, course selection, apprenticeship applications and destination planning. Resources including personal statement guides, course choice checklists and application workshops help students make informed decisions. Students also have access to independent careers guidance to support individual aspirations, progression routes and destination choices.