



**Huish Episcopi Academy**

The best in everyone™

Part of United Learning

# Careers Strategy

# Careers Strategy

## Vision

At Huish Episcopi Academy we provide every student with a comprehensive, integrated, and engaging careers education program that empowers them to explore and realise their potential, laying the foundation for lifelong learning and achievement in an ever-changing landscape of education and employment.

## Introduction

The following policy has been developed in response to the DfE statutory guidance ‘careers guidance and access for education and training providers’ January 2018.

The aim of this policy is to ensure that standards and resources are well-defined and in place. In turn this will provide a secure platform from which Careers Education, Information, Advice and Guidance (CEIAG) is delivered to all students.

In line with the Provider Access Legislation which was introduced on 01 January 2023 as an update to the Baker Clause and an amendment to the Technical and Further Education Act 2017, which stipulates that schools must allow colleges and training providers access to every student in years 8-11 to discuss non-academic routes that are available to them, Huish Episcopi Academy encourages businesses and colleges to engage with the academy and its students. There must be at least two encounters at KS3 and two encounters in KS4 for all students between years 8-11.

We are committed to meeting national and local expectations in relation to careers by securing independent and impartial careers guidance for students in Year 9-11 as required by the Education Act 1997 and fulfilling our duties under the Equality Act 2010 to promote equality of opportunity, foster good relations across all people, eliminate harassment and discriminatory practices and support children with protected characteristics.

In particular, we are committed to ensuring that students in Year 7-11:

- Find out about technical education qualifications and apprenticeships opportunities, as part of a careers programme which provides information on the full range of education and training options available at each transition point (when they choose their options – between key stages);
- Hear from a range of local providers about the opportunities they offer, including technical education and apprenticeships – through options events, assemblies and group discussions and taster events;
- Understand how to make applications for the full range of academic and technical courses;
- Benefit from impartial and accurate careers advice and information.

The policy for CEIAG supports and is itself underpinned by the Gatsby Benchmarks as outlined below:

1. A stable careers programme
2. Learning from labour market information
3. Addressing every pupil’s needs

4. Linking curriculum learning to careers
5. Encounters with employers and employees
6. Experience of workplaces
7. Encounters with further and higher education
8. Personal guidance

## **Context**

Total number on roll - 1237

% male – 48.4

% female – 51.6

% pupil premium – 22.2

% SEN – 11.7

% EAL – 4.4

## **Rationale**

Careers Education, Information, Advice and Guidance across Huish Episcopi Academy provides a foundation for students to move not only into further or higher education, vocational training or employment, but to the next stage of their development as citizens. We ensure our students transition having developed the key employability and enterprise skills which are highly valued by employers, colleges and universities.

By working with key stakeholders, our aim is for every student to fulfil their potential and be inspired to achieve a successful future, develop high aspirations and be ambitious. We are committed to providing a planned and high quality programme to all students and recognise the important role that careers education/work-related learning plays in:

- Preparing and supporting young people to sustain employability and achieve personal and economic wellbeing throughout their lives
- Empowering young people to plan and manage their own futures
- Contributing to strategies for raising achievement, especially by increasing motivation
- Raising aspirations and inspiring young people to achieve their full potential
- Developing core competencies, such as communication, resilience, team working, problem solving and personal management
- Promoting equality, diversity, social mobility and challenging stereotypes

## **Aims and Objectives**

We aim to ensure that all students leave the Academy equipped with the knowledge, skills, and confidence required to make informed decisions and achieve their aspirations as they progress to their next destination through our Careers Education, Information, Advice, and Guidance (CEIAG) program.

Our Careers offer encompasses our whole-school values of Respect, Ambition and Resilience.

- We educate students to respect and value the unique aspects of their rural environment
- To aspire to high goals that reflect both local and global opportunities
- To cultivate the resilience necessary to overcome obstacles and achieve success

We work to support students to aspire, plan, and thrive, lay the foundation for lifelong learning and achievement in an ever-changing landscape of education and employment through:

**Knowledge** - providing opportunities and exposure to educational and workplace engagements, in addition to developing understanding of the changing world of work and labour market information

**Skills** - enabling students to understand themselves, their strengths and the influences on them, acquiring the core competencies and skills necessary to enable them to access a range of opportunities

**Confidence** - developing skills that support students to make and adjust plans and to manage change and transitions

The taught curriculum is supported by a comprehensive programme of organised activities. Careers guidance focuses on the specific needs of individual students. The Academy provides current and relevant information, in an impartial, confidential and differentiated manner, to enable each student to make well-informed decisions about their future.

## **Roles and Responsibilities**

All staff at Huish Episcopi Academy contribute to the provision of careers information, advice and guidance through their roles as form tutors and subject specialists. Subject specialists embed careers into their subject areas and support links with employers to support the curriculum.

### **Careers Team:**

Careers Lead: Emma Higman

SLT Careers Link: Emily Bowhill

Careers Adviser: Emma Higman

Careers Link Governor: Colin Cattanach

Enterprise Adviser: Martin Symons

United Learning Cluster Career Lead: Hilary Pether

United Learning Central Strategic Career Lead: Charly Barrett

## **Provision**

The CEIAG programme is designed to meet the needs of students at different stages of their schooling. It is differentiated to ensure progression through activities that are appropriate to students' stages of career learning, planning and development. Curriculum areas also provide subject specific activities as appropriate.

In addition to this, the following is made clear:

- the programme is blended to incorporate teacher led learning through PSHE and form time in addition to guest speakers and events
- careers guidance delivered by the Careers Adviser. All students are able to access this support, though the initial focus is upon those students that are at the point of school transition, i.e. Year 11/Year 13
- regular visits from employers/higher education establishments
- opportunities for students to gain skills and engage with employers regularly shared via the 'Huish Careers' classroom
- bespoke workshops with organisations to support students

- as part of the PSHE programme under the theme ‘Living in the Wider World’ Resources

The Academy utilises the Unifrog careers platform. This provides up to date labour market guidance as well as access to university and apprenticeship applications.

The Academy works closely with the Somerset Careers Hub. We work closely with our Careers Hub link and our Enterprise Advisor (Employer) who provide us with support in providing information and resources to ensure we are giving the most up-to-date advice and guidance to our students.

The Academy has a self-employed Careers Adviser who delivers personal careers advice and guidance to students. All students can request access to individual support via their tutor.

## **Staff Training and Professional Development**

The following ways are used to support staff understanding of the careers programme:

- the Careers Lead regularly attends careers meetings/networking events as well as industry specific events in order to ensure they are up to date with industry and labour market information
- key information regarding the careers programme is shared with staff through briefings and INSET
- the Careers Lead advises Heads of Department to increase awareness of subject careers and labour market information
- National qualifications are supported by the Academy for key careers staff, for example the CDI Careers Leader Programme
- United Learning Trust support through the National Careers Lead visits and Conferences
- staff receive training on use of the Unifrog careers platform, which enables them to deliver careers activities and offer guidance to their tutees, as well as track their progress

## **Monitoring, Review and Evaluation**

The Careers Lead is responsible for overseeing the monitoring, review and evaluation of the programme. Activities that form part of the CEIAG programme are evaluated and information is used to inform planning for the next year. Evaluation focuses on how effective the event/activity has been in helping students to achieve the intended learning outcomes. This draws information from a number of sources including:

- Evaluation of activities as and when they happen for one off activities
- Use of Compass+ to monitor Gatsby Benchmarks
- Evaluation of on-going activities at the end of the academic year
- Information on intended destinations for Year 11 learners
- Publish destination data
- Annual Survey by UL with parents/staff and students
- Visit from UL Careers Lead with feedback given

## **Partnerships and Service Level Agreement**

The CEIAG programme is greatly enhanced through our links with a number of partners. We constantly strive to expand and improve our links with employers and other local organisations. The Academy has relationships with a wide range of business from different industries and new partnerships are constantly being sought. Businesses that currently do not have a link with the academy but wish to form one,

are encouraged to do so. For further information, please see the 'Application for Provider Access' found at the end of this document.

## **Engaging Parents / Carers / Alumni**

Parents/carers are vital to students understanding of career choices and the decisions they make. We aim to provide all parents/carers/guardians with up-to-date information on choices at KS4 through our website and regular updates on the Huish Careers google classroom. We are looking to develop a formal Alumni Programme which aims to create strong links with former students and staff to enable them to support careers provision for the future. If a former student or member of staff wishes to join, please contact the Careers Leader.

## **Application of Provider Access Requests**

This section sets out the Academy's arrangements for managing the access of providers to students at the academy for the purpose of giving them information about the provider's education or training offer. This complies with the Academy's legal obligations under Section 42B of the Education Act 1997.

## **Student Entitlement**

All students in Years 7-11 are entitled:

- To find out about technical education qualifications and apprenticeship opportunities, as part of a careers programme which provides information on the full range of education and training options available at each transition point;
- To hear from a range of local providers about the opportunities they offer, including technical education and apprenticeships – through options events, assemblies and group discussions and taster events;
- To understand how to make applications for the full range of academic and technical courses.

## **Management of Provider Access Requests**

A copy of our Provider Access Legislation can be found on the Academy's website. A provider wishing to request access should contact the Careers Leader: Emma Higman  
[emmahigman@hea.ac.uk](mailto:emmahigman@hea.ac.uk)

## SWOT Analysis April 2025

<p><b>Strengths</b></p> <ul style="list-style-type: none"> <li>▪ Careers Lead/Adviser (4 days per week)</li> <li>▪ Level 7 qualified Careers Adviser</li> <li>▪ Access to individual guidance capacity increased</li> <li>▪ WEX completion Year 10+12 over 90%</li> <li>▪ Strong local Careers Hub</li> <li>▪ Strong local education connections (FE)</li> <li>▪ Year 11 destinations (low NEET/not knowns)</li> <li>▪ Met PAL requirement</li> </ul>	<p><b>Weaknesses</b></p> <ul style="list-style-type: none"> <li>▪ Breadth of employer contacts</li> <li>▪ Engagement with Creative Arts sector</li> <li>▪ Engagement of wider staff in careers delivery</li> <li>▪ Linking careers to curriculum in lessons</li> <li>▪ Lack of dedicated time for careers delivery</li> <li>▪ Ad hoc careers delivery (since 2022)</li> <li>▪ Absence of careers programme</li> <li>▪ Lack of provision in KS3</li> <li>▪ No university visit in KS3 or KS4</li> <li>▪ Parent engagement/information</li> </ul>
<p><b>Opportunity</b></p> <ul style="list-style-type: none"> <li>▪ Designated tutor time and assemblies for careers</li> <li>▪ Expansion of <b>Unifrog</b> to KS4</li> <li>▪ Using Unifrog for work experience administration</li> <li>▪ Increased engagement with Careers Hub</li> <li>▪ Enterprise Adviser</li> <li>▪ UL Careers network support</li> </ul>	<p><b>Threats</b></p> <ul style="list-style-type: none"> <li>▪ Funding removal for ASK</li> <li>▪ Internal budget cuts</li> <li>▪ Rural area – access to opportunities due to transport</li> <li>▪ HE less willing to engage with KS3</li> <li>▪ Lack of access to large local employers</li> <li>▪ Limited industry sectors due to rural location</li> <li>▪ No university based in Somerset</li> <li>▪ Low aspirations of students</li> <li>▪ Lack of exposure to range of careers in local area</li> </ul>

## Baseline Data

### 2024 Activity Survey Results - Huish Episcopi Academy

Report Date: 13/02/2025

Activity	Count	%
Full Time Education School	56	23.6%
Full Time Education College	153	64.6%
Full Time Education Other	3	1.3%
Apprenticeship	18	7.6%
Employed Without Training	4	1.7%
Unemployed	1	0.4%
Not Known	2	0.8%
<b>Total</b>	<b>237</b>	<b>100.0%</b>

NEET %	0.4%
--------	------

Not Known %	0.8%
-------------	------

Participating %	97.0%
-----------------	-------

## Labour Market Information

### Employee jobs (2023)

	South Somerset (Employee Jobs)	South Somerset (%)	South West (%)	Great Britain (%)
Total Employee Jobs	66,000	-	-	-
Full-Time	44,000	66.7	66.0	68.8
Part-Time	22,000	33.3	34.0	31.2

### Employee Jobs By Industry

B : Mining And Quarrying	35	0.1	0.1	0.1
C : Manufacturing	11,000	16.7	8.1	7.5
D : Electricity, Gas, Steam And Air Conditioning Supply	100	0.2	0.4	0.4
E : Water Supply; Sewerage, Waste Management And Remediation Activities	600	0.9	1.0	0.7
F : Construction	4,000	6.1	6.0	4.8
G : Wholesale And Retail Trade; Repair Of Motor Vehicles And Motorcycles	11,000	16.7	14.7	13.7
H : Transportation And Storage	1,750	2.7	3.9	5.0
I : Accommodation And Food Service Activities	6,000	9.1	9.6	8.0
J : Information And Communication	1,500	2.3	3.8	4.6
K : Financial And Insurance Activities	400	0.6	2.8	3.4
L : Real Estate Activities	1,750	2.7	1.8	1.9
M : Professional, Scientific And Technical Activities	4,000	6.1	8.1	9.3
N : Administrative And Support Service Activities	5,000	7.6	7.1	8.7
O : Public Administration And Defence; Compulsory Social Security	2,000	3.0	4.6	4.7
P : Education	6,000	9.1	8.5	8.6
Q : Human Health And Social Work Activities	9,000	13.6	15.0	13.9
R : Arts, Entertainment And Recreation	1,250	1.9	2.5	2.6
S : Other Service Activities	1,500	2.3	1.7	1.9

Source: ONS Business Register and Employment Survey : open access

- Data unavailable

Notes: % is a proportion of total employee jobs excluding farm-based agriculture

Employee jobs excludes self-employed, government-supported trainees and HM Forces

Data excludes farm-based agriculture

[view time-series](#)

[compare other areas](#)

# South Somerset

## Labour Market Information

### TOP JOB LISTINGS IN THIS AREA



TEACHING ASSISTANT

### POPULAR APPRENTICESHIPS



### TOP EMPLOYERS



Top employers in South Somerset include:

- Leonardo UK
  - Yeovil District Hospital
  - Numatic International
  - Thales UK
  - Screwfix Direct
  - Tesco Stores
  - Honeywell Aerospace
  - The Newton in Somerset
  - Yeovil College
- These employers contributed to 10,000 jobs in the area last year.



THE CAREERS & ENTERPRISE COMPANY

Heart of the South West LMI Data | May 2023

## Strategic Objectives

*Knowledge – Assemblies/tutor time Skills – Work experience/character education/mock interviews  
Confidence – Individual guidance/Alumni/encounters & visits*

<b>Vision</b>		
<p>At Huish Episcopi Academy, we provide every student with a comprehensive, integrated, and engaging careers education program that empowers them to explore and realise their potential, laying the foundation for lifelong learning and achievement in an ever-changing landscape of education and employment.</p>		
<b>Strategic Objective 1</b>	<b>Strategic Objective 2</b>	<b>Strategic Objective 3</b>
<p><b>Knowledge:</b> providing opportunities and exposure to educational and workplace engagements, in addition to developing understanding of the changing world of work and labour market information.</p> <ul style="list-style-type: none"> <li>▪ Understanding entry routes into the labour market and education</li> <li>▪ Students can link careers opportunities to subject interests</li> <li>▪ Considering future employment trends and the opportunities that these may create</li> <li>▪ Understanding progression routes and qualification pathways within post-16 and post-18 education</li> </ul>	<p><b>Skills:</b> enabling students to understand themselves, their strengths and the influences on them, acquiring the core competencies and skills necessary to enable them to access a range of opportunities.</p> <ul style="list-style-type: none"> <li>▪ Developing transferable skills through work experience and employer encounters</li> <li>▪ Participation in extra-curricular activities to develop transferable skills</li> <li>▪ Demonstrating skill development in applications for further/higher education and employment</li> <li>▪ Engaging proactively with employers and education providers during encounters</li> <li>▪ Developing resilience to overcome setbacks and recognising importance of a Plan B</li> </ul>	<p><b>Confidence:</b> developing skills that support students to make and adjust plans and to manage change and transitions.</p> <ul style="list-style-type: none"> <li>▪ Provision of guidance to support choosing options</li> <li>▪ Identifying a career sector that relates to their skills/interests</li> <li>▪ Identifying an aspirational career in their chosen sector</li> <li>▪ Recording existing experiences and skills to create a CV</li> <li>▪ Exploring opportunities using labour market information, employer encounters and workplace visits</li> <li>▪ Completing strong applications for HE, apprenticeships, jobs and post 16 education.</li> <li>▪ Developing resilience to overcome setbacks</li> </ul>

## Milestones

**Key Focus: Parent Communication/HE engagement/Staff CPD/Alumni/Targeted Sectors  
i.e. Creative Arts**

Academic Year	Strategic Objective 1	Strategic Objective 2	Strategic Objective 3
2025 – 26	<p><b>Knowledge:</b> Providing opportunities and exposure to educational and workplace engagement as well as developing understanding of the changing work and labour market information</p> <ul style="list-style-type: none"> <li>▪ Increase focus on opportunities in <b>creative arts</b> sector</li> <li>▪ <b>Whole staff CPD</b> delivered by CB</li> <li>▪ Introduce <b>parent newsletter</b></li> <li>▪ Roll out of <b>Unifrog</b> KS4</li> <li>▪ KS3 <b>University</b> talk</li> <li>▪ Termly careers assemblies for each year group</li> <li>▪ Introduce subject specific ‘careers champions’ in some departments</li> </ul>	<p><b>Skills:</b> Enabling students to understand themselves, their strengths and the influences on them, acquiring the core competencies and skills necessary to enable them to access a range of opportunities</p> <ul style="list-style-type: none"> <li>▪ Increase participation in work experience to +90%</li> <li>▪ Switch to <b>Unifrog</b> for work experience admin</li> <li>▪ All Year 10 &amp; Year 12 students to have an up-to-date CV</li> <li>▪ Introduce <b>mock interviews</b> to targeted group of Year 12 students</li> </ul>	<p><b>Confidence:</b> Developing skills that enable students to make and adjust plans and to manage change and transitions</p> <ul style="list-style-type: none"> <li>▪ 100% individual guidance target (KS5)</li> <li>▪ Lunchtime information stands from employers/education/training providers</li> <li>▪ Promote UL <b>Alumni</b> portal</li> <li>▪ Dedicated careers lessons KS3/KS4 (fortnightly tutor time)</li> <li>▪ Increase use of Careers Hub drop-in</li> </ul>
2026 – 27	<ul style="list-style-type: none"> <li>▪ Whole school <b>careers fair</b> – focus on inclusion of targeted <b>sectors</b></li> <li>▪ Parents invited to careers fair</li> <li>▪ Each department has a ‘careers champion’</li> <li>▪ <b>Annual staff careers CPD</b></li> </ul>	<ul style="list-style-type: none"> <li>▪ Extension of work experience programme to meet new requirements (Sept 2026)</li> <li>▪ All Year 12 students to have a <b>mock interview</b></li> <li>▪ Identify Year 12 Careers Ambassadors to support careers activities in schools</li> </ul>	<ul style="list-style-type: none"> <li>▪ KS3 <b>University</b> small group visit</li> <li>▪ 100% individual guidance target (KS4/5)</li> <li>▪ Link <b>Alumni</b> to curriculum areas to build networks</li> </ul>
2027 – 28	<ul style="list-style-type: none"> <li>▪ Employer encounters – sector visits for</li> </ul>	<ul style="list-style-type: none"> <li>▪ Establish clear links between careers and character education –</li> </ul>	<ul style="list-style-type: none"> <li>▪ Differentiated careers guidance model according to need =</li> </ul>

	<p>small groups of identified students</p> <ul style="list-style-type: none"> <li>▪ Parents invited to specific career information events</li> <li>▪ KS3 <b>University</b> visit</li> <li>▪ <b>Career Champions updates via department meetings</b></li> </ul>	<p>development of skills passport</p> <ul style="list-style-type: none"> <li>▪ Introduce <b>mock interviews</b> to Year 9 students. Conducted by Sixth Form and employers</li> </ul>	<p>100 seen (individual/group/triage)</p> <ul style="list-style-type: none"> <li>▪ Each subject area hosts on <b>Alumni</b> talk per year</li> </ul>
--	--	--	--

**Prepared:** June 2025  
**Ratified by Governors:** July 2025  
**To be reviewed:** June 2028