



Careers Guidance Policy

Policy Owner:	Principal
Formally Endorsed By:	Board of Trustees
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Human connection in all we do

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1. Aims

This policy aims to set out our school's provision of impartial and informed careers guidance for our pupils. This includes the ways in which pupils, parents, teachers and employers can access information about our careers programme.

High-quality careers guidance is important for our pupils' futures, and our provision aims to:

- Help pupils prepare for the workplace, by building self-development and career management skills
- Provide experience and a clear understanding of the working world
- Develop pupils' awareness of the variety of education, training and careers opportunities available to them
- Help pupils to understand routes to careers that they're interested in, and to make informed choices about their next step in education or training
- Promote a culture of high aspirations and equality of opportunity

2. Statutory requirements

This policy is based on the Department for Education's (DfE's) statutory [Careers guidance and access for education and training providers](#).

This guidance refers to:

- The Education Act 1997
- The Education and Skills Act 2008
- The School Information (*England) Regulations 2008

This policy is also in line with the more recent [Skills and Post-16 Act 2022](#), which came into force on **1 January 2023**. It explains that our school must provide a minimum of **6 encounters** with technical education or training providers to all pupils in years 8 to 13. For more detail on these encounters, see our provider access policy statement, which you can on our website.

This policy is also in line with the Education (Careers Guidance in Schools) Act 2022. This came into force on 1 September 2022, and amended the existing duty in The Education Act 1997, so that our school must now secure independent careers guidance from year 7 (instead of from year 8, previously)

The above guidance requires that schools publish information about their careers programme on their website. This policy includes this information and shows how our school complies with this requirement.

3. Roles and responsibilities

3.1 Careers leader

Our careers leader is Alex Gearing. Our careers leader works closely with the senior leadership team (SLT) and will:

- Take responsibility for developing, running and reporting on the school's career programme
- Plan and manage careers activities
- Manage the budget for the careers programme
- Support teachers to build careers education and guidance into subjects across the curriculum
- Establish and develop links with employers, education and training providers, and careers organisations
- Work closely with relevant staff, including our special educational needs co-ordinator (SENCO) and careers adviser, to identify the guidance needs of all of our pupils with special educational needs and/or disabilities (SEND) and put in place personalised support and transition plans
- Work with our school's designated teacher for looked-after children (LAC) and previously LAC to:
 - Make sure they know which pupils are in care or are care leavers
 - Understand their additional support needs
 - Make sure that, for LAC, their personal education plan can help inform careers advice
- Review our school's provider access policy statement at least annually, in agreement with our Trustee board

3.2 Senior leadership team (SLT)

Our SLT will:

- Support the careers programme
- Support the careers leader in developing their strategic careers plan
- Make sure our school's careers leader is allocated sufficient time, and has the appropriate training, to perform their duties to a high standard
- Allow training providers access to talk to pupils in years 8 to 13 about technical education qualifications and apprenticeships, and set out arrangements for this in our school's provider access policy statement
- Network with employers, education and training providers, and other careers organisations

3.3 The Trustee board

The Trustee board will:

- Provide clear advice and guidance on which the school can base a strategic careers plan which meets legal and contractual requirements
- Appoint a member of the Trustee board who will take a strategic interest in careers education and encourage employer engagement
- Make sure independent careers guidance is provided to all pupils throughout their secondary education (11 to 18 year-olds) and that the information is presented impartially, includes a range of educational or training options and promotes the best interests of pupils
- Make sure that a range of education and training providers can access pupils in years 8 to 13 to inform them of approved technical education qualifications and apprenticeships

- Make sure that details of our school's careers programme and the name of the careers leader are published on the school's website
- Make sure that arrangements are in place for the school to meet the legal requirements of the 'Baker Clause', including that the school has published a provider access policy statement

4. Our careers programme

Our school has an embedded careers programme that aims to inform and encourage pupils to consider their career options, and take steps to understand their choices and pathways. We provide statutory independent careers guidance to pupils from year 7 onwards.

Our programme has been developed to meet the expectations outlined in the **Gatsby Benchmarks**:

1. A stable careers programme with a careers leader
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. Experience of workplaces
7. Encounters with further and higher education
8. Personal guidance

Our programme doesn't show bias towards any particular career path, and promotes a full range of technical and academic options for pupils.

It is structured in a way that builds upon previous years, and the overarching aim is divided between the Key Stages so that pupils are encouraged to think appropriately about their future. We provide aims, objectives and activities for each year group.

Our careers programme is delivered through a number of methods, including:

Benchmark:	Class 7:	Class 8:	Class 9:	Class 10:	Class 11:	Class 12:
1: A Stable Careers Programme:	Main lesson topics E.g Business Math, visiting speakers, PSHE, trips.	Main lessons, U/S presentation event, class 8 project and presentation, PSHE, access to Unifrog and trip.	Main lessons, visiting speakers, PSHE, careers evening, trip, musical.	Main lessons, visiting speakers, PSHE, careers evening, work experience. CI 11/12 presentation event, A Level taster.	Main lessons, visiting speakers, PSHE, careers evening, musical, social practical, industry visits, UCAS or What Next Events.	Main lessons, visiting speakers, careers evening,
2: Learning from career and labour market information:		Access to Unifrog Accounts	Access to Unifrog Accounts	Access to Unifrog Accounts	Access to Unifrog Accounts	Access to Unifrog Accounts
3: Addressing the needs of each		Unifrog	Unifrog and Monitoring and recording of advice and	Unifrog and Monitoring and recording of advice and	Unifrog and Monitoring and recording of advice and	Unifrog and Monitoring and recording of advice and interventions.

individual student:			interventions. Tailored group and individual advice and support	interventions. Tailored group and individual advice and support WExP	interventions. Tailored group and individual advice and support UCAS	Tailored group and individual advice and support UCAS
4: Linking curriculum learning to careers	Main lesson topics, PSHE	Main lesson topics, PSHE, Cl 8 Project Cert	Main lesson topics, Careers, PSHE, core exam academic subjects to give good foundation	Main lesson topics, Careers, PSHE, WEx, core exam academic subjects to give good foundation	Main lesson topics, Careers, UCAS, PSHE, A Levels, EPQ	Main lesson topics, Careers, What Next, PSHE, A Levels, EPQ
5: Encounters with Employers and Employees:	Main lessons, trips, visiting speakers, class 7 play	Main lessons, trips, visiting speakers, Cl 8 Project work, class 8 play, Unifrog	Main lessons, trips, visiting speakers, careers evening, Unifrog	Main lessons, trips, visiting speakers, careers evening, work experience, Unifrog	Main lessons, trips, visiting speakers, careers evening, social practical, industry visits, Unifrog	Main lessons, trips, visiting speakers, performances, Unifrog
6: Experiences of Work Places:	Main lessons, trips	Main lessons, trips, class 8 project	Main lessons, trips, volunteering encouraged, holiday placements	Main lessons, trips, work experience	Main lessons, trips, social practical, industry visits	
7: Encounter with Further and Higher Education:		Unifrog	Main lesson, Unifrog, visiting uni alumni, careers event, information available	Main lesson, Unifrog, visiting uni alumni, careers event, information available	Main lesson, Unifrog, visiting uni alumni, careers event, information available, UCAS fair	Main lesson, Unifrog, visiting uni alumni, careers event, information available, UCAS fair
8: Personal Guidance:	All students aware who the Careers Officer is and how to access them. Class teacher support	All students aware who the Careers Officer is and how to access them. Class teacher support	All students aware who the Careers Officer is and how to access them. Lessons, checks ins and progress recorded. Guardian and tutor support	All students aware who the Careers Officer is and how to access them. Lessons, checks ins and progress recorded. Guardian and tutor support	All students aware who the Careers Officer is and how to access them. Lessons, checks ins, meetings and progress recorded. Guardian and tutor support	All students aware who the Careers Officer is and how to access them. Lessons, checks ins, meetings and progress recorded. Guardian and tutor support

4.1 Pupils with special educational needs or disabilities (SEND)

We expect that the majority of pupils with SEND will follow the same careers programme that meets the Gatsby Benchmarks as their classmates, with adjustments and additional support as needed.

Our careers leader will work with teachers and, where appropriate, professionals from relevant organisations, to identify the needs of our pupils with SEND and put in place personalised support and transition plans. This may include meetings with pupils and their families to discuss education, training and employment opportunities, supported internships and transition plans into higher education.

Our careers leader may, as appropriate, invite adults with disabilities to visit and share their experience and advice.

No information will be given to pupils without SEND that is not also offered to our pupils with SEND.

4.2 Access to our careers programme information

A summary of our school's careers programme is published on our school website in the form of this policy, including details of how pupils, parents, teachers and employers can access information about the careers programme.

Pupils, parents, teachers and employers can request any additional information about the careers programme by contacting Alex Gearing.

4.3 Assessing the impact on pupils

Our career programme is designed so pupils can give feedback, and their progress measured as they move through the Key Stages. We measure and assess the impact of the programme's initiatives by:

- Logging what the students in the different year groups have covered in their career's main lessons or subject lessons and giving opportunity for written and verbal feedback and collecting review forms.
- Monitoring the student accounts on Unifrog to ensure that they are engaging regularly and as expected with the platform and to then be able to respond accordingly, offering support and impartial advice where needed.
- The annual Careers Evening is another opportunity to collect feedback not only from students, parents and staff through feedback forms but to also collect reviews digitally from participants.
- Our new Work Experience booklet requires engagement from our class 10 students and will from next year (2026) include parent and employer input. In the meantime, employers are invited to give email feedback on their experience with our students. Students complete a daily diary and a weekly review form in the booklet and conclude their experience by sharing brief presentations with younger classes and staff members.
- Exit interviews with students and parents also provide a time for reviewing and evaluating our effectiveness in our provision.

5. Links to other policies

This policy links to the following policies:

- Provider access policy statement
- Child protection policy
- Curriculum policy

6. Monitoring and review

This policy, the information included, and its implementation will be monitored by the Trustee Board and reviewed annually.