

Careers Guidance

2026-2027

Approved by:	Governors
Last reviewed:	July 2026
Next review due by:	July 2027
Responsible for review:	AHT – Personal Development

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1. Aims

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

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

- Help students prepare for the workplace, by building self-development and career management skills
- Provide experience and a clear understanding of the working world
- Develop students' awareness of the variety of education, training and careers opportunities available to them
- Help students to understand routes to careers that they're interested in, and to make informed choices about their next step in education or training
- Take into account the individual needs of all pupils to tailor the programme accordingly and provide the right level of support
- 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 4 encounters with technical education or training providers to all students in years 8 to 11 about their education or training offer. These opportunities are being delivered in partnership with our sister organisation EKC Group.

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:

EKCSS must secure independent careers guidance for pupils from Year 7.

The above guidance requires that we publish information about the careers programme on our website, and that it is communicated in a way that enables learners, parents and carers, staff, and employers to access and understand it. This includes:

- The name and contact details of the careers leader
- A summary of the careers programme
- Details of how pupils, parents and carers, teachers, and employers can access information about the careers programme
- How our school measures and assesses the programme's impact on learners
- The date by which we will review information

This policy complies with our funding agreement and articles of association.

We also act in line with our statutory duty under the 'Baker Clause', to be impartial and not show bias towards any route, be that academic or technical. This policy should be read in conjunction with our provider access policy statement, which sets out how our school meets this duty.

3. Roles and responsibilities

3.1 Careers Leader

Our careers leader is the Assistant Headteacher for Creative, Community and Careers and they can be contacted by emailing our school office. Our careers leader is a member of 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 students 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 students 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 governing 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 students 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 governing board

The governing 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 governing board who will take a strategic interest in careers education and encourage employer engagement

- Make sure independent careers guidance is provided to all students throughout their secondary education and that the information is presented impartially, includes a range of educational or training options and promotes the best interests of students
- Make sure that a range of education and training providers can access students 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 students to consider their career options and take steps to understand their choices and pathways. We provide statutory independent careers guidance to students from Year 7 onwards.

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

- A stable careers programme with a careers leader
- Learning from career and labour market information
- Addressing the needs of each student
- Linking curriculum learning to careers
- Encounters with employers and employees
- Experience of workplaces
- Encounters with further and higher education
- Personal guidance

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

It is structured in a way that builds upon previous years, and the overarching aim is divided between the Key Stages so that students 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:

- Lessons/drop down days
- Mentoring-led discussions
- Displays
- Events
- Guest Speakers
- School visits e.g. local employers and colleges
- Workshops
- A Careers Fair
- Work experience

In KS3, we work alongside our students to work out where their individual strengths and talents lie so that they can select the most appropriate options at KS4. Our Key Stage 4 careers programme aims to help students research and understand their choices and routes into education and training. This includes:

- Apprenticeships
- College
- Sixth Form
- University
- Employment

At all Key Stages students can expect to:

- Access a planned programme relevant to your year group.
- Access a qualified impartial and independent careers adviser for personalised advice and guidance.
- Recognise their strengths and preferences in relation to career decisions.
- Have information about the world of work and how the labour market is changing.
- Be given information about further and higher education, training and apprenticeships and employment routes.
- Take part in activities which challenge stereotyping and raise your aspirations.
- Develop skills and qualities to improve your employability.
- Develop enterprise skills.
- Be well prepared for different transitions.
- Help to develop financial capability skills.
- Develop and strengthen your personal presentation skills for selection processes.
- Signposting to relevant up-to-date and impartial sources of careers information and advice.
- Not have limitations imposed on your aspirations based upon your social, economic or ethnic background.

All students will:

By the end of Key Stage 3:

- Begin to develop an awareness of their individual skills, strengths and preferred learning styles in relation to post 16 pathways and future career goals.
- Be able to access, use and complete work using careers resources
- Set targets and review progress
- Receive careers lessons within the character curriculum
- Receive Careers information and on-going support from staff such as their Mentor
- Take part in Pathways events for example, drop down days where they can access information about different careers, future education, curriculum areas and the implications of studying specific subjects in Key Stage 4
- Have been given the opportunity to have a meeting with a qualified, independent, and impartial careers guidance adviser through drop-in meetings
- Have an accessible record of their careers learning

By the end of Key Stage 4:

- Experience careers education, focused on their development, labour market awareness, educational pathways and employability skills, as part of a Spiritual, Moral, Social and Cultural education programme, through PSHE, mentoring time, through Careers Fairs and drop-down days.
- Be offered at least one individual appointment with a qualified, independent, impartial careers adviser.
- Devise an action plan towards their career goals in the character curriculum.
- Have taken part in an enterprise activity.
- Have listened to talks on different careers.
- Have been given the opportunity to speak to representatives from various sectors of the world of work.
- Have developed financial capability skills.
- Have produced and reviewed a curriculum vitae.
- Have written a formal letter, e.g. covering letter.
- Been given impartial advice and guidance on post-16 education, employment and training and apprenticeship options.

- Develop presentation and interview skills.
- Be able to access, use and complete work using resources
- Be offered the opportunity to take part in taster days/ sessions.
- Have visited or spoken to representatives of further or higher education institutions, such as universities.
- Have opportunities to evaluate individual achievements e.g. Academic Tutoring Day and rewards assemblies.
- Be given the opportunity to take part in work experience.

4.1 Students with special educational needs or disabilities (SEND)

We expect that the majority of students 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 students with SEND and put in place personalised support and transition plans. This may include meetings with students 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 students without SEND that is not also offered to our students with SEND.

In addition to this, students with EHCPs will have their future provisions in Year 10. We will work with a range of provisions such as:

- Kite College
- EKC Colleges
- Sixth Forms
- Bemix

4.2 Access to our careers programme information

A summary of our school's careers programme will be published on our school website including details of how students, parents, teachers and employers can access information about the careers programme.

Students, parents, teachers and employers can request any additional information about the careers programme by contacting the school office.

4.3 Assessing the impact on students

Our career programme is designed so students 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:

- Exit interviews with Year 11
- Surveys
- Leavers' information
- Feedback from all stakeholders
- Internal and external moderation

5. Monitoring and review

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

6. Links to other policies

This policy links to the following policies:

- Provider access policy statement
- Child protection and Safeguarding policy
- Curriculum Policy
- Inclusion Policy