



## CAREERS GUIDANCE POLICY

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Status	Non-Statutory
Responsible Management Committee (MC)	Curriculum
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Responsible Person	Senior Assistant Headteacher
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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 and non-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 adherence with the [Skills and Post-16 Act 2022](#), which came into force on 1 January 2023, requiring schools to provide a minimum of 6 encounters with technical education or training providers to all pupils in years 7 to 13. This is alongside our legal duty under the Provider Access Legislation (PAL), which requires access to impartial careers advice which does not show bias towards any particular route or pathway.

For more detail on how our school provides encounters, see our provider access policy statement, which you can find on our website.

Further to the above, the Department for Education (DfE) published additional guidance in May 2025, which supersedes that published in 2023, requiring schools, colleges, and independent training providers to implement the updated Gatsby Benchmarks from September 2025. These benchmarks are:

1. A stable careers programme
2. Learning from careers and labour market information
3. Addressing the needs of each student
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

## 3. Roles and responsibilities

### 3.1 Careers leader

Our careers lead who oversees the HPRS provision is Emma Newman, who can be contacted by phoning 01432-274485 or emailing [enewman@hprs.hereford.sch.uk](mailto:enewman@hprs.hereford.sch.uk). The Senior Leadership Team (SLT) member with overall responsibility for our careers programme is Rich Tyler (Senior Assistant Headteacher).

The Careers Lead/s 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 Management Committee.

### 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 Management Committee

The Management Committee 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 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 their legal requirements in relation to Provider Access Legislation, which includes the publication of 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.

As mentioned previously, our programme has been developed to meet the expectations outlined in the Gatsby benchmarks, doesn't show bias towards any particular career path, and promotes a full range of technical and academic options for pupils.

Our careers provision 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:

- Delivery through the whole curriculum (English/ Mathematics/ Science)
- Tutor led discussions
- PSHE (Personal, Social, Health, and Economic education)
- Careers lessons (BTEC Progression Plan /ASDAN: World of work)
- 1-1 sessions with the careers lead
- Offsite trips and visits from external professionals

This is with the intention of learners being able to:

- Access a planned programme relevant to your year group
- Access a qualified impartial and independent careers advisor
- Recognise likes, dislike, influences, strengths, and preferences
- Have information about the world of work and how the labour market is changing
- Be given information about further education, training, apprenticeships, and employment routes
- Take part in activities which challenge stereotypes and raise aspirations
- Develop skills and qualities to improve employability
- Develop financial capability skills
- Not have limitations imposed based upon social, economic, or ethnic background

### Key Stage 3

Our Key Stage 3 careers programme will support pupils in their planning and choices of GCSE subjects and beyond. This includes:

- Beginning to develop an awareness of individual skills, strengths, and preferences in relation to post-16 pathways and future career goals
- Understanding the links between curriculum subjects and future career pathways
- Being able to access, use, and complete work using careers resources
- Set individual targets and review progress through careers and PSHE lessons
- Access to ongoing careers information and support
- Taking part in pathway events (such as the 'Three Colleges Taster Day'), where information about different career options can be explored
- The opportunity to meet with a qualified, independent, and impartial careers guidance advisor.

### Key Stage 4

Our Key Stage 4 careers programme aims to help pupils research and understand their choices and routes into education and training. This includes:

- Access to careers education, with a focus on skills development, labour market awareness, educational pathways and employability skills
- Being offered at least on individual appointment with a qualified, independent, and impartial careers guidance advisor
- Devising and action plan towards a set careers goal through careers/PSHE lessons
- The development of financial capability skills
- The production and review of a curriculum vitae (CV)
- The creation of a formal letter (e.g. covering letter)
- Preparation of the skills required during an interview process
- Visiting further education establishments in the local area
- Be given the opportunity to take part in work experience

#### **4.1 Pupils with special educational needs or disabilities (SEND)**

We expect that the majority of pupils with SEND will have access to the same careers programme as all HPRS learners, 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 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 Emma Newman; [enewman@hprs.hereford.sch.uk](mailto:enewman@hprs.hereford.sch.uk) 01432-274485

#### **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 feedback from the pupils directly or through the parents at parents evening, student reports, and the wider school quality oversight processes.

### **5. Links to other policies**

This policy links to the following policies:

- Provider Access Policy
- Child Protection Policy
- Curriculum Policy

## 6. Monitoring and review

This policy, the information included, and its implementation will be monitored by the Management Committee and SLT Lead (Rich Tyler). This will include an annual review of impact in collaboration with pupils, parents and carers, teachers, and other staff who support pupils, careers advisers and employers, to guide future policy revisions.

Key areas of evaluation include:

- Annual review of partnerships
- Review of careers events
- Future Skills Questionnaires
- Lesson observations within PSHE
- Review of the schools adherence to the Gatsby benchmarks (through Compass+)
- Review of school leaver destination data