



ED0014 - Careers Advice, Information & Guidance



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 and carers, 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
- 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

Statutory Requirements

This policy reflects the statutory requirement for independent schools set out in the Education (Independent School Standards) Regulations 2014 (the 'Independent School Standards'), made under section 94 of the Education and Skills Act 2008. Paragraph 2(2)(e) of Part 1 of the Schedule to those Regulations requires that, for pupils receiving secondary education, the school provides access to accurate, up-to-date careers guidance that:

- is presented in an impartial manner;
- enables them to make informed choices about a broad range of career options; and
- helps to encourage them to fulfil their potential.

In meeting this standard, we also have regard to the Independent School Standards Guidance for Independent Schools (Department for Education, April 2026), which sets out the department's interpretation of the standard and is taken into account by inspectors. We further recognise paragraph 2(2)(i) of the Independent School Standards, which requires the effective preparation of pupils for the opportunities, responsibilities and experiences of life in British society.

The Department for Education's statutory careers guidance, Careers guidance and access for education and training providers, together with the associated duties under the Education Act 1997 (including the provider access legislation known as the 'Baker Clause') and the Skills and Post-16 Education Act 2022, applies to maintained schools and academies and not to independent schools. We are not, therefore, subject to those statutory duties – including the duty to secure

independent careers guidance from Year 7, the requirement to publish specified careers information on the school website, or the requirement to publish a provider access policy statement.

Although these frameworks are not mandatory for us, we regard the Gatsby Benchmarks of Good Career Guidance, and relevant elements of the statutory guidance, as recognised good practice, and draw on them to strengthen our provision where this is appropriate for our pupils. Our careers education, advice, information and guidance (CEIAG) is impartial and shows no bias towards any particular route, whether academic or technical.

Roles and Responsibilities

The Proprietor and Governing Body

The proprietor (Esland North Limited), and any governing body or advisory board acting on its behalf, will:

- Actively engage in setting the direction for a whole-school approach to careers guidance with the headteacher, to make sure it is aligned with the school's vision, priorities and development plans
- Provide clear advice and guidance on which the school can base a strategic careers plan which meets the requirements of the Independent School Standards
- Maintain strategic oversight of the school's obligations under the Independent School Standards for careers guidance and hold senior leaders to account for delivering against those requirements
- Appoint a member of the proprietor body or governing body who will take a strategic interest in careers education and encourage employer engagement
- Make sure that pupils receiving secondary education have access to accurate, up-to-date careers guidance that is presented impartially, covers a broad range of career options, encourages pupils to fulfil their potential and promotes their best interests
- As a matter of good practice, support opportunities for pupils to encounter a range of education and training providers, including academic, technical and apprenticeship routes, appropriate to their needs
- Make sure that information about the careers programme is made available to pupils, parents and carers, and to inspectors on request

Headteacher

The headteacher will:

- Work with the proprietor and any governing body to set the direction for a whole-school approach to careers guidance, making sure it is aligned with the school's vision, priorities and development plans
- Support the careers team to deliver the school's careers programme
- Build careers into staff development for teachers and support staff, and make sure that the careers leader, careers adviser and senior leaders receive training and development to deliver high-quality careers provision
- Where appropriate, arrange for pupils to access impartial, personalised careers guidance, which may be provided by a suitably experienced or qualified careers adviser
- Network with employers, education and training providers, and other careers organisations

Senior leadership team (SLT)

The SLT will:

- Support the careers programme
- Support the careers leader in developing their strategic careers plan
- Make sure the careers leader is allocated sufficient time and budget, and has the appropriate training, to perform their duties to a high standard
- Support the careers adviser to deliver personal guidance to pupils, making sure it's well-resourced
- Work closely with the careers leader and careers adviser in the overall development and evaluation of the careers programme
- Network with employers, education and training providers, and other careers organisations

Careers adviser

They will:

- Support pupils to make effective career decisions
- Work with the careers leader and SENCO to identify the needs of pupils with SEND and provide personalised support
- Contribute to the overall development and evaluation of the careers programme

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 pupils receiving secondary education with access to accurate, up-to-date careers guidance, in line with the Independent School Standards. Where it is appropriate for our pupils, we also introduce age-appropriate careers-related learning from an earlier stage as good practice.

In line with the Independent School Standards, our careers guidance and supporting materials are impartial and free from stereotyping (including by sex), and are designed to expand rather than limit our pupils' horizons.

Our programme is shaped by the Gatsby Benchmarks of Good Career Guidance, which, although not a statutory requirement for independent schools, we adopt as a recognised good-practice framework:

- A stable careers programme
- Learning from career and labour market information
- Addressing the needs of each young person
- 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 institution, education or career path, and promotes a full range of technical and academic options for pupils. We consider the best interests of the pupil to whom the career guidance is given.

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:

Lessons, displays, school events, guest speakers, educational visits and tutor-led discussion with our independent careers adviser.

Pupils with special educational needs or disabilities (SEND)

All pupils with SEND will be supported with a careers programme that follows the Gatsby Benchmarks. We expect that the majority of pupils with SEND will follow the same careers programme as their classmates, with adjustments and additional support as needed. Information, opportunities and support will be personalised and sequenced to meet the needs of each pupil with SEND and their families.

For pupils with an Education, Health and Care (EHC) plan, preparation for adulthood is a central focus of our careers provision. In line with the SEND Code of Practice, preparation for adulthood outcomes — covering employment, independent living, community inclusion and health — are considered from the earliest years and, from Year 9 onwards, form a specific focus of the statutory annual review. This reflects our duty under the Independent School Standards to prepare pupils effectively for the opportunities, responsibilities and experiences of adult life.

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.

Access to Pupils Participation Records

We measure the progress of pupils and keep records as they move through the Key Stages.

We collect, maintain and use accurate data for each pupil on their aspirations, intended and immediate education, and training or employment destinations, to inform personalised support. We also keep records for each pupil of their participation in the careers programme, the individual advice given to them and subsequent agreed decisions.

Pupils have access to these records to support them during transition points and in their career development.

These records will be kept in line with our data protection policy, which can be found on our school websites.

Assessing the Impact on Pupils

Our careers programme is designed so pupils and parents/carers can give feedback throughout the course of the programme.

This evidence will feed into the overall development plans to make it easier to evaluate, improve and adapt our careers programme to ensure it meets the needs of all pupils.

External Links

- **Gov.co.uk – Explore careers | National Careers Service.** Information and advice on who to contact for careers and exams.
- **Prince's Trust – Careers advice.** An online careers advice service containing articles, CV and interview tips, and a jobs board with apprenticeship vacancies.
- **Success at School.** Career advice for schools, colleges and students aged 13–19: jobs, advice, employers, work experience, courses, career choices, apprenticeships and university.
- **Futures Advice – Futures Group.** Ofsted-rated outstanding careers advice and guidance for young people and adults to help them into jobs or training.
- **Career Connect.** A charity providing independent careers advice and a wide range of career management services for young people and adults.
- **Become an apprentice – GOV.UK.** How apprenticeships work: practical training in a job with study, job-specific skills, a wage and holiday pay.
- **The Apprenticeships Guide.** A directory of apprenticeships and vocational learning opportunities, vacancies, employers and training providers.

Links to Other Policies

This policy links to the following policies

- Child Protection & Safeguarding policy
- Curriculum policy
- Data protection policy

Policy Review

Date	Action (s)
13/07/2026	Policy review. No changes made.
