

Careers Policy

Statutory Policy

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Owner	Director of School Improvement
Applies to	Trustees, Academy Committee Members, school leaders, careers leaders, school staff

Version	Date	Reason
1.0	July 2020	To establish a Trustwide policy
1.1	July 2021	Revisions in line with DfE Policy – no changes made.
2.0	July 2022	Reviewed and updated in line with updated guidance, including updates to Gatsby Benchmarks

Summary

This Wimborne Academy Trust policy applies to the Trust as a whole and to all the schools in the Trust, in accordance with the Equalities Policy, vision, values and strategic outcomes of Wimborne Academy Trust. Wimborne Academy Trust, including all the schools within the Trust, Trustees, Academy Committee Members and staff, must abide by this Policy.

This Policy describes Wimborne Academy Trust's policy and provision for ensuring a good education for children who cannot attend school because of health needs and has been produced in accordance with DfE guidance and Articles of Association of Wimborne Academy Trust. This Policy is subject to the Scheme of Delegation. If there is any ambiguity or conflict then the Scheme of Delegation and any specific Scheme or alteration or restriction to the Scheme approved by the Board of Trustees takes precedence. If there is any question or doubt about the interpretation or implementation of this Policy, the CEO must be consulted.

Herein:

- 'The Trust' means Wimborne Academy Trust.
- 'School' means a school (academy) in Wimborne Academy Trust.
- 'Trustee' means a Trustee of the Trust and member of the Board of Trustees, which is the legal governing board of the Trust; a Trustee is also a Director of the Trust.
- 'governing body' and 'LGB' means a local academy committee that is a committee of the Board, and 'governor' means a member of a local academy committee.
- 'Headteacher' means the principal of the school.
- 'CEO' means the chief executive officer of the Trust (or an executive officer to whom they have delegated specific authority to act on their behalf).

What legislation does this guidance refer to?

- Sections 42A, 42B and 45A of the Education Act 1997
- Section 72 of the Education and Skills Act 2008
- Schedule 4 (15) of the School Information (England) Regulations 2008

Main points

- The Government's careers strategy, published on 4 December 2017, sets out a long term plan to build a world class careers system that will help young people and adults choose the career that is right for them. This statutory guidance has been updated to expand on the aim set out in the strategy to make sure that all young people in secondary school get a programme of advice and guidance that is stable, structured and delivered by individuals with the right skills and experience.
- To achieve this aim, the careers strategy sets out that every school and academy providing secondary education should use the Gatsby Charitable Foundation's

Benchmarks to develop and improve their careers provision. This statutory guidance has been restructured around the Benchmarks with information on what schools need to do to meet each one. The Gatsby Benchmarks are not a statutory framework but by adopting them, schools can be confident that they are fulfilling their legal duties: the existing duties to secure independent careers guidance and provide opportunities to a range of providers to inform pupils about technical education qualifications or apprenticeships and the new duty to publish information about the careers programme on the school website.

- The Benchmarks go further by defining all of the elements of an excellent careers programme, based on the best national and international research. Government recognises that the work needed to meet all eight Benchmarks will vary for individual schools. Government's expectation is that schools begin to work towards the Benchmarks now and meet them by the end of 2020. Compass is an online self evaluation tool for schools to use to assess how their careers support compares against the Gatsby Benchmarks and the national average. Schools should baseline themselves using this tool, consider the opportunities to improve their careers programme based on their confidential results, and track their progress against the Benchmarks over time.
- The careers strategy explains that both co-ordinated external support and an appropriately skilled and experienced leader in school are important to help schools meet the Benchmarks. This statutory guidance explains what support will be made available to schools between now and 2020.
- The Careers & Enterprise Company will provide external support to schools. The Company supports and coordinates collaboration between employers, schools, colleges, Local Enterprise Partnerships and careers and enterprise organisations to create high impact careers and enterprise support to young people (aged 11-18). The Company's initial focus has been on employer engagement, based on evidence about the importance of giving young people more opportunities to connect with employers of all sizes, and from all sectors. These encounters will inspire pupils and allow them to learn about what work is like, or what it takes to be successful in the workforce. The careers strategy confirmed that The Careers & Enterprise Company will take on a more ambitious role building on their progress to date, offering all schools an Enterprise Adviser by 2020. The Careers & Enterprise Company will also offer further support across all of the Gatsby Benchmarks. This will include the development of new resources, support for Careers Leaders and establishing Careers Hubs.
- The careers strategy sets out that every school needs a Careers Leader who has the skills and commitment, and backing from their senior leadership team, to deliver the careers programme across all eight Gatsby Benchmarks. Every school is expected to name this Careers Leader and publish contact details on their website from September 2018. More information about the role and responsibilities of the Careers Leader is set out in a new guide, 'Understanding the role of the Careers Leader'.
- The way in which careers guidance will continue to be considered during Ofsted inspection is set out in Ofsted's Common Inspection Framework and School Inspection Handbook. A successful careers guidance programme will also be reflected in higher numbers of pupils progressing to positive destinations such as apprenticeships, technical routes, school sixth forms, sixth form colleges, further education colleges, universities or employment. Destination measures provide clear and comparable

information on the success of schools in helping all of their pupils take qualifications that offer them the best opportunity to continue in education or training. We publish KS4 and 16-18 (KS5) education destinations in performance tables on gov.uk, meaning that they are now an established part of the accountability system.

The Gatsby Benchmarks¹

<p>1. A stable careers programme</p>	<p>Every school and college should have an embedded programme of career education and guidance that is known and understood by students, parents, teachers, governors and employers and other agencies.</p>	<ul style="list-style-type: none"> • Every school should have a stable, structured careers programme that has the explicit backing of the senior management team, and has an identified and appropriately trained person responsible for it. • The careers programme should be published on the school's website in a way that enables pupils, parents, teachers and employers to access and understand it. • The programme should be regularly evaluated with feedback from pupils, parents, teachers and employers as part of the evaluation process.
<p>2. Learning from career and labour market information</p>	<p>Every student, and their parents, should have access to good quality information about future study options and labour market opportunities. They will need the support of an informed adviser to make best use of available information.</p>	<ul style="list-style-type: none"> • By the age of 14, all pupils should have accessed and used information about career paths and the labour market to inform their own decisions on study options. • Parents should be encouraged to access and use information about labour markets and future study options to inform their support to their children.

¹ Gatsby Charitable Foundation (2014) Good Career Guidance. London: Gatsby Charitable Foundation

<p>3.Addressing the needs of each student</p>	<p>Students have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each student. A school's careers programme should embed equality and diversity considerations throughout.</p>	<ul style="list-style-type: none"> • A school's careers programme should actively seek to challenge stereotypical thinking and raise aspirations. • Schools should keep systematic records of the individual advice given to each pupil, and subsequent agreed decisions. • The records of advice given should be integrated with those given at the previous stage of the student's education (including their secondary school) where these are made available. Records should begin to be kept from the first point of contact or from the point of transition. <p>During their study programme all students should access and use information about career paths and the labour market to inform their own decisions about study options</p> <ul style="list-style-type: none"> • Schools should collect and maintain accurate data for each pupil on their education, training or employment destinations for at least three years after they leave the school.
<p>4.Linking curriculum learning to careers</p>	<p>All subject staff should link curriculum with careers, even on courses that are not specifically occupation-led. For example, STEM subject staff should highlight the relevance of STEM subjects for a wide range of career paths. Study programmes should also reflect the importance of maths and english as a key expectation from employers.</p>	<ul style="list-style-type: none"> • By the age of 14, every pupil should have had the opportunity to learn how the different STEM subjects help people to gain entry to, and be more effective workers within, a wide range of careers. • Throughout their programme of study (and by the end of their course) every student should have had the opportunity to experience how their subjects help people gain entry to (and be more effective workers within) a wide range of occupations.

<p>5.Encounters with employers and employees</p>	<p>Every student should have multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace. This can be through a range of enrichment activities including visiting speakers, mentoring and enterprise schemes and should include students' own part time employment where it exists..</p>	<ul style="list-style-type: none"> • Every year, from the age of 11, pupils should participate in at least one meaningful encounter* with an employer. <p>*A 'meaningful encounter' is one in which the student has an opportunity to learn about what work is like or what it takes to be successful in the workplace.</p>
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6.Experiences of workplaces	<p>Every student should have first-hand experiences of the workplace through work visits, work shadowing and/or work experience to help their exploration of career opportunities, and expand their networks.</p>	<ul style="list-style-type: none"> • By the age of 16, every pupil should have had at least one experience of a workplace, additional to any part-time jobs they may have. • By the age of 18 or before the end of their study programme,, every pupil should have had one further such experience, additional to any part-time jobs they may have.
7.Encounters with further and higher education	<p>All students should understand the full range of learning opportunities that are available to them. This includes both technical and academic routes and learning in schools, colleges, universities and in the workplace.</p>	<ul style="list-style-type: none"> • By the age of 16, every pupil should have had a meaningful encounter* with providers of the full range of learning opportunities, including Sixth Forms, colleges, universities and apprenticeship providers. This should include the opportunity to meet both staff and pupils. • By the age of 18, or before the end of their programme of study, every student should have had a meaningful encounter with a range of providers of learning and training that may form the next stage of their career. This should include, as appropriate, further education colleges, higher education and apprenticeship and training providers. This should include the opportunity to meet both staff and students.
		<p>*A 'meaningful encounter' is one in which the student has an opportunity to explore what it is like to learn in that environment.</p>

8. Personal guidance	Every student should have opportunities for guidance interviews with a career adviser, who could be internal (a member of school staff) or external, provided they are trained to an appropriate level. These should be available whenever significant study or career choices are being made. They should be expected for all students but should be timed to meet their individual needs.	• Every pupil should have at least one such interview by the age of 16, and the opportunity for a further interview by the age of 18 or by the end of their study programme.
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Statutory duties

1. Section 42A of the Education Act 1997 requires governing bodies to ensure that all registered pupils at the school are provided with independent careers guidance from year 8 (12-13 year olds) to year 13 (17-18 year olds).
2. The Trust Board must ensure that the independent careers guidance provided:
 - is presented in an impartial manner, showing no bias or favouritism towards a particular institution, education or work option;
 - includes information on the range of education or training options, including apprenticeships and technical education routes;
 - is guidance that the person giving it considers will promote the best interests of the pupils to whom it is given.
3. The Technical and Further Education Act 2017 inserts section 42B into the Education Act 1997 and came into force on 2 January 2018. This new law requires the proprietor of all schools and academies to ensure that there is an opportunity for a range of education and training providers to access all pupils in year 8 to year 13 for the purpose of informing them about approved technical education qualifications or apprenticeships.
4. The proprietor must prepare a policy statement setting out the circumstances in which education and training providers will be given access to pupils, and to ensure that this is followed. The policy statement must be published and must include:
 - any procedural requirement in relation to requests for access;
 - grounds for granting and refusing requests for access;
 - details of premises or facilities to be provided to a person who is given access.
5. The proprietor may revise the policy statement from time to time. The proprietor must publish the policy statement and any revised statement. It is expected that a policy statement will be published for each academy within a multi-academy trust **at Appendix A**.
6. The School Information (England) Regulations 2008 require schools to publish information about the school's careers programme. This information must relate to the delivery of careers guidance to year 8 to 13 pupils in accordance with Section 42A of the Education Act 1997. For the current academic year, you must include:
 - the name, email address and telephone number of the school's Careers Leader
 - a summary of the careers programme, including details of how pupils, parents, teachers and employers may access information about the careers programme
 - how the school measures and assesses the impact of the careers programme on pupils
 - the date of the school's next review of the information published

What is the Trust Board expected to do?

7. The Trust Board should provide clear advice and guidance to the head teacher on which he/she can base a strategy for careers education and guidance which meets the school's legal requirements, is developed in line with the Gatsby Benchmarks and informed by the requirements set out in this document. Every school should have a member of their Trust Board who takes a strategic interest in careers education and guidance and encourages employer engagement.
8. The Trust Board must make sure that arrangements are in place to allow a range of education and training providers to access all pupils in years 8-13 to inform them about approved technical education qualifications and apprenticeships, and that a policy statement setting out these arrangements is published. This should be part of a broader approach to ensuring that young people are aware of the full range of academic and technical routes available to them at each transition point.
9. The governance handbook provides information on governors' other legal duties.

Compliance with the duties and statutory guidance

10. In the event of suspected non-compliance with the duties and statutory guidance, our approach is for the parties involved to try to resolve the matter locally. This might include resolving a complaint in line with the school's published complaints procedure. If a complaint remains unresolved, the DfE School Complaints Unit will consider whether the school's statutory policies meet current education legislation and whether they have been adhered to. If the Department finds fault with a school's policies following a complaint, then remedial action could be taken. This could include an official or a Minister from the Department for Education writing to the school and, ultimately, the legal powers of intervention available to the Secretary of State for Education may be enforced.

Meeting the Gatsby Benchmarks

Benchmark 1: A stable careers programme

11. Every school should have their own careers programme in place which meets the requirements of the other seven Benchmarks, showing how they come together into a coherent strategy that is embedded in school structures.
12. The presence of a named individual in each school with appropriate skills and experience (a Careers Leader) is important to ensure the leadership and coordination of a high quality careers programme. This role is distinct from the careers adviser, who provides careers guidance to pupils. The Careers Leader may be a teaching or non-teaching member of staff but should have the time, authority, knowledge, skills and clear backing of the Governors and Senior Leadership team to do the job. From September 2018, every school should appoint a named person to this role. The responsibilities of the Careers Leader can be summarised under four main headings:

- Leadership – a good leader who takes responsibility for developing, running and reporting on the school’s careers programme.
 - Management – a skilful manager who is able to plan careers activities, manage the careers budget and, in some cases, manage other staff involved in the delivery of careers guidance.
 - Coordination – a careful coordinator of staff from across the school and from outside.
 - Networking – a good networker who can establish and develop links with employers, education and training providers and careers organisations.
13. The Careers & Enterprise Company has published a guide, ‘Understanding the role of the Careers Leader’, that defines the responsibilities of the role. An online Guide for new Careers Leaders in schools provides essential information, helpful resources and practical tools to help Careers Leaders make a successful start in the role.
 14. The Careers & Enterprise Company has built a national network of Enterprise Coordinators co-funded with the Local Enterprise Partnerships (LEPs). Enterprise Coordinators are trained people who work with school leadership teams to build careers and employer engagement plans. In addition, each school is supported by an Enterprise Adviser – a senior volunteer from business – who helps unlock relationships with other local businesses.
 15. Schools can gain formal accreditation of their careers programme through the Quality in Careers Standard - the national quality award for careers education, information, advice and guidance. The Standard offers an opportunity for schools to undergo an external evaluation of their careers programme and so is distinct from the Compass selfassessment. The Standard has been aligned to the Gatsby Benchmarks and incorporates Compass into its processes, so those schools achieving the Standard meet all eight Benchmarks. We strongly recommend that all schools work towards the updated Quality in Careers Standard, incorporating Compass, to support the development of their careers programme.

New requirement to publish information about the careers programme

16. Publishing information about the careers programme for pupils, parents, teachers, governors and employers will help these groups to understand the offer. Schools can invite them to provide feedback as part of their formal evaluation of the careers programme. Parents will also be able to use information about the careers programme as a factor in choosing schools for their children.
17. The published information must relate to the delivery of independent careers guidance to year 8-13 pupils in accordance with section 42A of the Education Act 1997 and the expectations set out in this statutory guidance. In particular, schools should demonstrate how they are working towards meeting all eight Gatsby Benchmarks.
18. From September 2018, schools must publish:
 - The name, email address and telephone number of the school’s Careers Leader
 - A summary of the careers programme, including details of how pupils, parents, teachers and employers may access information about the careers programme
 - How the school measures and assesses the impact of the careers programme on pupils
 - The date of the school’s next review of the information published

19. Beyond these requirements, the school can design information on the careers programme in a way which best suits their needs. The following principles of good practice are based on examples from schools across the country:

- Present the careers programme as a distinct section of the website, or alongside other published policies. Consider individual pages divided by the audience group they are aimed at: pupils, parents, teachers and employers.
- For the four mandatory requirements of the published information, it is good practice to:
 - i. Make sure the contact details of the Careers Leader are in a prominent position.
 - ii. Prepare a summary of the careers programme that gives a sense of what the school provides for each year group in line with the Gatsby Benchmarks and supported by the CDI and Skillsbuilder framework. You don't need to provide a huge amount of detail but set out the aims and objectives of your careers programme, a summary of activities and the partners that you work with to deliver them. Compass+ and Tracker can help you think about what information to include.
 - iii. Consider using destination data and regular feedback from pupils, parents, teachers and employers to demonstrate how you measure the impact of your careers programme.
 - iv. Review the published information on an annual basis, inviting feedback from key audiences.
- Incorporate the policy statement on provider access that every school must publish under section 42B of the Education Act 1997 (see paragraphs 71 to 78).
- Communicate clearly what the school is doing in language that is accessible to the different audiences who will read your website. For example, you may wish to consider a published charter or entitlement that makes it clear what every young person can expect from the school's careers programme. You could also include information directed at parents, employers and other interested groups which explains how they can support the careers programme.
- Include links to other helpful careers resources, websites and events. **Benchmark 2:**

Learning from career and labour market information

20. Every pupil, and their parents/carers, should have access to good quality information about future study options and labour market opportunities. The National Careers Service offers information and professional advice about education, training and work to adults and young people aged 13 years and over. Pupils and their parents/carers can access support via a website, helpline and web chat.

21. There is a significant mismatch between the careers that young people want to pursue and the opportunities available. Labour market information (LMI) can help young people and their parents/carers to understand the salaries and promotion opportunities for different jobs, and the volume and location of vacancies across different sectors. Schools should make sure that, by the age of 14, all pupils have accessed and used information about career paths and the labour market to inform their decisions on study options. Schools should explain the value of finding out about the labour market and support young people and their parents/carers to access and understand this information.

22. Schools are to ensure all stakeholders understand key LMI and progression pathways nationally and locally so that they are confident with signposting and talking to students & parents/carers about career and labour market information.

23. LMI can be accessed from a range of sources. The government funds a high quality LMI service called LMI for All which is used by a number of providers, including the National Careers Service.
24. DWP, through the Jobcentre Plus 'Support for Schools' programme, provides information to schools, their pupils, teachers and parents on the local labour market and employer expectations. In many areas Local Enterprise Partnerships are drawing together labour market information and schools may find it helpful to make use of this.
25. Good career and labour market information can also support social mobility by raising pupil's aspirations and tackling stereotypical assumptions that certain jobs are 'not for people like me'. Career choices for girls, particularly around STEM, are affected in a range of ways. Schools may use a number of interventions to tackle gender stereotypes, for example by arranging for pupils to talk to men and women who work in non-stereotypical jobs and raising awareness of the range of careers that STEM qualifications offer.

Benchmark 3: Addressing the needs of each pupil

25. The school careers programme should raise the aspirations of all pupils but also be tailored to individual need. Schools should consciously work to prevent all forms of stereotyping in the advice and guidance they provide, to ensure that young people from all backgrounds, gender and diversity groups, including those with special educational needs and disabilities, consider the widest possible range of careers.
26. Schools should keep comprehensive and accurate records to support the career and enterprise development of pupils. Such records are an effective means of maintaining consistent advice and helping pupils, parents/carers and advisers to keep track of agreed actions and next steps. It can also help young people to showcase their skills to employers.
27. Schools should assess their success in supporting their pupils to take up education or training which offers good long-term prospects. One way of doing this is through the use of destination data. Collection and analysis of destination data can help schools to see how well they are doing in countering stereotypes and raising aspirations (Benchmark 3). It can also help schools build and maintain alumni networks which will be valuable for giving pupils encounters with employers and employees (Benchmark 5) and encounters with further and higher education (Benchmark 7). Government has published a good practice guide on destinations data which sets out more information on what destinations data is, how it differs from the destination measures accountability tool that Government publishes in performance tables, and how both can be used to help schools improve their careers provision.
28. An indicator for Benchmark 3 is for schools to collect and maintain accurate data for each pupil for at least three years after they leave the school or from the end of key stage 4, whichever is the earlier. We appreciate that this may be difficult for schools to do at this time. However, for now, we encourage schools to begin to put processes in place that will help them to make better use of destinations data. Schools can do this by working with local authorities to establish effective data-sharing agreements, and by making more use of the published Government data on longer-term outcomes (for example, the experimental statistics on destination measures). We also encourage schools to begin to develop alumni networks of pupils that have recently left school. More information about these activities is included in the destinations data good practice guide.

29. We also encourage schools to publish information on the destinations of their pupils on their website, for example the percentage of pupils who go on to sixth form, sixth form college, further education college or an apprenticeship after key stage 4, and employment, an apprenticeship or higher education institution after 16-18 study. This will allow parents and others to see where pupils at that school progress to. This could sit alongside the careers programme on the school's website. More details about publishing destinations data on the website are in the good practice guide.

Targeted support for vulnerable and disadvantaged young people

30. Local authorities have a range of duties to support young people to participate in education or training which are set out in [statutory guidance](#) on the participation of young people. Local authorities should have arrangements in place to ensure that 16 and 17 year olds have agreed post-16 plans and have received an offer of a suitable place in post-16 education or training under the 'September Guarantee', and that they are assisted to take up a place.

31. Schools should continue to work with local authorities, particularly children's social care, to identify young people who are in need of targeted support or who are at risk of not participating post-16. This includes young people with particular vulnerabilities or who are receiving support to safeguard them and promote their welfare, such as Children in Need (including those who are on child protection plans or who are looked after). It also includes young people with additional needs, such as special educational needs and disabilities, or those who may leave care between the ages of 16 and 18. Schools will need to agree how these young people can be referred for support drawn from a range of education and training support services available locally. This may require multi-agency working with other professionals involved in supporting the young person, such as social workers.

32. Pupils in Alternative Provision are some of the most vulnerable in the education sector who may require targeted and personalised support to help them achieve their full potential. All pupil referral units, Alternative Provision academies and free schools should have high aspirations for these pupils, some of whom may lack confidence and need encouragement to broaden their horizons. They should help pupils to explore career options, and understand the variety of pathways into work including degrees, traineeships and apprenticeships. Transition to post-16 provision is a crucial stage- but not an end in itself, and it is important for pupils to have a "line of sight" to a future career. Providers of Alternative Provision should work in partnership with their commissioning schools and local authorities, as well as post-16 providers, to provide support and advice on transitional pathways into further education or training and pathways beyond education into employment. In doing so, they should consider the particular needs of the pupil in Alternative Provision and what different or additional support they may need to succeed on leaving school. Providers of Alternative Provision, and pupil referral units should work closely with post-16 providers on transition to post-16 education and training. This will help the young person can make an informed choice about their education and training options and future career paths, and also help the post-16

providers understand the needs of the young person and put appropriate support in place.

33. Pupil Referral Units and special schools may also find it helpful to work with Jobcentre Plus under their 'Support for Schools' programme, which is aimed particularly at those young people in danger of becoming NEET or who are otherwise disadvantaged in the labour market.

34. Schools should ensure that young people understand the programmes available to support them with the costs associated with staying in post-16 further education for instance costs such as transport, accommodation, books, equipment and childcare. The [16 to 19 Bursary Fund](#) is available to support young people in defined vulnerable groups, who may receive yearly bursaries of up to £1,200 and/or discretionary payments to help those who are also in financial hardship. Young people should speak to the education or training provider they are intending to study with post 16 – this may be a school, academy, sixth form college, or general FE institution - to find out more information.
35. Schools may also work with their local authority and local post-16 education or training providers to share data on students who are likely to need support with post16 participation costs, such as care leavers or those on Free School Meals.
36. Looked after children and previously looked after children, and care leavers may need particularly strong support to ensure high levels of ambition and successful transition to post16 education or training. The designated careers lead should engage with the school's designated teacher for looked after and previously looked after children to 1) ensure they know which pupils are in care or who are care leavers; 2) understand their additional support needs and 3) ensure that, for looked after children, their personal education plan can help inform careers advice. For these young people, careers advisers should also, in co-ordination with the school's designated teacher, engage with the relevant Virtual School Head or personal adviser to ensure a joined up approach to identifying and supporting their career ambitions.

Information sharing

37. All schools (including academies and other state-funded educational institutions) must continue to provide relevant information about all pupils to local authority support services. This includes:
 - i) basic information such as the pupil's name, address and date of birth;
 - ii) other information that the local authority needs in order to support the young person to participate in education or training and to track their progress. This includes for example: young people's contact details including phone numbers, information to help identify those at risk of becoming NEET post-16, young people's post-16 and post-18 plans and the offers they receive of places in post-16 or higher education. However, schools must only provide the basic information, and not this additional information, if a pupil aged 16 or over, or the parent/carer of a pupil aged under 16, has instructed them not to share information of this kind with the local authority. The school's privacy notice is the normal means of offering young people and their parents/carers the opportunity to ask for personal information not to be shared.
38. Schools (including academies and other state-funded educational institutions) must also notify local authorities whenever a 16 or 17 year old leaves an education or training programme before completion. This notification must be made at the earliest possible opportunity to enable the local authority to support the young person to find an alternative place. It is for schools and local authorities to agree local arrangements for ensuring these duties are met.
39. Careers guidance for pupils with special educational needs or disabilities The Gatsby Benchmarks outline the experiences and information that every young person should have to make an informed choice about their future. They set a high bar, but the overwhelming majority of young people with SEND, including those with high levels of needs, are capable

of sustainable paid employment with the right preparation and support. We recognise that some of the Gatsby Benchmarks need different interpretation in special schools and for some SEND pupils in mainstream schools. The Careers and Enterprise Company has published a SEND Gatsby Benchmark Toolkit ⁴⁰ which includes practical advice for schools and colleges on how their careers programme can support children and young people with SEND.

40. The Careers Leader should work closely with the Special Educational Needs Coordinator and other teachers and professionals in the school to identify the guidance needs of all pupils with SEND and put in place personalised support. This may include helping pupils with SEND to understand different career pathways, and enabling them to gain the skills, knowledge and experience they require to achieve their career goals. This may include working with families of pupils with SEND to help them understand what career options are possible, with the right support, for their son/daughter.
41. Schools should support every pupil, whatever their level or type of need, to fulfil their potential. Careers guidance for pupils with SEND should be based on the pupils' own aspirations, abilities and needs. Research by The Careers & Enterprise Company highlights the need to put the individual with SEND at the centre, working with the family, to start transition planning early, and the value of supported encounters with the workplace and work experience.
42. Careers guidance for pupils with SEND should take account of the full range of relevant education, training and employment opportunities, such as traineeships and apprenticeships, supported internships (for young people with Education, Health and Care plans) or routes into higher education. It should be well informed about ways in which adults with SEN or disabilities can be supported in the workplace (e.g. disability rights, supported employment, ways in which jobs can be "carved" to fit a person's abilities, job coaching, reasonable adjustments for disabled people in the workplace and Access to Work (DWP support)). Advice on self-employment (e.g. microenterprise) can also be especially relevant for some young people with SEND.
43. Schools should build partnerships with businesses and other employers, employment services, and disability and other voluntary organisations, to help broaden the pupil's horizons. Encounters with employers can be transformational for pupils with SEND, particularly hands on experience in the workplace, and schools should facilitate this where possible. It can be especially powerful to hear from adults with disabilities who have succeeded in their careers. The opportunity to experience lots of different work sectors can be particularly helpful. Schools should prepare pupils well for these experiences, so they know what to expect and what is expected of them, match them carefully to each employer and provide any special support the pupil may need to benefit fully from the experience.
44. Schools should make sure that careers guidance for pupils does not simply focus on finding a post-16 destination to meet their immediate needs. Support should focus on the pupil's longer term career aspirations, and the post-16 options which are most likely to give the young person a pathway into employment, or higher education, and give them the support they need to progress and succeed.
45. Schools should make use of the SEND local offer published by the local authority. Where pupils have EHC plans, their annual reviews must, from year 9 at the latest, include a focus on adulthood, including employment. Schools should ensure these reviews are informed by good careers guidance. Schools must co-operate with local authorities, who have an important role to play through their responsibilities for SEND support services, EHC plans and also the promotion of participation in education and training. Statutory guidance on the SEND duties is provided in the [0-25 Special Educational Needs and Disability Code of Practice](#).

Benchmark 4: Linking curriculum learning to careers

46. All staff should also support the school's approach to careers education and guidance. The curriculum offers excellent opportunities for developing the knowledge and skills that employers need and subject teachers can be powerful role models to attract pupils towards their subject and the careers that flow from it. Schools should ask all teachers to support the career development of young people in their tutorial role and through their subject teaching. Many schools currently deliver careers, employability and enterprise lessons through the curriculum as part of their commitment to Personal, Social, Health and Economic (PSHE) education. Schools should work towards weaving careers education and guidance in to subjects across the curriculum, including PSHE.
47. Schools should ensure that, as early as possible, pupils understand that good maths skills are a necessary element of citizenship, and that studying maths and science can lead to a wide range of career choices. Schools should ensure that, by the age of 14, every pupil is exposed to the world of work. This should include meeting a range of professionals from occupations which require maths and science qualifications, as well as highlighting the importance of maths to all jobs. These meetings should emphasise the opportunities created for young people who choose maths and science subjects at school and college. Schools should be aware of the need to do this for girls, in particular, who are statistically much more likely than boys to lack confidence in their own ability in maths and science and be put off studying those subjects at an early age.
48. Schools should ensure that pupils study the core academic subjects at GCSE – English, maths, science, history or geography and a language – the English Baccalaureate (EBacc). Schools should support pupils to understand that these are the subjects which provide a sound basis for a variety of careers beyond the age of 16, and can also enrich pupils' studies and give them a broad general knowledge that will enable them to participate in and contribute to society.
49. Schools should make clear to pupils that if they do not achieve a grade 4 or better in GCSE maths and English by the end of key stage 4 they will be required to continue working towards this aim as part of their 16-19 study programme - we have made this requirement a condition of funding. For some students this can mean taking stepping stone qualifications in order to support them as they work towards a GCSE. There are exemptions for some students with Education, Health and Care plans who may not be able to take any of these qualifications, although all students must continue to study maths and English at an appropriate level. This is because of the vital importance and powerful labour market value of securing a good standard in maths and English.

Benchmark 5: Encounters with employers and employees

50. There is strong research evidence about the impact of employer engagement on pupils' future prospects and earnings in adult life. A study conducted by the Education and Employers Taskforce found that where there were higher levels of employer contacts, in the form of careers talks with outside speakers, this was linked to higher returns to individuals in the labour market.
51. A clear focus on the enterprise and employability skills, experience and qualifications that employers want can support preparation for work. Schools should help pupils gain the confidence to compete in the labour market by providing opportunities to gain the practical know-how and attributes that are relevant for employment. This should include the opportunity for pupils to develop entrepreneurial skills for self-employment. Schools should engage fully with local employers, businesses and professional networks to ensure real world connections

with employers lie at the heart of the careers strategy. Visiting speakers can include junior employees, or apprentices, particularly alumni, with whom pupils can readily identify.

52. Schools should work with The Careers & Enterprise Company to identify an Enterprise Adviser appropriate for the school. An Enterprise Adviser is an experienced business volunteer who can support the school to connect to the labour market.
53. Every year from the age of 11, pupils should participate in at least one meaningful encounter with an employer – this means at least one encounter each year from years 7 to 13. Different encounters will work for different schools and pupils, but it could mean in practice:
 - alumni activity
 - business games and enterprise competitions;
 - careers fairs;
 - employer encounters with parents;
 - employer involvement in the curriculum;
 - employer mentoring;
 - employer talks;
 - mock interviews;
 - CV workshops;
 - mock assessment centres;
 - speed networking/careers carousels.
54. Because of the high returns to STEM careers, and the increasing need for many jobs to have greater quantitative skills in future, schools should make sure one of the encounters their pupils experience before year 11 is with a STEM employer or workplace, or one of their careers events is focused around STEM.
55. Jobcentre Plus can play a role in facilitating links between schools and employers through the 'Support for Schools' programme. Jobcentre Plus works with many employers that are keen to engage with schools, support careers fairs, or provide work experience or work taster opportunities.

Benchmark 6: Experiences of workplaces

56. In addition to school-based encounters with employers, pupils should have first-hand experience of the workplace. There is evidence that work experience gives pupils a more realistic idea of the expectations and realities of the workplace. This is particularly valuable for pupils from disadvantaged backgrounds who may not have access to a diverse range of role models.
57. Schools should ensure that by the age of 16, every pupil has at least one experience of a workplace, and one further such experience by the age of 18. Schools should pay particular attention to work placements for pupils with SEND. Some pupils with SEND may find work placements particularly helpful, especially where pupils find it difficult to imagine a work context, or to counter low aspirations. When arranging work placements for pupils with SEND, schools should carefully match the placement to the abilities, needs and aspirations of the pupil. Schools should consider whether pupils with SEND need additional support in the work placement to make sure it is a valuable and positive experience, and secure that support where needed, working with the employer.
58. High quality and meaningful work experience forms a required part of 16-19 study programmes. A more flexible approach can be adopted for younger pupils and does not necessarily have to involve a traditional placement. Options could include:

- internships and holiday placements;
- job shadowing;
- part-time work;
- work experience in school;
- volunteering; work experience (less than 1 week);
- work experience (1-2 week block);
- work experience (regular/weekly commitment);
- workplace visits.

Benchmark 7: Encounters with further and higher education

59. Most pupils will be more immediately concerned with the next stage of their study and choosing the right post-16 and post-18 options rather than choosing the right occupation. It is important that young people realise that all of their educational choices have implications for their longer term career. Schools should encourage young people to consider what career options different educational choices open up and close down. Under raising the participation age (RPA) requirements, all young people in England are required to continue in education or training until at least their 18th birthday. Schools must make sure that young people are clear about this requirement and what it means for them. In particular, they must be clear that young people are not required to stay in school. They can choose how to participate which might be through:

- full time study in a school, college or training provider;
 - an apprenticeship, traineeship, T-Levels or supported internship;
 - full time work or volunteering (20 hours or more) combined with part time accredited study.
- 60.** The Moments of Choice research commissioned by The Careers & Enterprise Company suggests that leaving decision-making to the last minute results in young people becoming overwhelmed. Young people should receive a range of information and opportunities to learn about education, training and career paths throughout their school life.
- 61.** Schools should encourage pupils to use information tools such as websites and apps which display information about opportunities. The Government has made available information on the full range of education and training opportunities at college via a national course directory on the National Careers Service website which can be presented on careers information websites and apps to help young people make choices effectively. Schools may support their year 11 pupils in particular to use these information tools as part of their careers education and guidance. In consultation with a careers professional, schools may recommend good quality websites and apps, whether national or local in scope, that present the full range of opportunities in an objective way, which will help pupils make good choices about post-16 options.

New legal duty: access to providers of technical education and apprenticeships

- 62.** The Government has introduced a new legal duty, from 2 January 2018, which requires all maintained schools and academies to ensure that there is an opportunity for a range of education and training providers to access all pupils for the purpose of informing them about approved technical education qualifications and apprenticeships. In practice this will mean every school allowing each provider access to all pupils in years 8 to 13 to inform them about the varied career options open to them and courses and qualifications they offer and what

each option entails. This will allow pupils to consider how the opportunity to study or train in different ways, and in different environments, might suit their skills, interests and aptitudes. By hearing directly from providers about alternatives to academic and school-based routes, every pupil can build up a full picture of the options available to them at important transition points. This will lead to better-informed choices and help to reduce the risk of dropping out of courses.

- 63.** The school must ensure that there are opportunities for providers of approved technical education qualifications and apprenticeships to visit the school to speak to all pupils in years 8 to 13. We would expect the opportunities to include visits from a range of providers of A level, Applied General, apprenticeships and technical options to inform key stage 4, key stage 5 and post-18 choices. Visits should include Further Education Colleges, Studio Schools, University Technical Colleges and a range of providers of apprenticeships and technical options. The school must make provider visits available to all pupils in the relevant year group. The school should not do anything which might limit the ability of pupils to attend. Unacceptable behaviour would include restricting invitations to selected groups of pupils, or holding events outside of normal school hours.
- 64.** The school should also provide a range of opportunities for providers offering academic options, including sixth form and tertiary colleges and higher education institutions, to visit the school to talk to pupils. This will help all pupils to develop a comprehensive picture of the education and training options available beyond the school.
- 65.** Every school should review their arrangements for provider access and must set out those arrangements in a policy statement. The school may revise the policy statement from time to time and we recommend that this is done annually. The policy statement must be published and should be made available on the school website. The purpose of the statement is to set out opportunities for providers to visit and to explain how requests from providers will be handled. The policy statement must include:
 - any procedural requirements in relation to requests for access e.g. the main point of contact at the school to whom requests should be directed;
 - grounds for granting and refusing requests for access e.g. details of timetabled careers lessons, assemblies or careers events which providers may attend; and should include the safeguarding policy;
 - details of premises or facilities to be provided to a person who is given access e.g. rooms and resources to be made available in support of a provider visit.
- 66.** Beyond these requirements, the school can design the policy statement in a way which best suits their needs. For example, it could be incorporated into a wider careers plan. What is most important is that the document includes details of the opportunities for providers to visit the school to talk directly to pupils and the process for providers to request access. An example of a suitable policy statement is at Annex A and The Careers & Enterprise Company have published further examples online.
- 67.** By considering carefully the frequency and scale of opportunities to offer to providers, the school can minimise the burden of dealing with unsolicited requests. For example, the school may decide to arrange an annual assembly for a whole year group and invite multiple providers, or work with a group of providers to deliver one presentation covering multiple further education or apprenticeship opportunities in the local area. Each event should give each provider the chance to present meaningfully to the pupils.

68. Persons acting on behalf of a provider may represent the provider, or accompany the provider, if they are particularly well placed to engage and inform pupils about the options available. For example, a University Technical College or an apprenticeship provider may ask to bring a key employer with them on a provider visit. The school should consider such requests and consent cannot be withheld unreasonably.
69. The apprenticeship training provider base is particularly large and diverse. It can include private training providers, further education colleges, higher education institutions, sixth form colleges, and employers. Schools may wish to consult the [Amazing Apprenticeships](#) resource as well as the register of apprenticeship training providers to inform decisions about whom to invite in. They may wish to enlist locally available support, for example the Apprenticeship Support and Knowledge for Schools (ASK) programme which delivers free traineeship and apprenticeship information and activities to young people in years 10 to 13, or the Jobcentre Plus Support for Schools programme, which also provides this service for years 8 to 13.

Benchmark 8: Personal guidance

70. Every pupil should have opportunities for personal guidance interviews with a qualified careers adviser whenever significant study or career choices are being made. Careers advisers can help pupils to locate ambitious education and career options, by identifying opportunities and assessing pupils' abilities, interests and achievements. The Government's expectation is that every pupil should have at least one such interview by the age of 16, and the opportunity for a further interview by the age of 18. The school should integrate this guidance within the pastoral system so that personal careers interviews can be followed up by the form tutors or their equivalent. The personal guidance should be clearly connected with the wider careers programme.
71. Careers advisers working with young people with special educational needs or disabilities should use the outcome and aspirations in the Education, Health and Care plan, where they have one, to focus the discussion. Similarly, when working with looked after children or care leavers, their Personal Education Plan or pathway plan should be used to help focus the discussion. It is good practice for these young people to have a named adviser who can build a relationship with them and better understand their individual needs.
72. The school should use a qualified careers professional, who could be an appropriately trained member of school staff, to provide personal guidance interviews. The Career Development Institute (CDI) has developed a set of professional standards for careers advisers which includes a Professional Register of advisers holding Level 6 or higher qualifications and guidelines on how advisers can develop their own skills and gain higher qualifications. Registration shows that a careers adviser is professionally qualified and abides by the CDI Code of Ethics, which includes impartiality and updates their skills and knowledge by undertaking 25 hours CPD each year. Adherence to these criteria is monitored by the CDI. We encourage schools to view the Professional Register to search for a career development professional who can deliver a particular service or activity.
73. Organisations that meet the matrix Standard, including all contractors engaged in delivering the National Careers Service, have undergone an assessment of their delivery of advice and support services on careers, training and work. Schools that want to commission face-to-face support from an organisation which holds the matrix Standard can access an online register of accredited organisations. The CDI's commissioning guide provides practical information and advice to help schools commission independent careers guidance for pupils.

Appendix A: Example of a policy statement on provider access

(to be available at school level – middle and upper)

[School Name]: Provider Access Policy

Introduction

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

Pupil entitlement

All pupils in years 8-13 are entitled:

- to 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;
- 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

Procedure

A provider wishing to request access should contact *[Name]*, *[Job title]*, Telephone: *[Telephone Number]*; Email: *[Email address]*

Opportunities for access

A number of events, integrated into the school careers programme, will offer providers an opportunity to come into school to speak to pupils and/or their parents/carers:

	Autumn Term	Spring Term	Summer Term
Year 8	Overview of post 16 options for pupils and parents/carers, to include: A levels, Applied General Qualifications (e.g., BTECs), technical/vocational qualifications, apprenticeships, traineeships and supported internships Event for University Technical Colleges	Employer event for pupils, parents/carers - market stall event giving overview of local, regional and national opportunities and skills requirement Meetings with careers professional	Technical/vocational tasters at local college/s, training providers Meetings with careers professional

Year 9	<p>Event for providers of technical education/ apprenticeships to include Further Education colleges, UTCs or Studio schools and training providers</p> <p>Meetings with careers professional</p>	<p>Meetings with careers professional KS4 options event</p>	<p>Technical/vocational tasters at local college/s, training providers</p> <p>Meetings with careers professional</p>
Year 10	<p>Life Skills – work experience preparation sessions</p> <p>Meetings with careers professional</p>	<p>Technical/vocational tasters at local college/s, training providers</p> <p>Meetings with careers professional</p>	<p>Life skills – assembly and tutor group opportunities</p> <p>Meetings with careers professional</p>
Year 11	<p>Post 16 provider open evenings: opportunities to visit local Further Education and sixth form colleges, other school UTCs, Studio schools and other training providers regarding A level, Applied General, technical and vocational and apprenticeships.</p> <p>Meetings with careers professional</p> <p>Post 16 applications</p>	<p>Post-16 interviews</p>	<p>Confirmation of post 16 education destinations for all pupils</p>
Year 12	<p>Higher Education Fair for a variety of HE providers including local Further Education colleges</p> <p>Post-18 assembly – higher and degree apprenticeships</p>	<p>Small group sessions: future education, training and employment options</p> <p>Meetings with careers professional</p>	<p>Small group sessions: future education, training and employment options</p> <p>Meetings with careers professional</p>
Year 13	<p>Workshops – HE and higher apprenticeship applications</p>	<p>Meetings with careers professional</p>	<p>Confirmation of post 18 education destinations for all pupils</p>

Please speak to our Careers Leader to identify the most suitable opportunity for you.

Premises and facilities

The school will make the main hall, classrooms or private meeting rooms available for discussions between the provider and students, as appropriate to the activity. The school will also make available AV and other specialist equipment to support provider presentations. This will all be discussed and agreed in advance of the visit with the Careers Leader or a member of their team.

Providers are welcome to leave a copy of their prospectus or other relevant course literature at the Careers Resource Centre, which is managed by the school librarian. The Resource Centre is available to all students at lunch and break times.