

Careers Education and Guidance Policy - 2025/26

Approved by Trust Board - December 2025

Vision and purpose

Promoting a career development culture is an essential part of the mission and ethos of our school. We aim to create super learners equipped with the knowledge and skills to make lifelong choices through development of the 3 R's (Ready, Responsible and Respectful). We endeavour to support the aspirations of all our learners and to ensure that they gain the understanding, skills and experience they need to make progress and succeed in learning and work. We believe that effective careers education and guidance not only contributes to the well-being of individuals but also to the wellbeing of their families, the communities to which they belong, wider society, businesses and the economy.

Key Careers Staff

Our designated Careers Leader is Tom Way - (01582) 314777 or t.way@kwschool.co.uk. The Careers Leader is responsible for the strategic development and operational delivery of the school's careers programme, working to achieve the Gatsby Benchmarks.

The Careers Administrator for Key Stage 3 and Key Stage 4 is Lorna Rainer - c.careers@kwschool.co.uk

The Careers Administrator for Key Stage 5 is Fiona Dayton - c.careers@kwschool.co.uk

The SLT member responsible for Careers is Tom Way.

The Trustee with responsibility for careers is Jamie Washburn.

National and local expectations

We are committed to meeting national and local expectations in relation to careers by:

- securing independent and impartial careers guidance for Y7-13 as required by the 2011 Education Act. In implementing this duty, we will pay particular regard to the DfE's principles of good practice (Section 10 of the statutory guidance, March 2015) and Ofsted's inspection criteria for evaluating careers provision in schools (September 2015)
- fulfilling our duties under the Equality Act 2010 and the Public Sector Equality Duty to promote equality of opportunity, celebrate diversity, challenge stereotypes, foster good relations across all people, eliminate harassment and discriminatory practices and support children with protected characteristics
- being involved in careers initiatives, for example, Services for Young people, the local LEP and Careers Enterprise Company
- using the statutory guidance for Careers, provided by the Department for Education, to inform the planning and implementation of Careers Education and Independent Guidance (CEAIG) provision

The policy has been reviewed in line with the recently published DfE guidance document 'Careers guidance and access for education and training providers. Statutory guidance for governing bodies, school leaders and school staff' (DfE, October 2023).

This policy accepts the eight Gatsby Charitable Foundation's benchmarks as set out in the DfE guidance.

This policy covers the legal duty of schools to ensure that a range of education and training providers can access pupils in Year 7 to Year 13 for the purpose of informing them about approved technical education qualifications or apprenticeships.

All members of staff at Katherine Warrington School are expected to be aware of this policy and the importance of Careers Education, Information, Advice and Guidance (CEIAG) in the education of students; CEIAG is not the sole responsibility of the Careers Advisor.

Current priorities

Our careers strategy is informed by these current priorities:

- supporting individual aspirations, improving attainment and ensuring positive destinations
- meeting the needs of specific groups including looked after children, young carers, children from economically-deprived backgrounds and children with special educational needs and disabilities
- developing learners' career management skills, especially those associated with career adaptability, resilience, enterprise and employability
- improving young people's working lives by helping them to identify the values that are important to them such as contributing to the wellbeing of others through their paid and voluntary work and working in greener ways
- developing the use of digital technologies to meet young people's career development needs in conjunction with face-to-face support
- working with parents/carers, alumni (in the future) and education, community and business partners to meet students' career development needs
- equipping our learners with the skills and knowledge to make informed lifelong choices
- developing the key skills of Readiness, Respect and Responsibility (3R's), linking them to employability skills
- embedding careers links into Period 7, enabling pupils to become lifelong learners
- meeting the requirements of the Provider Access Legislation

Strategy

To achieve the objectives of this policy, we will:

- ensure that the board of Trustees is actively involved in shaping careers policy and strategy through its committee structure
- identify a senior member of staff to advise the senior leadership team and Trustees on curriculum, staffing and resource requirements; and to lead the development, implementation and evaluation of the school's careers provision with the support of other key post holders (e.g. SENCO) and specialist careers staff
- identify a middle leader to manage the day-to-day running of the careers programme

- develop and maintain a costed annual careers plan for achieving current priorities including delivering the planned programme, meeting staffing and Continual Professional Development (CPD) costs, and monitoring, reviewing and evaluating the strategy
- commission independent careers guidance services from individuals/organisations that meet the standards set by the Quality in Careers Standard
- set out clearly the contribution expected of all staff, including subject teachers and tutors, for students' career learning, planning, assessment, reporting and support, through appropriate guidance and training, established via needs analysis
- communicate the benefits of effective provision to our partners, including link schools, and engage them in co-ordinating provision
- actively involve learners, parents and other stakeholders in the planning, delivery and evaluation of the careers programme consulting with the local authority and employers to access Careers Education and Independent Guidance (CEAIG) opportunities and inform planning
- provide relevant staff Continual Professional Development (CPD) opportunities

School Responsibilities

The school has a series of statutory duties:

- All registered pupils at the school must receive independent careers advice in Years 7 to 13
- This careers advice must be represented in an impartial manner, showing no bias towards a particular institution, education or work option
- This advice must cover a range of education or training options
- This guidance must be in the best interests of the pupil
- There must be an opportunity for education and training providers to access pupils in Year 8 – Year 13 to inform them about approved technical education qualifications or apprenticeships (as required by the expanded PAL).

Trustee Responsibilities

The board of Trustees will ensure that the School has a clear policy on Careers Education, Information and Guidance (CEIAG) and that this is clearly communicated to all stakeholders. They should ensure that this policy is:

- based on the eight Gatsby Benchmarks
- meeting the School's legal requirements
- The board of Trustees will ensure that arrangements are in place to allow a range of educational and training providers to access pupils in Years 7 – 13.
- There will be a member of the board of Trustees who takes a strategic interest in CEIAG and encourages employer engagement

Delivery and content of provision

Planning and co-ordination of Careers Education and Independent Guidance (CEAIG) provision will be managed by the Careers Leader (Michelle Phillips) and the SLT member with strategic responsibility, in collaboration with teachers and other relevant stakeholders, for example SENCO, PSHCE lead, Designated Safeguarding lead.

The planned programmes from Year 7-11 PSHCE and form time enable young people to:

- Develop themselves through careers and work related learning
- Learn about careers and the world of work
- Develop career management and employability skills, using the Career Development Institute (CDI) Framework for careers employability and enterprise education

Pupils may receive Careers Education and Independent Guidance (CEAIG) information, advice and guidance through:

- mentors, form teachers, external visitors
- visits and trips
- Period 7 activities
- drop-down days
- accessing external or internal face to face guidance

Resources

- Pupils, parents and teachers are able to access particular sites on the internet
- Budget for careers is negotiated annually in line with the school improvement plan and the need to design, purchase, update, adapt and develop materials
- Resources for staff are researched, evaluated and adapted to meet the aims of the school and administrative duties are negotiated

Partnerships

The policy recognises the range of partners that support careers and help us to make the pupils learning real and up to date. These include

- Link with employers
- Liaison with post 16 and higher education providers
- Parents and carers
- Local authority
- Skills Builder Partnership
- Other training providers
- Voluntary organisations

This involvement includes the provision of work experience placements, Focus groups, talks in PSHCE education and careers lessons, curriculum projects linked to particular subjects and mock interview sessions. Links with such partners will be established and maintained by the Careers Leader and staff members to ensure the highest quality provision for pupils. The Access Agreement for external providers is available to view on the school website.

The following organisations support our Careers and IAG provision:

HCC Services for Young People https://www.servicesforyoungpeople.org/careers/	<ul style="list-style-type: none">• Source our Year 10 Work experience placements including site risk assessments.• Provide qualified personal advisers to deliver careers interviews with all students in Years 11, 12 and 13.
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University of Hertfordshire	<ul style="list-style-type: none"> Provide direct interventions for targeted students in Year 10 to promote university/higher education as a post-school option
Inspiring the Future https://www.inspiringthefuture.org/	<ul style="list-style-type: none"> Deliver a range of workshops around apprenticeships as a post-school option.
Speakers for Schools https://www.speakersforschools.org/	<ul style="list-style-type: none"> Providing inspirational speakers from industry within the school setting.
Oaklands College	<ul style="list-style-type: none"> Delivery of assemblies and workshops about post-16 opportunities.

Support from CEC/Hertfordshire LEP and HOP

We are signed up to The Careers and Enterprise Company – The Enterprise Adviser Network – programme. This is a free provision managed locally by Hertfordshire Local Enterprise Partnership to support us to achieve all 8 Gatsby Benchmarks – a target set by Department for Education in their Careers Strategy (Dec 2017). We have been matched with Steve Trotter and Caitlin Coogan to help us to work towards the 8 Gatsby Benchmarks. Meetings take place on a regular basis to discuss progress.

We are using the Hertfordshire Opportunities Portal (www.hopinto.co.uk) and would encourage all students, parents and carers and teachers to use this portal to seek current live job or apprenticeship vacancies within Hertfordshire as well as being a one-stop shop for a variety of information about the Hertfordshire Jobs Market providing information and inspiration about a variety of careers.

Careers Activity Plan

We deliver a structured Careers and IAG Activity Plan which is reviewed on an annual basis. The key activities scheduled currently are:

Year Group	Activity	When
7	Work aspiration and employability skills in PSHCE and form time activities	Throughout academic year
8	Work aspiration and employability skills in PSHCE and form time activities Options for careers workshop PAL activity	Throughout academic year Spring Term Spring Term
9	Careers Day Career planning in PSHCE and form time activities Visit from apprenticeship / technical qualifications provider PAL activity	Autumn Term Throughout academic year Spring term Autumn term
10	Career planning in PSHCE and form time activities 1-week work experience PAL activity	Throughout academic year Summer Term Summer term
11	Personal Guidance Interviews	Autumn/Spring Term

	Visit from apprenticeship / technical qualifications provider PAL activity - multiple providers	Spring Term Sutumn term
All year groups	Employer presentations/webinars (sign-up opportunities for students)	

Employer Engagement

We recognize the importance in working with local and national employers in order to support our Careers Education and IAG provision. We are very keen to establish links with employers who will be able to open our students' eyes to the world of work.

Linked documents

'Careers Guidance and access for education and training providers. Statutory guidance for governing bodies, school leaders and school staff' DFE, January 2018 (updated July 2021)

Monitoring and Evaluation

This policy will be monitored by CEIAG Manager and SLT with strategic responsibility.

All activities that form the careers programme are evaluated and information is used to inform planning for the next year.

- They will review and evaluate the provision with all stakeholders including young people, parents, staff, external partners etc, using appropriate evaluation tools that focus on outcomes and inform improvement targets

Review

This policy will be reviewed by the board of Trustees every two years. The policy is also reviewed annually in discussion with staff and external partners. The policy and any amendments made will be available for pupils, parents, teachers and other stakeholders to view on the school website.

Date December 2023

Date of next review December 2025

Appendix 1 - Gatsby Benchmarks

The eight Gatsby benchmarks of Good Career Guidance are:

1. A stable careers programme
2. Learning from career and labour market information
3. Addressing the needs of each pupil
4. Linking curriculum learning to careers
5. Encounters with employers and employees
6. Experiences of workplaces
7. Encounters with further and higher education
8. Personal guidance