

Woodhouse College

Career Education Information Advice and Guidance Policy and programme

(CEIAG)

2023-2025

Well informed

Well prepared

Woodhouse

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Introduction

Woodhouse Sixth Form College is committed to outstanding career guidance. We pride ourselves on providing effective careers guidance that inspires students to make informed decisions regarding higher education, apprenticeships and employment. The College aims to help students to develop knowledge and understanding about the world of work and what employability skills are required in today's society.

The College encourages students to consider all opportunities and broader careers which may not be available in their local region. This social mobility awareness is crucial to the education process, as career aspirations. To assist with this vision, the Government published The Careers Strategy in December 2017, followed by Statutory Guidance for college leaders and staff in February 2018. This policy sets out the plan for building a high-quality careers system to help young people choose career opportunities that are right for them. The aim of this policy is to ensure that all young people get an excellent programme of advice and guidance, based upon their own needs. The strategy and statutory guidance make reference to the Gatsby Benchmarks and identifies these as the main framework for careers. The Gatsby Benchmarks have eight sections which provide guidance on good career management.

Woodhouse College's CEIAG Policy aims to provide an overall plan of how it will support all students through an effective careers programme. This includes the available resources, which will enhance students with the knowledge to make informed choices and take ownership of their own career action planning. The purpose of this document is to provide an outline of our CEIAG programme. It gives a solid framework and is linked to the eight Gatsby Benchmarks. This policy will be regularly reviewed and evaluated with our stakeholders to ensure it remains active. It will be fully available for students and staff and publicised in accordance with statutory requirements.

Woodhouse College is fully committed to ensuring that all students acquire the skills, knowledge and attitudes to manage their learning and career progression. In order to achieve this, the College recognises the importance of implementing Ofsted's Education Inspection Framework and duties regarding career guidance and skills development and the importance of employer engagement within CEIAG.

Mission Statement and Values

College Mission

'The mission of Woodhouse College is to be an inspirational and nurturing community that is committed to excellence and equips high-achieving, ambitious students with the skills to thrive on their preferred university course and in the wider world of work' (Strategic Plan 2020-21)

This CEIAG policy is underpinned by our long-term vision and core values. We are committed to implementing a careers programme that educates, informs, supports and develops all students in their careers research, decision making, and development in preparation for the world of work (and for related education and training) The aims of this policy are to outline how the college will meet statutory requirements and expectations in relation to the provision of careers education and guidance, and how excellent careers support, information, advice and education is to be delivered as an essential partner to the provision of excellent academic education (A levels) Our intention is that the college therefore enables and empowers all students through the resulting knowledge, skills and personal development to obtain both excellent next destinations and ongoing individual life outcomes such as better employability and work skills, and self-awareness.

Monitoring and Evaluation

The college will evaluate the impact and success of the careers guidance provision by a range of performance measures which includes destination data, employer feedback, local and published Self Assessment Reports, (SAR) student evaluations and surveys.

The Gatsby Benchmarks

Benchmark	Description
1. A stable careers programme	Every school and college should have an embedded programme of career education and guidance that is known and understood by pupils, parents, teachers and employers.
2. Learning from career and labour market information	Every pupil, 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.
3. Addressing the needs of each pupil	Pupils have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each pupil. A school's careers programme should embed equality and diversity considerations throughout.
4. Linking curriculum learning to careers	All teachers should link curriculum learning with careers. For example, STEM subject teachers should highlight the relevance of STEM subjects for a wide range of future career paths.
5. Encounters with employers and employees	Every pupil 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.
6. Experiences of workplaces	Every pupil 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.
7. Encounters with further and higher education	All pupils should understand the full range of learning opportunities that are available to them. This includes both academic and vocational routes and learning in schools, colleges, universities and in the workplace.
8. Personal guidance	Every pupil should have opportunities for guidance interviews with a careers 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 pupils but should be timed to meet their individual needs.

Statutory requirements

The college is committed to fulfilling its statutory duties in relation to the provision of Careers education, advice and guidance as listed in Appendix 1. This is alongside the requirements and expectations of schools in Appendix 2. We will also, as positive action towards addressing inequity caused by lack of self-belief or future vision by students, target specific careers guidance and support as well as careers and educational opportunities towards those students receiving support by tutors, senior tutors, and the student support team who may need further encouragement and help – and who may especially benefit from these. These activities form part of our CEIAG programme.

The Careers Service

Every student is entitled to high quality career education and guidance as part of their overall education which is broadly aimed at the following outcomes, related to student needs at stages of their two years at Woodhouse.

Our CEIAG will:

- Be personalised and provide opportunity to identify and respond to needs of each individual student
- Be inclusive and promote equality of opportunity, challenge stereotypes and sensitive to faith, culture and background
- Be transparent, impartial and provide opportunity for confidentiality as required by the individual

- Offer guidance to any student at risk of non-completion to either aid retention or to provide a suitable alternative destination when appropriate
- Be enhanced by strong networks with industry, local and regional employers and stakeholders
- Contribute to raising aspiration, improving destinations and increasing employability skills
- Work in partnership with applicants, students, their parents, alumni and external partners
- Ensure that we provide opportunities regardless of socio-economic background and encourage social mobility

Student Entitlement

All students in the college will take part in courses that have CEIAG embedded in the programme, this will help them understand their career options and encourage them to reach their full potential in the progression to Higher Education or employment.

The programme will enable students to:

- Develop the skills they need to plan and manage their own personal development
- Experience the world of work through experiences of the workplace; work placement, insight event, volunteering, part time work or employer talk
- Be given direct access to employers, training providers and Higher Education institutions
- Identify their transferable skills required for the world of work and HE
- Receive high quality face-to-face information, advice and guidance
- Receive high quality resources that will help their career decision-making and planning
- Be given personal support with their applications to HE or Employment
- To feedback their views on the quality of the careers programme

Personal 1-1 guidance and advice

Woodhouse College employs a fully qualified full time Careers Guidance practitioner, the Careers Advisor, who delivers personal 1-1 guidance interviews and gives Individual advice and information (IAG) in person and by email to students, parents and staff.

This help and advice can include any of the following topics: careers decision making and planning, progression to university, further training, work, or apprenticeships, application processes and tactics, dealing with predicted grades and results, planning gap years, CVs, student finance, employability skills, finding work experience and volunteering, and how to research for yourself.

Every student will be offered a 1-1 appointment for impartial careers advice and guidance timetabled for them with a Careers Advisor at least once within their time at the college. Further appointments can be made as needed.

Parents can also contact the Careers Advisor for advice and guidance.

This help and advice can include any of the following topics:

- careers decision making and planning,
- progression to university,
- further training, work, or
- apprenticeships,

- application processes and tactics,
- dealing with predicted grades and results,
- planning gap years,
- CVs,
- student finance,
- employability skills,
- finding work experience
- Volunteering

Careers Content delivered in compulsory tutorials

Year 12 students

Whole year tutorial information and advice sessions on: Finding work experience; Choosing a degree and university; Further education options and applications; Apprenticeships and how to find and apply for them; Personal statements and applications to university;

Other events: Lower 6th 'Next Steps Afternoon' in November each year (students attend a minimum of three talks); 'UCAS Activities Week' in May each year (students attend a minimum three talks plus compulsory assemblies and tutorials).

Year 13 students

Whole year tutorial information and advice sessions on: Choosing degrees and making choices; student finance; Decision making using predicted grades; Employment rights and pay;

Both years:

Careers Fair in March each year (optional), with presence of employers, universities, advisors, and training providers.

Careers events for parents

Year 12 parents:

Introduction to apprenticeships webinar in March
Higher Education/UCAS information session in the Summer term

Year 13 parents:

Student Finance and UCAS information event in March

Year 12 and 13 parents:

Parents receive a fortnightly careers newsletter as well as the weekly Student Bulletins with opportunities and student information.

Other ongoing careers activities through the year are included below.

- Visiting Speakers events
- Woodhouse Plus Trips (for example Chemistry Academy)
- Links with Leicester and Exeter Universities

- Career Ready events
- Career insight talks

How do our careers activities meet the Gatsby benchmarks?

Year 12

Activity	Outcomes	Gatsby benchmark/s
Induction programme, September	1-1 interviews with tutor. Possible course change; initiate research on progression; informs extra-curricular choices; helps students settle into college and its processes and systems such as Woodle/Unifrog and start/maintain productive work patterns.	3- Addressing the needs of each pupil; 8-Personal guidance
Induction to and ongoing use of Unifrog	Student uses Unifrog as tool for career and progression research/application and to log activity and skills development.	2- Learning from career and LM information; 3- Addressing the needs of each pupil;
Careers interviews (all students) and drop-ins (on demand)	Interview with trained careers advisor helps students start to make choices about future progression, compare options, deal with the realities of exam predictions or other personal factors, and to plan accordingly. Parents may be involved as required. Students are prioritised based on individual need. Disadvantaged students also prioritised.	3- Addressing the needs of each pupil; 8-Personal guidance
Career Ready programme (disadvantaged students prioritised)	Excellent personalised introduction to world of business: frequent exposure to employers, workplaces, mentors and work. Trips, talks, internships. Workshops are run as part of the Woodhouse Plus programme.	3- Addressing the needs of each pupil; 5- Encounters with employers and employees; 6- Experience of workplaces; 7a- Access to providers of apprenticeships 8- Personal guidance
Careers events, talks, trips including support for degree/higher level apprenticeships (all students)	Opportunities to attend particular trips to universities, special interest trips and visiting speakers (including many ex-students), skills-development workshops, to meet university lecturers and students, employers and employees and learn from them. Work experience workshops. Talks by Careers to Woodhouse+ groups. Introduction to Apprenticeships talk and apprentice panel. Apprenticeship insight talks throughout the year.	2- Learning from career and labour market information 5- Encounters with employers and employees; 6- Experience of workplaces; 7-Encounters with Further and Higher education providers 7a- Access to providers of apprenticeships 8- Personal guidance
Oxbridge Academy programme	Exposure to Oxford and Cambridge staff and students; visits to and visiting speakers from both; support for applications, entry tests and interviews. Talks and visits.	3- Addressing the needs of each pupil; 7-Encounters with Further and Higher education providers; 8- Personal guidance
Medicine Academy programme	Information about medical, vet and dentistry careers; relevant trips and visiting speakers; support for work experience and volunteering	3- Addressing the needs of each pupil;

	placements; support for applications, entry tests and interviews. Talks and visits	5- Encounters with employers and employees 7-Encounters with Further and Higher education providers; 8- Personal guidance
Other Woodhouse Plus academies in STEM (Chem/Bio) STEM (Engineering), Art/Architecture, Journalism, Law, etc)	Weekly extra-curricular activities built to support students' engagement with and exposure to the industries and relevant skills.	3- Addressing the needs of each pupil; 5- Encounters with employers and employees 6- Experience of workplaces; 7-Encounters with Further and Higher education providers; 7a- Access to providers of apprenticeships 8- Personal guidance
Next Steps Afternoon – November	Speakers (staff and students) from a wide range of universities inform students about university courses, their content and what they might lead to. Information about UCAS, support for completing the online form, help on how to make choices of course and university, how to write personal statement. Support and guidance/information for non-university options such as apprenticeships.	2- Learning from career and LM information; 3- Addressing the needs of each pupil; 4- Linking curriculum learning to careers; 5- Encounters with employers and employees 7-Encounters with Further and Higher education providers; 7a- Access to providers of apprenticeships 8- Personal guidance
Careers Fairs March.	Opportunities for students to hear from professionals and trainees/apprentices about careers and areas of work.	
UCAS Activities Week May	Inspiration, information and contacts for gap year activities. Opportunities to hear from ex-students and other visiting speakers about university courses, particular careers and skills-oriented talks help clarify student plans and raise aspirations.	
Tutorials and assemblies		
HE Evening for parents, May.	Information so that parents know about UCAS system and can support students	8- Personal guidance
Support for UCAS application and overseas university applications	Support for UCAS is provided via tutoring programme, UCAS week activities and one to one support via tutors and careers advisers. Support for overseas university applications is also provided as above and overseen by VP.	3- Addressing the needs of each pupil; 7-Encounters with Further and Higher education providers; 8- Personal guidance
Support for entrance tests	Information, materials and short courses to enable students to practise for entrance tests.	3- Addressing the needs of each pupil;
Work experience, July (possible at other times)	Engagement with the world of meaningful work, ideally in a field relevant to the students' career intentions. Students are encouraged to source their own work experience, we have a database of employers and can support students with placements where required.	5- Encounters with employers and employees 6- Experience of workplaces; 7a- Access to providers of apprenticeships

Logging of activities and competencies on Unifrog and CV	The student builds a picture of their skills and competencies, allowing them to see and target gaps and to prepare for future applications.	2- Learning from career and LM information; 3- Addressing the needs of each pupil;
Subject-led careers content within curriculum	Teachers regularly and consciously refer to how their subject is useful for careers, what kinds of career it might lead to, enabling students to learn more about relevant progression possibilities and how to marshal their course experience effectively in applications.	4 -Linking curriculum learning to careers
Careers Library	Loanable and reference books with general and specific information on careers and sectors, university, applications, and gap years, based in the main library.	2- Learning from career and LM information; 3- Addressing the needs of each pupil;
SharePoint 'Careers and UCAS' links	Relevant links on UCAS, student finance, work experience and volunteering, choosing a career, etc and links to help sheets and documents/ sites online in SharePoint	2- Learning from career and LM information; 3- Addressing the needs of each pupil;

Year 13

Activity	Outcomes	Gatsby benchmark/s
Personal Statement 1-1 workshops with university ambassadors / Careers team Sept-Nov	1-1 help with completion of personal statements	3- Addressing the needs of each pupil; 7-Encounters with Further and Higher education providers; 8- Personal guidance
Continued support for UCAS and overseas university applications by tutors and careers/other staff	1-1 help for students with UCAS and overseas university applications (including personal statements) and responses.	3- Addressing the needs of each pupil; 7-Encounters with Further and Higher education providers; 8- Personal guidance
Mock interviews and support for entrance tests	Multiple mock interviews and interview skills workshops for Oxbridge, medicine and other students; These boost confidence and interview performance.	3- Addressing the needs of each pupil; 4 -Linking curriculum learning to careers; 8- Personal guidance
Careers interviews (compulsory that each student has attended one) and drop-ins (on demand)	Interview with trained careers advisor helps students make choices about future progression and to take action accordingly.	3- Addressing the needs of each pupil; 8- Personal guidance
Careers events, talks, trips – including support for degree/higher level apprenticeships	Opportunities to attend particular trips to universities, special interest trips and visiting speakers (including many ex-students), skills-development workshops, to meet university lecturers and students, employers and employees and learn from them.	2- Learning from career and labour market information 5- Encounters with employers and employees; 6- Experience of workplaces;

	Work experience workshops. Talks by Careers to Woodhouse+ groups. Introduction to Apprenticeships talk and apprentice panel. Apprenticeship insight talks throughout the year.	7-Encounters with Further and Higher education providers 7a- Access to providers of apprenticeships 8- Personal guidance
Next Steps event in Oct and Careers Fair in March – students not wanting the university route invited to attend these L6 events Tutorials and assemblies	Information about UCAS, support for completing the online form, help on how to make choices of course and university, how to write a personal statement. Support and guidance/information for non-university options such as apprenticeships. Opportunities to hear from ex-students and other visiting speakers about university courses, particular careers and skills-oriented talks help clarify student plans and raise aspirations. Student Finance Talk – delivered during tutorial in March by a link university	2- Learning from career and labour market information 5- Encounters with employers and employees; 6- Experience of workplaces; 7-Encounters with Further and Higher education providers 7a- Access to providers of apprenticeships 8- Personal guidance
Support on A level results day and afterwards	Support from trained careers advisors with clearing, adjustment and other post-results decisions (results day)	3- Addressing the needs of each pupil; 8- Personal guidance
Logging of activities and competencies on Unifrog and CV	The student builds a picture of their skills and competencies, allowing them to see and target gaps and to prepare for future applications.	2- Learning from career and LM information; 3- Addressing the needs of each pupil;
Subject-led careers content within curriculum	Teachers regularly and consciously refer to how their subject is useful for other careers, what kinds of career it might lead to, enabling students to learn more about relevant progression possibilities and how to marshal their course experience effectively in applications.	4 -Linking curriculum learning to careers
Careers Library	Loanable and reference books with general and specific information on careers and sectors, university, applications, and gap years, based in the main library.	2- Learning from career and LM information; 3- Addressing the needs of each pupil;
Sharepoint 'Careers and UCAS' links	Relevant pages on UCAS, student finance, work experience and volunteering, choosing a career, etc and links to help sheets and documents/ sites on Sharepoint	2- Learning from career and LM information; 3- Addressing the needs of each pupil;

Gatsby Action Plan- including specific initiatives of focus

Aim	Description	Link to Gatsby recommendations	Actions
To provide current, relevant and useful careers activities of all kinds for students, parents and carers	We will proactively work with and question /survey all stakeholders: employers, universities, partners, students, and parents and carers. We will collect student feedback on careers services and outcomes from individual guidance and advice.	1.A stable careers programme 3 Addressing the the needs of each pupil	Use evaluation of activities gained through periodic surveys of students and other recipients such as parents, and other informal feedback, to continuously improve provision of activities
To measure the individual impact and gather feedback on careers service provision	We will measure the impact of services provided including any evidence of learning outcomes and progression.	1.A stable careers programme	Survey students regularly to evaluate 1-1 careers and related advice guidance services received or taken up
To offer a relevant, broad and inclusive range of careers guidance and information to students	Individual guidance for each student, in a range of ways by college staff, and by alumni, employers and universities.	3 Addressing the needs of each pupil	<p>Students will have access to a qualified Career Adviser for impartial advice and guidance on demand.</p> <p>Students to attend at least one mandatory interview with Careers Coordinator during their 2 years at Woodhouse.</p> <p>All students will participate in progress reviews with personal tutors comprising of reflection on course choices, performance and achievement, and this will be recorded on each student record with additional help/ comments on Unifrog as requested- e.g Personal statement or CV feedback. Tutors will regularly assess progress in relation to career ambitions and intentions in relation to academic performance and personal progression.</p> <p>Annual series of compulsory HE events- HE Afternoon in November and UCAS week at Easter. Optional help by university staff in Personal statement workshops September-October, and by employers and alumni at Careers Fairs in March</p>

Aim	Description	Link to Gatsby recommendations	Actions
To provide students with opportunities to develop the key skills and behaviours required to successfully transition into employment (employability)	We will ensure all students are given chances to develop employability skills with various sessions on expected college and behavioural skills. Equality, diversity and inclusion will be embedded in the careers programme.	Addressing the needs of each pupil	Employability sessions will aim to develop skills for all students and raise aspirations Employer engagement such as insight talks will challenge stereotypes and support inclusive practice The use of learning modules through Unifrog will recognise and also engage skills requirements
To help students develop their careers action plan	We will support students to develop individual action plans as a key part of their learning. Students will access a variety of career guidance support.	Addressing the needs of each pupil	Use of Unifrog to support the planning of future career ideas Recording of career sessions on systems such as Dashboard or Unifrog with full access to student details Integrated careers support in tutorials, curriculum and through events
To integrate careers more proactively into the curriculum	We will ensure that we take every opportunity to integrate careers more proactively into the curriculum.	Linking curriculum learning to careers	We will ensure that each curriculum area has at least one employer engagement session per year, accessible by students Employability skills shall be developed through college life
To network with existing employers, and develop new contacts with local and regional employers	We will work closely with businesses, local enterprise partnerships and other organisations to build partnerships which will benefit all of our students, communities and society as a whole.	Encounters with employers and employees	Each curriculum area to have an employer engagement event, and careers insight talks and enrichment events could be supported by local employers Careers Advisor to attend local enterprise and business cluster meetings to develop key partnerships within the local area, and to develop further knowledge of LMI resources

<p>To provide all students with opportunities to meet and visit apprenticeship providers and universities</p>	<p>We will provide students with an opportunity to visit at least two universities during their time at college. Students will attend a higher education afternoon, UCAS week and Careers fair</p>	<p>Encounters with higher education</p>	<p>students will be given the opportunity to visit at least two universities during their time at college including open days, masterclasses and UCAS fairs</p> <p>Students will be given the opportunity to discuss applying for university and shall attend sessions to promote progression</p> <p>The Careers events are planned as part of a student's programme of on-site encounters</p>
<p>To provide experience of interviews</p>	<p>We will provide access to career and university entrance interview practice for all students.</p>	<p>3 Addressing the needs of each pupil</p>	<p>All students shall have access to <i>Shortlistme</i> – our Interview software package to practice and review interviews online, and be offered access to guidance interviews with the careers advisor at least once during their time at college</p>

Roles and Responsibilities

The governing board are responsible for tracking and ensuring careers activities are appropriate and proactive in today's world in terms of education and employment, and advising management on current employment themes that they are involved with within their own professions or organisations. We have a 'Careers Champion' within the Governing body

Senior Manager with Career Lead is responsible for the careers provision; They ensure the careers programme is adequately resourced to deliver the agreed plan; supports the Careers Manager; ensures preparation and delivery of the careers programme via the Careers Manager; is the college lead on all matters relating to careers education and training; is kept informed of industry and legislative changes that may impact responsibilities; reviews progress and make any adjustments as necessary.

The Careers Manager is the strategic lead on the provision of careers-related education, information and guidance and these take several forms. On a daily basis this means meeting directly with individual students and discussing their options. This postholder will ensure that all students have access to a one-to-one IAG session with a trained Careers Advisor. More widely the role will involve ensuring that all students have access to high quality resources online, take part in relevant tutorial activities and can participate in an organised programme of events which will help them make informed decisions about their options. The Careers Manager will also work with a team of colleagues to support our UCAS process which is one of the College's major annual operations. The College views our students' destinations as a key outcome of its work alongside exam results and how they fare as people. This role will assume the main responsibility for meeting the Gatsby Benchmarks and will line manage an Employability and Engagement Manager (EEM). The role will report directly to a member of the Senior Leadership Team.

Employability and Engagement Manager is responsible for building students' employability skills and help prepare them to make informed choices about their futures more generally. The postholder will do this by affording students opportunities they might not otherwise have, such as contact with employers and experiences in the workplace. This will help broaden students' understanding of what they want for themselves and deepen their understanding of how their College programmes might help them in future. These aims will be achieved by organising events and providing a range of opportunities for students in line with the Gatsby Benchmarks – in particular, leading on Benchmarks 4,5 and 6. The postholder will need to enlist the support of parents, alumni and employers so building sustainable networks of willing volunteers will inevitably be a secondary focus of the role – a means to an end but also something that could bring the College wider opportunities. The postholder will report directly to the Careers Manager and contribute to the wider work of the College especially in relation to helping students progress. In addition, the EEM manages our Alumni network, monitors and reports our destinations data and runs the career ready programme.

Teaching staff

Personal Tutors (including super tutors) are responsible for delivery of tutorials to students; support for students in 1-1 progress reviews, support for personal statements; promotion and use of UNIFROG with students.

Subject Teachers are responsible for delivery of the curriculum which as a matter of course includes 'careers in the curriculum' elements; making effective and timely referrals for 1-1 careers assistance; promotion and use of UNIFROG with students; recording of interactions with students on UNIFROG- both 1-1 and by external agents- such as employers and alumni and universities??

Heads of Department are responsible for ensuring subject tutors deliver curriculum which as a matter of course includes 'careers in the curriculum' elements, and make effective and timely referrals for 1-1 careers assistance; recording of interactions with students on UNIFROG- both 1-1 and by external agents- such as employers and alumni and universities. HoDs also need to include a written statement within department improvement plans explaining ongoing or regular activities and guidelines on embedding career learning into schemes of work and monitor the delivery of this within the department.

Heads of Year are responsible for ensuring that tutors are delivering high quality careers related learning during tutorials and one to one time, liaising with the careers manager as appropriate and making effective and timely referrals for on to one guidance.

Appendix 1

Statutory responsibilities and expectations.

1: Colleges have a legal requirement to provide all college learners with guidance materials and a wide range of up-to-date reference materials relating to careers education and career opportunities. (Section 45 of the 1997 Education Act).

The 2002 Education Act requires schools to provide a balanced and broadly-based curriculum which:

- a) promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and
- b) prepares pupils at the school for the opportunities, responsibilities and experiences of later life.

Schools and colleges have a public sector duty to promote equality of opportunity, foster good relations across all people, eliminate harassment and discriminatory practices and support children with protected characteristics (2010 Equality Act).

The statutory career guidance duty (2011 Education Act, subsequently extended) requires schools to ensure that all students are provided with independent careers guidance from year 8 to year 11 which is presented in an impartial manner, provides information on the range of education or training options, including apprenticeships and other vocational pathways and is guidance that the person giving it considers will promote the best interests of the students to whom it is given.

Statutory guidance: Careers guidance and access for education and training providers (DfE, 2018)

<https://www.gov.uk/government/publications/careers-guidance-provision-for-young-people-in-schools>

All 16- to 18-year-olds (and 19- to 25-year-olds with a current EHC Plan) in college must have access to independent careers guidance (as set out in their funding agreement).

Guidance: Careers guidance for colleges (DfE, 2018)

<https://www.gov.uk/government/publications/careers-guidance-for-colleges--2>

All young people in England are required to continue in education or training between the ages of 16 and 18. They can do this in three ways: full time study in a school, college or training provider; an apprenticeship, traineeship or supported internship; full time work or volunteering (20 hours or more) combined with part time accredited study.

2018 Access to Providers - New legislation (2018, paras 61-69) requires all maintained schools and academies to provide opportunities for a range of education and training providers to have access to pupils from Y8-13. (For further details and an example of a policy statement see Statutory Guidance 2018, pp. 29-31, 33).

All ESFA funded education for 16 to 19-year-olds should be delivered as a study programme which combines qualifications and other activities, and which is tailored to each student's prior attainment and career goals.

Every school and college is expected to publish information about their careers programme, including the name of their Careers Leader (Statutory Guidance, 2018).

Ofsted

Schools and colleges are expected to be accountable to Ofsted for their performance. In full inspections, inspectors are required to make judgements about careers. Inspectors are legally required to comment on the careers guidance provided to learners at colleges.

The education inspection framework (2019)

(https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/801429/Education_inspection_framework.pdf) provides clear evidence of what inspectors expect. Included in the Quality of Education judgement on impact, for example, they are looking for evidence that "learners are ready for the next stage of education, employment or training. Where relevant, they gain qualifications that allow them to go on to destinations that meet their interests, aspirations and the intention of their course of study". The Personal Development judgement has much that is implicitly related to personal career development and an explicit statement that inspectors will evaluate the extent to which "at each stage of education, the

provider prepares learners for future success in their next steps". Similarly, the Leadership and Management judgement has much that is implicitly related to careers including the statement that inspectors will evaluate the extent to which "leaders engage effectively with learners and others in their community, including – where relevant – parents, carers, employers and local services".

Gatsby

The DfE's guidance to schools and colleges states that all schools and colleges should aim to meet the Gatsby Foundation's Benchmarks of "Good Career Guidance" by the end of 2020 (para.17, p.14)

For further information:

Gatsby Good Career Guidance <https://www.gatsby.org.uk/education/focus-areas/good-career-guidance>

The Careers & Enterprise Company Gatsby benchmark toolkits for:

- **schools**

https://www.careersandenterprise.co.uk/sites/default/files/uploaded/gatsby_benchmark_toolkit.pdf

- **special schools**

https://www.careersandenterprise.co.uk/sites/default/files/uploaded/1051_the_send_gatsby_benchmark_toolkit.pdf

- **colleges**

https://www.careersandenterprise.co.uk/sites/default/files/uploaded/1073_the_gatsby_benchmark_toolkit_colleges_online3.pdf

Quality in Careers Standard

The DfE guidance strongly recommends that all schools should aim to achieve accreditation under the Quality in Careers Standard (para.22, p.16).

Quality in Careers Standard <http://www.qualityincareers.org.uk>

Appendix 2 – Requirements and expectations of school

Timing	Action
Ongoing (legal duty came into force in September 2012)	<ul style="list-style-type: none"> Every school must ensure that pupils are provided with independent careers guidance from year 8 to year 13.
Ongoing (legal duty came into force on 2 January 2018)	<ul style="list-style-type: none"> Every school must 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. Every school must publish a policy statement setting out their arrangements for provider access and ensure that it is followed. Annex A sets out an example policy statement on provider access.
From January 2018 to end 2020	<ul style="list-style-type: none"> Every school should begin using the Gatsby Benchmarks to improve careers provision now, and meet them by the end of 2020. For the employer encounters Benchmark, every school should begin to offer every young person seven encounters with employers – at least one each year from year 7 to year 13 – and meet this in full by the end of 2020. Some of these encounters should be with STEM employers.
From September 2018	<ul style="list-style-type: none"> Every school should appoint a named person to the role of Careers Leader to lead the careers programme.
From September 2018 (legal duty came into force on 1 September 2018)	<ul style="list-style-type: none"> Every school must publish details of their careers programme for young people and their parents.

Appendix 3 – Staff Structure

