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| | **Vanguard Learning Trust**<br><br>*As a group of local primary and secondary schools, Vanguard Learning Trust's mission is to serve its local community by providing outstanding, inclusive education. We have a collective purpose and responsibility to provide effective teaching, through an ambitious curriculum based on equality of opportunity and entitlement that allows our students to shine both in and out of the classroom. Each school in the Trust has its own ethos, which also complements the Trust's vision and values, and the common aspiration that all students can thrive and develop into responsible young adults ready to embrace their future.* |

# Trust-wide careers education, information, advice and guidance (CEIAG) policy

# Policy period: September 2026 to August 2029

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## Part A: Trust-wide

### 1. Vision and principles

Vanguard Learning Trust believes that high-quality careers education is integral to excellent education. Careers education is not an add-on; it is part of the daily work of schools, enabling students to understand themselves, recognise their strengths and make informed, ambitious and realistic decisions about their futures. The Trust is committed to providing a coherent and progressive careers programme from Early Years to Post-16. Provision is designed to:

- raise aspirations and broaden horizons;
- develop self-knowledge, confidence and decision-making skills;
- connect curriculum learning to future pathways;
- ensure equity of access for all students, particularly those who are disadvantaged or have special educational needs and/or disabilities (SEND); and
- present academic and technical routes impartially and fairly.

Careers education across the Trust reflects the values of aspiration, equity and collaboration. Students are supported to see a positive future and are equipped with the knowledge, skills and experiences required to pursue it.

### 2. The Gatsby Benchmarks: A national framework

The Trust aligns its secondary careers provision to the eight Gatsby Benchmarks, which define best practice in careers guidance in England:

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

In addition, the Gatsby guidance suggests that schools and trusts should:

- treat careers as a whole-school endeavour, led by senior leaders and governors and woven into improvement plans;
- design provision that reaches every student, with particular attention to disadvantaged learners and those with SEND;
- define what a meaningful encounter or experience looks like; students are prepared beforehand and supported to reflect afterwards, rather than simply attending an event;
- engage parents and carers more deliberately, recognising their influence on choices; and
- use information and data well: local and national LMI to broaden horizons, and destinations and participation data to evaluate impact and improve.

Schools use a third party platform to self-assess against the benchmarks and identify priorities for improvement. While the Gatsby Benchmarks formally apply to secondary provision, the Trust adopts the same principles of coherence, progression and inclusion within its primary phase, using age-appropriate frameworks.

### 3. Statutory duties (secondary phase)

Secondary schools within the Trust will:

- provide independent and impartial careers guidance to students in Years 7–13;
- present academic and technical routes, including apprenticeships and higher technical qualifications, without bias;
- comply with the provider access legislation (Baker Clause), ensuring students receive at least six encounters with approved providers of technical education and apprenticeships:
    - two in Key Stage 3;
    - two in Key Stage 4;
    - two in Key Stage 5; and

- publish a stable careers programme, provider access statement and the contact details of the Careers Leader in **Part B** of this policy.

**4. Trust-wide entitlement**

Every student within the Trust will have opportunities to:

- develop understanding of their strengths, interests and values;
- encounter a diverse range of employers, employees and role models;
- access up-to-date labour market information;
- experience workplace learning, directly or through authentic projects;
- explore all legitimate post-16 and post-18 routes;
- receive personal guidance from a qualified careers adviser at key transition points (secondary phase); and
- participate in inclusive provision, with reasonable adjustments where required.

Provision begins in primary school through exploration, confidence-building and stereotype-challenging experiences, and deepens progressively through secondary education with structured encounters, guidance and workplace experiences.

**5. Leadership and governance**

Each school will appoint a named Careers Leader with appropriate training and senior leadership support. At Trust level:

- careers education will form part of school improvement planning;
- governors will receive regular reports on provision, participation and destinations;
- schools will review performance against the Gatsby Benchmarks (secondary) or CDI framework (primary); and
- destination data and participation patterns will be analysed to ensure equity and impact.

**6. Inclusion and equity**

The Trust is committed to ensuring that no student is disadvantaged in accessing high-quality careers education. Schools will:

- monitor participation by group;
- prioritise students who are disadvantaged, vulnerable or have SEND;
- plan reasonable adjustments for encounters and workplace experiences;
- ensure representation of diverse backgrounds and pathways; and
- challenge stereotypes in all communications and activities.

**7. Safeguarding, health and safety and data protection**

All careers activities will comply with Trust safeguarding, health and safety and data protection policies.

- Visitors will be appropriately vetted.
- Workplace experiences will be risk assessed.
- Student data will be handled in accordance with UK GDPR.
- Students will receive guidance on professional conduct and online safety when engaging with employers or providers.

**8. Quality assurance and impact**

Impact will be evaluated using:

- Gatsby Benchmark progress (secondary);
- participation and encounter tracking;
- student, parent/carer and employer feedback;
- intended, actual and sustained destinations at 16 and 18; and
- review against CDI outcomes (primary).

Findings will inform annual planning and continuous improvement.

## Part B: School-specific (primary phase)

### 1. Rationale

Primary career-related learning is about broadening horizons, building confidence and language for learning, and gently challenging stereotypes so that children can imagine many possible futures. It is *not* secondary careers education pushed down the age range. At this stage, children are developing a sense of self and community; their thinking shifts from imaginative play to more concrete, sequenced reasoning. The approach of <NAME OF SCHOOL> reflects this. The school makes careers learning age-appropriate, play-rich and woven through the curriculum so that children encounter positive role models, practise teamwork and problem-solving and start to link what they learn in school to the world beyond the classroom. This early work lays strong foundations for later decision-making and improves engagement and attainment across the board.

### 2. Alignment with the CDI Primary Career Development Framework

The school's primary provision is planned explicitly against the CDI Career Development Framework's six areas of learning: Grow throughout life; Explore possibilities; Manage career; Create opportunities; Balance life and work; See the big picture. For each area, the school defines EYFS, Key Stage 1 and Key Stage 2 intentions so that progression is coherent and the Year 6 transition profile connects smoothly to secondary provision.

- **Grow throughout life:** Children learn the language of strengths, feelings and goals. In EYFS they notice what they enjoy, celebrate small achievements and begin to talk about trying something new. In Key Stage 1 they ask for help with growing confidence, recognise their successes and describe what they want to learn next. By Key Stage 2 they can explain what they are working towards, how they acted on help and how they relate well to people whose identities differ from their own. The school builds short reflection routines into the week so students practise describing themselves positively and noticing progress. By the end of KS2, students typically can talk about what they enjoy and are good at; explain a next step and how they will attempt it; and reflect on how others' perspectives and backgrounds enrich teamwork.
- **Explore possibilities:** The school widens horizons beyond the jobs children see at home or in the media. In EYFS this looks like role-play corners, stories and noticing 'who helps our school run'. In Key Stage 1 students compare different kinds of work, describe tasks within jobs and begin to question stereotypes. By Key Stage 2 they investigate job families, qualities and skills for caring or STEM roles, design simple ways to group jobs and recognise that subjects they take further can lead to qualifications and careers. Local examples and classification tasks keep this concrete and relatable. In practice, this includes: topic-linked visitors, simple 'jobs maps' of the local area, and mini-inquiries that compare workplaces (growing, making, services) so children can name similarities and differences.
- **Manage career:** The school introduces simple planning and reflection, giving children authentic chances to practise self-presentation and resilience. In EYFS students try new things and keep going; in Key Stage 1 they describe a goal and explain how they solved a small problem; in Key Stage 2 they make step-by-step plans, consider alternatives and learn that plans change. Class jobs, school council elections and mini-applications provide structured experiences of applying, interviewing and receiving feedback in a safe, age-appropriate way. By the end of KS2, students typically can: draft a short application for a class responsibility; describe what they would do differently after feedback; and suggest a 'plan B' when a first idea does not work.
- **Create opportunities:** Children practise initiative and teamwork. From EYFS onwards they learn to ask for help, contribute to class jobs and notice when they've helped others. In Key Stage 1 they explore volunteering and the rewards people seek from work; in Key Stage 2 they compare options, take on different roles in a team (including as leader when appropriate) and experience simple enterprise tasks. Enterprise and social action projects—such as a charity sale or improving a school space—develop social confidence and a sense of agency. Practical features include: team challenges with rotating roles, small-scale enterprise linked to maths and design, and chances to present ideas to an audience beyond the class.
- **Balance life and work:** Students discover that people have many roles—learner, family member, worker and citizen—and that health, safety and wellbeing matter. They encounter money through

real-life contexts, explore why some jobs require uniforms or protective equipment and consider fairness, rights and responsibilities. Older students practise budgeting and discuss how work patterns, technology and sustainability affect people's lives. Teachers model healthy balance by planning workload-friendly homework routines and naming strategies for managing change. By the end of KS2, students typically can: explain simple choices about saving/spending; describe how rules and safety equipment protect people; and suggest ways to look after wellbeing when routines change.

- **See the big picture:** Children begin to notice how jobs connect to the economy, community and environment. In EYFS they spot jobs in stories and around them; in Key Stage 1 they compare how work is shown in different media and how working life changes; in Key Stage 2 they explore trends (for example, green jobs or robotics), evaluate information sources and consider how work can help protect the environment. This builds early information literacy and curiosity about change.Classroom examples include: debates on what makes work 'important'; simple timelines comparing jobs 'then and now'; and eco-linked inquiries that highlight careers which protect the environment.

At a glance (how this looks in classrooms):

- short, regular reflection routines that celebrate strengths and effort;
- rich role-play, stories and visitors that show a wide range of people and jobs;
- class jobs and student leadership with simple applications and feedback;
- enterprise, teamwork and problem-solving woven into topics;
- age-appropriate money, safety and sustainability activities; and
- enquiry tasks that compare jobs, workplaces and local industries.

**3. Curriculum model and progression (EYFS to Key Stage 2)**

**3.1 Overview**

The school integrates career-related learning into personal, social, health and education (PSHE) lessons and topic work using a simple, child-friendly journey, a 'Career Speedway', with checkpoints that align to the six CDI areas. In EYFS and Key Stage 1, learning is play-led and story-rich: people who help us, noticing strengths, teamwork games and simple job narratives. In Lower Key Stage 2, students explore jobs in the community, practise teamwork challenges, meet role models (in person or virtually) and use very simple labour-market ideas such as 'What jobs exist locally?' or 'Who works at night?. In upper Key Stage 2, students tackle authentic projects (for example, sustainability, design or health), meet STEM role models, keep an aspiration journal and prepare a 'Future Me' profile to support transition to Year 7.

**3.2 Progression highlights:**

- **EYFS/KS1:** Strengths language; inclusive stories; visitors linked to topics; turn-taking, listening and asking questions.
- **Lower KS2:** Community walks and 'jobs map'; employer talks; mini-projects with real audiences; simple graphs or infographics about local jobs.
- **Upper KS2:** Enterprise or social-action projects; workplace visit or in-school 'pop-up workplace' (eg. hospital, lab, newsroom); aspiration journals and transition profiles.

**4. Entitlement**

Every child will regularly meet diverse role models, take part in projects that connect learning to real-world contexts and record their strengths and interests over time. As a minimum, each class will experience two role-model encounters per year (live or virtual), one themed project per term and, where feasible, one workplace visit or hosted 'in-school workplace' each year. From Year 2 onwards students will maintain an aspiration journal or digital scrapbook, revisited at key points and shared with families. By the end of Key Stage 2, students will be able to:

- talk confidently about what they enjoy and the skills they are developing;
- describe similarities and differences between jobs and workplaces they have encountered;
- explain how teamwork helps them achieve a shared goal and the different roles within a team;
- make simple plans, consider alternatives and reflect on what they would do differently next time; and
- recognise that choices about subjects, money and wellbeing link to future opportunities.

**5. Teaching, learning and assessment**

**5.1 Overview**

Across the Trust, careers learning is taught through active, participative approaches that help students do careers learning rather than simply hear about it. The school uses structured dialogue and oracy, enquiry and problem-solving, role-play and scenario work, teamwork, and short guided reflections. These approaches build knowledge of pathways while also developing the confidence, language, and decision-making students need to navigate future choices. Careers learning is planned to connect explicitly to the curriculum, so students can see how subjects translate into real opportunities, and why effort and progress in learning matter. A key feature of the school's approach is the use of workshops and applied learning events that simulate real-world contexts and make employability skills visible. These experiences are deliberately designed so that students practise communication, collaboration, creativity, resilience, and leadership in authentic situations, supported by staff and external partners. Examples may include:

- careers workshops linked to curriculum themes (eg., STEM challenges, digital skills, health and care, creative industries)
- enterprise and entrepreneurship activities, including Young Enterprise-style projects such as product design, marketing, budgeting, and trading events
- mock recruitment activities (CV writing, interview practice, assessment-centre style tasks) and 'meet the employer' Q&A panels
- employer-led problem briefs where students work in teams to propose solutions and present outcomes
- workplace encounters and experiences, including workplace visits, work shadowing, and work experience, where appropriate

**5.2 Encounters**

Encounters with employers, employees, training providers, and further/higher education are planned as purposeful learning episodes rather than isolated events. Before any visitor session, workshop, or workplace experience, students are prepared so they understand who they are meeting, why the encounter matters, and what successful participation looks like. Teachers support students to generate meaningful questions and key vocabulary in advance. Following the encounter, staff structure reflection and follow-up so that students can articulate what they learned, challenge stereotypes or assumptions, link insights back to curriculum learning, and identify practical next steps (for example, subject choices, skills development targets, participation in clubs and enrichment, or seeking further guidance).

**5.3 Adaptive teaching**

Teaching is inclusive and carefully scaffolded so that every student can participate meaningfully, including those with SEND and those who may have limited networks beyond school. Activities are adapted through accessible language, modelling, sentence stems, targeted vocabulary, visual prompts, and supported rehearsal. Where relevant, students may be pre-taught key concepts and given structured roles within group tasks so they can contribute confidently. The school's programme also intentionally widens horizons by ensuring students encounter a diverse range of people, sectors, and pathways, and can see that opportunities are not limited by background, gender, ethnicity, or prior attainment.

**5.4 Assessment**

Assessment is light-touch and formative. The school assesses progress by capturing student voice and evidence of increasing understanding, confidence, and readiness, rather than through high-stakes testing. Staff use practical, proportionate methods such as:

- short written, audio, or video reflections (including 'what I learned / what surprised me / next steps');
- exit questions and quick checks of key terminology (pathways, labour market concepts, employability skills);
- photographs of learning from workshops, enterprise events and group outcomes (posters, pitch decks, prototypes);
- brief learning conversations and observation notes focused on participation, teamwork, and communication; and

- evaluations after encounters to check impact and inform improvement

Samples of work and reflection evidence feed into an annual review at school and trust level alongside participation data and feedback from students, families, and external partners. This ensures planning stays responsive: building on what has the strongest impact, addressing gaps in access or engagement, refining workshop and enterprise provision, and ensuring that careers learning develops progressively from primary foundations through to post-16 readiness.

**6. Inclusion, equality, safeguarding and SEND**

Role models and stories are chosen to reflect the diversity of the school's community in gender, ethnicity, disability and background. Activities are adapted so that every child can participate meaningfully: sensory-friendly alternatives, smaller-group encounters and adjusted tasks where needed. All visitors are briefed, vetted and supported to keep sessions inclusive and impartial. Risk assessments and safeguarding procedures are applied to all visits and in-school experiences. Targeted support includes:

- guaranteed places and assisted logistics for students who might otherwise miss out;
- visual schedules, social stories and alternative communication where helpful; and
- close work with families to plan reasonable adjustments.

**7. Family and community engagement**

Families are central partners. Each school hosts simple, welcoming events, 'Careers in our Community', mornings, story-linked role-model sessions and take-home conversation starters, so parents and carers can see and support what children are learning. The school invites volunteers from local employers and community groups to share tools, stories and challenges in a way that complements, not replaces, the curriculum. Communications are plain-English and, where needed, translated or adapted. The school will:

- provide termly updates and invitations with enough notice for families to attend;
- offer ideas for simple at-home activities that build on classroom learning; and
- welcome family volunteers while maintaining impartiality and safeguarding.

**8. Transition to secondary**

Year 6 students curate a concise 'Future Me' profile that captures strengths, interests, examples of teamwork and problem-solving, and memorable encounters with role models or workplaces. With consent, this is shared with the receiving secondary school so that early guidance can build on what students already know and value. Joint activities with Trust secondary schools, such as science labs, design studios, sports leaders and student ambassadors, help students see continuity and build confidence.

**9. Quality assurance and impact**

Quality is reviewed annually against the school's mapped CDI outcomes. Leaders sample work, gather student and parent voice and review participation by group to ensure equity. The school tracks a small set of indicators, such as exposure to role models and projects, confidence and aspiration measures, and evidence of stereotype-challenging, so that the focus stays on meaningful learning rather than volume alone. Findings inform the next year's plan and staff CPD priorities.

**10. Primary phase commitments at a glance**

- Mapped EYFS–KS2 curriculum aligned to the six CDI areas.
- Minimum two role-model encounters per class per year and one workplace visit or hosted experience where feasible.
- Aspiration journals from Year 2, building towards a Year 6 'Future Me' profile for transition.
- Inclusive, safeguarded activities with reasonable adjustments planned in.

Annual self-review with student/parent voice and a short impact summary for governors.

## Part B: School-specific (secondary phase)

Each school must complete Part B to reflect its phase, context and operational arrangements.
Schools should retain the structure below and adapt text to their setting.

### 1. Introduction

<NAME OF SCHOOL>'s secondary programme is stable, visible and developmental from Year 7 through to Year 13. It weaves taught careers learning, curriculum-embedded contexts, timely access to impartial personal guidance and a carefully sequenced schedule of encounters with employers, workplaces, as well as further and higher education. The intention is straightforward: every student should leave the school with a grounded sense of self, a realistic and ambitious plan, and the experiences and skills to pursue it. The school aligns to the eight Gatsby Benchmarks and to statutory guidance, using the expectations to strengthen inclusion, parent and carer engagement, as well as the evaluation of impact over time.

### 2. Aims and ethos

The programme motivates students to see purpose in their studies, broadens horizons beyond familiar routes and supports well-judged decisions at each transition. The school pays particular attention to equity so that students from disadvantaged backgrounds and those with special educational needs or disabilities benefit fully from provision. Careers education is a shared endeavour. Senior leaders set direction and remove barriers; a trained Careers Leader designs and coordinates the programme; subject teachers make explicit links between curriculum content and the world of work; qualified advisers provide impartial guidance; and governors scrutinise delivery and outcomes. Alumni, local employers and partner organisations add authenticity and breadth through talks, projects, placements and mentoring. Partnerships with organisations such as EBSI, the local Careers Hub and the school's alumni network allow the school to sustain a rich offer year on year while responding to student interest and local labour market shifts. In practice, the school will ensure:

- clear ownership by SLT and a link governor, with termly scrutiny of progress and impact;
- an equitable offer shaped by participation data, student voice and targeted outreach;
- a balanced portrayal of routes, avoiding promotional bias and challenging stereotypes.

### 3. Leadership, staffing and management

Each school appoints a named, trained Careers Leader who reports to a senior leader. At <NAME OF SCHOOL>, this is <NAME>. The Careers Leader chairs a termly steering group including the SENCo, sixth-form leadership, safeguarding, a link governor and representatives from key subjects. Together they track progress against the benchmarks, review participation and outcomes data, and agree priorities for improvement. Administrative capacity is planned rather than incidental. Employer liaison, event logistics, visitor vetting, risk assessments and data capture are coordinated so that teachers can focus on the learning value of encounters rather than the paperwork. Careers appears explicitly within school improvement planning, and protected time is identified in PSHE or tutor programmes so that career learning is predictable and sequenced rather than ad hoc. The school will maintain:

- a standing careers steering group with published minutes and action logs;
- a central encounters/placements tracker shared with tutors and year teams; and
- a calendared period of time in the school calendar where careers is a real focus, with decision-point windows to protect teaching time.

### 4. Programme design

#### 4.1 Key Stages 3 and 4

In Year 7 students are introduced to the language of work and transferable skills. They explore strengths, interests and values and begin a simple record of activities and reflections on the electronic careers platform. Year 8 builds decision-making ahead of Key Stage 4 choices. Students compare routes, meet providers and employers, and practise weighing up information, including labour market trends and qualification requirements. Schools will facilitate a range of activities that exemplify how subjects connect to sectors and roles. Students who would benefit from early personal guidance are offered it so that options remain open and well understood.

KS4 focuses on preparing for and experiencing the workplace. Students learn about expectations, safeguarding, health and safety and professional conduct; they compile CVs, practise applications and rehearse interviews. During the placement window they complete a one-week placement where appropriate, or a pattern of micro-placements, shadowing or employer-set projects where a full block is not advisable. Reflection is structured. Students articulate what they learned, the skills exercised, and how the experience shapes their thinking. Year 11 is centred on transition to post-16. Students attend a balanced programme of encounters with sixth-forms, colleges, apprenticeship providers and employers, receive one-to-one guidance at the right moments and submit applications supported by tutors and advisers. Offers and next steps are tracked so that no student drifts after examinations.

**4.2 Key Stage 5**

In the sixth form the programme becomes more personalised. Year 12 students extend experience through placements, industry projects or virtual internships where travel or adjustments are a barrier. They explore higher education, degree apprenticeships and higher technical routes through fairs, campus days, masterclasses and application workshops. Year 13 brings the practical support required to make a secure transition: targeted guidance interviews, UCAS or apprenticeship applications, interview preparation, admissions tests where relevant, and sessions on finance, accommodation and wellbeing. Advisers follow up after key milestones so plans remain realistic and ambitious in light of attainment and evolving interests.

**4.3 Milestones by stage**

- Y7–9: awareness and exploration, early guidance by need, range of relevant career based activities
- Y10–11: workplace readiness, applications and post-16 options
- Y12–13: virtual / actual work experience, higher-level route exploration and supported post-18 transition.

**5. Careers in the curriculum**

Career education is not a standalone event, but a thread woven throughout the school's entire curriculum. The school believes that every subject—from mathematics to the arts—has a vital role in highlighting the relevance of classroom learning to the world of work. Subject teachers are supported to explicitly link curriculum content to diverse career pathways and the 'essential skills' required by employers, such as problem-solving and collaboration. By integrating Labour Market Information and real-world contexts into daily lessons, the school seeks to empower students to see the 'why' behind their studies, boosting engagement and helping them make informed, aspirational choices for their post-16 and post-18 transitions.

**6. Labour market information and decision-making**

Students and families are offered clear, up-to-date labour market information presented in plain English. Tutor sessions and assemblies feature short explainers on growth sectors, skills in demand, pay and progression, and local and regional opportunities. The school endeavours to show students how to question sources, consider uncertainty and balance aspiration with realism. At key points, families receive careers related information so that conversations at home can be informed and balanced. Where appropriate the school will invite local providers and employers to co-present so that students hear consistent messages across school and community.

**7. Encounters with employers and employees**

Encounters are purposeful rather than passive. Students know the aim of a session in advance and arrive prepared; afterwards they reflect and log insights. Across each year, cohorts meet a considered mix of large and small employers, public services and voluntary sector organisations. The school seeks to showcase a diversity of role models by background and career path so that students can see people like themselves thriving in a range of fields and pathways. The school's alumni network is an important strand, offering relatable voices at different stages of study and work and providing a bridge between school learning and the realities of early careers.

**8. Experiences of workplaces**

Work experience is offered in several forms so that all students can benefit. The standard model is a one-week placement in Year 10 or Year 12 with appropriate checks in place. Where a full block is not possible or advisable, students undertake shorter visits, shadow days, employer-set live projects or virtual experiences that still involve interaction and a clear brief. All experiences are risk-assessed, hosts are briefed and students complete a pre-brief and debrief focused on learning. Students with additional needs receive tailored support, and the school works closely with families and hosts to agree reasonable adjustments. Feedback is taken from students and employers so that the offer strengthens each year.

**10. Encounters with further and higher education and with apprenticeship providers**

Year groups 10 and 11 encounter a range of education and training providers so that all legitimate routes are visible and fairly represented. Encounters include talks, small-group workshops, campus visits, taster lessons and application clinics scheduled at points when students are making real decisions. The statutory requirement to provide six good-quality encounters with approved providers of technical education and apprenticeships between Years 8 and 13 is met through a school careers calendar and a clear provider access statement. Encounters are long enough to be useful, interactive rather than promotional, and followed by signposting to further information and next steps. The school will ensure:

- two encounters in KS4 and two in KS5 with approved technical/apprenticeship providers;
- balance between academic and technical pathways at decision points;
- transparent booking routes for providers and published information on school websites.

**11. Personal guidance**

Independent personal guidance is a cornerstone of the programme. Interviews are delivered by Level 6 (or above) qualified advisers and prioritised at key points: at least once by the end of Year 11 and once by the end of Year 13, with additional appointments available for those who need them. Guidance is person-centred and impartial, drawing on attainment, interests, aspirations and any additional needs. With consent, action plans are shared with parents and relevant staff so that follow-up is coordinated. For students with Education, Health and Care Plans, careers guidance aligns with statutory reviews and transitions planning so that destinations are realistic, supported and aspirational. These students may be accompanied in their meetings as a measure of additional support. The school's guidance model ensures:

- priority access at key stages and additional capacity for those who need more support;
- Level 6+ qualified advisers with CPD and supervision arrangements in place; and
- written action plans with agreed next steps and follow-up checkpoints.

**12. Inclusion and targeted support**

The school monitors participation closely and act where any group is under-represented. Students who are disadvantaged, who have SEND, who are young carers or who are otherwise vulnerable are proactively invited to opportunities, offered supported travel or equipment where cost is a barrier, and provided with adapted materials or alternative formats. Some encounters are deliberately scheduled in smaller groups or quieter environments for students who benefit from this approach. Staff receive training on inclusive, bias-aware practice, and the communications and displays are checked for stereotype-free messaging so that all students feel that high-quality routes are for them. Targeted measures include:

- guaranteed places and assisted logistics for priority students;
- reasonable adjustments agreed in advance for key students; and
- monitoring by group with timely intervention where gaps appear.

**13. Working with parents and carers**

Parents and carers are central partners. Schools host information evenings at Key Stages 3, 4 and 5 and offer practical workshops on researching options and supporting applications at home. Communication is regular, concise and free of jargon, with translations or alternative formats where needed. Families are invited to contribute as speakers or mentors if they wish, and employers who are also parents receive clear guidance so that sessions remain impartial and inclusive. Where families find travel or application costs challenging, the school will seek to provide early notice and, where possible, financial support so that no student is excluded on practical grounds. For families, the school provides:

- clear termly updates and event invitations with enough notice to plan;
- workshops and guides on routes, funding and application timelines;

- opportunities to contribute as role models while maintaining impartiality.

**14. Digital tools and record-keeping**

A careers based research and recording platform operates across the Trust so that students can log activities, capture reflections, explore pathways and build application materials in one place. Staff record encounters, workplace experiences and guidance interviews so that the school can identify gaps and intervene quickly. Students can export activity records to support applications and interviews, and tutors use the information to hold informed progress conversations that link current effort to future plans. Careers data is used to evaluate the impact of different encounters and to identify and address gaps effectively.

**15. Safeguarding, health and safety and data protection**

All activities comply with Trust safeguarding policies and safer recruitment checks for visitors. Workplaces are risk-assessed and hosts receive guidance on supervision and expectations. Student data is handled in line with UK GDPR: the school will gather only what it needs, store it securely and share it only with consent or where there is a lawful basis. Students are reminded about digital safety and professionalism when engaging with employers online, and staff are briefed on how to manage any concerns that arise during external encounters.

**16. Quality assurance, evaluation and impact**

Quality is monitored through regular self-assessment against the benchmarks using Compass+, through student, parent and employer feedback and through review of destination patterns at 16 and 18. Governors receive regular careers feedback, summarising careers activities and outlining strengths, gaps and priorities. Student and staff evaluations are reviewed carefully to gauge impact and to inform future planning. Intended destinations are gathered in Years 11 and Year 13, compared with offers and enrolments, and followed up with sustained destination checks. Where patterns suggest barriers for particular groups, future provision is adapted rather than repeated unchanged.

**17. Primary phase commitments at a glance**

- A published, stable Y7–Y13 programme that students and families can see on each school website.
- A named, trained Careers Leader in each school, reporting to SLT and supported by a link governor.
- Regular employer encounters for every year group, with preparation beforehand and reflection afterwards.
- A work experience entitlement, with a one-week placement or an accessible alternative and structured debrief.
- Four good-quality encounters with approved technical/apprenticeship providers, delivered at decision points.
- Independent personal guidance by a Level 6+ adviser: at least once by the end of Year 11 and once by the end of Year 13.
- Targeted inclusion measures for SEND, disadvantaged students and other vulnerable groups, including reasonable adjustments and financial support where needed.
- Clear, plain-English communications to parents and carers, plus workshops on routes, funding and applications.
- Robust safeguarding, risk assessment and UK GDPR compliance for all encounters and placements.
- Termly self-assessment, destination tracking and annual review of impact.

**Version history**

| First issue/revision date | Approved by | Summary of changes if not first issue |
|---|---|---|
| October 2026 | BoT | New policy |