



The Howard School

A Specialist Sports College

“High Standards lead to High Achievement”



## Careers Education, Information, Advice and Guidance Policy.

Signed by SLT responsible for Careers:

Date written: September 2025

Signed off by Governing body/Board of Trustees:

Date approved:

This policy, the information included, and its implementation will be monitored by Scott Edwards and reviewed as specified below.

The next review date is: September 2028

### Contents

1. Vision and intent
2. Statutory requirements
3. Roles and responsibilities
4. Our Careers Programme
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6. Appendix

This policy aims to set out our school’s provision of impartial and informed careers guidance for all our learners.

This includes the ways in which learners, parents, teachers and employers can access information about our Careers Programme.



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## 1. Setting Vision & Intent

High-quality careers guidance is important for our learners' futures, which supports young people to move through their education and on to the next stage of their life and equips them to manage their future progression through learning and work. To do this, our provision aims to:

- Help learners prepare for the workplace by building the knowledge, skills and behaviours required for self-development and career management through a whole school approach linking curriculum learning to careers.
- Provide opportunities for a variety of quality work experiences into different industries to support career planning.
- Develop learners' awareness of the variety of education, training and careers opportunities available to them.
- Help learners to understand routes to careers that they're interested in, and to make informed and aspirational choices about their next step to make effective and sustained transitions.
- Promote a culture of high aspirations and equality of opportunity.

## 2. Statutory requirements

This policy is based on the Department for Education's (DfE's) Statutory guidance: Careers guidance and access for education and training providers updated 8<sup>th</sup> May 2025

This guidance refers to:

- The Education Act 1997, Sections 42A, 42B, 45 and 45A
- The Education and Skills Act 2008, section 72
- The School Information (England) Regulations 2008, schedule 4 (15)

This policy is also in line with the Skills and Post-16 Act 2022, which came into force on 1 January 2023.

It explains that our school must provide a minimum of 6 encounters with technical education and apprenticeships to all learners in years 8 to 13, acting impartially and not showing bias towards any route. For more detail on these encounters, see our Provider Access Legislation

As a maintained school/academy in England we must have regard to the Statutory Guidance when carrying out our duty to ensure that a range of providers are able to access and inform our pupils about technical education and apprenticeships.

This policy accepts the 8 Gatsby Charitable Foundation's benchmarks (updated and published Nov 2024) as set out in the DfE guidance. They can be seen in Appendix 1 of this policy.

Definition - 'Careers guidance' covers the full range of activity delivered under the 8 Gatsby Benchmarks.

## 3. Roles and responsibilities

Scott Edwards – Careers Lead – [edwardss@thehowardschool.co.uk](mailto:edwardss@thehowardschool.co.uk) – 01634 388765



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## 3.1 School Responsibilities:

**The school has a series of statutory duties:**

- All registered pupils at the school must receive careers guidance in Years 7 to 13.
- This careers guidance 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.
- Schools are required to publish (a) the name, email address and telephone number of the school’s careers leader; (b) a summary of the careers programme including details as to how pupils, parents, staff and employers may access information regarding the careers programme; (c) how the school measures and assesses the impact of the careers programme on pupils; (d) the date of the school’s next review of the information.
- There must be opportunities for education and training providers to access pupils in Year 8 – Year 13 in order to inform them about approved technical qualifications and apprenticeships. Cf. Section 6 of this policy. The school must have a clear policy setting out the manner in which providers will be given access to pupils. Cf. Section 6 and Appendix 2. This policy and these arrangements must be published on the schools website.
- The school will base its Careers Programme around the Gatsby Benchmarks. A summary of these can be seen in Appendix 1, and they cross reference with the objectives of this policy.
- The school will regularly measure and analyse its CEIAG offer to inform evaluation, reporting and continuous improvement of the careers provision.
- Where learners have EHCPs, their annual reviews from Year 9 onwards must include a focus on preparing for adulthood, including employment.
- The school should keep parents and carers informed at key decision points, help them understand the importance of their role, and ensure their diverse needs are considered throughout the learner’s journey. See Appendix 3.
- Ensure all learners gain meaningful workplace experiences to explore career options and build networks — at least one by age 16 and another by age 18.

## 3.2 Careers Leader

Our Careers Leader is/will be appropriately trained to develop and direct the Careers Programme in line with the Gatsby Benchmarks. Ongoing CPD to support the continuous development of the Careers Leader is accessed through the CEC Academy.

**Our Careers Leader will:**

- embed a programme of careers education and guidance, structured around the eight Gatsby Benchmarks, that is known and understood by learners, parents and carers, staff, those in governance roles, employers and other agencies. This information will be available on the school website



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- ensure that careers education is embedded within the institution’s ongoing staff development programme, including training for teachers, subject staff, and all staff who support learners
- support teaching staff to highlight the progression routes for their subject and the relevance of the knowledge and skills developed in their subject for a wide range of career pathways and future career paths
- plan and manage the Careers Learning Journey and ensure it is progressive and responsive to learner need
- plan and manage a strategy for how to engage with parents and carers throughout the Careers Learning Journey
- take responsibility for the leading, managing, co-ordinating and networking to develop the Careers Programme
- establish and develop links with employers, learning providers and careers organisations
- work closely with relevant staff, including our special educational needs co-ordinator (SENCO) and Careers Adviser, to identify the guidance needs of all our learners with special educational needs and/or disabilities (SEND) and put in place personalised support and transition plans
- work with our school's designated staff member for looked-after children (LAC) and previously LAC and put in place personalised support and transition plans if required
- plan and manage the delivery of PAL compliant encounters to learners and review our school's Provider Access Policy statement at least annually, in agreement with our Governing Board/Trustees
- quality assure the Careers Programme, along with SLT, to ensure continuous improvement; this should include regular evaluation from stakeholders including learners, staff, parents and carers and employers, alongside reviewing progression data. This quality assurance includes the completion of the CEC Internal Leadership Review
- manage and deliver the CEC Future Skills Questionnaire to all students. Use the data to support the improvement of the Careers Learner Journey, targeting support to groups and individuals where knowledge gaps are found
- manage the budget for the Careers Provision
- work towards the strengthened Gatsby Benchmark 6 to ensure learners access multiple experiences of the workplace
- work with the Kent & Medway Careers Hub to support continuous improvement using the free digital tools to self-evaluate (Compass Evaluation and Internal Leadership Review)

### 3.3 Senior leadership team

- Undergo appropriate training via fully funded [learning providers](#) and [CEC Learning Academy](#)
- Support strategic careers planning embedding it across whole-school development planning that is in-line with the school.
- Measure and analyse impact evaluation and quality assurance to inform continuous improvement in line with the vision, intent and priorities of the Careers Provision and share this information with governance and wider school staff.
- Ensure the school’s Careers Leader is allocated sufficient capacity, appropriate training and budget to deliver a strategic Careers Provision and regularly meet to review progress and provide ongoing support.
- Support the delivery of whole-school CPD to equip all staff — including teachers, subject specialists, and learner support roles — with the knowledge and confidence to understand and apply impartial careers guidance, as part of the school’s integrated Careers Provision.
- Allow providers access to talk to learners in years 8 to 13 about technical qualification and apprenticeships and set out arrangements for this in the school’s Provider Access Policy.
- Network with employers, education and training providers, and other careers organisations.



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## 3.4 All teachers and subject staff schools

- Proactively link curriculum content to relevant careers, regardless of whether the course is explicitly occupation focused.
- Consistently highlight how subject-specific knowledge and skills apply to a broad range of future career pathways.
- Communicate clear progression routes within the subject, including further education, training, and employment opportunities.
- Ensure that, each academic year, every pupil in every subject receives opportunities to explore how their learning supports career readiness and workplace effectiveness.
- Embed discussions of employability and transferable skills as part of regular teaching and learning practices across the curriculum.

## 3.5 The Governing Board

### The governors/trustees must ensure that:

- independent careers guidance is provided to all learners throughout their secondary education (for all 11 - 18 year olds), learners aged up to 25 with an EHCP
- learners in years 8 to 13 receive at least 6 encounters with a provider of technical education or apprenticeships.

Careers guidance should:

- be impartial, showing no bias or favouritism towards a particular institution, education or work option
- include information on the range of education or training options, including apprenticeships and technical education routes
- consider the best interests of the students to whom it is given.

### The governors will:

- appoint a member of the governing board/board of trustees who will take a strategic interest in careers education and encourage employer engagement
- undergo appropriate training via the CEC Learning Academy and other available training, such as the Governor Hub
- oversee the development and clear communication of the school's Careers Education, Information, Advice and Guidance and that it is clearly communicated to all stakeholders
- ensure independent careers guidance is provided to all learners throughout their education and that the information is presented impartially, includes a range of educational or training options and promotes the best interests of learners
- support the arrangements that allow a range of education and training providers can access learners in years 8 to 13 to inform them of approved technical education qualifications and apprenticeships. The Provider Access Legislation policy can be found Cf. Section 6 and Appendix 2
- monitor and uphold compliance by ensuring the school's careers webpages are accurate, up-to-date, and meet statutory requirements



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- champion the implementation of systems to measure, assess, and evaluate the impact of the Careers Provision to drive ongoing improvement.

## 4. Our Careers Programme (Careers Learning journey)

Our school has an embedded Careers Programme, see Appendix 4, that aims to inform and encourage learners to consider their career options and take steps to understand their choices and pathways. We provide statutory careers guidance to learners throughout their education.

Our Careers Programme:

- has been developed to meet the expectations outlined in the Gatsby Benchmarks, see Appendix 1
- does not show bias towards any particular career path and promotes a full range of technical and academic options for learners
- delivers aims, objectives and careers related activities appropriate for each year group
- is structured in a way that builds upon previous years, and the overarching aim is divided between the Key Stages so that learners are encouraged to think appropriately about their future.

Our Careers Programme is delivered via several methods:

- Workshops
- External Speakers
- Unifrog Lessons
- Career Fayres
- Form Tutor Sessions
- Trips
- Mock Interviews
- Discussions

### 4.1 Learners with special educational needs or disabilities (SEND)

We expect that the majority of learners with SEND will follow the same careers programme that meets the Gatsby Benchmarks, with adjustments and additional support as needed.

Our Careers Leader will work with staff and, where appropriate, professionals from relevant organisations, to identify the needs of our learners with SEND and put in place personalised support and transition plans. This may include meetings with learners and their families to discuss education, training and employment opportunities, supported internships, transition plans into higher education or preparing for adulthood.

Our Careers Leader may, as appropriate, invite adults with disabilities to visit and share their experience and advice.

### 4.2 Access to our Careers Programme information

A summary of our school's Careers Programme is published on our website, providing details on how learners, parents, staff, and employers can access information, resources, and opportunities to support and engage with the



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programme. To further support parents and carers in guiding their child through key careers education milestones, we have also published a Parent/Carer Careers Roadmap, see Appendix 3, which outlines important decision points and the support available to help them effectively support their child's journey.

Learners, parents/carers, staff and employers can request any additional information about the Careers Programme by contacting one of the careers team.

For learners with special educational needs or disabilities there may be bespoke provision and encounters with specialist provisions that the school have identified as suitable for those learners.

Our Careers Programme meets the Provider Access Legislation:

For pupils of compulsory school age these encounters are mandatory and there will be a minimum of two encounters for pupils during the 'first key phase' (year 8 to 9) and two encounters for pupils during the 'second key phase' (year 10 to 11). For pupils in the 'third key phase' (year 12 to 13), particularly those that have not yet decided on their next steps, there are two more provider encounters available during this period, which are optional for pupils to attend. See our Provider Access Legislation Policy Cf. Section 6 and Appendix 2

## 5. Monitoring, Review and Evaluation

Institutions should ensure the quality assurance and continuous improvement of their Careers Programme; we do this by:

- **Recording:** The school systematically records careers activities and events using Unifrog and Compass+. Up-to-date information from recording systems and related data on all learners is used by the Careers Leader and senior leaders to measure impact of the Careers programme and to inform continuous improvement and planning of careers.
- **Feedback:** All relevant stakeholder voices are systematically evaluated by the Careers Leader to inform impact evaluation, strategic development planning of careers and whole school or special school development planning, impact evaluation and reporting. Learners' perception of their career readiness is measured through the Future Skills Questionnaire and considered by the Careers Leader and senior leaders to inform whole school or special school development planning, impact evaluation and reporting.
- **Evaluation against Learning Objectives:** The school conducts an annual evaluation of the careers programme against defined learning objectives for each year group. These objectives guide assessment of learners' progress in acquiring key knowledge, skills, and behaviours, and inform the ongoing review and refinement of activities to align with programme intent and enhance impact on career readiness.
- **Destination data:** Destinations data (including intended and actual destinations) is collected, analysed and reported on, according to specific success criteria (vision and intent in section 1). This includes outcomes for specific cohorts, breadth of destinations, aspiration, alignment to labour market, NEET, etc.
- **Monitoring and Quality Assurance:** The school annually completes the Careers Impact System- Internal Leadership Review to continuously measure and develop the quality of the Careers Programme. The provision is structured with reference to relevant frameworks, policies, and statutory guidance (e.g. Gatsby Benchmarks, CDI



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Framework, Careers Strategy, Provider Access Legislation, etc.). The provision and compliance is reviewed within internal (learning walks, etc.) and external quality assurance processes.

- **Sharing evaluation data:** provide information to parents and other relevant stakeholders on the strengths and development areas of the Careers Provision highlighted from the monitoring, reviewing and evaluation processes.



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## Appendix 1 - The Gatsby Benchmarks

<p><b>1.</b> <b><u>A stable careers programme:</u></b> Every school and college should have an embedded programme of careers education and guidance that is known and understood by pupils, parents and carers, staff, governors, employers and other agencies.</p>	<ul style="list-style-type: none"><li>- Every school should have a stable, structured careers programme that has the explicit backing of governors, the headteacher and the senior management team, and has an identified and appropriately trained careers leader responsible for it.</li><li>- The careers programme should be tailored to the needs of pupils, sequenced appropriately, underpinned by learning outcomes and linked to the whole-school development plan. It should also set out how parents and carers will be engaged throughout.</li><li>- The careers programme should be published on the school’s website and communicated in ways that enable pupils, parents and carers, staff and employers to access, and understand it.</li><li>- The programme should be regularly evaluated using feedback from pupils, parents and carers, teachers and other staff who support pupils, careers advisers and employers, to increase its impact.</li></ul>
<p><b>2.</b> <b><u>Learning from career and labour market information:</u></b> All pupils, parents and carers, teachers and staff who support pupils should have access to good-quality, up-to-date information about future pathways, study options and labour market opportunities. Young people with special educational needs and disabilities (SEND) and their parents and carers may require different or additional information. All pupils will need the support of an informed adviser</p>	<ul style="list-style-type: none"><li>- During each Key Stage, all pupils should access and use information about careers, pathways and the labour market to inform their own decisions on study options or next steps.</li><li>- Parents and carers should be encouraged and supported to access and use information about careers, pathways and the labour market to inform their support for pupils in their care.</li></ul>



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<p>to make the best use of available information.</p>	
<p><b>3.</b> <u>Addressing the needs of each young person:</u> Pupils have different careers guidance needs at different stages. Careers programmes should help pupils navigate their concerns about any barriers to career progression. In addition, opportunities should be tailored to the needs of each pupil, including any additional needs of vulnerable and disadvantaged pupils, young people with SEND and those who are absent.</p>	<ul style="list-style-type: none"><li>- A school’s careers programme should actively seek to challenge misconceptions and stereotypical thinking, showcase a diverse range of role models and raise aspirations.</li><li>- Schools should keep systematic records of the participation of pupils in all aspects of their careers programme, including the individual advice given to each pupil, and any subsequent agreed decisions.</li><li>- For pupils who change schools during the secondary phase, information about participation and the advice given previously should be integrated into a pupil’s records, where this information is made available. Records should begin to be kept from the first point of contact or from the point of transition.</li><li>- All pupils should have access to these records and use them ahead of any key transition points to support their next steps and career development.</li><li>- Schools should collect, maintain and use accurate data for each pupil on their aspirations, intended and immediate education, and training or employment destinations, to inform personalised support.</li><li>- Schools should use sustained and longer-term destination data as part of their evaluation process and use alumni to support their careers programme.</li></ul>
<p><b>4.</b> <u>Linking curriculum learning to careers:</u> As part of the school’s programme of careers education, all teachers should link curriculum learning with careers. Subject teachers should highlight the progression routes for their subject and the relevance of the knowledge and skills developed in</p>	<ul style="list-style-type: none"><li>- Every year, in every subject, every pupil should have opportunities to learn how the knowledge and skills developed in that subject helps people to gain entry to, and be more effective workers within, a wide range of careers.</li><li>- Careers should form part of the school’s ongoing staff development programme for teachers and all staff who support pupils.</li></ul>



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<p>their subject for a wide range of career pathways.</p>	
<p><b>5.</b> <u>Encounters with employers and employees:</u> 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 opportunities including visiting speakers, mentoring and enterprise schemes, and could include pupils’ own part-time employment where it exists.</p>	<p>- Every year, from the age of 11, pupils should participate in at least one meaningful encounter with an employer.</p> <p>A meaningful encounter will:</p> <ul style="list-style-type: none"><li>- have a clear purpose, which is shared with the employer and the young person</li><li>- be underpinned by learning outcomes that are appropriate to the needs of the young person</li><li>- have opportunities for two-way interactions between the young person and the employer</li><li>- be followed by time for the young person to reflect on the insights, knowledge or skills gained through the encounter</li></ul>
<p><b>6.</b> <u>Experiences of workplaces:</u> Every learner should have first-hand experiences of workplaces to help their exploration of career opportunities and expand their networks.</p>	<p>- By the age of 16, every pupil should have had meaningful experiences of workplaces.</p> <p>- By the age of 18, every pupil should have had at least one further meaningful experience.</p> <p>A meaningful experience will:</p> <ul style="list-style-type: none"><li>- have a clear purpose, which is shared with the employer and the young person</li><li>- be underpinned by learning outcomes that are appropriate to the needs of the young person</li><li>- involve extensive two-way interactions between the young person and employees</li><li>- include opportunities for young people to meet a range of different people from the workplace</li><li>- include opportunities for young people to perform a task set by the employer or to produce a piece of work relevant to that workplace</li><li>- include the employer providing feedback to the young person about their work</li></ul>



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	<ul style="list-style-type: none"><li>- be followed by opportunities for the young person to reflect on the insights, knowledge or skills gained through their experience</li></ul>
<p><b>7.</b> <u>Encounters with further and higher education:</u> All pupils should understand the full range of learning opportunities that are available to them, including academic, technical and vocational routes. This should incorporate learning in schools, colleges, independent training providers (ITPs), universities and in the workplace.</p>	<ul style="list-style-type: none"><li>- By the age of 16, every pupil should have had meaningful encounters with providers of the full range of learning opportunities, including sixth forms, colleges, universities and ITPs.</li><li>- By the age of 18, all pupils who are considering applying to higher education should have had at least two visits to higher education providers to meet staff and learners.</li></ul> <p>A meaningful encounter will:</p> <ul style="list-style-type: none"><li>- have a clear purpose, which is shared with the provider and the young person</li><li>- be underpinned by learning outcomes that are appropriate to the needs of the young person</li><li>- involve a two-way interaction between the young person and the provider</li><li>- include information about the provider, such as their recruitment and selection processes, the qualifications that provider offers and the careers these could lead to</li><li>- describe what learning or training with the provider is like</li><li>- be followed by opportunities for the young person to reflect on the insights, knowledge or skills gained through the encounter.</li></ul>
<p><b>8.</b> <u>Personal guidance:</u> Every pupil should have opportunities for guidance meetings with a careers adviser, who could be internal (a member of school staff) or external, provided they are trained to an appropriate level. These meetings should be available for all pupils</p>	<ul style="list-style-type: none"><li>- Every pupil should have at least one personal guidance meeting, with a careers adviser by the age of 16, and a further meeting by the age of 18. Meetings should be scheduled in the careers programme to meet the needs of pupils.</li><li>- Information about personal guidance support, and how to access it, should be communicated to pupils and parents and carers, including through the school website.</li></ul>



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<p>whenever significant study or career choices are being made. They should be expected for all pupils but should be scheduled to meet their individual needs. The careers leader should work closely with the careers adviser, SEND coordinator and other key staff to ensure personal guidance is effective and embedded in the careers programme.</p>	
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## Appendix 2:

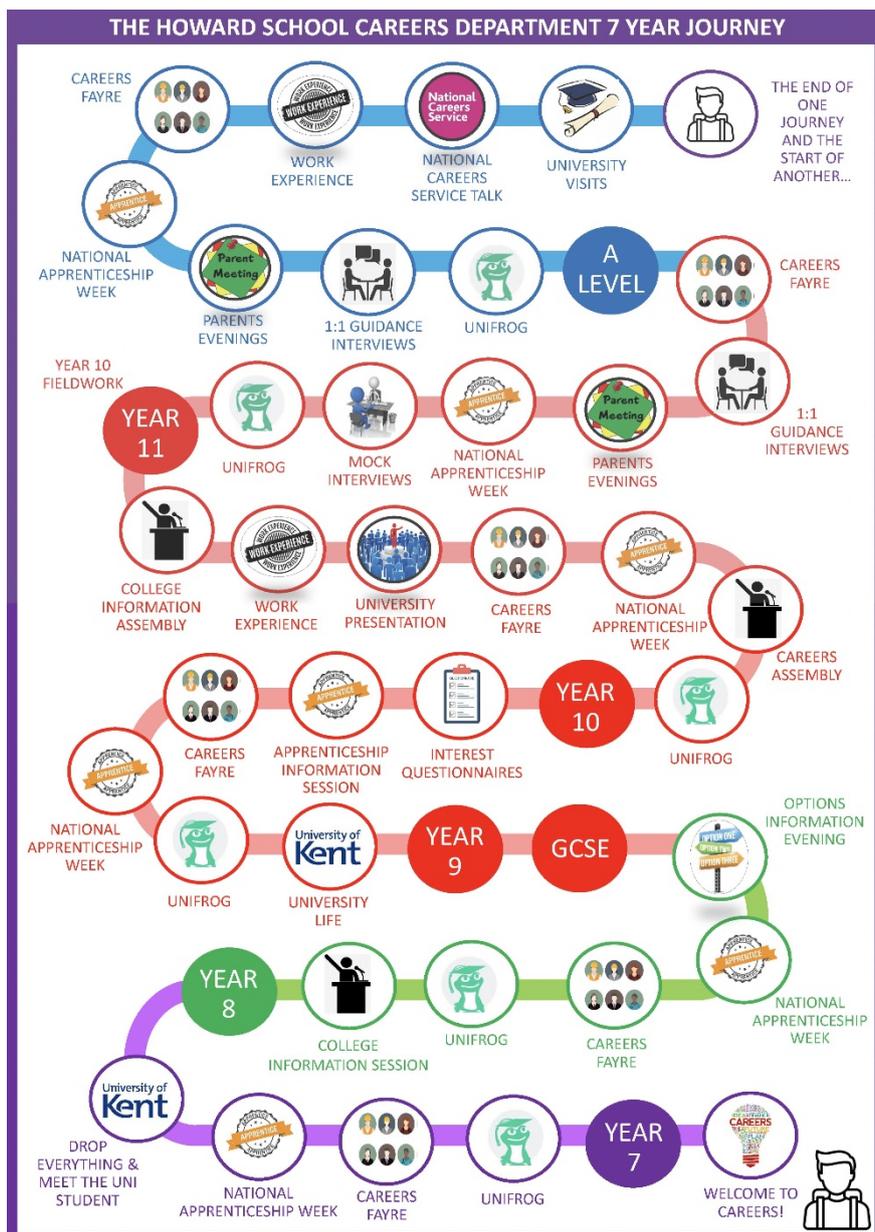
Provider Access Legislation policy – this is published on the school website: <https://www.thehoward-that.org.uk/careers>

## Appendix 3:

These are published for each year group on the school website: <https://www.thehoward-that.org.uk/careers>

## Appendix 4:

### Careers Programme/Careers Learning Journey





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