



Careers Guidance Policy

1 - Rationale

Careers education and guidance programmes make a major contribution to preparing young people for the opportunities, responsibilities and experiences of life.

A planned progressive programme of activities supports them in choosing 14 – 19 pathways that suit their interests and abilities and help them to follow a path and sustain happiness and success throughout their lives.

Careers learning is highly linked to independence and life skills such as travel, making choices and everyday activities supporting career ambitions.

Longridge School is committed to providing a planned programme of Careers Education, Information and Guidance for all pupils in Years 7-14 which will promote equality of opportunity, celebrate diversity and challenge stereotypes.

We believe that it is especially important for our pupils, all of whom have an Education Health and Care Plan, that careers education information and guidance is talked about across the whole school and is of the highest possible quality. We understand that this will need to be differentiated and tailored to each pupil, ensuring it is appropriate and accessible to each student and their needs.

2 - Context

From September 2013 the Education Act of 2001 placed schools under a duty to ensure that all registered pupils in Years 8-13 have access to independent, accurate and impartial information, advice and guidance. It was then updated by The Department for Education in August 2022 for education and training providers.

Careers guidance under these duties must:

- be presented in an impartial manner (independent careers guidance)
- include information on the range of education or training options, including apprenticeships and other vocational pathways for years 8 to 13
- promote the best interests of the pupils to whom it is given

The government also expects Governing Boards to ensure that the schools careers programme is published and the careers strategy is developed in line with the Gatsby Benchmarks and informed by the requirements set out.

The careers strategy can be read online at :

www.gov.uk/government/publications/careers-strategy-making-the-most-of-everyones-skills-and-talents

The statutory guidance for school is available at:

www.gov.uk/government/publications/careers-guidance-provision-foryoungpeople-inschools

The arrangements for students to continue studying core subjects post 16 has been noted and is shared as appropriate with students.

The Policy covers all students regardless of their abilities (refer to the schools Special Needs and Equal Opportunities Policy).

It is noted that schools have been asked to work with local authorities to identify young people who are in need of targeted support or who are at risk of not participating post -16. Every attempt will be made to ensure appropriate plans for Year 11 leavers, but care services must play their part in this planning. These young people may require additional planning. Learners may access the Staffordshire Independence programme where appropriate, in addition to completing ASDAN My Independence programmes.

We will provide relevant and accessible information to all students on the full range of opportunities open to them and to foster an understanding of where such choices may lead and support students to make informed career choices including choices about academic or vocational training from year 9 onwards.

From Year 10 students have opportunities to access appropriate work experience to support their knowledge skills and social development in the world of work.

Link to work experience:

We endeavour to develop Work experience opportunities and the schools termly as part of our learning for life sessions. These experiences may be linked to project or thematic work they are doing in class.

Guidance requires schools to ensure that education or training providers can access students at least once a year from Years 8 to 13 to provide information about a range of post 16 pathways, including technical education qualifications or apprenticeships.

Old Windebrowe will endeavour to meet this requirement. The school will hold an annual careers day where access will be promoted and encouraged, as well as a range of opportunities offered to our students to visit colleges, universities, apprenticeship and other training providers and careers fairs.

We will also work with Inspira and bring a range of professionals and companies into school to educate children on career opportunities.

The careers lead/head teacher will also take on the responsibility for producing any references required by training providers or employers in order to consider students who can access in person work experience.

The school is also building links with companies and organisations in the community to offer work meaningful work experience.

Professional and personalised guidance:

We aim to raise aspirations and equip our students with knowledge and understanding, skills and attitudes as a foundation for managing their lifelong career and learning. Our goal is to

develop student confidence, independence and functional communication to enable them to access their world, concentrating on their next steps, providing quality guidance and supporting their transitions.

We are aware our teachers are highly influential and students are more likely to be motivated to learn if their teacher knows their hopes and dreams. Good relationships between the student and staff supports understanding of opportunities and how their interests linked to their ambitions. Career related learning improves our young people's motivation and engagement in learning, especially as they get older and closer to transitioning away from school. Students will also receive information and advice on their futures, through LAC reviews, PEP meetings and SEN/EHCP annual reviews.

For guidance, Old Windebrowe will seek to ensure that each student has access to the appropriate service. We will partner with Inpsira who support students across Cumberland and Westmoreland with careers guidance

For many of our learners, it is incredibly important for them to have chance to build a strong relationship between them and the careers professional, otherwise conversations can be uncomfortable, impossible or unrealistic in their outcomes. Students will be supported to access our practitioner, through monthly visits and conversations, in order to get the best and most relevant outcomes for that student. The practitioner will have also been informed by staff regarding needs, appropriate methods of communication and often other professionals involved, to support with transition planning.

Access to a careers guidance session can be by self-referral, parental referral or staff referral, otherwise it will be conducted during the school year at key points appropriate for the student.

Career Planning information will be recorded at the appropriate reviews and the careers lead will hold records of students aims and thoughts relating to their futures.

3 – Monitoring Evaluation and Review

The effectiveness of this policy will be measured in a variety of ways: The policy is developed and reviewed annually through discussions with Careers Leader, all staff, the RCDP, pupils, parents, governors and other external partners and will take into account evaluation of school destinations and feedback.

It is based on current good practice from OFSTED, the Careers Development Institute and is guided by the 'Gatsby' benchmarks, to ensure best practice and to conform to statutory

requirements.

The school will continue to use the Careers Compass+ online tool to help plan, monitor and evaluate actions towards these benchmarks. Regular updates of the compass will be fed back to senior leaders and teaching staff. The school is also committed to ensuring that parents are regularly updated with the careers activities their child has participated in over the academic year.

The Gatsby Benchmarks have recently been reviewed and amended with effect from September 2025. These are set out in Section 8 below and will be used by Old Windebrowe to self-assess its careers guidance programme/offer on a regular basis. We recognise that our diverse student population has differing ambitions, therefore our careers programme forms part of our curriculum and is tailored to our students' varying needs. Our careers programme comprises several strands: Work Related Learning, Business Enterprise, Career Coaching & Curriculum, and Work Experience. We follow the national early career development model for Career SEND groups; which helps us identify and deliver flexible career activities that will help our students to develop the knowledge and skills required to access future education and employment opportunities and readiness for independent living.

4 – Provider Access Statement

Schools and academies must give education and training providers the opportunity to talk to pupils in Years 8 to 13 about approved technical qualifications and apprenticeships from 2 January 2018. The DfE has issued 2 guidance documents: Technical Education and Apprenticeships: Raising Awareness in Schools and Example Policy Statement on Provider Access which sets out what schools need to have in place to meet the requirements of the amendment to the Technical and Further Education Act.

Any provider wishing to request access for these purposes should contact the Head Teacher, Carol Harvey on carol.harvey@longridgeschool.org.uk . Providers are welcome to send/leave information and prospectus with the school for distribution as appropriate.

The school will use its Visiting Speaker Policy to inform and prepare all visitors for access to students. In meeting these obligations, Longridge School will invite providers to its annual careers day and seek opportunities for students to attend appropriate careers events locally and in their home county.

5 - Roles and Responsibilities

Role of the Senior Leadership Team:

The Head Teacher sets out a strategy for careers education and guidance which meets the school's legal requirements, it should be developed in line with the Gatsby Benchmarks and informed by the requirements set out in Careers Guidance and access for education providers Statutory guidance for governing boards, school leaders and school staff.

Role of the Proprietal Board:

The Proprietal Board have a key role in ensuring the school not only meets its legal requirement, but also that the school is equipping their pupils with the tools and knowledge to make informed choices about their futures. They can do this by offering strategic support to school leaders and by holding the head teacher to account for the quality of provision of careers education, information advice and guidance.

The Proprietal Board should provide clear advice and guidance to the head teacher on which he/she can base a strategy for careers education and guidance which meets the school's legal requirements, is developed in line with the Gatsby Benchmarks and informed by the statutory guidance.

The Proprietal Board has an appointed a Link Director for Careers who has completed appropriate training and has secure knowledge and understanding of the Careers programme. They report back regularly to the Proprietal Board.

The Proprietal Board ensures that the school complies with its statutory responsibilities:

1. The appointment of a Careers Leader.
2. Compliance with the Baker Clause (Provider Access Statement).
3. The publishing of policy statements on the school's website.
4. Commitment to the delivery of independent and impartial guidance.

Role of Teaching and Support Staff:

All staff should ensure they are aware and comply with the CEIAG Education programme and its objectives and have an understanding of the Gatsby Benchmarks framework and how they are implemented and can be implemented in their relevant classes and subjects.

They will support the development of students' knowledge and application of skills, develop links to external support within their curriculum areas and signpost specific students' needs for further careers advice. Appendix A contains a list of links to careers information.

6 - Staff CPD for staff delivering CEIAG

Further training can be requested or highlighted during regular staff CPD meetings. Staff can also request training as part of their appraisal.

Staff can access their own learning about careers through guest speakers, work place and provider visits and utilising <https://www.careersandenterprise.co.uk/education/training/careers-leaders>

7 - Role of External Agencies

Further support is provided by a variety of outside agencies to ensure the students have multiple opportunities to learn from employers and other organisations nationally and

locally.

Careers and Enterprise Company

The school continues to work closely with the Careers and Enterprise company Inspira who provide support from across the county.

Other Agencies we will work with:

- FE Colleges
- Department for Work and Pensions
- Employers
- Other Schools

8 - Equality and Diversity

CEIAG is provided to all students in school irrespective of their pathway. Students are encouraged to follow paths that suit their interests, skills and strengths, it is designed to suit all needs and covers employment, independent living and supported living.

The programme will raise aspirations, promote equality of opportunity, celebrate diversity and challenge stereotypes.

9 - The 'Gatsby' Benchmarks

The Gatsby Benchmarks are 8 standards that guide schools in delivering effective career guidance to students. The Gatsby Benchmarks have recently been reviewed and updated. Longridge has adopted the Benchmarks to track CEIAG programme because they are judged to be an outstanding system for career guidance.

A stable careers programme

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

Appendix B contains links to further details on each of the 8 benchmarks

<https://www.gatsbybenchmarks.org.uk/understanding-the-gatsby-benchmarks/>

10- Responsibilities:

All staff are responsible for providing good careers education, information and advice to students, this includes form tutors, teachers and support staff. Other staff have more responsibility for the guidance.

Careers Lead: Trevor Marsden will complete level 7 training

Legislation guidance referred to:

Section 42A, 42B, 45 and 45A of the Education Act 1997

Section 72 of the Education and Skills Act 2008

Schedule 4 (15) of the School Information (England) Regulations 2008

<i>Last Reviewed</i>	<i>September 2025</i>
<i>Next Review Due</i>	<i>September 2026</i>
<i>Reviewed by</i>	<i>Head Teacher and Careers lead</i>

Appendix A: Careers Information

The links below contain a wealth of information and resources for teachers, students and parents:

Exploring Careers

- [National Careers Service](#) - A comprehensive careers website with job profiles, outlining: the skills required, main tasks, pay levels and career prospects for hundreds of different jobs. In addition, valuable guidance on the different stages involved in getting a job.
- [iCould](#) - Check out 1000s of career videos to help you on your careers journey. You can also self-assess your 'personality type' here as well.
- [Careers Box](#) - A free careers resource showing 100s of real people doing real jobs.
- [BBC Bitesize](#) - Whether you're deciding what to study, taking your exams, planning a career or just curious, the Bitesize team can explain the world of work, with advice from people who have found the right path for them.
- [Understanding Apprenticeships](#) – government information explaining what an apprenticeship is and how to apply.

Jobs by School Subject

- [Career Pilot](#) - a great range of videos covering careers by the school subjects they relate to.

Local Post 16 providers

- [NSCG](#) college group – range of courses including apprenticeships at Stafford, Newcastle under Lyme and Leek Campuses
- [South Staffordshire College](#) – campus at Rodbaston, Lichfield, Tamworth and Cannock • [E.Quality training](#)
- [Nova Training](#)

Appendix B: Online Guides to the Eight Gatsby Benchmarks

Gatsby Benchmark 1

[A stable careers programme](#)

Gatsby Benchmark 5

[Encounters with employers and employees](#)

Gatsby Benchmark 2

[Learning from career and labour market information](#)

Gatsby Benchmark 6

[Experiences of workplaces](#)

Gatsby Benchmark 3

[Addressing the needs of each young person](#)

Gatsby Benchmark 7

Encounters with further and higher education
Gatsby Benchmark 4

Linking curriculum learning to careers

Gatsby Benchmark 8 Personal guidance