

# Presdales School



*'Achievement for All'*

<b>Title</b>	<b>Careers Guidance Policy</b>
<b>Version</b>	May 2026
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<b>Date approved by Committee</b>	May 2026
<b>Date approved by Full Trust Board</b>	NA
<b>Review Date (SLT)</b>	Summer 1: 2028
<b>Review Date (Trustees)</b>	Summer 1: 2028

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## 1. Aims

This policy aims to set out our school's provision of impartial and informed careers guidance for our students. This includes the ways in which students, parents and carers, teachers and employers can access information about our careers programme.

High-quality careers guidance is important for our students' futures, and our provision aims to:

- Help students prepare for the workplace, by building self-development and career management skills
- Provide experience and a clear understanding of the working world
- Develop students' awareness of the variety of education, training and careers opportunities available to them
- Help students to understand routes to careers that they're interested in, and to make informed choices about their next step in education or training
- Take into account the individual needs of all students to tailor the programme accordingly and provide the right level of support
- Promote a culture of high aspirations and equality of opportunity

## 2. Statutory requirements

This policy is based on the statutory [Careers guidance and access for education and training providers](#) from the Department for Education (DfE).

This guidance refers to:

- [The Education Act 1997](#)
- [The Education and Skills Act 2008](#)
- [The School Information \(England\) Regulations 2008](#)

This policy is also in line with the [Skills and Post-16 Education Act 2022](#) (the 'provider access legislation'). It explains that our school must provide a minimum of **6 encounters** with technical education and apprenticeship providers to all students in years 8 to 13 about their education or training offer. For more detail on these encounters, see our provider access policy statement, which you can find [here](#).

This policy is also in line with the [Education \(Careers Guidance in Schools\) Act 2022](#), which amends the existing duty in The Education Act 1997, so that:

- Our school must now secure independent careers guidance for students from year 7 (instead of from year 8, previously)
- As an academy in England, we're now required to provide and publish careers guidance

The above guidance requires that we publish information about the careers programme on our website, and that it is communicated in a way that enables learners, parents and carers, staff, and employers to access and understand it.

This includes:

- The name and contact details of the careers leader
- A summary of the careers programme
- Details of how students, parents and carers, teachers, and employers can access information about the careers programme
- How our school measures and assesses the programme's impact on learners
- The date by which we will review information

We also act in line with our statutory duty under the provider access legislation (also known as the 'Baker Clause'), to be impartial and not show bias towards any route, be that academic or technical. This policy is in our provider access policy statement, which sets out how our school meets this duty, and can be found [here](#).

This policy complies with our funding agreement and articles of association.

## **3. Roles and Responsibilities**

### **3.1 The governing board**

The governing board will:

- Actively engage in setting the direction for a whole-school approach to careers guidance with the headteacher, to make sure it is aligned with the school's vision, priorities and development plans
- Provide clear advice and guidance on which the school can base a strategic careers plan which meets legal and contractual requirements
- Maintain strategic oversight of the school's legal and contractual requirements for careers guidance and hold senior leaders to account for delivering against those requirements
- Appoint a member of the governing board who will take a strategic interest in careers education and encourage employer engagement
- Make sure that independent careers guidance is provided to all students throughout their secondary education (11 to 18 year-olds) and that the information is presented impartially, includes a range of educational or training options and promotes the best interests of students
- Make sure that a range of education and training providers can access students in years 8 to 13 to inform them of approved technical education qualifications and apprenticeships

- Make sure that arrangements are in place for the school to meet the legal requirements of the provider access legislation, including that the school has published a provider access policy statement
- Make sure that details of our school's careers programme and the name of the careers leader are published on the school's website

### **3.2 Headteacher**

The headteacher will:

- Work with the governing board to set the direction for a whole-school approach to careers guidance, making sure it is aligned with the school's vision, priorities and development plans
- Support the careers team to deliver the school's careers programme
- Build careers into staff development for teachers and support staff, and make sure that the careers leader, careers adviser and senior leaders receive training and development to deliver high-quality careers provision
- Make sure that personal guidance is provided to students by a qualified careers adviser
- Network with employers, education and training providers, and other careers organisations

### **3.3 Senior leadership team (SLT)**

The SLT will:

- Support the careers programme
- Support the careers leader in developing their strategic careers plan
- Make sure the careers leader is allocated sufficient time and budget, and has the appropriate training, to perform their duties to a high standard
- Support the careers adviser to deliver personal guidance to students, making sure it's well-resourced
- Work closely with the careers leader and careers adviser in the overall development and evaluation of the careers programme
- Network with employers, education and training providers, and other careers organisations

### **3.4 Careers leader**

Our careers leader is Julie Stephenson, and they can be contacted by emailing [careers@presdales.herts.sch.uk](mailto:careers@presdales.herts.sch.uk). Our careers leader will:

- Take responsibility for planning and delivering the careers programme and work towards meeting the Gatsby Benchmarks in a meaningful way
- Coordinate and manage careers activities and the budget for these

- Work with the SLT to make sure the careers programme is informed by a strategic careers plan aligned to the school's priorities
- Engage parents and carers throughout
- Establish and develop key relationships to drive progress and continuously improve the careers programme
- Establish and develop links with external employers, education and training providers, and careers organisations
- Use and sequence labour market information (LMI) throughout the careers programme, tailoring it to individual circumstances
- Support the careers adviser to work with relevant staff, including the SENCO, subject teachers and pastoral teams
- Work closely with relevant staff, including our special educational needs co-ordinator (SENCO) and careers adviser, to identify the guidance needs of all of our students with special educational needs and/or disabilities (SEND) and put in place personalised support and transition plans
- Work with our school's designated teacher for looked-after children (LAC) and previously LAC to:
  - Make sure they know which students are in care or are care leavers
  - Understand their additional support needs
  - Make sure that, for LAC, their personal education plan can help inform careers advice
  - Engage with the relevant virtual school head and ensure a joined-up approach to identifying and supporting students' career ambitions
- Evaluate and continuously improve the careers programme, drawing on feedback from all stakeholders and the destinations of students
- Review our school's provider access policy statement at least annually, in agreement with our governing board

### **3.5 Careers Administrator**

Our careers administrator is Dom Gray and she is responsible for:

- **Logistical Coordination:** Handling the day-to-day organisation of careers fairs, employer visits, and training provider sessions
- **Stakeholder Communication:** Managing correspondence with parents, carers, and external organizations
- **Data and Compliance Management:** Tracking student destination data and maintaining evidence for the "Gatsby Benchmarks" to help the Careers Leader "evaluate and continuously improve the careers programme".

- Inclusion Support: Assisting the Leader and SENCO by maintaining records and scheduling tailored guidance for "individual needs", specifically ensuring "personalised support and transition plans" are organized for SEND and LAC students.

### **3.6 Careers adviser**

Our careers leader is Sarah Gardiner. They will:

- Support students to make effective career decisions
- Work with the careers leader and SENCO to identify the needs of students with SEND and provide personalised support
- Contribute to the overall development and evaluation of the careers programme

## **4. Our careers programme**

Our school has an embedded careers programme that aims to inform and encourage students to consider their career options and take steps to understand their choices and pathways. We provide statutory independent careers guidance to students from year 7 onwards.

Our programme has been developed to meet the expectations outlined in the **Gatsby Benchmarks**:

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. Experience of workplaces
7. Encounters with further and higher education
8. Personal guidance

Our programme doesn't show bias towards any particular institution, education or career path, and promotes a full range of technical and academic options for students. We consider the best interests of the student to whom the career guidance is given.

It is structured in a way that builds upon previous years, and the overarching aim is divided between the Key Stages so that students are encouraged to think appropriately about their future. We provide aims, objectives and activities for each year group.

Our careers programme is delivered through several methods, including: tutor led form time discussions, displays, events, assemblies, guest speakers and workplace visits.

### **4.1 How we meet our requirements**

All subjects' link curriculum learning with careers. Additionally, our PSHE curriculum includes information on careers and employability.

Every student will receive at least 1 personal guidance meeting with a careers adviser by age 16.

Every student will have the opportunity to have a further meeting by age 18.

Information about personal guidance support, and how to access it, will be communicated to students, parents and carers, and other stakeholders, including through the school website.

### **By the end of Key Stage 3 students are entitled to:**

- be supported in devising an action plan towards their career goal
- listen to talks on different careers and have various employer encounters
- begin to develop presentation and interview skills
- have been given the opportunity to have a day's work shadowing and various other workplace activities
- experience at least 2 encounters with providers of technical education or apprenticeships in year 8 or 9 (this is set out in more detail in our provider access policy statement, which can be found [here](#))

### **Activities to include:**

- A variety of volunteers are invited into school to speak in assemblies and workshops about their jobs and opportunities they have encountered.
- Using career exploration resources e.g. Unifrog software
- A student has an individual meeting with a member of the senior leadership team in year 9 during which information, advice and guidance is given to support future steps as part of the GCSE Options Process.
- Students are invited to take part in a work experience day in year 8.

### **By the end of Key Stage 4 students are entitled to:**

- be offered at least one individual appointment with a qualified, independent and impartial careers advisor.
- be supported in devising an action plan towards their career goal and take part in an enterprise activity
- listen to talks on different careers
- have been given the opportunity to speak to representatives from various sectors of the world of work
- develop financial capability skills
- produce a curriculum vitae
- be given impartial advice and guidance on post -16 education, employment and training and apprenticeship options.

- develop presentation and interview skills.
- At least 2 encounters with providers of technical education or apprenticeships in year 10 or 11 (this is set out in more detail in our provider access policy statement, which can be found [here](#))
- 1 week's worth of work experience placement(s)

### **Activities to include:**

- A variety of volunteers that are invited into school to speak in assemblies and workshops about their jobs and opportunities they have encountered
- SEND students having an individual appointment with a qualified, independent, impartial careers advisor
- Using career exploration resources e.g. Unifrog software
- A student has two individual meetings with a member of the senior leadership team in year 11 during which information, advice and guidance is given to support future steps as part of the A level/higher education options process.
- Enterprise initiatives to take place in PSHE lessons e.g. small business challenge, financial awareness
- Students offered at least one appointment with our Careers Advisor.
- Students preparing their own CV and taking part in a mock interview day
- Students in Year 10 will be offered a work shadowing week
- Suitable apprenticeships and training vacancies are also advertised to students on a regular basis.

### **By the end of Key Stage 5 students are entitled to:**

- have comprehensive information about Post 18 Higher Education Options
- complete a workable action plan, taking account of the options available to them and be aware of the different qualifications available Post 16.
- At least 2 encounters with providers of technical education or apprenticeships in year 12 or 13 (this is set out in more detail in our provider access policy statement, which can be found here. These encounters are mandatory for the school to put on, but optional for students to attend)

### **Activities to include**

- Students receive regular reminders of forthcoming university open days and occupational taster days through Sixth Form google site.
- Medical Society – open to all students considering careers within the NHS, Veterinary Science or other medical related career
- Applications to Higher Education is supported fully by the Sixth Form team
- Regular updates about apprenticeships, job vacancies and other training opportunities through Sixth Form google site.
- Workshops to provide support in the production of high quality CVs/Personal Statements and preparation for interviews using the Unifrog package.
- Guidance and support with work experience and/or work shadowing

#### **4.2 Students with special educational needs or disabilities (SEND)**

All students with SEND will be supported with a careers programme that follows the Gatsby Benchmarks. We expect that most students with SEND will follow the same careers programme as their classmates, with adjustments and additional support as needed. Information, opportunities and support will be personalised and sequenced to meet the needs of each student with SEND and their families.

Our careers leader will work with teachers and, where appropriate, professionals from relevant organisations, to identify the needs of our students with SEND and put in place personalised support and transition plans. This may include meetings with students and their families to discuss education, training and employment opportunities, supported internships and transition plans into higher education.

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

No information will be given to students without SEND that is not also offered to our students with SEND.

#### **4.3 Access to our careers programme information**

A summary of our school's careers programme is published on our school website here including details of how students, parents and carers, teachers and employers can access information about the careers programme.

Students, parents and carers, teachers, and employers can request any additional information about the careers programme by contacting [careers@presdales.herts.sch.uk](mailto:careers@presdales.herts.sch.uk)

#### **4.4 Access to student participation records**

We measure the progress of students and keep records as they move through the Key Stages.

We collect, maintain and use accurate data for each student on their aspirations, intended and immediate education, and training or employment destinations, to inform personalised support. We also keep records for each student of their participation in the careers programme, the individual advice given to them and subsequent agreed decisions.

Students have access to these records to support them during transition points and in their career development.

These records will be kept in line with our data protection policy, which can be found at [here](#)

#### **4.5 Assessing the impact on students**

Our careers programme is designed so students and parents/carers can give feedback throughout the course of the programme. We measure and assess the impact of the programme's initiatives by:

- Surveys, parent information evenings, parent coffee mornings,

This evidence will feed into the overall development plans to make it easier to evaluate, improve and adapt our careers programme to ensure it meets the needs of all students.

### **5. Links to other policies**

This policy links to the following policies]:

- Provider access policy statement
- Child protection policy
- Curriculum plan
- Data protection policy

### **6. Monitoring and review**

This policy, the information included, and its implementation will be monitored by the governing board and reviewed annually.

The next review date is: May 2027