



FIVE RIVERS CHILD CARE LTD

School Careers, Education, Information, Advice and Guidance Policy & Procedure

'Five Rivers is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment'

Policy Owner	Headteacher
Authoriser	Head of Education
Date of Original Issue	01/09/2022
Date of Last Review	01/09/2025
Date of Next Review	01/09/2026
Version	V3

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1. Aims

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

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

- Help pupils prepare for the workplace, by building self-development and career management skills
- Provide experience and a clear understanding of the working world
- Develop pupils' awareness of the variety of education, training and careers opportunities available to them
- Help pupils to understand routes to careers that they're interested in, and to make informed choices about their next step in education or training
- 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 [Careers guidance and access for education and training providers](#).

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 more recent [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 or training providers to all pupils in years 8 to 13.

This policy is also in line with the Education (Careers Guidance in Schools) Act 2022. This came into force on 1 September 2022, and amended the existing duty in The Education Act 1997, so that:

- Our school must now secure independent careers guidance from year 7 (instead of from year 8, previously)

We also act in line with our statutory duty under the 'Baker Clause', to be impartial and not show bias towards any route, be that academic or technical.

3. Roles and responsibilities

3.1 Careers leader

Our careers leader will:

- Take responsibility for developing, running and reporting on the school's career programme
- Plan and manage careers activities
- Support teachers to build careers education and guidance into subjects across the curriculum
- Establish and develop links with employers, education and training providers, and careers organisations

- Work closely with relevant staff to identify the guidance needs of all of our pupils with special educational needs and/or disabilities (SEND) and put in place personalised support and transition plans

3.2 Senior leadership team (SLT)

Our SLT will:

- Support the careers programme
- Support the careers leader in developing their strategic careers plan
- Make sure our school's careers leader is allocated sufficient time, and has the appropriate training, to perform their duties to a high standard
- Allow training providers access to talk to pupils in years 8 to 13 about technical education qualifications and apprenticeships, and set out arrangements for this in our school's provider access policy statement
- Network with employers, education and training providers, and other careers organisations

3.3 The Head of Education

The Head of Education will:

- Provide clear advice and guidance on which the school can base a strategic careers plan which meets legal and contractual requirements
- Make sure independent careers guidance is provided to all pupils 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 pupils
- Make sure that a range of education and training providers can access pupils in years 8 to 13 to inform them of approved technical education qualifications and apprenticeships
- Make sure that details of our school's careers programme and the name of the careers leader are published on the school's website

4. Our careers programme

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

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

1. A stable careers programme with a careers leader
2. Learning from career and labour market information
3. Addressing the needs of each pupil
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 career path, and promotes a full range of technical and academic options for pupils.

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

4.1 What are the Gatsby Benchmarks?

The Gatsby Benchmarks were developed on behalf of the Gatsby Foundation by Sir John Holman.

They define what world class careers provision in education looks like and provide a clear framework for organising the careers provision at your school or college.

The benchmarks are enshrined in statutory guidance and is our responsibility to oversee the implementation of the benchmarks in our schools.

The 8 Gatsby Benchmarks are:

- 1. A stable careers programme**
- 2. Learning from careers and labour market information**
- 3. Addressing the needs of each student**
- 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**

[Careers guidance and access for education and training providers - GOV.UK](#) (Updated September 2025)

The updated Gatsby Benchmarks retain what works – the eight benchmarks themselves remain unchanged – while introducing practical refinements based on five key themes that emerged from the evidence uncovered during the two-year benchmark review:

1. Careers at the heart of education and leadership – Strengthening careers education as an institution-wide priority, with clear roles for leadership, governors, careers leaders, and advisers.
2. Inclusion and impact for each and every young person – Ensuring career guidance is personalised, with particular attention to the needs of vulnerable and disadvantaged young people, including those with SEND.
3. Meaningful and varied encounters and experiences – Expanding the definition of 'meaningful' encounters and experiences to highlight the importance of variety, preparation, reflection, and a mix of in-person and virtual experiences.
4. Focusing on the use of information and data – Enhancing how data is used to support decision-making, track aspirations, tailor support and evaluate longer-term career outcomes.
5. Engagement of parents and carers – Embedding parent and carer engagement into careers education, ensuring they are well-informed and able to support their children's career choices.

5. Early Careers Intervention – Lower School

We teach early careers as a standalone subject within Lower school, we believe it is important to link learning to the real world and in doing so increasing motivation to work hard bringing more relevance to their learning. When discussing jobs with pupils we will always challenge gender stereotyping about jobs and ensure that pupils are prepared with the correct information to have broad aspirations.

Within our Lower school careers offer we will:

Invite volunteers from the world of work to visit and chat with children.

Deliver career-related learning programmes that help children connect their subject learning to the opportunities now and in the future.

Organise career-related learning trips e.g. to a workplace, museum or university.

Make good use of online learning materials in the classroom such as games, videos, role play, and individual/ group activities.

Explore the diverse routes adults have taken to get their current job e.g. vocational (Inc. apprenticeships), academic, starting their own business etc.

5.1 Pupil Entitlement Year 7- An Introduction to Careers

The Year 7 PSHE program will encourage pupils to understand personal development, the world of work and how to plan for the future through a series of tasks that pupils will complete.

Pupils will have the opportunity to meet local employers and will take part in activities that use Local Market information to keep our pupils informed of the industries/opportunities available to them in the area that they live.

5.2 Year 8 – Choosing the right options for me

Pupils will have the opportunity to discuss their career aspirations and help them to decide on the right subject options to take to support their goals.

The Year 8 PSHE Program will look at helping pupils to identify their personal skills and interests, to further explore the work of work, identify their personal skills and budget their money.

5.3 Year 9 – Career Discovery

Pupils will get the opportunity to attend work experience and meet with local employers-to give them the opportunity to explore a range of different job roles.

The year 9 PSHE Program will focus on skills and behaviours in the workplace and what pathways are available to them in the future.

Teachers will give pupils the opportunity to visit workplaces, exploring the types of careers available in that subject and a variety of job sectors.

5.4 Year 10 – Post-16 and Beyond

Pupils will take a closer look at post-16 options during their PSHE programme, alongside exploring skills and expectations in the workplace.

Pupils will attend a mock interview where they will receive support in writing a CV, job

applications and interviews through a series of workshops designed to equip them with the skills they will need for the future.

Pupils will get the opportunity to explore a range of different job roles with emphasis on local businesses and visit local colleges

Some pupils will visit Colleges and attend Taster days which gives them the opportunity to experience 'a day in the life of a college pupil'.

If appropriate, pupils will get the opportunity to have an experience of the workplace through a variety of organised visits with local employers

Pupils may receive independent careers advice from a careers advisor to help them to understand their options when they leave school including, apprenticeships/BTEC/A-levels routes.

5.5 Year 11 – Planning for the Future

If appropriate, year 11 pupils will have a 1-2-1 meeting with an independent Careers Advisor to discuss their options when they leave school and begin the application process for their chosen pathway.

Further and Higher Education talks will take place throughout the year for both pupils and parents will take place throughout the school year aimed at supporting pupils in their decision making so they feel full equipped in whichever pathway they choose.

The Year 11 PSHE Program will focus on completing an Action plan for the year, exploring their future options and employability skills.

6. Pupils with special educational needs or disabilities (SEND)

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

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

7. Links to other policies

This policy links to the following policies:

Child Protection Policy

Curriculum Policy

8. Monitoring and review

Careers Education is monitored and evaluated annually by the Headteacher and Head of Education