

POLICY – CAREERS

EDUCATION UNIVERSAL

Policy Author	Tonia Lewis, Education and Quality Improvement Lead Laura Dickie, Head of Policy
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Policy Approver	Jo Dunn, Compliance, Regulation and Quality Director
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Version No.	001
Policy Level	Education
Staff groups affected	All Education Staff

Monitoring and Review

This policy will be monitored on an ongoing basis through the service's established governance and quality assurance systems. Responsibility for ensuring that the policy remains compliant with legislation and regulatory frameworks sits with the Proprietor Representative and Regional Lead.

A formal review of this policy will be undertaken no later than three years from the date of approval, or sooner if changes in legislation, regulatory guidance, or operational requirements necessitate it.

The Head of Policy will support this process by identifying relevant changes in legislation, regulation, national standards and emerging best practice. The Head of Policy will also incorporate learning from inspections, audits and practice developments into future revisions whilst overseeing all proposed amendments to the universal content to ensure accuracy, consistency and compliance.

Headteacher: Carrie-Ann Gibbs

Regional Lead: Rob McConomy

Terminology

Our aim is to use consistent terminology throughout this policy and all supporting documentation as follows:

Term	Definition
'School' or 'Site'	Cambian Great Dunmow School.
Pupil	Any pupil aged 11 to 19 who is on roll at Cambian Great Dunmow School.
Headteacher	The senior leader with overall responsibility for Cambian Great Dunmow School.
Teacher	A member of staff who has teaching responsibility for pupils at the school.
Parent/Carer	A parent or person with parental responsibility.
Regulatory Authority	The bodies responsible for inspecting or regulating the school, primarily Ofsted and the Department for Education.
Social Worker	The worker allocated to the individual pupil; if none is allocated, the Duty Social Worker or Team Manager is responsible.
Placing Authority	The local authority or agency responsible for placing the pupil or commissioning the school place.
Local Authority	The local authority responsible for the pupil or the authority in which the school is located, according to context.
Staff	All staff working at the school, including employed staff, students on placement, contractors, agency staff, volunteers and proprietors.

1. Cambian Great Dunmow School Profile

Cambian Great Dunmow School is an independent specialist SEMH provision for pupils with complex emotional, behavioural and mental health needs. A significant proportion also present with co-occurring needs, including but not limited to ADHD, autism spectrum condition and moderate learning difficulties. Needs frequently overlap and change over time as pupils stabilise and engage more consistently in education. Pupils typically arrive with significantly disrupted prior education, high levels of vulnerability, and a range of additional needs that impact attendance, engagement, regulation and progress.

Many pupils have experienced repeated placement breakdowns, periods out of education, adverse childhood experiences, complex trauma and involvement from external agencies. Starting points are therefore highly variable and are often below age-related expectations, particularly in literacy, numeracy and social and emotional development.

The school's curriculum, therapeutic support and behaviour systems are therefore designed to prioritise re-engagement, emotional regulation, safety and inclusion alongside academic learning. Progress is evaluated through a combination of academic outcomes, SEMH development, attendance trajectories and individual case studies that reflect pupils' personal starting points and pathways over time. Leaders recognise that progress for this cohort is non-linear and that meaningful improvement is often demonstrated through increased time in learning, reduced incidents, improved regulation, strengthened relationships and readiness to access learning, as well as academic achievement and accreditation outcomes where appropriate.

Academic Year 2026 to 2027

Careers education, information, advice and guidance is an essential part of the support offered to pupils at Cambian Great Dunmow School. Effective careers support prepares young people for the opportunities, responsibilities and experiences of adult life and helps them make informed choices and manage transitions as learners and workers.

This policy explains how Cambian Great Dunmow School provides a progressive, impartial and individually adapted careers programme. It sets out the entitlement for every pupil, the responsibilities of staff and leaders, the arrangements for providers and employers, and the evidence used to evaluate impact.

2. Policy context

Careers education, information, advice and guidance is an essential part of the support provided at Cambian Great Dunmow School. The school is a specialist secondary setting for pupils in Years 7 to 11. All pupils have an Education, Health and Care Plan and may require individual adaptations to access learning, visits, guidance and workplace activity. The careers programme therefore combines ambitious expectations with carefully planned support for communication, regulation, sensory access, confidence, travel and transition.

The programme complements the whole curriculum and prepares pupils for the opportunities, responsibilities and experiences of adult life. It helps pupils understand themselves, explore a broad range of pathways, make informed decisions and manage transitions into further education, training, apprenticeships, supported routes or employment.

Legal and good practice framework

This policy has regard to:

- The Education Independent School Standards Regulations 2014 and the Department for Education Independent School Standards guidance, revised April 2026. Standard 2(2)(e) requires pupils receiving secondary education to have access to accurate, up-to-date and impartial careers guidance that enables informed choices across a broad range of options and encourages pupils to fulfil their potential.
- Department for Education Careers guidance and access for education and training providers, updated 23 June 2026, used by the school as a statement of good practice where provisions are not directly applicable to independent schools.
- The updated Gatsby Benchmarks, introduced for implementation from the 2025 to 2026 academic year.
- The Career Development Institute Careers Framework and the Careers and Enterprise Company's guidance and evaluation tools.
- The Children and Families Act 2014 and the SEND Code of Practice, including preparation for adulthood from Year 9.
- The Equality Act 2010, safeguarding guidance and the school's related policies.

3. Vision values and intent

Every pupil will experience an ambitious, impartial and individually adapted careers programme from Year 7. The programme will broaden horizons, challenge stereotypes, build career readiness and prepare pupils to move successfully into education, training or employment.

School values

Value	Careers commitment
Believe	Pupils develop self-awareness, confidence and the career-management skills needed for future transitions.
Inspire	Pupils are encouraged to be ambitious, broaden their horizons and explore possibilities beyond familiar roles.
Engage	Pupils take an active role through practical learning, research, encounters, visits, guidance, work experience and reflection.
Achieve	Pupils gain qualifications, employability skills and a realistic plan for their next stage, with support and contingency planning where needed.

Intended outcomes

- Pupils understand their strengths, interests, support needs and realistic next steps.
- Every pupil explores academic, vocational, technical, apprenticeship, supported and employment pathways without bias.
- Every pupil has meaningful contact with employers and workplaces, adapted to their SEMH profile and readiness.
- Every pupil receives personal guidance from an appropriately qualified careers adviser by age 16 and earlier when a significant choice is being made.
- Each Year 11 pupil leaves with a confirmed intended destination, a transition plan and a contingency plan.
- Leaders can demonstrate impact through pupil voice, career-readiness evidence, participation, achievement and sustained destination information.

4. Leadership and accountability

Role	Responsibility	Minimum evidence
Proprietor or governing body	Approve strategic direction and challenge equity, compliance, quality and impact.	Named link, annual review and meeting records.
Headteacher and SLT	Resource the programme and embed careers within school improvement, curriculum and personal development.	School development priorities, termly dashboard and decisions.
Careers Leader	Plan, coordinate, quality-assure, track and evaluate the whole programme.	Annual plan, calendar, registers, website information and Compass+ review.
SENCO	Integrate aspirations, employment and preparation for adulthood into Year 9+ reviews and outcomes.	Annual-review evidence, outcomes and named actions.
Qualified careers adviser	Provide impartial personal guidance and accessible action plans.	Qualification evidence, meeting log and action plan.
Subject leaders and teachers	Make meaningful curriculum-career links explicit and record pupil learning.	Scheme-of-learning mapping, lesson evidence and pupil reflection.
Key workers and pastoral staff	Revisit aspirations, actions, regulation needs and transition concerns.	Key-work review and updated pupil profile.
Work-experience coordinator	Match, risk assess, prepare, monitor and review workplace experiences.	Placement file, goals, adjustments, pupil and employer feedback.

5. Pupil entitlement

All pupils are entitled to be fully involved in an effective careers programme. During their time at Cambian Great Dunmow School, pupils will receive:

- a planned careers programme from Year 7 that responds to each pupil's age, aptitude, interests, EHCP outcomes, barriers and intended destination
- accurate, current and impartial information about academic, technical, vocational, apprenticeship, supported internship, further education and employment routes
- access to current local and national labour market information and help to use it when making choices
- explicit careers learning through iFutures, Xello, AQA Unit Awards, NCFE Employability and curriculum links across subjects
- meaningful encounters with employers and employees, education and training providers, and age-appropriate experiences of workplaces
- preparation before encounters and visits, active participation during them, and supported reflection afterwards
- personal guidance from an appropriately qualified adviser, with accessible written actions and follow-up
- support with CVs, applications, interviews, visits, transition planning and contingency planning

- reasonable adjustments and an equivalent catch-up opportunity when absence, anxiety or dysregulation prevents access to a planned activity
- opportunities to give feedback so the school can improve the programme
- parent and carer involvement at appropriate points, subject to the pupil's needs, wishes and information-sharing arrangements.

6. Careers programme by year group

Year	Curriculum focus	External entitlement	Individual planning
Year 7	Self-awareness, strengths, interests, growth mindset, sectors and pathways.	At least one meaningful employer encounter and varied introductory workplace activities.	Initial careers profile, aspiration and barriers baseline; creation of Xello profile.
Year 8	Employability skills, workplaces, local labour market information, technical routes and apprenticeships.	Employer encounter and first technical or apprenticeship provider encounter.	Review profile and EHCP aspirations; record and reflect on encounters.
Year 9	KS4 choices, education, training and employment routes, career investigation and preparation for adulthood.	Employer encounter, second provider encounter, FE or training visit and workplace activity.	Guidance where choices require it; explicit employment and preparation-for-adulthood focus in the annual review.
Year 10	CVs, applications, interviews, budgeting, workplace behaviour, safety and rights.	Employer encounter, first KS4 provider encounter, FE visit and sustained, block or blended work experience.	Guidance where appropriate; placement goals, adjustments and review.
Year 11	Applications, transition, contingency planning and workplace readiness.	Employer encounter, second KS4 provider encounter and targeted visits or placement linked to intended destination.	Qualified guidance by age 16; confirmed destination, backup plan and transition passport.

7. Delivery of the careers programme

Careers curriculum

The taught programme is based on the CDI Careers Framework and the needs of the school's pupils. iFutures, supported by Xello, AQA Unit Awards and NCFE Employability, provides the main progressive pathway. Pupils work towards an appropriate employability qualification by the end of Year 11. Teaching includes self-awareness, growth mindset, career research, local labour market information, workplace skills, money, applications, CVs, interviews, pathways and transition.

Curriculum links

Careers is a whole-school responsibility. Every subject will identify and record at least one explicit careers learning opportunity for every year group each academic year. A logo or job title alone is not sufficient: pupils should understand how subject knowledge, practical skills and behaviours connect to work and future pathways.

Area	Planned careers contribution
Life Skills and Food	Hospitality and catering roles, workplace safety, costing, teamwork, customer needs, enterprise, travel and money management.
Creative Arts	Creative industries, portfolios, briefs, self-employment, client feedback, presentation and enterprise.
English	Professional communication, applications, reading for information, speaking, listening and interview responses.
Mathematics	Pay, hours, budgeting, costing, measurements, data and workplace problem solving.
Science, Humanities and PSHE	Sector links, sustainability, labour market change, rights, wellbeing and safe working.
Pastoral and key work	Aspirations, action-plan review, confidence, regulation, attendance and transition anxiety.

8. Gatsby Benchmark delivery

Benchmark	Cambian Great Dunmow School commitment
1 A stable careers programme	Published programme, named leadership, annual plan, staff roles, termly evaluation and parent involvement.
2 Learning from career and labour market information	Current local and national information taught through Xello and iFutures and reinforced through encounters, visits and guidance.
3 Addressing the needs of each young person	Individual records of aspiration, encounters, barriers, adjustments, guidance, applications and destination; targeted action where entitlement is missing.
4 Linking curriculum learning to careers	Mapped and quality-assured links across iFutures and all subjects, with evidence of pupil understanding and reflection.
5 Encounters with employers and employees	At least one meaningful employer encounter for every pupil in every year from Year 7, with catch-up where required.
6 Experiences of workplaces	Progressive KS3 workplace activity and KS4 placements, moving towards two weeks' cumulative workplace experience by the end of Key Stage 4, with suitable adaptation.
7 Encounters with further and higher education	Progressive encounters with FE, training, apprenticeships, supported routes and HE, including the four relevant provider opportunities for a Year 7 to 11 school.
8 Personal guidance	Impartial personal guidance from an appropriately qualified adviser for every pupil by age 16 and earlier at significant decision points.

Meaningful encounter standard

An encounter is meaningful when it:

- has a clear learning purpose and takes place for a reasonable period
- is relevant to pupils' needs, interests and stage of decision-making
- allows two-way interaction, pupil questions and active engagement

- is prepared for in advance and reflected on afterwards
- is accessible through reasonable adjustments, with an equivalent opportunity for pupils who cannot attend
- is recorded with attendance, provider or employer details, learning and impact.

9. Access for education and training providers

Cambian Great Dunmow School is an independent specialist school. The statutory provider access duty described in sections 42A and 42B of the Education Act 1997 applies to maintained schools and academies. The school nevertheless adopts the relevant provider-access expectations as good practice so that pupils receive impartial information about the full range of academic and technical options.

As the school serves Years 7 to 11, it will offer the four provider opportunities relevant to Years 8 to 11. Within each key phase, encounters will involve two different providers and will be offered to every eligible pupil during the school day.

Phase	Opportunity	Planned timing	Provider focus
Years 8 to 9	Encounter 1	Summer Year 8	Local FE college covering vocational, technical and post-16 pathways.
Years 8 to 9	Encounter 2	Autumn Year 9 and before 28 February	A different independent training or apprenticeship provider.
Years 10 to 11	Encounter 3	Summer Year 10	FE college or specialist post-16 provider.
Years 10 to 11	Encounter 4	Autumn Year 11 and before 28 February	A different apprenticeship or technical training provider.

Provider access procedure

- Requests should be made to the Careers Leader using the contact details published on the school website.
- The Careers Leader will agree the date, format, group, safeguarding arrangements, accessibility needs, premises and equipment.
- Providers will be expected to explain their organisation, the courses or apprenticeships offered, entry requirements, progression and what learning is like.
- Pupils will be able to ask questions and engage actively. Literature may supplement but will not replace a meaningful encounter.
- Access will be subject to safeguarding, health and safety, suitability, timetable and pupils' individual needs. Decisions will be impartial and will not favour one route or provider.
- Provider materials may be retained in the careers area or made available digitally where appropriate.

10. Personal guidance

Every pupil will receive impartial personal guidance from an appropriately trained adviser by age 16. Guidance will be available earlier when a pupil is making a significant curriculum or transition decision. The adviser may be employed internally or commissioned externally, but the guidance must be impartial and supplemented by external information and encounters. The school will

verify the adviser's qualification, competence, safeguarding arrangements and accessible practice.

Stage	Required practice
Before the meeting	Share relevant attainment, aspirations, EHCP outcomes, support needs and previous careers activity with appropriate consent; prepare the pupil using an accessible preview.
During the meeting	Offer support from a familiar adult where useful without taking over the pupil's voice; consider all suitable pathways without bias.
After the meeting	Provide an accessible action plan and share agreed actions with the pupil, parent or carer and key worker as appropriate.
Follow-up	Review actions at least termly and before applications, interviews, results or transition events.

Current equity priority

Initial careers interviews have been completed for Year 10 pupils supported through the Essex arrangement. The school will secure equivalent appropriately qualified guidance for Hertfordshire pupils and any pupil without a recorded meeting, prioritising Year 11 pupils and pupils whose destination is unclear.

11. Employer encounters and workplace experience

The school values its growing network of employers and practical experiences, including weekly or part-day placements for many pupils in Years 10 and 11, employed talks, interest-led visits and careers learning linked to visits. These experiences will be developed into a progressive entitlement rather than being dependent on confidence, attendance or existing contacts.

In line with the June 2026 DfE guidance, the school will work towards two weeks' cumulative workplace experience for every pupil by the end of Key Stage 4. For pupils with SEND, experience may be delivered through an appropriate combination of short workplace visits, employer-led projects, half-day or full-day placements, weekly placements, blocks or blended activity. Quality, learning and accessibility are more important than using one format for all pupils.

Stage	Progressive provision	Typical SEMH adaptation
Year 7	Short workplace tours, employer-led practical challenges and staff-supported visits.	Visual preview, small group, known adult and clear exit or quiet-space plan.
Year 8	Varied workplace activities across sectors, including local small and medium-sized employers.	Shorter duration, structured task and predictable timetable.
Year 9	Taster days and interest-linked workplace activities.	Readiness assessment, travel rehearsal and supported introduction.
Year 10	Weekly, part-day, block or blended placement linked to interests and post-16 thinking.	Graded start, named mentor, communication profile and scheduled school check-ins.
Year 11	Sustained experience supporting the intended destination and transition.	Independence goals, reasonable adjustments, employer handover and contingency.

Placement quality cycle

Stage	Expectation
Match	Consider interest, aspiration, travel, regulation, communication, sensory, safeguarding and health needs.
Prepare	Agree at least two learning goals; provide the employer with an appropriate support summary and named contact.
Deliver	Provide purposeful tasks, workplace interaction, appropriate supervision and agreed adjustments.
Review	Gather pupil, employer and school feedback on learning, attendance, skills, wellbeing and next steps.
Record	Log dates or hours, sector, activities, adjustments, learning and impact on the central tracker.

12. SEND EHCP and preparation for adulthood

The careers programme will be ambitious and accessible. It will not restrict options because of disability, diagnosis, placement type, gender, background, previous attendance or assumptions about capacity. Staff will challenge stereotypes and limiting beliefs while giving pupils accurate information about entry requirements, support and reasonable adjustments.

From Year 9, every annual review will explicitly address employment and preparation for adulthood. Careers evidence will inform outcomes and actions rather than operating as a separate add-on.

Annual review field	Prompt
Aspiration	What does the pupil want adult life and work to look like? What interests have emerged?
Career readiness	What does the pupil understand about pathways, workplaces and their own strengths?
Barriers	What may affect attendance, travel, communication, regulation, sensory access or confidence?
Support and adjustments	What strategies, technology, familiarisation or adult support will enable access?
Employment outcome	What specific and measurable preparation-for-employment outcome is appropriate this year?
Actions	Who will arrange guidance, visits, applications, travel training or workplace activity, and by when?

Adaptive practice

- short, clearly sequenced activities and visual schedules
- advance photographs, virtual tours, social stories and travel rehearsal
- small groups, familiar adults, quiet spaces and clear exit plans
- accessible language, symbols, models and supported recording
- graded exposure and flexible duration while retaining the learning purpose
- sensory adjustments and agreed communication strategies
- catch-up activity or an equivalent encounter after absence or dysregulation

- support that enables pupil voice rather than replacing it.

13. Parents carers and corporate parents

Parents, carers, guardians, social workers and other adults with parental responsibility are important partners in pupils' career development. The school will:

- publish the careers programme, personal-guidance offer, provider access arrangements and review date on the school website
- share regular updates about encounters, visits, placements, applications and deadlines
- provide accessible information about further education, apprenticeships, supported internships, transport and financial support
- invite aspirations and concerns before guidance meetings and EHCP reviews
- share agreed action plans and transition milestones with clear named contacts
- seek annual feedback and use it when evaluating the programme.

14. Equality diversity SMSC and British Values

The school promotes equality of opportunity, challenges stereotypes and addresses limiting beliefs. Guidance and teaching will present a broad range of careers and role models and will not steer pupils towards or away from a route because of a protected characteristic, SEND, care status, local authority, background or perceived ability. Where data shows unequal access, the Careers Leader will arrange targeted action.

Careers education supports spiritual, moral, social and cultural development by encouraging reflection on values and aspirations, ethical workplace behaviour, collaboration, communication and understanding of different communities and sectors. It supports democracy, the rule of law, individual liberty, mutual respect and tolerance through informed choice, workplace rights and responsibilities, respect for different views and participation in society.

15. Safeguarding health and safety

All external speakers, providers, visits and workplace experiences will be planned in accordance with school safeguarding and health and safety procedures. Appropriate checks, risk assessments, information sharing, supervision, consent, travel arrangements, emergency contacts and reasonable adjustments will be agreed before activity takes place. Employers and providers will receive relevant safeguarding information and a named school contact.

Pupils will be taught how to work safely, report concerns and follow workplace expectations. Personal information will be shared only when necessary, lawful and proportionate. Photographs and publicity will be used only with appropriate consent.

16. Recording assessment and information

Xello is the pupil-facing platform for exploration and learning. It does not replace the school's central evidence record. The central careers tracker is the authoritative operational record and will include each pupil's profile, aspirations, encounters, workplace experiences, guidance, adjustments, applications, intended destination, confirmed destination and follow-up.

Teachers assess careers and employability learning through lesson evidence, discussion, practical tasks, reflection, accredited outcomes and formative feedback. NCFE and AQA unit award trackers record qualification evidence. Pupils should be able to explain what they learned and how it affects their next steps.

Information will be stored and shared in line with the school's data-protection arrangements. Records will be accurate, relevant and accessible to authorised staff who support planning and transition.

17. Monitoring evaluation and impact

Frequency	Review activity	Output
Ongoing	Record encounters, guidance, workplace experience, applications, EHCP actions, adjustments and pupil reflection.	Complete individual entitlement record.
Half-termly	Careers Leader checks gaps, overdue actions and pupils at risk of not securing education, employment or training.	RAG intervention list and named actions.
Termly	SLT reviews Gatsby progress, participation, equity, Year 11 destinations and workplace-experience progress.	Dashboard, challenge and action decisions.
Termly	Self-evaluate against the Gatsby Benchmarks using Compass+.	Benchmark score and improvement plan.
Annually	Gather pupil, parent, staff, employer and provider feedback and review intended, final and sustained destinations.	Impact report and revised programme.

Impact measures

- the proportion of pupils receiving each element of their year-group entitlement
- pupil career-readiness and confidence, including pupil voice and Future Skills Questionnaire evidence where available
- equity of access by year group, local authority and individual need
- completion and quality of employer encounters, provider encounters and workplace experiences
- guidance access, completion of actions, applications, offers and contingency plans
- engagement, attendance, qualification progress and employability skills
- intended, confirmed and sustained destinations and the number of pupils at risk of NEET
- feedback from pupils, parents, staff, employers, providers and the careers adviser.

18. Staff development and resources

The school will provide sufficient leadership time, staffing, training, digital access, curriculum resources, transport and workplace support to implement the programme. Staff will receive induction and regular development on the careers entitlement, Gatsby Benchmarks, curriculum links, SEND adaptations, provider access, recording and transition responsibilities.

The Careers Leader will continue engagement with the Greater Essex Careers Hub and will implement Compass+. The school will maintain current information through Xello, provider resources, local labour market sources, prospectuses and reliable national services.

19. Complaints and review

Questions or concerns about careers provision should first be raised with the Careers Leader. If the matter is not resolved, it may be referred to the Headteacher and then considered through the school's complaints procedure. Concerns about provider access will be considered impartially and recorded.

This policy will be reviewed at least annually and sooner following a material change to legislation, statutory or regulatory guidance, the Independent School Standards, inspection expectations or the school's provision. The review will consider evaluation evidence and stakeholder feedback.



20. References

- [Department for Education Careers guidance and access for education and training providers updated 23 June 2026](#)
- [Department for Education Independent School Standards guidance April 2026](#)
- [The Gatsby Benchmarks](#)
- [Career Development Institute Careers Framework](#)
- [Careers and Enterprise Company Compass Plus](#)
- [SEND Code of Practice](#)



Local Appendix 1 – Provider access statement for publication

Cambian Great Dunmow School welcomes contact from education and training providers who can help pupils understand the full range of technical, vocational, apprenticeship, supported and academic routes. The school plans four provider opportunities relevant to its Year 7 to 11 age range: two in Years 8 to 9 and two in Years 10 to 11. Encounters are offered during the school day and include active pupil engagement, questions and information about courses or apprenticeships, entry requirements, progression and learning experience.

Providers wishing to request access should contact the Careers Leader using the details published on the school website. The school will agree appropriate arrangements for timing, safeguarding, accessibility, premises, equipment and pupil needs. Decisions will be impartial and subject to the school's safeguarding, health and safety and visitor procedures.

Local Appendix 2 – 2026 to 2027 implementation priorities

Deadline	Action	Success measure
September 2026	Confirm the Careers Leader, SLT lead and proprietor or governing-body link; approve and publish the policy.	Roles, approval and reporting schedule recorded.
September 2026	Establish Compass+.	Compass+ baseline established.
September to October 2026	Populate the central tracker for every pupil and audit missing entitlement.	Every pupil has a profile and RAG status.
Autumn 2026	Secure appropriately qualified guidance for all Year 11 pupils without a recorded meeting.	All priority pupils scheduled and accessible action plans recorded.
Autumn 2026	Deliver Year 9 and Year 11 provider encounters before 28 February.	Eligible pupils attend or receive catch-up.
Autumn 2026	Complete and quality-assure careers mapping across all subjects and year groups.	Mapped opportunities and sampled pupil evidence.
Autumn to summer	Formalise placements and extend progressive workplace experiences across Years 7 to 11.	Goals, adjustments, hours or days, reflection and feedback recorded.
Termly	Review Gatsby progress, gaps, equity, NEET risk, EHCP actions and destinations.	Dashboard and recorded leadership action.
Summer 2027	Evaluate impact and sustained destinations and revise the programme for 2027 to 2028.	Annual impact report and revised plan.

Equality Impact Statement

This policy has been developed to promote equality, safeguard individual's rights, and ensure fair and inclusive practice across all services. The potential impact of the policy on children, young people, young adults, families, and staff with protected characteristics has been considered in line with the Equality Act 2010.

No negative impacts have been identified. Staff must apply this policy with sensitivity to individual need and make reasonable adjustments to ensure equitable access, safety, wellbeing, and participation for every individual. Any emerging risks of differential impact should be reported and addressed through ongoing review and quality assurance.

Appendix A – England

This appendix defines the careers-specific legislative and statutory framework for England.

1. Legislation

- **Education Act 1997 — Sections 42A, 42B, 45, 45A** [Education Act 1997](#)

These sections require schools and colleges in England to secure independent, impartial careers guidance for all registered pupils. Guidance must include information on 16–18 education, apprenticeships and technical pathways.

- **Education (Careers Guidance in Schools) Act 2022** [Education \(Careers Guidance in Schools\) Act 2022](#)

Extends the duty to provide independent careers guidance to all pupils/students in Years 7–13, including academies and alternative provision schools.

- **Skills and Post-16 Education Act 2022** [Skills and Post-16 Education Act 2022](#)

Strengthens Provider Access Legislation (PAL) by requiring a minimum of six mandatory provider encounters covering KS3–KS5.

This schedule defines the legal encounters in:

- Years 8–9 (two mandatory)
- Years 10–11 (two mandatory)
- Years 12–13 (two available)

In line with the above legislation the school/college:

- Must provide access for a range of providers, including colleges, training providers, employers and apprenticeship organisations.
- Must publish and follow a Provider Access Policy
- Must act impartially and promote all routes equally

Staff refer to the **Provider Access Policy** for further guidance.

- **School Information (England) Regulations 2008 – Schedule 4**

Requires schools to publish details of their **careers programme** (policy statement, provider access policy, contact details for Careers Leader). [The School Information \(England\) Regulations 2008](#)

2. Statutory Guidance

- **DfE Careers Guidance & Provider Access (Updated 8 May 2025)** [Careers guidance and access for education and training providers - GOV.UK](#)

Defines statutory expectations on:

- CEIAG delivery
- impartiality
- encounters with providers
- publishing careers information
- inspection and accountability

Applicable to:

- maintained schools
- academies
- FE colleges delivering secondary education

3. National Frameworks (strong expectations)

- **Gatsby Benchmarks of Good Career Guidance**

Referenced throughout the DfE statutory guidance as the national model for good practice. [ASDAN Website | Meeting the Gatsby Benchmarks: how ASDAN's career-focused curriculum empowers learners](#)

- **Compass+ (via Careers & Enterprise Company)**

Required for schools to self-evaluate Gatsby compliance and report to governing bodies. [Compass+ and Compass | CEC Resource Directory](#)

4. England Inspectorate Requirements

- **Ofsted Education Inspection Framework (EIF)** [Education inspection framework \(EIF\) - GOV.UK](#)

The EIF evaluates:

- Personal Development (including careers)
- Quality of Education
- Behaviour & Attitudes
- Leadership & Management

The statutory guidance explicitly links careers compliance to Ofsted outcomes.

Appendix B — Wales

This appendix defines the careers-specific legislative and statutory framework for Wales.

1. Statutory Legislation

Independent School Standards (Wales) Regulations 2024 [The Independent School Standards \(Wales\) Regulations 2024](#)

These regulations set the statutory requirements for:

- quality of education (Part 1)
- leadership and management
- welfare, health and safety
- information requirements

They form the operational baseline for all educational provision, including careers learning.

2. Statutory Safeguarding

Keeping Learners Safe (updated 1 April 2022) [Keeping learners safe | GOV.WALES](#)

Statutory guidance that governs all interaction with external partners, including employer engagement and provider visits. This document outlines legal safeguarding duties for all education providers.

3. Statutory Curriculum Framework

Curriculum for Wales (3–16) [Curriculum for Wales: framework | GOV.WALES](#)

The national statutory curriculum for Welsh schools, replacing the National Curriculum.

Careers learning sits within:

- Health & Well-being AoLE
- Humanities AoLE
- Cross-curricular Skills
- Cross-cutting themes

4. Statutory Careers Framework

Careers and Work-Related Experiences (CWRE) [Statutory guidance | Careers Wales](#)

CWRE is a statutory cross-cutting theme embedded across Curriculum for Wales.

It requires that career-related learning be delivered progressively from age 3–16 across all AoLEs and includes:

- decision-making
- pathways
- knowledge of work
- employability
- labour market information

5. Additional Learning Needs (ALN)

The ALN Code (2018 Act) requires appropriate planning for transitions and pathways as part of statutory ALN duties.

Referenced within Independent School Standards 2024. [Additional Learning Needs and Education Tribunal \(Wales\) Act 2018](#)

6. Wales Inspectorate Requirements

Estyn

Estyn evaluates the delivery of Careers & Work-Related Experiences as part of:

- Curriculum for Wales
- Well-being & attitudes to learning
- Care, support and guidance

Appendix C Scotland

This appendix defines the careers-specific legislative and statutory framework for Scotland.

1. Statutory Legislation

Standards in Scotland's Schools etc. Act 2000 [Standards in Scotland's Schools etc. Act 2000](#)

Sets out the statutory duty that education must develop the learner's abilities to their fullest potential. Provides legal foundations for learning pathways and personal development.

2. Statutory Guidance

Statutory Guidance under the 2000 Act (May 2024) [Statutory Guidance: Standards in Scotland's Schools etc. Act 2000](#)

Issued under Section 13, this guidance includes responsibilities for:

- curriculum planning
- learner progression
- pathways
- transitions
- attainment and equality

This informs how careers education is embedded within Curriculum for Excellence.

3. National Careers Frameworks

Career Education Standard (3–18) [The Career Education Standard \(3-18\) Learning Resource](#)

Defines what children and young people are entitled to learn about careers from early years → senior phase, including:

- skills for learning, life and work
- self-awareness and decision-making
- labour market understanding
- employer engagement
- inspiration and aspiration

4. Scotland's Youth Employment Strategy

Developing the Young Workforce (DYW) [Developing the Young Workforce: Scotland's Youth Employment Strategy: Implementing the Recommendations of the Commission for Developing Scotland's Young Workforce](#)

DYW sets expectations for school–employer partnerships and vocational pathways. Embedded across the CES suite of resources.

5. Scotland Curriculum Framework

Curriculum for Excellence (CfE) [Curriculum for Excellence | Education Scotland](#)

Careers learning is embedded within:

- Health & Well-being



- Skills for learning, life and work
- BGE (Broad General Education)
- Senior Phase (S4–S6)

6. National Careers Service

Skills Development Scotland (SDS) [Skills Development Scotland - Skills Development Scotland](#)
SDS delivers Scotland's national careers service and the Career Management Skills (CMS) framework.