

POLICY – CAREERS

EDUCATION UNIVERSAL

Policy Author	Tonia Lewis, Education and Quality Improvement Lead Laura Dickie, Head of Policy
Approval Date	Feb 2026
Policy Approver	Jo Dunn, Compliance, Regulation and Quality Director
Next Review Date	Feb 2029
Version No.	001
Policy Level	Education
Staff groups affected	England Education

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.

Terminology

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

Term	Definition
'Establishment' or 'Site'	A generic term referring to the school owned by CareTech.
Learner	Any child or young person under the age of 18, or young adult over 18 who receives education.
Service Head	The senior person with overall responsibility for the school.
Tutor/Teacher	Members of staff who have teaching responsibility for learners at the school.
Parent/Carer	Parent or person with parental responsibility.
Regulatory Authority	The independent regulatory body responsible for inspecting and regulating services (e.g., Ofsted, Estyn, Education Scotland).
Social Worker	The worker allocated to the individual learner; if none is allocated, the Duty Social Worker or Team Manager is responsible.
Placing Authority	The local authority/agency responsible for placing the learner or commissioning the service.
Local Authority	The local authority for the establishment's location.
Staff	All staff working at the location, including employed staff, students on placement, contractors, agency staff, volunteers and proprietors.

1. Local School Profile

Cambian Whinfell School offers up to 52-weeks residential placements and day places for local students.

The School offers OUTSTANDING care and education for boys and young men aged 7-19. Students often arrive after difficult education and domestic experiences and are potentially lacking of confidence. Whinfell School provides stability, consistency and a sense of belonging within a safe and nurturing environment, whilst supporting students academic, social and emotional development to prepare them for the future.

Our young people have often experienced significant disruption to their schooling in the past and may come to us from multiple placement breakdowns. They may also present a risk to themselves or others due to high levels of challenging behaviour or deficits in personal development. Typically they are very disengaged, isolated and have little self-belief. By prioritising these deficits we create the conditions for young people to re-engage in education and achieve their full potential.

We believe that it is not enough to just provide a safe and happy school experience. We prioritise connections before corrections, recognising that strong, trusting relationships form the foundation for genuine growth and learning. In a supportive way, we want to challenge all of our young people to grow as individuals and acquire the skills, confidence, knowledge and qualifications to be as successful and resilient as they possibly can be when they eventually move on to further education or independence.

2. Purpose

Whinfell School is committed to delivering an ambitious, equitable, and fully compliant careers provision that:

- Prepares learners for successful progression into education, employment or training.
- Ensures learners understand all routes, including academic, technical, vocational, and apprenticeships.
- Provides independent, impartial guidance that acts in the best interests of the learner/student.
- Embeds careers learning progressively from ages 7-19

Careers education, information, advice and guidance is an essential part of the support we offer to learners at Whinfell School. Effective careers support can help to prepare young people for the opportunities, responsibilities and experiences of life; it can help them to make decisions and manage transitions as learners and workers. As options for young people become more varied and complex, it is vital that we support them to develop the knowledge and skills they need to make informed choices for their future. As a result, the careers programme has a whole Whinfell School remit designed to complement the rest of the school curriculum.

This policy sets out how career activities are delivered and explains what stakeholders can expect from the careers programme.

At Whinfell School we believe that all learners can achieve success and we encourage them to believe in themselves and encourage them to be creative in all aspects of their educational curriculum.

We promote our school values through careers by:

Our Careers and Work-Related Learning Policy has the Gatsby Benchmarks at its heart, alongside the six learning aims for a 'positive career' as outlined by the Career Development Institute. Alongside developing their knowledge and understanding of the world of work, young people are supported to develop themselves as 'work ready' young people, by developing their own personal skills and characteristics through the skills builder framework.

According to the Career Development Institute (CDI), 'Career' describes our journey through life, learning and work. We need actively to develop our careers to make the best of them. This process of career development takes skill as well as knowledge and the right attitude. Individuals need to work on their *career development skills* throughout their lives'

This policy reflects the CDI's Career Development Framework, which was developed to clarify the skills, knowledge and attitudes that individuals need to have a positive career. A 'positive career' will mean something different to everyone, but it will typically include being happy with the way you spend your time, being able to make a contribution to your community and being able to have a decent standard of living. According to this research, career development skills are the learning outcomes that work-related learning and interventions should be aiming to bring about. They need to be developed alongside academic skills and knowledge and employability skills (the skills that you need for work and employment).

Work- related learning at Whinfell encourages our young people to work towards the following areas of learning, as defined in the Career Development Framework (2021)

The six learning areas



Provision for achieving the six learning areas are mapped into our curriculum to ensure our young people leave Whinfell with the best chance of having a 'positive career' that is relevant to their needs and interests.

According to the Careers and Enterprise Company, the Gatsby Benchmarks define what world class careers provision in education looks like and provide a clear framework for organising the careers provision.

The benchmarks are enshrined in statutory guidance and the careers lead, in our case the Deputy Head teacher, is responsible for overseeing the implementation of the benchmarks in your education setting.

The eight Gatsby Benchmarks of Good Career Guidance are:

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

Our Approach

The following outlines how each of these benchmarks are achieved. These benchmarks are then assessed via the Compass benchmarking tool, and independently verified by the Cumbria LEP.

1. A stable careers programme

Goodcareersguidance.org.uk defines a stable careers programme as

- Every school should have a stable, structured careers programme that has the explicit backing of the senior management team, and has an identified and appropriately trained person responsible for it.
- The careers programme should be published on the school's website in a way that enables pupils, parents, teachers and employers to access and understand it.
- The programme should be regularly evaluated with feedback from pupils, parents, teachers and employers as part of the evaluation process.

This is evidenced at Whinfell as the Head of Education is identified as the careers lead and is undertaking level 7 careers training. Senior leaders regularly review the careers policy and provision, ensuring it is responsive to the individual needs of our cohort, as well as adaptable in order to encompass new opportunities that become available to our young people.

All pupils are introduced to careers resources and are encouraged to use them. Full details of our careers programme is tracked via Compass + and externally verified by the Cumbria LEP. Examples of this provision include;

- Using resources from the Careers and Enterprise company endorsed 'Skills Builder Hub', all pupils begin work on a Record of Achievement in Key Stage 3 which shows evidence of their attainments from the commencement of their time at Whinfell until their departure. They are formally taught the importance of Key Skills as being essential for their development during and beyond school. Skills Builder Hub set out the key employability skills as

1. Listening
2. Speaking
3. Problem Solving
4. Creativity
5. Staying Positive
6. Aiming High



7. Leadership
8. Teamwork

- They are encouraged to take responsibility for decisions about their learning and are involved in understanding and discussing all the programmes of work they undertake. In every year group pupils are encouraged to be aware of their strengths and abilities and to set themselves targets for improvement. They will build a bank of real life examples where they have been able to demonstrate the 8 key employability skills.
- Particularly in year 11 pupils are encouraged to think in terms of lifelong learning and to develop the skills needed to support it. Once allocated a Personal Advisor each pupil should keep contact with them and they will support them through the transition of leaving school and entering the world of work and training. As many of our pupils are also in Social Services care there should be liaison between these agencies and ourselves to ensure a smooth move to independent living.
- All pupils do a period of work experience during Years 10 and 11, during which they experience the realities of work both within the job itself and in the daily routines surrounding it. They become aware of issues surrounding employment, such as health and safety, discrimination and employees' rights and record some of their experience as an evaluation report. They also keep a daily log of their activities.
- KS3 pupils also have work experience opportunities. This is either in the form of a community volunteering project such as a block placement with the Volunteers Conservation Trust or a one-day placement with a local organization or internal placement within school.

2. Learning from career and labour market information

Whinfell creates link with local colleges, universities and apprenticeship providers who will both visit the school and facilitate visits to their campuses.

The school works with Cumbria LEP to identify employers and who will be able to support our young people in entering the world of work and where possible live and work as independent adults. Working closely with Cumbria LEP, we will provide parents and young people with information pertaining to the most up to date labour market information.

The school works with local employers to provide information to our young people, including visits to the school to talk about their businesses the potential routes into each sector.



3. Addressing the needs of each pupil

Each student receives bespoke careers provision based upon their individual level of need. Our work-related learning programme is inclusive and allows learners of all abilities to experience providers and employers from a range of sectors, including Higher Education providers such as University. They will receive the appropriate level of support at each stage, for example they may need a known adult to attend their work-placement with them, or planning and practicing their route to and from college in advance.

During Year 9 the Inspira (or equivalent) Personal Advisor (PA) comes into school to introduce him/herself and to give short sessions on job families, self-awareness and the skills required for a number of jobs. In preparation for Transition Reviews they try to give every pupil a short individual interview about their hopes for their future careers and to highlight possibilities and potential difficulties. They help each pupil to construct a Careers Action Plan, which is a major element in their Record of Achievement, and supports them in starting to focus on their future career path. This includes advice on career management skills, further education, training schemes and job opportunities.

During Year 11 pupils are supported in contacting their home Inspira PA, who is better able to guide them through their local training schemes, job opportunities and suitable college courses. The home PA is invited to attend each pupil's final review held at the school during the early part of their final year. Pupils are encouraged to research into activities and agencies in their home area and to prepare their own CVs and personal statements.

4. Linking curriculum learning to careers

Work related learning/careers lessons are integrated into our curriculum as discrete lessons. In addition, the school uses a cross-curricular approach to develop the skills, knowledge needed to prepare youngsters for the world of work. This includes all the activities of the waking curriculum, both in class and in residential living. On occasion, we may undertake Careers-focused 'drop down days'.

As part of our provision, young people undertake weekly skillsbuilder sessions. Essential skills are those highly transferable skills that almost anyone needs to do almost any job and which support the application of technical skills and knowledge. They make a real difference: evidence shows that higher levels of essential skills support better learning in school, a reduced likelihood of being out of work or training, and higher earnings, job and life satisfaction. Essential skills are highly transferrable, they support us to do any job, anywhere.

Those with stronger essential skills have been shown to enjoy greater life satisfaction and can earn up to 12% more than their peers.

The skills are easily identifiable and have associated logos so that young people can visually recognise the skill they are demonstrating. Each young person builds a portfolio each time they demonstrate a skill, and is rewarded with certificates half termly.



5. Encounters with employers and employees

We engage with a variety of employers and employees, for example by inviting them to one of 'business breakfasts' or to tell their story at one of our careers drop down days. Encounters are planned using the 'making it meaningful' checklist, and students will discuss the visit in advance to ensure they can ask insightful questions and engage fully in the sessions. We work with workingoptions.org and INSPIRA to expand our network of employers that we engage with.

6. Experiences of workplaces

In accordance with the Work Experience Guarantee –

- **Years 7–9:** At least one week (or 25 hours) of employer-led activities, including workplace visits, talks, or interactive projects Careers guidance and access for education and training providers, Modern Work Experience.
- **Years 10–11:** At least one week (or 25 hours) of physical, real-world work experience placements Modern Work Experience.

Pupils will engage with experiences of workplaces in a way that is individual and tailored to their needs. Some students may take place in block placements, other weekly extended placements, and others may engage in numerous shorter opportunities. Some students will need 1:1 support to access the placements, whereas others will engage with placements independently.

The work experience coordinator visits each placement to ensure that it provides a safe working environment and complies with relevant Health and Safety legislation. We liaise closely with Inspira Cumbria who advise us on any queries which we may have regarding placements. The range of placements is varied and pupils are expected to take an active role in finding their placement, although support is given at each stage by the staff involved with the pupil.



Pupils will record their experiences in a work experience diary, which is closely aligned with the skills builder framework. This ensures pupils are mindful of which skills they are using as part of their placement.

This period of work experience is an extremely valuable part of the pupils' last year and can have a very positive effect on them prior to leaving school.

The pupils are covered by our Indemnity Insurance whilst on Work Experience. The providers of the insurance have had a long-standing relationship with our School and are supportive and sympathetic to our pupils needs.

7. Encounters with further and higher education

Students will visit a range of further and higher education providers throughout their time at Whinfell. Arrangements for this are set out in our access to provider policy,

8. Personal guidance

This is defined as every pupil should have opportunities for guidance interviews with a careers adviser, who could be internal (a member of school staff) or external, provided they are trained to an appropriate level. These should be available whenever significant study or career choices are being made. They should be expected for all pupils but should be timed to meet their individual needs.

At Whinfell all pupils will have personal guidance in line with our statutory duties. Whinfell School will ensure that the independent careers guidance provided: - is presented in an impartial manner, showing no bias or favouritism towards a particular institution, education or work option; - includes information on the range of education or training options, including apprenticeships and technical education routes; - is guidance that the person giving it considers will promote the best interests of the students to whom it is given.

3. Scope (Universal Application)

This organisational policy applies across all education sites, services and functions. It establishes the universal standards and expectations that must be followed consistently throughout the organisation.

Each site implements these standards in accordance with the statutory and regulatory requirements of the nation in which it operates as set out in **Appendix A-C**.

4. Local Adaptation Requirement (*Adapt Locally*)

Some sections in this policy are marked *Adapt Locally*. These sections are completed by each site to reflect local operational procedures or national equivalents (e.g., safeguarding framework, inspection remit, curriculum/quality framework, data protection contacts).^{**}

Where England-specific statutory references appear in the universal policy sites in Wales and Scotland insert their own national equivalents into the marked *Adapt Locally* sections.

All local additions must be:

Accurate

Up to date

Consistent with national legislation and regulator guidance

Fully aligned with the universal standards in this policy

Where no local adaptation or local equivalent is required, the universal content remains fully applicable.

5. Legal and Regulatory Context (Universal)

Whinfell School is governed by the statutory duties, safeguarding requirements and inspection arrangements of the nation in which it operates. The universal standards in this policy are implemented in line with the correct national frameworks set out in **Appendices A–C**, which summarise the legal, regulatory and inspection requirements for England, Wales and Scotland.

6. Universal Operation Framework

6.1 Purpose:

Our careers programme aims to:

- Equip learners with career management and decision-making skills.
- Broaden horizons and challenge stereotypes.
- Provide exposure to employers, training providers, and higher/further education.
- Embed career-related learning into curriculum subjects.
- Support learners with *SEND* and those facing disadvantage.

6.2 Programme design:

- Encourages learners to be ambitious, broaden their horizons and be able to explore their own career aspirations throughout their life at school.
- Ensures learners/learner' readiness to take their next step in their learning or career.
- Allows learners to plan their progression routes.
- Helps learners to understand the changing world of work.

- Facilitates meaningful encounters with employers for all learners
- Supports positive transitions when learners leave us
- Enables learners to develop the research skills to find out about opportunities
- Helps learners to develop the skills, attitudes and qualities to make a successful transition into the world of work
- Encourages participation in continued learning, including further and higher education and apprenticeships
- Supports inclusion, challenging stereotyping and promoting equality of opportunity
- Contributes to strategies for raising achievement, particularly by increasing motivation.

6.3 Learner entitlement

All learners are entitled to be fully involved in an effective careers programme.

Learners are encouraged to take an active role in their own career development, so the careers programme emphasises student participation with a focus on self-development; learning about careers and the world of work; and developing career management and employability skills.

During their time at Whinfell school , all learners will expect:

- The support they need to make the right choices in across all year groups
- Access up-to-date and unbiased information on future learning and training, careers and labour market information
- Support to develop the self-awareness and career management skills needed for their future
- Career lessons linking to accredited qualifications that support options after school, the world of work, the job market and the skills needed for the future
- Structured meaningful encounters with representatives from the world of work; this could be through work experience [risk assessment allowing], World of Work Week activities, assemblies, career talks (in or outside lessons), projects and visits
- To hear from a range of education and training providers, including colleges, universities and apprenticeship organisations; this could include visits and taster days, as well as assemblies, talks and meetings
- The opportunity to relate what they learn in lessons to their life and career beyond education
- The opportunity to talk through their career and educational choices with staff including tutors
- Access to one-to-one guidance with a trained, impartial, independent careers adviser, by appointment; this is available to learners of any year group.
- Parents/carers (where appropriate and at direction of any allocated social worker) to be informed of their progress and provide parents/carers with information to support learners/learner' career planning and decision-making. Parents/carers can attend careers meetings, by prior arrangement.
- To be asked their views about the service they have received to ensure that the service continues to meet the needs of the learners/learner.

6.4 Delivery of the Careers Programme

- Careers learning is planned progressively across all year groups or national phases.
- Cross-curricular links are embedded where appropriate.

- All settings follow the statutory and national frameworks for the nation in which they operate (see Appendices A–C).
- Careers learning supports personal development, independence, and transition readiness.

6.5 Careers Lead

The school appoints a named Careers Lead, responsible for:

- Meeting all statutory duties (see Appendices A-C)
- Implementing and quality-assuring the careers programme.
- Maintaining accurate records of encounters, experiences and guidance
- Tracking compliance with relevant national careers frameworks (see Appendices A-C).
- Overseeing provider access and publishing required information.

Careers Leader: Michelle Turner – Head of Education

6.9 Independent Careers Guidance Duty (Years 7–13)

Whinfell School provides:

- Independent careers guidance for all pupils/students
- Guidance that is impartial and presents all pathways without bias.
- Advice that includes information on:
 - T Levels
 - Apprenticeships
 - Traineeships
 - FE/HE pathways
 - Technical qualifications

are placed in the teacher folders and also within the classroom so our learner is able to visualise their progress.

9. External providers

A range of external providers are invited into school to support the careers programme. These might include local colleges, universities, training providers, apprenticeship organisations, employers, or staff from various projects. In all cases, such staff and organisations will be vetted for suitability by the relevant staff at school.

Nation-specific statutory duties regarding this area are listed in Appendices A–C.

11. Fundamental British Values

Fundamental British Values (FBV) are not exclusive to being British and are shared by other democratic countries as a way of creating an orderly society, where individual members can feel safe, valued and can contribute for the good of themselves and others. FBV are there to create and enforce a clear and rigorous expectation on all schools to promote the fundamental British

values of democracy, the rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs.

Fundamental British Values underpin what it is to be a citizen in a modern and diverse Great Britain valuing our community and celebrating diversity of the UK.

FBV are taught to our learners throughout all aspects of their education at Whinfell. Throughout their lessons, learners are taught to explore and develop their own moral values and how they engage with society. Our learners are taught leadership skills and are expected to work within the school's code of conduct whilst in education. Respect for others and their opinions is encouraged throughout our learner's time at Whinfell both in lessons and outside of them, with all learners encouraged to have their own voice and feel secure enough to express their opinions.

12. Management and staffing

The Careers Lead is responsible for taking a strategic lead and direction for careers work in the school; working under the direction of the Principal.

13. SMSC: Spiritual, Moral, Social and Cultural Development

The teaching of Careers supports the social development of our learners through the way we expect them to work with each other in lessons. We group learners so that they work together, and we give them the chance to discuss their ideas and results.

Whinfell School look at supporting our learner's spiritual needs and culture awareness we take these into consideration when we are looking at different job sectors. The careers lead will look at the learners attending a careers fair where they can look at all the different sectors and explore the different variety of pathways they can take to get to their goal in the future.

15. Equality and Diversity

Teachers will ensure that they will continually challenge and develop the learner's knowledge and understanding further but will also listen to their views and opinions. Learners will also develop the knowledge to understand that every learner is different and their opinions matter as well. All discussions are open and encourage learners to express their own view points on the topic.

Discussions encourage positivity and self-reflection; learners are able to do this in a variety of ways. Learners are surrounded by open space and therapeutic teaching that allows for the learners need for space required for self-reflection and individual support.

All learners respect the different backgrounds of each individual and understand that everyone has different strengths and areas for improvement. Deliberate discrimination and racism are not tolerated and will be dealt with according to the school policy. Inappropriate behaviour is challenged and addressed.

16. SEND/ALN/ASN, Inclusion and Vulnerable Learners

Any of our learners with SEND/ASN/ALN have Interventions in place to support their needs to ensure equal access for all. We provide resources to support their sensory needs such as fidget toys, iPods, Sound cancelling headphones.

Learners who have an EHCP have specific needs which are tracked and focus on the following areas:

- Communication and Interaction
- Social, Emotional and Mental Health
- Cognition and Learning
- Sensory and Physical

These can all have an impact on the learner accessing their educational journey or curriculum pathways.

The school provides personalised support for:

- Learners with SEND/ALN/ASN (including those with EHCPs up to age 25).
- Learners in care/care leavers.
- Learners facing disadvantage or at risk of becoming NEET
- Careers guidance for learners with SEND/ALN/ASN will align with their EHCP outcomes and transition plans.

20. Staff Development

Teachers/Tutors are introduced to the concepts, goals and programme for CEIAG in conjunction with the careers and enterprise company, as well as skills builder, updating their CPD regularly. During full staff meetings it is noted what training is due and what new training is available.

21. Resources

The school is committed to providing the resources to enable an effective careers programme, including adequate staffing, staff training and resources.

22. Employer links

Links with employers, businesses and other external agencies continue to grow through the Westmorland and Furness Community; by building on local community connections. Our learners get the opportunity to go on work experience weekly in the sector that interests them, Volunteer within the local community and help run fundraisers within school to support the community and bring people together.

We also have guest speakers who come into the school to discuss their role and involve our learners on what they can achieve, be able to have their say, ask questions and give their opinions.

23. Equal opportunities

The school is committed to promoting equal opportunities, challenge stereotypes and address limiting beliefs. All learners can access advice and guidance tailored to their needs with support to explore options that suit their preferences, skills and strengths. The team work on early-identification of learners requiring additional support, with no limit placed on how many times a student might see a careers adviser.

Role models including local business people, are brought in to raise aspirations and demonstrate what is possible after Whinfell School.

24. Destinations Tracking

Whinfell School tracks:

- Learner aspirations
- Intended destinations
- Actual destinations
- Sustained destinations (3/6-month follow-up)

Destinations data is reviewed by SLT and governors.

25. Monitoring and evaluation

When monitoring the success of the careers programme, the school considers formal and informal measures, qualitative and quantitative data and hard and soft outcomes for learners/learner. When the teachers mark any work, we give action points for the learner to complete which will help them to achieve that unit. Any action points that our learners have completed and consolidate is all in line with our marking scheme.

The careers programme is evaluated in a number of ways, including:

- Student feedback on their experience of the careers programme and what they gained from it [learner survey]
- Staff feedback on careers lessons, mock interviews etc.
- Gathering informal feedback from external partners and from parents/carers
- Quality assurance of careers lessons as part of the tutor time programme
- Student destination figures post-16 and post-18.
- Tracking compliance with relevant national careers frameworks (see Appendix A-C)

Evaluations inform improvement planning each term.

26. Impact:

Through a positive and engaging curriculum, learners at Whinfell will progress positively through their individual learning journey, both academically and holistically. Engagement and attendance in education will be a positive experience and learner's outlook on completing their Careers education have significance and be purposeful. We will know that our curriculum is working in Careers through the engagement of learner throughout the school, through their attendance and successful completion of qualifications. Once the learners have achieved their goal it doesn't stop there, the teachers will support and explore next steps needed for our learner to thrive in the wider world of work whether it is going onto college or enrolling on an apprenticeship. Some of our learners may want to stay on at Whinfell school for an extra year to attain everything they need to take their best next step. This is all part of the learner's journey.

The quality of teaching and learning in Careers is reviewed termly and evidence shows that good all-round teaching impacts positive learner engagement and results. The skills that are attained in Careers will also support the learner to develop social skills and communication across the school curriculum, as well as support the learners' further education or employability goals and aspirations.

Contributions through Careers to other curricular areas will make a real impact on overall qualification performance across the school and the learners being able to use their skills in everyday life.

The overall impact of the successful Careers curriculum at Whinfell is the positive engagement and attendance of learners in all lessons which leads onto positive achievement within their learning journey whatever the end result looks like for that learner, academically, employability wise and holistically. We are able to prepare our learners for the wider world of work in planning for interviews and gaining work experience outside of school on a weekly basis. With all the engagement, attendance and preparations, the learners will leave with their qualifications that they have achieved to be able to go into the wider world of work, attend further education in college, university or even apply for apprenticeships.

27. Appendices

Appendix A – England

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

Appendix B – Wales

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

Appendix B – Scotland

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

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.

Appendices

Appendix A – Legal and Regulatory Framework in England

Appendix B – Legal and Regulatory Framework in Wales

Appendix C – Legal and Regulatory Framework in Scotland

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:

- 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.