

Careers Guidance Policy

TEAM Education Trust



Revisions approved by:	Trust Board	Date: 1 September 2025
Last reviewed on:	03 June 2025	
Next review due by:	31 August 2026	
Associated Policies & Documents	TEAM Accessibility Plan TEAM Safeguarding & Child Protection Policy TEAM RSE Policy TEAM SEND Policy TEAM Trips & Visits Policy Student Entitlement Statement (school) Provider Access Statement (school) Pupil & Parent/Carer Privacy Notice	

Version History

Version	Date	Detail	Author
1	28.5.20	Original document	ABI
2	17.5.21	No amendments	ABI
3	3.5.22	Revisions to the document to reflect the Careers Guidance & Access for Education & Training Providers and the extension of the Trust beyond the Derbyshire County boundaries.	ABI
4	21.4.23	<p>The policy has been restructured and clauses rewritten to reflect staffing changes and Trust growth. Furthermore, reference to Statutory amendments have been updated in line with the Skills & Post 16 Act (Jan 2023) and the Education (Careers Guidance in Schools) Act 2022. Amendments to state that students will receive independent careers guidance from year 7 (instead of year 8 previously). Whilst the framework to this policy remains unchanged, it is advised that it should be reviewed by Trustees as a new policy.</p> <p>Clause 3: Restructured to provide greater clarity on where information can be accessed and how this complies with statutory guidance.</p> <p>Clause 4.1: rewritten to include provider access legislation.</p> <p>Clause 5: has been rewritten to separate the role of the Trust careers leader (newly appointed) and school careers leader and to clarify individual responsibilities.</p> <p>Clause 6: Careers Programme (a new clause linking to the school careers curriculum statement)</p> <p>Clause 7: Monitoring – rewritten to tracking and Compass+ responsibilities.</p> <p>The transition to the meet arrangements has been ‘working practice’ since September 2022.</p>	ABI
5	19.1.24	<p>Contents page numbers updated to match the page</p> <p>1 Careers Guidance & Access for Education & Training Providers (January 2023) Hyperlink updated as was not linking correctly</p> <p>6.1 updated kindness curriculum title as name has altered</p> <p>Updated name of safeguarding policy, added an additional linked document (5/2/24)</p>	EJK
6	26.2.25 & 03.06.25	<p>Contents page numbers updated to match the page</p> <p>5.1 – Grammar – Sentence re worded – Remove word highlighted in yellow and add full stop.</p> <p>Additional sentence highlighting the use of AI in careers education</p> <p>6.1 – Updated paragraph to reflect the aims of careers education in our primary settings</p> <p>3.2 – Government updates to statutory requirements</p>	NFE

Contents

1.	Context	4
2.	Aims & Values	4
3.	Statutory requirements	5
3.1	Published Information.....	5
4.	Student & Parent entitlement.....	6
4.1	Student entitlement (Year 7 and above)	6
4.2	Parent/Carer entitlement	7
5.	Roles & Responsibilities	7
5.1	Strategic Intent & the role of the Trust Career Champion	7
5.2	Role of the School Careers Leader & Key Staff	7
5.2.1	The School Careers Leader.....	7
5.2.2	Principal & Senior Leadership Team.....	8
5.2.3	Local Governing Body	8
5.2.4	Staff.....	8
6	Careers Programme.....	9
6.1	Careers in Primary Schools	9
6.2	Careers Education in Secondary Schools.....	9
6.3	Pupils with Special Educational Needs or Disabilities (SEND).....	9
7.1	Monitoring & Tracking Student Activity	10
7.2	Student Destinations	10
7.3	Policy Review	10

1. Context

This document sets out the TEAM Education Trust Careers policy. Each school that has students in Years 8 above will have further documents which outline their Student Entitlement and Provider Access in relation to careers advice and guidance.

The Trust sets out to comply with all elements of the statutory guidance from the Department for Education issued under Section 45A of the Education Act 1997 to meet the duty to ensure that there is an opportunity for a range of providers to access pupils and inform them about technical education and apprenticeships. The Education Act requires schools to secure access to independent careers guidance for students in years 7-13. Students aged up to 25 with a current education, health & care plan are also provided for within this policy.

Careers guidance is understood to be the full range of activity delivered under the eight Gatsby Benchmarks.

TEAM Education Trust recognise that good careers advice should begin at a very young age. For this reason, careers and enterprise activities will be embedded in the curriculum of each school, particularly promoting careers in STEM subjects. Special schools within the Trust will focus on the importance of each child being supported to make a fully informed and supported progression to an appropriate provision, college or employment.

All students from year 8 to year 13 will receive a minimum of 6 encounters with technical education or training providers.

This Policy should be read in conjunction with the following Government documentation and policies set out within the documentation of the appropriate member school of the TEAM Education Trust:

- [Careers Guidance & Access for Education & Training Providers](#) (January 2023)
- The Gatsby Benchmarks for CEIAG
- TEAM Education Trust Safeguarding and Child Protection Policy
- TEAM Education Trust Trips & Visits Policy
- TEAM Equal Opportunities & Diversity Policy and the Equality Objectives
- The TEAM Education Trust GDPR and data management policies
- TEAM Provider Access Statement
- A careers delivery plan for each school.

2. Aims & Values

We believe that every child should leave our school prepared for life in modern Britain. This means that a positive learning ethos is supported within a nurturing environment to give every student the best opportunity to develop the values, skills and behaviours they need to get on in life. In addition to a targeted academic and PSHE/SRE programme, students are encouraged to participate in a range of programmes and activities which will inform their future career choices.

These values are encapsulated within our name whereby 'Together Everyone Achieves More' (T.E.A.M.) through creating opportunities for everyone to achieve success. Our students begin their learning journey in nursery school and we aim to ensure that every step of their development is within a nurturing environment where they are able to understand how their classroom study links to the world of work.

Some of our students face significant personal limitations that will impact on their future employment options. We are passionate in the belief that every child has the right to development opportunities that will prepare them for successful onward progression on leaving school; this should be blend ambition and realism to enable each child to achieve their potential. Each child should receive nurture to develop their skills and attributes that they can share within the community if not within the wider world of work.

3. Statutory requirements

The TEAM Education Trust schools work closely to the revised statutory guidance published by DfE in January 2023, Careers guidance and access for education and training providers: *Statutory guidance for schools and guidance for further education colleges and sixth form colleges*.

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

The legislation in this policy refers to:

- Section 42A, 42B, 45 and 45A of the Education Act 1997
- Section 72 of the Education and Skills Act 2008
- Schedule 4 (15) of the School Information (England) Regulations 2008
- Section 37 of the Children & Families Act 2014
- Education (Careers Guidance in Schools) Act 2022
- Skills & Post 16 Act, 2022

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. This policy should be read in conjunction with our provider access policy statement, which sets out how schools in our Trust meets this duty, and can be found on the Careers webpage of each Trust secondary school.

3.1 Published Information

Each secondary school within our Trust will publish details of their careers programme on their website. This will include:

- The name, email address and telephone number of the school's careers leader
- A summary of the careers programme, including details of how pupils, parents, teachers and employers can access information about the careers programme
- How the school measures and assesses the impact of the careers programme on pupils
- The date of the school's next review of the information published
- Provider Access Policy Statement
- Learner Entitlement Statement

3.2 Updated statutory Guidance (May 2025)

Schools, colleges and ITPs are expected to implement the updated Gatsby Benchmarks for Good Careers Guidance from September 2025, ensuring continuous improvement of the careers system through implementation.

To introduce a guarantee of two weeks' (10 days) worth of experience of the workplace during key stages 3 and 4.

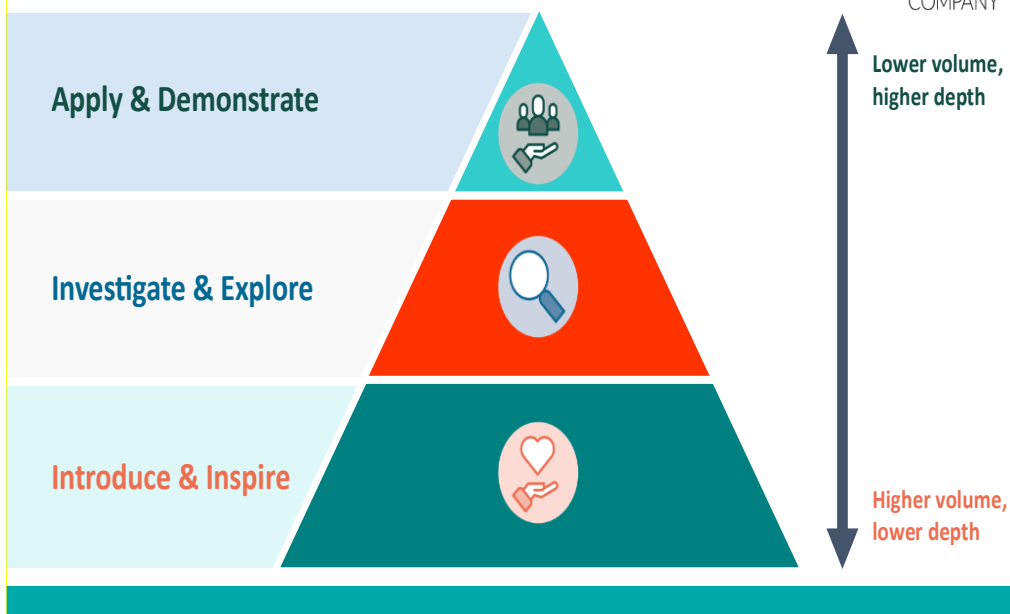
Our vision is detailed below and in conjunction with government proposals:

The Government's vision for WEX

- Ambition to deliver **two weeks' worth of work experience** for every young person- with a focus on **multiple, targeted and variable workplace experiences, totalling 10 days.**
- Expect work experience to be pivotal in **improving work readiness and employability'**
- Experiences should be **aspirational and inspirational, employer-led, first hand and active** (two-way employer-pupil interaction).
- Expecting this to be broken down into a weeks' worth in year 7-9 and a further weeks' worth in year 10 or 11.
 - Years 7-9** – Multiple and varied employer-led activities (individual or group, **supplementing in-person with hybrid or virtual experiences** where this can add value) to explore different industries and occupations, in line with **Gatsby Benchmark 6.**
 - Year 10-11** – work experience placement(s) **totalling one weeks' worth**, in an industry matched to **young people's interests and career aspirations.** This should allow pupils to experience a real working environment and begin to **develop work-based skills and behaviours .**

3

Workplace experiences as a progressive programme



4. Student & Parent entitlement

4.1 Student entitlement (Year 7 and above)

TEAM Education Trust schools with learners in Year 7 and above will set out their approach to student entitlement on their careers web page. Students with a current education, health and care plan in place will receive support up to the age of 25.

The provider access legislation (referred to as the 'Baker Clause') requires the provision of opportunities for a range of education and training providers to access all year 8 to 13

pupils to inform them about approved technical education qualifications and apprenticeships. Each child will receive no less than six, high quality meaningful encounters with independent and impartial education providers.

4.2 Parent/Carer entitlement

Parents have access to careers advice in a variety of ways including:

- Individual meetings
- Student Centred Reviews and annual reviews
- Drop-in meetings
- Careers information and virtual careers programmes
- Information is posted to parents and also via website and social media
- Careers events and provider exhibitions

5. Roles & Responsibilities

5.1 Strategic Intent & the role of the Trust Career Champion

The Trust's Careers Champion will work with Trust schools to develop a whole school approach to careers education by providing a planned programme of activities within and outside the curriculum by:

- Working across all TEAM schools to bring examples of best practice and to support a dynamic careers delivery plan that meets the criteria set out in the Gatsby Benchmarks.
- Developing knowledge and skills across the teaching and support teams with each school having a careers lead who attends collaboration events.
- Enabling the skills and attitudes for students to make successful transitions both within their education and throughout their lives. For secondary settings, this will be set out within the Learner Entitlement Statement shared on the school website.
- Supporting schools to develop a comprehensive curriculum programme (Careers Delivery Plan) that encompasses careers education outcomes defined by national expectations to meet individual student need.
- Supporting schools to ensure their Careers Guidance Policy is in line with the Trust policy whilst meeting the special context of their school.
- Supporting access for all students to independent and impartial careers guidance, working
- Develop the use of AI to support key skills such as CV writing, interview preparation and skill development in collaboration with the trust ICT champion.

5.2 Role of the School Careers Leader & Key Staff

5.2.1 The School Careers Leader

The role of the School Careers Leader is a distinct role which requires the skill, knowledge, time and backing of the senior leaders & local governing body to facilitate their work.

The school Careers Lead will maintain the overall operational aspect of the school's careers education programme. The Careers Lead together with the school's leaders will work with the Trust's Careers Leader to hold strategic governance over the entire programme and review each intervention as necessary.

The school careers leader will:

- Work closely with the Local Enterprise Partnership/Careers & Enterprise Company and Education Business Partnerships to support a structured plan. Secondary settings will work closely alongside an external appointed Enterprise Advisor.
- Strategically manage and coordinate best use of resources
- Secondary settings will meet the requirements of the 'Baker Clause' thereby giving third-party providers at least six meaningful encounters with students. This will be set out clearly within the school's Careers webpage.
- Ensure that all statutory careers information is shared on the school website together with information/signposting to support children and their families.
- Commission Independent and impartial careers advice and guidance for students in Year 7 and above to ensure that it is provided by a suitably qualified (L6) practitioner as secured in service to the school
- Work in partnership with parents and appropriate partner organisations, employers and stakeholders.

5.2.2 Principal & Senior Leadership Team

The Principal and SLT will:

- Support the careers programme
- Support the careers leader in developing their strategic careers plan
- Make sure the 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

5.2.3 Local Governing Body

The Local Governing Body will:

- Provide clear advice and guidance on which the school can base a strategic careers plan which meets legal and contractual requirements
- Appoint a member of the governing board who will take a strategic interest in careers education and encourage employer engagement
- 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
- Make sure that arrangements are in place for the school to meet the legal requirements of the 'Baker Clause', including that the school has published a provider access policy statement
- Receive a report on student destinations (Year 11 and 13/14 leavers in October of each year)

5.2.4 Staff

All school staff should contribute to CEIAG through their roles as teachers or teaching assistants and activity is planned into the curriculum schemes of work or

as focused one-off interventions. Staff support for CEIAG within school should be monitored within the annual appraisal meetings.

6 Careers Programme

6.1 Careers in Primary Schools

The Trust values the importance of encouraging young children to consider the world of future job possibilities and to challenge stereotypes.

Our primary schools will link lessons in an age-appropriate way to different careers, training and skills. It is intended to provide opportunities for pupils to meet employers and role models from a range of industries, helping to raise aspirations and to link their learning to future skills, jobs and careers. There will be an emphasis on Gatsby Benchmarks 3, 4 and 5 to provide focus for primary schools.

The Trust's Kindness Curriculum for children of primary age will link closely to jobs and raising aspirations with guest speakers and visits to organisations. The importance and value of Science, Technology, Engineering & Maths (STEM) subjects to enable exciting career opportunities will be promoted.

6.2 Careers Education in Secondary Schools

Each secondary 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. All schools provide statutory independent careers guidance to pupils from year 7 onwards.

Each careers 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

The careers 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. The Careers Programme is published on the website of each school.

6.3 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.

School careers leaders will work with teachers and, 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.

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

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

7. Monitoring

7.1 Monitoring & Tracking Student Activity

Each school will maintain a full and comprehensive tracking system that records every student intervention/experience for students in year 7 and above. The school will track intended destinations, courses and where they, the student attend in the next academic year; where appropriate Compass+ should be used.

Monitoring to take place termly and then annually at the end of the academic year. The interventions offered to support the develop of each student will be monitored individually and collated to report activity in terms of gender, LAC and Pupil Premium funding to ensure that every student has at least one encounter with an employer every year.

Monitoring will be undertaken by the school Careers Lead and Trust Careers Champion. This includes submission of careers related data to the Local Authority as requested. Schools with students in primary provision will keep reports of activities and promote a culture of enterprise, self-awareness and the world of work. These will be reported in Network Meetings with the Trust Careers Champion.

7.2 Student Destinations

Student destinations on leaving the Trust at Year 11 onwards should be tracked for a period of 3 years. This information should be shared with the local authority upon request.

7.3 Policy Review

This policy should be reviewed on an annual basis by the Trust Career Champion.