



Alder Community
High School

Careers Guidance Policy

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| Author: | S Dawson | | |
| This policy was agreed by governing body delegation on: 03.02.2026 This policy supersedes all previous policies relating to this area. | | | |
| Implemented: | 04.02.2026 | Review date: | Spring 2027 |
| Statutory: Yes Non-statutory <input type="checkbox"/> Required to be on school website: Yes | | | |

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1. Aims

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

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

- Help pupils prepare for the workplace, by building self-development and career management skills
- Provide experience and a clear understanding of the working world
- Develop pupils' awareness of the variety of education, training and careers opportunities available to them
- Help pupils to understand routes to careers that they're interested in, and to make informed choices about their next step in education or training
- Consider the individual needs of all pupils to tailor the programme accordingly and provide the right level of support
- Promote a culture of high aspirations and equality of opportunity
- Provide impartial and unbiased information about all career and education routes, including vocational, technical, and academic options.
- Support pupils in developing transferable skills such as teamwork, communication, problem-solving, and resilience.
- Ensure pupils are aware of labour market trends, local and national employment opportunities, and emerging industries.
- Encourage parent/carer engagement in pupils' career planning to support informed decision-making.
- Ensure the programme is inclusive, taking account of protected characteristics and providing equal access to all pupils.
- Support pupils in understanding safeguarding, workplace expectations, and professional conduct.

2. Statutory requirements

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

This guidance refers to:

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

This policy is also in line with the [Skills and Post-16 Education Act 2022](#) (the 'provider access legislation'). It explains that our school must provide a minimum of **6 encounters** with technical education and apprenticeship providers to all pupils in years 7 to 13 about their education or training offer. For more detail on these encounters, see our provider access policy statement, which you can find on our website.

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

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

3. Roles and responsibilities

3.1 The governing board

The governing board will:

- Actively engage in setting the direction for a whole-school approach to careers guidance with the headteacher, to make sure it is aligned with the school's vision, priorities and development plans
- Provide clear advice and guidance on which the school can base a strategic careers plan which meets legal and contractual requirements
- Maintain strategic oversight of the school's legal and contractual requirements for careers guidance and hold senior leaders to account for delivering against those requirements
- Appoint a member of the governing board who will take a strategic interest in careers education and encourage employer engagement
- Make sure that independent careers guidance is provided to all pupils throughout their secondary education (11 to 16 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 arrangements are in place for the school to meet the legal requirements of the provider access legislation, including that the school has published a provider access policy statement
- Make sure that details of our school's careers programme and the name of the careers leader are published on the school's website
- Ensure that careers provision is inclusive, taking account of all protected characteristics and providing equal access to all pupils.
- Monitor that pupils and parents/carers have access to up-to-date labour market information and emerging career pathways.
- Review how the school supports pupils to develop employability and transferable skills alongside subject knowledge.
- Ensure the careers programme includes guidance on workplace expectations, professional conduct, and safeguarding where relevant.
- Ensure that pupil feedback is collected and used to inform improvements to the careers programme.

3.2 Headteacher

The headteacher will:

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

- Make sure that personal guidance is provided to pupils by a qualified careers adviser
- Network with employers, education and training providers, and other careers organisations

3.3 Senior leadership team (SLT)

The SLT will:

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

3.4 Careers leader

Our careers leader is Sarah Dawson, and they can be contacted by phoning 0161 368 5132 or emailing admin@alderchs.uk Our careers leader will:

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

3.5 Careers adviser

Our careers adviser will:

- Support pupils to make effective career decisions
- Work with the careers leader and SENCO to identify the needs of pupils with SEND and provide personalised support

4. Our careers programme

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

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

1. A stable careers programme
2. Learning from career and labour market information
3. Addressing the needs of each young person
4. Linking curriculum learning to careers
5. Encounters with employers and employees
6. Experience of workplaces
7. Encounters with further and higher education
8. Personal guidance

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

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

Our careers programme is delivered through several methods, including but not exhaustive of:

- Personal development lessons, curriculum links, assemblies, events such as careers fair, Explore, NCW and NAW, guest speakers, display boards, Ambition week, JDup and WeAreAlder career focus days

4.1 How we meet our requirements

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

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

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

4.2 Pupils with special educational needs or disabilities (SEND)

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

Our careers leader will work with teachers and, where appropriate, professionals from relevant organisations, to identify the needs of our 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.

4.3 Access to our careers programme information

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

Pupils, parents and carers, teachers, and employers can request any additional information about the careers programme by contacting Sarah Dawson, Assistant headteacher and careers lead.

4.4 Access to pupil participation records

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

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

These records will be kept in line with our data protection policy, which can be found on our website.

4.5 Assessing the impact on pupils

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

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

6. Monitoring and review

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

The next review date is:

Outline of careers programme (subject to change)

| | Half Term 1 | Half Term 2 | Half Term 3 | Half Term 4 | Half Term 5 | Half Term 6 |
|---------------|--|---|---|--|---|--------------------|
| Year 7 | Form Time Careers activities in PD Booklet. Future skills questionnaires (FSQ). | Form Time Careers activities in PD Booklet Explore event (alternating years) | Ambition week. Explicit careers link across subject areas. | NAW/NCW assemblies NAW/NCW activities in subject areas. NCW Form Time booklet. | Ambition week. Careers unit in Personal Development Building curiosity: To know what careers are and understand work, skills and opportunities through | Careers evaluation |

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| | | | | | introduction and awareness. | |
| | Employer engagement either in school or external visits linked to the CEIAG & curriculum audit logged on Compass+ | | | | | |
| Year 8 | Form Time Careers activities in PD Booklet. | Form Time Careers activities in PD Booklet. Explore event (alternating years) | Ambition week. Explicit careers link | NAW/NCW assemblies NAW/NCW activities in subject areas (2,4) NCW form time booklet. | Ambition week Careers unit in Personal Development . Exploring options: To Explore the world of work and link future choices to school subjects through using current labour market information | Careers evaluation |
| | Employer engagement either in school or external visits linked to the CEIAG & curriculum audit logged on Compass+ | | | | | |
| | Half Term 1 | Half Term 2 | Half Term 3 | Half Term 4 | Half Term 5 | Half Term 6 |
| Year 9 | Form Time Careers activities in PD Booklet. Future skills questionnaires | Form Time Careers activities in PD Booklet. Explore event (alternating years) | Ambition week. Careers unit in Personal Development. Decision-Making & Employability: Know your personal strengths and preferences and how to systematically explore options to help make good decisions about your future | NAW/NCW activities in subject areas NCW form time booklet 1:1 interview by a career's advisor and | Ambition week. 1:1 interview by a career's advisor and Positive Steps (3,8) | CEIAG evaluation completed by all year 9 during form time. (1,3) 1:1 interview by a career's advisor and Positive Steps (3,8) |

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| | | | Options focus. Options Assemblies 1:1 interview by a career's advisor and Positive Steps (3,8) | Positive Steps (3,8) | | |
| | Employer engagement either in school or external visits linked to the CEIAG & curriculum audit logged on Compass+ | | | | | |
| Year 10 | Form Time Careers activities in PD Booklet Ashton Sixth Form XL programme. | Personal development lessons. Preparation and Experience: Know how to develop your skills and qualities relating to careers. Know how to use LMI to help find meaningful work experience. Explore event (alternating years) | Ambition week. WEX launch JDup Event | NAW/NCW activities in subject areas (2,4) NCW form time booklet | Ambition Week. 1:1 careers appointment College and HE taster days. | Work Experience 1:1 careers appointment College and HE taster days. |
| Year 11 | 1:1 Careers advice. Post 16 provider assembly programme. Next Steps & Transition: Know all post 16 options and pathways through specific goals to progress into a sustained and suitable post-16 destination. | 1:1 Careers advice. Post 16 provider assembly programme WeAreAlder day1 – Future Focus. Interview Skills and C writing Careers Fair – post 16 providers and employers. Motivational speaker – ambition. Employer experience workshops. | 1:1 Careers advice. Ambition week. | Post-16 Ready | Post-16 Ready | Post 16 Ready |