



Alsop
High School

Careers, Education, Information & Guidance Policy

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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
- Take into account 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

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 8 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, under Careers (CEIAG).

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)
- As an academy in England, we're now required to provide and publish careers guidance

The above guidance requires that we publish information about the careers programme on our website, and that it is communicated in a way that enables learners, parents and carers, staff, and employers to access and understand it. This includes:

- The name and contact details of the career's leader
- A summary of the careers programme
- Details of how pupils, parents and carers, teachers, and employers can access information about the careers programme
- How our school measures and assesses the programme's impact on learners
- The date by which we will review information

We also act in line with our statutory duty under the provider access legislation (also known as 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 our school meets this duty, and can be found on our website.

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 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 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

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 Mr Solan, and they can be contacted by phoning 0151 235 1200 or emailing j.solan@ahs.omegamat.co.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 key relationships to drive progress and continuously improve the careers programme
- 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 of 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 is Nicola Leamey (careers Connect). They 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
- Contribute to the overall development and evaluation of the careers programme

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 particular 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 a number of methods, including:

Our CEIAG programme is designed to inspire, raise aspirations, broaden horizons and empower students to make informed choices about their futures. Through a structured programme of activities, we help students understand the opportunities available to them, the skills required in the modern workplace, and the routes they can take to reach their goals.

- We offer a rich variety of opportunities, including:
- Inspirational encounters with guest speakers from a range of industries
- Skills development workshops and careers-focused events
- Mock interviews with employers and professionals
- Workplace visits to experience different sectors first-hand
- College, university and apprenticeship provider visits to explore post-16 and post-18 options

We welcome engagement from employers, colleges, universities, training providers and apprenticeship organisations who can support our mission of preparing students for the future. Our Provider Access Statement outlines how we facilitate contact between our students and external providers wishing to share information about education and training opportunities.

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.

Every pupil will receive a further meeting by age 18.

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.

Key Stage 3 (Years 7–9)

Developing awareness, aspiration and informed choice

Aims

At Key Stage 3, the CEIAG programme aims to introduce students to the world of work, help them recognise their own strengths and interests, raise aspirations, and broaden their understanding of future pathways. The focus is on exploration, inspiration and early decision-making, free from stereotyping.

Objectives

Students in KS3 will:

- Begin to identify their personal skills, qualities and interests
- Develop awareness of a wide range of careers and employment sectors
- Understand how school subjects link to future pathways
- Build confidence, curiosity and ambition about their future
- Make informed choices about GCSE options (Year 9)

Example Activities (KS3)

Year 7 – I Discover

- Careers assembly: *What will your story be?*
- Careers lunchtime drop-in sessions
- IntoUniversity Programme participation
- Meet the Employer mornings
- WEX Ambition Days (Healthcare, Creative Industries)
- Careers PSHE: aspirations, employability skills and finance basics
- Whole-school careers fair attendance

Year 8 – I Explore

- Careers assembly programme (Barclays, FE/HE providers, LMI & sector spotlights)

- IntoUniversity Buddy Trip
- WEX Ambition Days (STEM, Digital & Tech)
- Meet the Employer mornings
- CGI Young Dreamers Event
- Careers PSHE: aspirations, employment skills, finance and money management
- Whole-school careers fair attendance

Year 9 – I Focus

- Careers assembly programme (British Army apprenticeships, FE/HE providers)
- GCSE options support through curriculum and careers guidance
- WEX Ambition Days (Business & Finance, Public Services)
- LJMU Step Up Programme
- Leadership in Focus Course
- Careers PSHE: aspirations, employability skills, budgeting and saving
- Meet the Employer mornings
- Whole-school careers fair attendance

The activities detailed are illustrative rather than exhaustive. Our careers programme is dynamic and continually evolving, with further activities, encounters and opportunities provided throughout the year to enhance pupils' understanding of future pathways and in response to pupil needs and local labour market demands.

We are meeting our requirements to provide:

- At least 2 encounters with providers of technical education or apprenticeships in year 8 or 9 (this is set out in more detail in our provider access policy statement, which can be found on our website).
- 1 week's worth of work experience activities

Key Stage 4 (Years 10–11)

Planning, decision-making and progression

Aims

At Key Stage 4, the CEIAG programme aims to support students in making informed and realistic post-16 decisions. Students develop employability skills, understand labour market information, and engage with employers and providers to plan clear progression routes.

Objectives

- Students in KS4 will:
- Understand post-16 pathways including sixth form, FE, apprenticeships and training
- Develop employability skills such as CV writing and interview techniques
- Engage with employers and education providers
- Receive personalised guidance to support progression
- Secure a sustained post-16 destination

Example Activities (KS4)

Year 10 – I Plan

- Careers assemblies (Black Capital Group, FE/HE providers, LMI & sector spotlights)
- Careers PSHE: skills analysis, CV writing, career pathways, employability skills, finance & debt
- Meet the Employer mornings
- Employer mock 1-to-1 interviews
- LJMU Step Up Programme and Law Factor Programme
- Careers lunchtime drop-ins
- Attendance at the Alsop High School Careers Fair
- Access to 1-to-1 Careers Connect advisor meetings

Year 11 – I Decide

- Careers assemblies (Degree Apprenticeships, FE/HE providers)
- 1-to-1 Careers Connect guidance interviews
- Careers PSHE: aspirations, pathways, employability skills and finance
- Employer mock interviews
- Support with CV writing and personal statements
- Meet the Employer mornings
- National Apprenticeship Events
- Attendance at the Alsop High School Careers Fair
- Ongoing lunchtime careers drop-ins

The activities detailed are illustrative rather than exhaustive. Our careers programme is dynamic and continually evolving, with further activities, encounters and opportunities provided throughout the year to enhance pupils' understanding of future pathways and in response to pupil needs and local labour market demands.

We are meeting our requirements to provide:

- At least 2 encounters with providers of technical education or apprenticeships in year 10 or 11 (this is set out in more detail in our provider access policy statement, which can be found on our website.
- 1 week's worth of work experience placement(s)

Key Stage 5 (Years 12–13)

Aspiration, application and transition

Aims

At Key Stage 5, the CEIAG programme aims to prepare students for successful transition into higher education, apprenticeships or employment. Students are supported to make ambitious post-18 choices and to secure progression through high-quality guidance and employer engagement.

Objectives

Students in KS5 will:

- Explore a wide range of post-18 pathways
- Understand entry requirements and progression routes
- Develop high-level employability and application skills
- Engage with employers, universities and apprenticeship providers
- Secure and sustain a post-18 destination

Example Activities (KS5)

Year 12 – I Aspire

- Careers assemblies (Degree Apprenticeships, FE/HE providers, LMI & sector spotlights)
- IntoUniversity Programme participation
- Meet the Employer mornings
- National Apprenticeship Events (Aintree Racecourse)
- Careers lunchtime drop-ins
- LJMU Summer School Residential (3 days)
- Careers Connect guidance sessions
- Attendance at the Alsop High School Careers Fair

Year 13 – I Progress

- Careers assemblies focused on pathways, progression and career planning
- 1-to-1 Careers Connect advisor meetings
- Support with UCAS applications, CVs and personal statements
- Meet the Employer mornings
- National Apprenticeship Events
- One-week work experience placement
- LJMU Summer Residential Programme
- Ongoing access to lunchtime careers drop-ins

The activities detailed are illustrative rather than exhaustive. Our careers programme is dynamic and continually evolving, with further activities, encounters and opportunities provided throughout the year to enhance pupils' understanding of future pathways and in response to pupil needs and local labour market demands.

We are meeting our requirements to provide:

- At least 2 encounters with providers of technical education or apprenticeships in year 12 or 13 (this is set out in more detail in our provider access policy statement, which can be found on our website. These encounters are mandatory for the school to put on, but optional for pupils to attend)

4.2 Pupils with special educational needs or disabilities (SEND)

All pupils with SEND will be supported through a high-quality careers programme that is aligned to the Gatsby Benchmarks and tailored to meet their individual needs. We expect that the majority of pupils with SEND will access the same careers programme as their peers; however, reasonable adjustments, additional guidance and personalised interventions are provided to ensure equity of access and opportunity.

Careers information, advice and guidance for pupils with SEND is carefully personalised and sequenced, taking account of individual needs, aspirations, strengths and barriers. This support is delivered in close collaboration with teaching staff, the SEND team and, where appropriate, external professionals and partner organisations.

The Careers Leader works closely with pupils with SEND and their families to identify appropriate pathways and to develop personalised transition plans. This includes:

- Regular one-to-one guidance meetings
- Ongoing dialogue with pupils and parents/carers
- Repeated check-ins on intended destinations, particularly at key transition points in **Year 11 and Year 13**
- Additional, targeted support with applications, CVs and personal statements
- Guidance on supported internships, further education, training pathways and higher education options

Where appropriate, pupils with SEND are supported through bespoke experiences designed to build confidence and familiarity with post-16 and post-18 settings. This includes tailored visits to local colleges, training providers and universities, such as targeted visits to specialist provision (for example, visits to *The Hub* at Hugh Baird College for pupils with an EHCP).

To further support aspiration and representation, the Careers Leader may invite adults with disabilities to share their experiences, career journeys and advice with pupils.

No careers information, opportunity or experience is withheld from pupils with SEND. All information provided to pupils without SEND is equally available to pupils with SEND, with additional support and adjustments made where necessary to ensure meaningful access.

Through this personalised, proactive and inclusive approach, Alsop High School ensures that pupils with SEND are not only supported, but empowered to make ambitious, informed and realistic decisions about their futures, with clear pathways into education, employment or training.

4.3 Access to our careers programme information

A summary of our school's careers programme will be 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 Mr J Solan, Associate Assistant Principal Personal Development at j.solan@ahs.omegamat.co.uk

4.4 Access to pupil participation records

Alsop High School measures the progress of pupils and maintains accurate careers records as students move through each Key Stage. We collect, maintain and use high-quality data for every pupil relating to their aspirations, intended and actual education, training or employment destinations. This information is used to inform personalised careers guidance and targeted support.

Records are kept of pupils' participation in the careers programme, including:

- Careers lessons and activities
- Employer and provider encounters
- Work experience and enrichment opportunities
- Individual guidance interviews
- Agreed actions and progression decisions

Pupils have access to their own careers records to support informed decision-making, reflection and transition at key points in their education.

To support this process, Alsop High School uses **Unifrog** as its core digital careers platform. Unifrog underpins careers education, monitoring and guidance across all Key Stages and enables the school to:

- Record and track pupil engagement with careers activities and work experience
- Store individual aspirations, intended destinations and progression pathways
- Provide up-to-date labour market information (LMI), career profiles and pathway guidance
- Support pupils with CV writing, personal statements and applications
- Monitor encounters with employers and education and training providers
- Track careers guidance interviews and agreed next steps

Unifrog also provides access for parents and carers, strengthening home–school collaboration and enabling families to support pupils with career planning and transition decisions. Where appropriate, Unifrog integrates with the school’s management information systems, including Bromcom, to support communication and monitoring.

Through this robust approach to recording and monitoring, Alsop High School ensures that careers participation data is accurate, accessible and used effectively to support all pupils’ career development and progression.

4.5 Assessing the impact on pupils

Our careers programme is designed to actively seek and value feedback from pupils and parents/carers throughout the year. We regularly evaluate the quality, reach and impact of our careers provision using a range of quantitative and qualitative measures, including:

- Compass evaluation benchmarking against the Gatsby Benchmarks
- Destination and progression data
- Pupil voice and student feedback
- Parental and carer feedback
- Employer and provider evaluations

This evidence is reviewed by the Careers Leader and senior leaders and is used to inform ongoing development planning. It enables the school to evaluate impact, identify strengths and gaps, and continuously improve and adapt the careers programme to ensure it remains relevant, inclusive and responsive to the needs of all pupils.

5. Monitoring and review

This policy, the information included, and its implementation will be monitored by the academies governing body and reviewed annually.

The next review date is: 1st September 2026