



Careers Education Policy

Local Governing Board	Richard Benson
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1. Vision for Careers Education and Guidance

Promoting Careers Education and Guidance and encouraging students to see how their experience of the curriculum and attitude to learning has an impact on their future is an essential part of the ethos of our school and our approach to the careers and wider curriculum.

We aim to encourage all students to be aspirational and to ensure that they gain the understanding, skills and experience they need to make progress, to succeed in life and work, and to become independent and active citizens.

Our core belief is that effective careers education and guidance is not only crucial in helping individuals plan for their future and assisting their wellbeing but also contributes to the futures and wellbeing of their families and communities, future generations, as well as on a wider economic and societal scale. Our links with local, national and international businesses mean that the work we do also represents an investment in these organisations and recruitment processes.

2. Context

Congleton High school is an 11-18 mixed secondary school with Sixth Form and part of the Learning Alliance Multi-Academy Trust. Situated in Cheshire East but on the border of Staffordshire it draws students from Congleton itself but also from the surrounding rural areas and nearby towns of Biddulph and Kidsgrove. The school has good rail transport links with the cities of Manchester and Stoke-On-Trent.

Each year, around 100 pupils (approximately 50% of the cohort) stay on from Year 11 into the Sixth Form. They are joined by approximately 10 pupils from other centres at the start of Year 12; of the students who do not stay on in the Sixth Form approximately 43% of the cohort go on to tertiary education to mainly study Level 2 or Level 3 vocational courses (with a tiny minority going elsewhere to study A Levels) and 7% to apprenticeships.

At each point where we deal with 'leavers' we ensure that appropriate advice and guidance is available, including information and support regarding apprenticeships, employment or re-commencement of study with another provider.

CEIAG is important within CHS as to enable our learners to make the most of the opportunities that exist locally and further afield and we recognise that careers guidance has become even more important than ever as a result of the COVID-19 pandemic.

3. Aims and purpose of this policy

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

- o Help pupils prepare for the workplace, by building self-development and career management skills
- o Provide experience and a clear understanding of the working world
- o Develop pupils' awareness of the variety of education, training and careers opportunities available to them
- o 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
- o Take into account the individual needs of all pupils to tailor the programme accordingly and provide the right level of support
- o Promote a culture of high aspirations and equality of opportunity



- o Prepare students for the transition to life beyond secondary school and Sixth Form (higher education and the world of work)
- o Support all students in making informed decisions which are suitable and ambitious for them
- o Provide students with well-rounded experiences
- o Develop characteristics e.g. social skills, communication, innovation, resilience and leadership which support high achieving students in the curriculum and in their careers
- o Ensure compliance with the Gatsby Benchmark requirements, specifically the Baker Clause

This policy summarises the statutory guidance and recommendations. It then outlines the provision of careers education, work experience and provider access. 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.

4. Statutory requirements and recommendations

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

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:

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

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

The Careers provision at Congleton High School is in line with the statutory guidance developed by the Department for Education, which refers to the following legislation:

- 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
- The Skills and Post-16 Education Act 2022

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. This states that all schools should provide independent careers guidance from Years 7 -13 and that this guidance should:

- o be impartial
- o include information on a range of pathways, including university options or apprenticeships
- o be adapted to the needs to the student



In addition, the school is compliant with the careers guidance that the government set out for delivery from 5 January 2018 and The Skills and Post-16 Education Act 2022: 'Careers Guidance and Inspiration for young people in schools.' This states that all academies must give education and training providers the opportunity to talk to students about approved technical qualifications and apprenticeships there must be 6 encounters with technical and apprenticeship providers in Years 8-13 about their education or training offer. Further information relating to this is set out later in this document, under Provider Access Policy.

We endeavour to promote equality of opportunity and challenge stereotypical attitudes to education, training and work by being inclusive of all students, irrespective of their contexts, needs and interests, as required by the CEIAG: An Evaluative Framework, DFE 1995 and by the 2010 Equality Act. We prepare students to meet fully, and meaningfully, the requirements of the RPA (Raising of the Participation Age), by which students are to stay in learning, either in education or in accredited training until their 18th birthday, preparing them in KS4 for choices at 18, by introducing them to universities, apprenticeships and jobs with training.

- We have achieved and are working hard to maintain the Quality in Careers Standard
- CHS is committed to providing all pupils in Years 7-13 with a careers programme which is embedded into the curriculum and includes a variety of enrichment activities. The programme has been developed in line with the eight Gatsby benchmarks for ensuring best practice and to meet the requirements of the Department for Education's statutory guidance.

The Gatsby Benchmarks

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

5. Roles and Responsibilities

5.1 The governing board

The governing board will:

- o 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
- o Provide clear advice and guidance on which the school can base a strategic careers plan which meets legal and contractual requirements
- o 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
- o Appoint a member of the governing board who will take a strategic interest in careers education and encourage employer engagement
- o 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
- o 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



- o 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
- o Make sure that details of our school's careers programme and the name of the Careers Leader are published on the school's website

5.2 Headteacher

The Headteacher will:

- o 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
- o Support the careers team to deliver the school's careers programme
- o 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
- o Make sure that personal guidance is provided to pupils by a qualified Careers Adviser
- o Network with employers, education and training providers, and other careers organisations

5.3 Senior Leadership Team (SLT)

The SLT will:

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

5.4 Careers Leader

Our Careers Leader is Joanne Sanders, and they can be contacted by phoning 01260 730123 or emailing JSanders@CongletonHigh.com. Our Careers Leader will:

- o Take responsibility for planning and delivering the careers programme and work towards meeting the Gatsby Benchmarks in a meaningful way
- o Coordinate and manage careers activities and the budget for these
- o Work with the SLT to make sure the careers programme is informed by a strategic careers plan aligned to the school's priorities
- o Engage parents and carers throughout
- o Establish and develop key relationships to drive progress and continuously improve the careers programme
- o Establish and develop links with external employers, education and training providers, and careers organisations
- o Use and sequence labour market information (LMI) throughout the careers programme, tailoring it to individual circumstances
- o Support the careers adviser to work with relevant staff, including the SENCO, subject teachers and pastoral teams



- o 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
- o 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
- o Evaluate and continuously improve the careers programme, drawing on feedback from all stakeholders and the destinations of pupils
- o Review our school's provider access policy statement at least annually, in agreement with our governing board

5.5 Careers Adviser

Our Careers Leader is Jaydeen Pickford. They will:

- o Support pupils to make effective career decisions
- o Work with the Careers Leader and SENCO to identify the needs of pupils with SEND and provide personalised support
- o Contribute to the overall development and evaluation of the careers programme

6. Professional Development:

The Careers and Employer Engagement Leaders remain up-to-date with local workforce requirements, liaising with other leads and advisors and attending Chamber of Commerce meetings to share good practice. The CEIAG lead has a strategic role, in liaison with the SLT line manager, via a robust line management structure. This structure includes a Linked Governor for Careers, a member of SLT (Assistant Headteacher) with oversight of Careers Education; Careers Leader; Employer Engagement Leader; Careers Adviser; Curriculum Subject Careers Leads.

Our Careers Team and designated Governor for Careers are completing training devised by the Careers and Enterprise Company and engage in continued professional development.

7. Current priorities

Our careers strategy is informed by these current priorities:

- Offering a 1:1 guidance interview with an Independent Qualified Careers Advisor for all young people in Key Stage 4 with further opportunities for other interviews as students move into Key Stage 5
- Supporting individual aspirations, improving attainment and ensuring positive destinations meeting the needs of specific groups, including looked-after children, young carers, children from economically-deprived backgrounds and children with special educational needs and disabilities
- Developing learners' career management skills, especially those associated with career adaptability, resilience, enterprise and employability
- Improving young peoples' working lives by helping them to identify the values that are important to them, such as contributing to the wellbeing of others through their paid and voluntary work



- Working with parents/carers, alumni and education, community and business partners to meet students' career development needs
- To keep evaluating and developing CEIAG provision in order to raise aspirations
- Work towards keeping the NEET figure at 0%
- Arrange highly engaging activities to promote positive destinations
- To further develop the Careers section on the school website
- To ensure that all Curriculum Areas give high priority to the promotion of careers as part of their curriculum
- To ensure that all KS4 students have a week's experience of a work placement and that all KS3 students have a week's worth of experiences of the workplace

8. Development:

- The CEIAG lead has access to staff to support and develop the in-school programme and to work together to organise activities
- The CEIAG lead uses Compass+ which is a supporting tool from The Careers and Enterprise Company which helps benchmark, manage, track and report on Congleton High School's careers programme.
- A member of the governing body has been allocated the position of Careers Link
- Regular meetings will see the CEIAG lead supported in evaluating the programme and the activities in which learners are engaged to inform future developments
- The governing body will continue to receive reports on the progress of CEIAG at regular intervals
- The Careers Lead is line managed by a member of SLT and they meet weekly
- We are continuing to build our alumnae network to introduce students to a range of careers that may inspire and motivate them

9. Strategy to achieve the objectives of this policy, we will:

- Ensure that the governing body continues to be actively involved in shaping careers policy and strategy
- Assistant Headteacher to continue to advise the senior leadership team and governors on curriculum, staffing and resource requirements; and to lead the development, implementation and evaluation of the school's careers provision with the support of other key post holders (e.g. Careers Leader, Careers Advisor, SENCO and subject specialist careers staff)
- Ensure that our independent careers guidance services meet the standards set by the Quality in Careers Standard
- Set out clearly the contribution expected of all staff, including subject teachers and tutors for students' career learning and planning
- Communicate the benefits of effective provision to our partners, including feeder schools, and engage them in co-ordinating provision
- Actively involve learners themselves in the planning, delivery and evaluation of the careers programme
- Actively seek to evaluate and reflect on practice including evaluations from parents, learners and outside agencies



Implementation

Our careers programme aims to address these objectives through participation in industry-led award schemes and competitions in STEM subjects, challenging stereotypes through the PSHE programme, linking skills and knowledge in lessons to careers, and inviting speakers from a wide range of industries.

10. Careers Provision at Congleton High School

Careers provision is mapped against the Gatsby benchmarks and utilises the PSHE framework as the overarching structure within which to provide a comprehensive and progressive programme.

The current careers programme is delivered through a five-pronged approach:

- 1.Registrations**
- 2.Curriculum**
- 3.Personal Development**
- 4.Specific employer events**
- 5.Assemblies**

This combination of methods, including explicit lessons provided within the taught Personal Development programme in Years 7 through to Year 13 is led by various people. Tutors supported by the Careers Team, Guidance Team Leaders, employers and other key linked professionals and organisations help to deliver sessions. Subject specialists embed careers into their subject area and curriculum team careers leads take part in a rolling programme to plan careers activities. A range of connections between Higher Education providers and employers are utilised to support the curriculum through KS3 to 5. For example, local health and social care and childcare providers support through work placement opportunities

Careers information is available in digital format via **the Unifrog platform**, which provides access to information on apprenticeships, universities, the labour market, career pathways and university applications (whether in the UK or abroad). Our detailed careers curriculum can be found in Appendix 1 but is outlined below.

10.1 Careers Curriculum

At Key Stage 3, students are given an introduction / revisit to Unifrog, aiming to raise pupil aspirations; explore stereotypes in the workplace and fairness at work; explore want versus need in finance; explore their own strengths and areas for development; investigate dream jobs and what success looks like; learn about career pathways, including job roles and progression; discover how to create first impressions and develop personal, social and employability skills. Assemblies and a parent and pupil information evening for Year 9 students on choosing options are also provided. Years 7, 8 and 9 pupils have two meaningful encounters with employers and further education providers a year through specific employer events and extended assemblies. It is planned that Key Stage 3 students have a week's worth of experiences of the workplace.

We are meeting our requirements to provide:

- o 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)
- o 1 week's worth of work experience activities



At Key Stage 4, pupils continue to research into careers and pathways into the Sixth Form, colleges, apprenticeships and higher education. They develop skills in CV, letter writing, presentations and interviews. This includes a mock interview with an employer and feedback; a visit to an employer; exploration of rights and responsibilities in the workplace; assemblies on apprenticeships and A-Level options; taster lessons for courses offered in the Sixth Form (in subjects they could also choose in other institutions); further introduction to university as an option; and transition activities into post-16 study. Individual interviews are held with an independent careers adviser, who also provides guidance on colleges and apprenticeships. Every pupil in Year 11 meets with a member of the SLT, Sixth Form Team or Careers Team to discuss their post-16 options. Students also have the opportunity to have a week's work placement.

We are meeting our requirements to provide:

- o **At Key Stage 5**, a series of c 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

Careers lectures are delivered from universities and employers. Some of these lectures, together with form time, are devoted to the topic of UCAS and apprenticeship applications and interview skills. There are a number of Planning For Your Future assemblies and there is also a UCAS and Apprenticeship application planning day and a UCAS and Apprenticeship Parents Evening event, as well as attending national and local UCAS and Apprenticeship Fairs. In addition, Year 12 have a week of work experience as well as the option of choosing this as part of their Enrichment; pupils are involved in voluntary community and charity work; and there is an RE stop day which includes visits from external speakers. Individual careers interviews are held with an independent Careers Adviser. Students are encouraged to complete the Your Game Plan Employability course and some of our students, who opt for (or are identified as needing this) our Employability Skills option take part in our Employer Readiness programme with the Pledge. All students have a Mentoring Appointment at the end of Year 12 to review their progress and to focus them on their next steps. Students considering apprenticeships are offered the opportunity to take part in a Mock Assessment Centre, whilst our early entry applicants have a dedicated UCAS tutor, a previous Cambridge graduate, who scrutinises personal statements and helps prepare for interviews. Our links with the Keele School of Medicine and Fitzwilliam College, as well as being a part of the Target One Cheshire programme and students being encouraged to enter university essay writing competitions, all help to ensure that students aspiring for top universities and courses are as prepared as they can be. We are meeting our requirements to provide:

- o 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

Several special events are held, for example the annual careers fair, involving University, apprenticeship and careers representatives, to which all Year 7 through to Year 14 pupils are invited.

All students have access to the following:

- o Extra-curricular clubs and trips support students in developing their understanding of a range of different subjects. A list of extra-curricular clubs is available on the school website.
- o The Careers Team posts information on the different education pathways appropriate to our students, details of careers news and events, links to external sources of labour market and careers information and details of work experience opportunities on Satchel One
- o Careers appointments with the Careers Advisor, on request or via referral



- The careers section of certain newsletters and the careers and university section of the website
- The 'Unifrog' platform. This platform introduces the students to different career choices and education pathways, including technical routes and apprenticeships, and is used to record their careers interactions during their time in the school

10.2 Work experience:

Work Experience Provision at Congleton High School

- The aim of work experience is to provide an opportunity for all students to learn in the workplace; an experience that cannot be replicated in school.
- All students are offered the opportunity of a full weeks' work experience in the March of Year 10 and in the July of Year 12, and if requested students can undertake weekly work experience in their own time if they so wish. This is undertaken by almost all students in Year 12 and 2026/7 is the first academic year that this will be offered to Year 10.
- The overall organisation of work experience is undertaken by the Careers Lead with checks undertaken by Unifrog.
- The students are encouraged to arrange their own work experience where possible, through family contacts, by direct approach to organisations or via the online work experience platforms used by the school. The Careers Leader is also able to utilise links to organise placements.
- Parents are required to give consent for their child to take part in the work experience programme and they receive full details of their child's work placement.
- All students on placement are covered by the employers' insurance.
- Year 10 students have in the past few years experienced a Take Your Child to Work day in the Summer Term which they have been expected to reflect on – the Year 10 Work Experience Week in March will replace this

10.3 Students 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 the majority of 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.

Our careers leader may, as appropriate, invite adults with disabilities to visit and share their experience and advice. Further details on how we support SEND students detailed below:

- Transition from one key stage to another and onto careers is part of the action plan for a student with SEND.
- Personalised support from the SENCO, careers advisor and external bodies is used where appropriate.
- Every SEND student has a 1:1 careers interview in Year 10
- Every pupil with SEND follows the same programme of careers as their peers, with adaption and support from the SEND team where appropriate.
- Pupils with SEND have an interview with the internal careers advisor in Year 9 before the options process to enable early identification of any necessary adaptations or interventions according to need to support their career aspirations. Pupils can self-refer and form tutors are also able to raise concerns. If current provision cannot



fully address a pupil's additional need, advice will be sought from the National Careers Service.

- Pupils with SEND receive support in the preparation for and in their participation in the Mock Interview in Years 10 and 11.
- The SENDCO meets with parents/carers to discuss option suitability where individual need is likely to have an impact on choices made during the option process. The SENDCO supports work experience placements, ensuring that providers are aware of individual needs, in order to promote a positive experience.
- Where appropriate the Cheshire East Youth Support Team also support those students on EHCPs in helping to secure positive and aspirational destinations

10.4 Students in receipt of Pupil Premium funding and Cared for Children:

- Personalised support will be given to these groups of students, and they will receive a 1:1 Careers Appointment in Years 9 / 10 / 11
- Careers are an integral part of PEP meetings for Cared For Children
- Students living in particular postcodes will be able to participate in opportunities provided by Higher Horizons – other students may be able to benefit from this provision

10.5 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 our Careers Leader, Joanne Sanders.

10.6 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.

Pupils have access to these records to support them during transition points and in their career development.

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

10.7 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 by:

- o Stakeholder voice online surveys (including students, parents and employers)
- o Student voice via Student Parliament and focus groups



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.

11. Provider Access (also see Provider Access Policy – Appendix B for full policy):

This statement sets out the school's arrangements for managing the access of Providers to students at the school for the purposes of giving them information about the Provider's education or training offer. This complies with the school's legal obligations under Section 42B of the Education Act 1997, the Skills and Post-16 Education Act 2022.

Students in Year 7-13 are entitled:

- To find out about technical education qualifications and apprenticeship opportunities, as part of a careers programme which provides information on the full range of education and training options available at each transition point
- To hear from a range of local Providers about the opportunities they offer, including technical education and apprenticeships
- To understand how to make applications for the full range of academic and technical courses
- To experience a minimum of 6 encounters with technical education or training providers

A Provider wishing to request access should contact the Careers Leader through the Main School Office or via the following email address reception@congletonhigh.com

A number of events, integrated into the school careers programme, will offer Providers an opportunity to come into school to speak with students and/or their parents/carers, including:

- Annual Careers Fair
- Year 7 Extended Assembly – Summer Term
- Year 8 Extended Assembly – Autumn Term
- Year 9 Extended Assemblies – Autumn Term and Spring term
- Year 10 Extended Assembly – Summer Term
- Sixth Form Assemblies and PSHE programme

The school will ensure an appropriate venue and support is provided as necessary. Providers are welcome to leave a copy of their prospectus or other relevant course literature for the Careers Adviser as well as having the option to give literature out in assemblies. Details of Open Evenings for other providers are published on the website in the school calendar.

12. Monitoring and Evaluation

We will use feedback on key events, destinations data, learning outcomes and responses to student and parent surveys, as well as regular Compass+ evaluations, to assess the impact of the careers programme and to help identify areas for improvement. Built into the careers programme are opportunities for pupils to self-evaluate and reflect on their learning at key points, such as following work experience and mock interviews during Year 10. Pupils develop a profile on Unifrog through which their activities and skills development can be recorded and monitored by staff including form tutors and the Careers Leader. All participants in the programme complete surveys following key events including pupils, parents and employers. Leavers' destination information is also analysed.



This Careers Policy should be read in conjunction with the following policies and documents:

- Curriculum Policy
- Equality, Diversity and Inclusion Statement and Policy
- Teaching and Learning Policy
- Trips Policy
- SEND Policy
- Pupil Premium Strategy Statement
- Provider Access Policy

Appendix A: Careers Entitlement

Pupils attending Congleton High School are in their careers programme entitled to:

- Receive a stable careers programme from Year 7 that continues until they leave school (or attend University, if taking a gap year).
- Receive relevant careers guidance and have access to independent careers information and guidance, including labour market data where relevant.
- Receive personal advice that helps pupils to achieve their individual careers goal – whether this is Higher Education, an apprenticeship or employment.
- Be equipped with the necessary skills to prosper in HE and employment.
- Have the relevant knowledge to make realistic and achievable goals based on their own interests and skills, whilst taking into account local job market information and relevant entry requirements.
- Receive up-to-date information about careers and skill-development opportunities.
- Understand how different subjects help keep different options open.
- Have access to additional help, whether this need is generated from a change of decision, personal circumstances or additional needs.
- Have access to online Careers platform, Unifrog.
- Have meaningful and helpful encounters with employers.
- Experience a minimum of 6 encounters with technical education or training providers
- Have experience of a workplace in Year 10
- Have a minimum of one meaningful visit to an employer with the possibility of work experience in Year 12 and 13

Pupils are expected to:

- Fully engage with careers lessons and activities.
- Utilise the available careers resources, including the on-line Unifrog careers platform.
- Record careers-related skills, participation and research, reflect upon what has been learnt.
- Identify and set goals for the future.
- Actively participate in workshops, presentations and visits from external employers or providers.
- Attend informative events such as Options Evening and the Careers fair.
- Use study and research spaces such as the careers and sixth form library appropriately and with respect for other users.
- Take advantage of opportunities offered outside school, such as school trips and projects.



Parents are entitled to have:

- Access to links to the National Careers Service information and other independent websites and resources via the school website.
- The opportunity to contact the independent careers advisor, careers lead and careers coordinator.
- Access to information and guidance through parent information evenings including choosing options, UCAS, work experience and pupil finance.

Appendix B: Provider Access Policy Statement

This policy statement sets out the School's arrangements for managing the access of providers to the pupils at the school for the purpose of giving them information about the provider's education, training offer, or skill set and pathway needed for access to the career or education sector that the provider represents. This complies with the school's legal obligations under section 42B of the Education Act 1997, updated April 2026. [Provider Access Policy May 2026 - Final - Governors copy.docx](#)