

Title and Description	Careers Access Policy
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Policy written	May 2026
Approved by	Local Governing Board
To be reviewed by	Local Governing Board
Responsibility	Assistant Headteacher
Review period	Annually
Date of next review	May 2027

Below is an AI generated summary of this policy

Overview

This policy outlines how the school provides **high-quality, impartial careers guidance** to students (Years 7–13), helping them understand career pathways and make informed decisions. It aligns with UK legislation and is reviewed annually.

Key Aims

The programme aims to:

- Prepare students for employment with transferable skills
 - Increase awareness of career and education options
 - Provide real-world experience
 - Support informed decision-making
 - Deliver personalised guidance for all learners
 - Promote aspiration and equal opportunities
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Legal Requirements

The policy complies with major legislation, including:

- Education Acts (1997, 2008)
- Skills and Post-16 Education Act 2022
- Careers Guidance in Schools Act 2022

Key requirement:

- Students must receive **at least 6 encounters** with technical education/apprenticeship providers across Years 8–13.
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Roles and Responsibilities

- **Governing Board:** Strategic oversight, ensures compliance and impartial guidance
- **Headteacher & SLT:** Deliver and support the careers programme
- **Careers Leader:** Plans, manages, and evaluates the programme, builds partnerships, and ensures inclusion

All work together to ensure high-quality, compliant provision.

Careers Programme Structure

The programme follows the **Gatsby Benchmarks**, ensuring:

- Stable programme
- Labour market information use
- Individualised support
- Employer encounters
- Workplace experience
- Personal guidance

Delivery methods include lessons, events, employer talks, work experience, and one-to-one guidance.

By Key Stage

- **KS3 (Years 7–9):** Self-awareness, careers exploration, GCSE choices
- **KS4 (Years 10–11):** Post-16 planning, work experience, employability skills
- **KS5 (Years 12–13):** Post-18 pathways, university/apprenticeships, applications

Each stage builds progressively and includes work experience and employer engagement.

Student Support

- All students receive **personal careers guidance** (at least once by age 16, plus again in sixth form)
 - Additional support is tailored for **SEND students and vulnerable groups**, ensuring equal access
 - Records of participation and outcomes are tracked to inform support
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Provider Access (Baker Clause)

- External providers (colleges, training, apprenticeships) are given access to students
 - Minimum of 6 structured encounters across school years
 - The school ensures **impartiality** and equal exposure to all routes
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Monitoring and Evaluation

- Feedback from students, parents, and staff is regularly collected
 - Destinations data is tracked
 - The programme is continuously improved and reviewed annually
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Values and Ethos

Like all good schools, we're driven by our values above all else. We define these as:

Excellence - Everyone in our community will know and experience success

The most for those that need the most - We will meet the needs of all our learners

Known and valued - Everyone here will be celebrated for who they are and what they do

Collective endeavour - We will achieve success together

Joy - Everyone will know and create joy

These five values determine all that we do, and every part of the school flows from them. They set the direction and act as a compass to ensure we continue to grow and develop as a school in the way that we feel best supports all our students.

1. Aims

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

- Help students prepare for the workplace, by building self-development and transferable skills
- Provide experience and a clear understanding of the working world
- Develop students' awareness of the variety of education, training and careers opportunities available to them
- Help students 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 students to tailor the programme accordingly and provide the right level of support
- Promote a culture where all students aspire to fulfil their potential and enjoy equal opportunities

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 students 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 in Section 5.

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.

We also act in line with our statutory duty under the provider access legislation, 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 in Section 5.

3. Roles and responsibilities

3.1 The Local Governing Board

The Local 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 Local 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 students throughout their secondary education (11 to 18 year-olds) and that the information is presented impartially, that it includes a range of educational or training options and promotes the best interests of students
- Make sure that a range of education and training providers can access students 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 students 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
- Coordinate and manage careers activities and the budget for these
- 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 leader to deliver personal guidance to students, making sure it is well-resourced
- Work closely with the careers leader in the overall development and evaluation of the careers programme
- Review our school's provider access policy statement at least annually, in agreement with our governing board
- Network with employers, education and training providers, and other careers organisations

3.4 Careers leader

Our careers leader will:

- Take responsibility for planning and delivering the careers programme and work towards meeting the Gatsby Benchmarks in a meaningful way
- 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 labour market information (LMI) throughout the careers programme, tailoring it to individual circumstances
- Work with external agencies to facilitate the provision of careers guidance

- Work closely with relevant staff, including our special educational needs co-ordinator (SENCO) and pastoral team, to identify the guidance needs of all of our students and put in place personalised support and transition plans for those who need them.
- Work with our school's designated teacher for looked-after children (LAC) and previously LAC to:
 - Make sure they know which students 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 students' career ambitions
- Evaluate and continuously improve the careers programme, drawing on feedback from all stakeholders and the destinations of students

4. Our careers programme

Our school has an embedded careers programme that aims to inform and encourage students to consider their career options, and take steps to understand their choices and pathways. We provide statutory independent careers guidance to students 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 promotes a full range of technical and academic options for students without bias towards any particular institution, education or career path. We consider the best interests of the student 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 students 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:

- Taught tutor lessons as part of our Personal Development Programme
- Assemblies and talks from education and training providers and employers

- Key careers events for all students
- Additional visits and events for smaller groups
- Careers content within curriculum learning
- Personal guidance meetings
- Transition Support

4.1 How we meet our requirements

A full taught programme of careers and employability is included in our Personal Development curriculum across the whole school, with the number of hours delivered being tailored and timed to the needs of each year group and key transition points. All subject areas also link curriculum learning with careers.

Every student will receive at least one personal guidance meeting with a qualified careers guidance professional by age 16. Students in the sixth form will be offered a further meeting by age 18.

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

Key Stage 3

Our Key Stage 3 programme aims:

- To encourage students to build self-awareness around their skills, identity and values and how these might influence their future decisions
- To increase students' awareness of workplace environments and the labour market, including locally within the North East, and develop their research skills to find this information for themselves
- To challenge stereotypes within careers, particularly gender stereotypes, and raise awareness of how stereotypes can influence career decisions
- To grow students' awareness of the full range of pathways open to them in the future, including Higher Education and Technical Education
- To prepare students to make appropriate informed decisions around their GCSE choices and progression into Key Stage 4

This is delivered through:

- Taught tutor lessons as part of our Personal Development Programme
- Encounters with employers and education/training providers through assemblies and virtual talks
- Access to support from a qualified careers guidance professional when making decisions about Key Stage 4 options
- Careers information included within curriculum learning
- Opportunities for additional visits and events

We are seeking to meet our requirements to provide:

- At least 2 encounters with providers of technical education or apprenticeships in Years 8 or 9 (this is set out in more detail in our provider access policy statement, which can be found in section 5 of this document).

- 1 week's worth of work experience activities

Key Stage 4

Our Key Stage 4 careers programme aims to:

- Help students research and understand their post-16 choices and routes into education and training.
- Build students' ability to promote themselves in applications and interviews, showing awareness of their skills and experience
- Develop students' financial awareness
- Support students to gain an experience of the workplace
- Encourage students to reflect on their strengths, interests and learning needs to identify appropriate next steps for them

This is delivered through

- Taught tutor lessons as part of our Personal Development Programme
- Encounters with employers and education/training providers through assemblies and virtual talks
- Year 10 work experience week and surrounding support
- Careers information included within curriculum learning
- Careers events, e.g. Careers Fair, Mock interviews
- One-to-one personal guidance meetings with a qualified careers guidance professional

We are meeting our requirements to provide:

- At least 2 encounters with providers of technical education or apprenticeships in Years 10 or 11 (this is set out in more detail in our provider access policy statement, which can be found in section 5 of this document).
- 1 week's worth of work experience placement

Key Stage 5

Our Key Stage 5 careers programme aims to:

- Help students research and understand the full range of post-18 pathways
- Continue to build students' ability to promote themselves in applications and interviews, showing awareness of their skills, experience and academic learning
- Develop students' financial awareness
- Support students to gain a further experience of the workplace
- Encourage students to reflect on their strengths, interests and learning needs to identify appropriate next steps for them
- Facilitate appropriate applications for the full range of post-18 pathways including through UCAS

This is delivered through

- Taught tutor lessons as part of our Personal Development Programme
- Encounters with employers and education/training providers through assemblies and virtual talks
- Year 12 work experience week and surrounding support
- Careers information included within curriculum learning
- Careers events, e.g. Careers Fair, mock interviews, post-18 progression conference
- One-to-one personal guidance meetings with a qualified careers guidance professional
- Opportunities to visit universities and/or other further and higher education settings

We are meeting our requirements to provide:

- At least 2 encounters with providers of technical education or apprenticeships in Years 12 or 13 which are optional for students to attend (this is set out in more detail in our provider access policy statement, which can be found in section 5 of this document).

4.2 Students with special educational needs or disabilities (SEND)

All students with SEND will be supported with a careers programme that follows the Gatsby Benchmarks. We expect that the majority of students 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 student 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 students with SEND and put in place personalised support and transition plans. This may include meetings with students 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 students without SEND that is not also offered to our students with SEND.

4.3 Access to our careers programme information

A summary of our school's careers programme suitable for students, parents and carers, teachers and employers, is published on our school website.

Students, parents and carers, teachers, and employers can request any additional information about the careers programme by contacting careers@framdurham.com or via the school office.

4.4 Access to student participation records

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

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

We aim to provide students 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 the school website.

4.5 Assessing the impact on students

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

- Regular student questionnaires at the end of key units of learning
- Use of online questionnaires e.g. Future Skills Questionnaire
- Student voice activities and focus groups
- Student feedback following key activities and personal guidance meetings
- Parental focus groups
- Parent online questionnaires e.g. Compass Parent and Carer Questionnaire
- Monitoring of destinations data

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 students.

5. Provider Access Statement

Framwellgate School Durham is committed to ensuring there is an opportunity for a range of education and training providers to access students, for the purpose of informing them about approved technical education qualifications and apprenticeships. Framwellgate School Durham is fully aware of the responsibility to set students on the path that will secure the best outcome which will enable them to progress in education and work and give employers the highly skilled people they need. That means acting impartially, in line with the statutory duty, and not showing bias towards any route, be that academic or technical.

Framwellgate School Durham endeavours to ensure that all students are aware of all routes to higher skills and are able to access information on technical options and apprenticeships (The Department of Education, July 2021: "Baker Clause": supporting students to understand the full range of education and training options, and the Provider Access Legislation, January 2023).

5.1 Provider Access Aims

Framwellgate School Durham's policy for access to other education and training providers has the following aims:

- To develop the knowledge and awareness of our students of all career pathways available to them, including technical qualifications and apprenticeships.
- To support young people to be able to learn more about opportunities for education and training outside of school before making crucial choices about their future options.
- To reduce drop out from courses and avoid the risk of students becoming NEET (young people not in education, employment or training).

5.2 Student Entitlement

Framwellgate School Durham fully supports the statutory requirement for students to have direct access to other providers of further education training, technical training and apprenticeships. The school will comply with the new legal requirement to provide at least six encounters with providers of approved technical education qualifications or apprenticeships including:

- Two encounters for students during the 'first key phase' (Year 8 or 9) that are mandatory for all students to attend
- Two encounters for students during the 'second key phase' (Year 10 or 11) that are mandatory for all students to attend
- Two encounters for students during the 'third key phase' (Year 12 or 13) that are mandatory for the school to offer but optional for students to attend

Encounters will take the form of assemblies, both in person and virtually, in addition to providers attending careers events at school as part of the careers programme outlined earlier in this policy.

Access to other providers is available and promoted to allow all students to access information about other providers of further education and apprenticeships. Framwellgate School Durham committed to encouraging all students to make decisions about their future based on impartial information.

5.3 Requests for access

Requests for access should be directed to our Careers Lead, who may be contacted by email at careers@framdurham.com or via telephone, school office: 01913866628

Access will be given for providers to attend during school assemblies, timetabled careers lessons, and other careers events that Framwellgate School Durham is arranging. Students may also travel to visit another provider as part of a trip to be organised in partnership with Framwellgate School Durham.

Framwellgate School Durham will provide an appropriate room or assembly hall to be agreed. All rooms have computers, projectors and screens provided. Computer rooms can also be arranged. The Careers Leader will organise this, working closely with the provider to ensure the facilities are appropriate to the audience. Appropriate safeguarding checks will be carried out. Providers will be met and supervised by a member of the Careers Team who will facilitate.

Framwellgate School Durham will consider live online encounters with providers where requested, and these may be broadcast into classrooms or the school assembly hall. Technology checks in advance will be required to ensure compatibility of systems.

The Careers Leader coordinates all provider requests and is responsible to his/her senior management line manager.

5.4 Complaints Procedure

Any complaints about this policy should be raised by following the school's complaints policy available on our website: [Policies & Information | Framwellgate School Durham](#).

5.5 Appendix – Example providers

Providers who have been invited into Framwellgate School Durham include:

- East Durham College
- New College Durham
- Gateshead College
- Newcastle College
- Sunderland College
- UTC South Durham
- UTC Newcastle
- South West Durham Training
- Learning Curve
- Access Training
- Seta Training
- South Tyneside Marine College

Destinations of previous students from Framwellgate School Durham include:

- East Durham College
- New College Durham
- Gateshead College
- Newcastle College
- Sunderland College
- UTC South Durham
- Darlington College

6. Links to other policies

This policy links to the following policies

- Child protection policy
- Curriculum policy
- Data protection policy
- Complaints policy
- SEND Policy

7. Monitoring and review

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