

Careers guidance policy

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Contents

| | |
|------------------------------------|---|
| 1. Aims | 3 |
| 2. Statutory requirements | 3 |
| 3. Roles and responsibilities..... | 4 |
| 4. Our careers programme..... | 6 |
| Key Stage 3..... | 6 |
| Key Stage 4..... | 7 |
| 5. Links to other policies | 8 |
| 6. Monitoring and review | 8 |

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 the school’s CEIAG web page.

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 careers 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 the school's CEIAG web page.

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

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 Ms M Moore, and they can be contacted by phoning 01204 333300 or emailing info@little-lever.bolton.sch.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 Ms L Maree. 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:

- Life Chances lessons
- Prep time sessions
- Cross-curricular lessons

- Assemblies
- Career Cafes
- Student briefing
- Mock Interview Day
- Guest speakers (in person and virtual)
- Webinars
- Workplace visits
- One-to-one Connexions interviews

4.1 How we meet our requirements

All subjects link curriculum learning with careers. Additionally, our Life Chances 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.

Universal Entitlement

All students benefit from:

- Career Cafés with employers and training providers
- Weekly Career Profiles
- National events such as National Careers Week and National Apprenticeship Week
- Alumni engagement
- Financial education initiatives including Talk Money Week
- Access to personal guidance interviews, including scheduled interviews in KS4 and on-request support for all year groups

Key Stage 3

Our Key Stage 3 careers programme is designed to **raise aspirations, broaden horizons and build strong foundations for future learning and decision-making**, ensuring that all pupils begin to understand the relevance of education to future pathways and employment.

Aims

At Key Stage 3, our careers programme aims to:

- Introduce pupils to a wide range of careers, sectors and pathways, including apprenticeships and technical routes
- Develop self-awareness, including interests, strengths and personal skills
- Develop awareness of local and national Labour Market Information (LMI), particularly within Greater Manchester.

- Build essential employability skills such as teamwork, communication, leadership, and resilience, through our taught curriculum and enrichment offer.
- Support pupils in understanding how subjects link to future careers
- Develop financial literacy, including budgeting, spending decisions, and understanding income.
- Prepare pupils to make informed and ambitious GCSE option choices
- Embed equality of opportunity, challenging stereotypes and raising aspirations for all pupils

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 the school's CEIAG web page.
- And working towards providing 1 week's worth of work experience activities

Key Stage 4

Our Key Stage 4 careers programme is designed to support pupils in making informed, realistic and aspirational post-16 choices, ensuring they are well prepared for the next stage of education, training or employment.

Aims

At Key Stage 4, our careers programme aims to:

- Ensure pupils understand the full range of post-16 pathways, including A-levels, apprenticeships, T Levels and other technical routes to support well-informed post-16 decisions
- Further develop an understanding of higher education pathways, including university study, entry requirements and student finance
- Develop pupils' employability skills, confidence and independence
- Support students to use up-to-date Labour Market Information to inform realistic and aspirational career planning
- Develop high-quality application skills, including CV writing, personal statements, and interview preparation.
- Embed a strong understanding of workplace equality, rights, and professional conduct.
- Further develop financial literacy through an understanding of earnings, taxation, and deductions, and apply this knowledge to create and manage personal budgets in preparation for independent living.
- Provide personalised guidance to support individual aspirations and needs

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 the school's website).
- And working towards 1 week's worth of work experience placement(s)

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 the majority of pupils with SEND will follow the same careers programme as their peers, 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.

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

In addition to the universal offer:

- Early year 11 careers appointment (prior to EHCP review meeting) and action plan for students that is shared with parents/SENDCO with consent.
- Connexions adviser attends EHCP annual reviews to feedback young person's career aspirations.
- Connexions adviser meets with parents, provides advice regarding support with transition and is a point of call over summer when students have left school.
- Connexions adviser supports families with applications where needed and encourages early applications and back-up plans.
- Early Year 10 appointment in summer term (Easter onwards, providing an introduction to Connexions and our adviser. This is followed by parent/carer contact to introduce Connexions service and offer ongoing support.

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. It can also be found in Appendix 1.

Pupils, parents and carers, teachers, and employers can request any additional information about the careers programme by contacting Ms M Moore (info@little-lever.bolton.sch.uk).

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.

Pupils have access to these records on request 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's 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 by:

- Destination tracking and post-16 outcomes

- Pupil feedback and careers interviews
- Participation in careers activities and events
- Ongoing review against the **Gatsby Benchmarks**
- Use of data to inform targeted support and continuous improvement
- Surveys

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.

5. Links to other policies

This policy links to the following policies:

- Provider access policy statement
- Child protection policy
- Curriculum policy
- Data protection policy

6. Monitoring and review

This policy, the information included, and its implementation will be monitored by the [governing board/a committee of the governing body] and reviewed annually.

Appendix 1

| UNIVERSAL PROVISION | |
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| Career Cafes | Opportunity to meet and speak with representatives from a wide range of industries and professions. Students can sign up to learn more about specific careers or sectors through interactive talks and Q&A sessions. Examples of past and current participants include the RAF, Department for Work and Pensions, Greater Manchester Police, LeaHough, Robertson Construction, North West Ambulance Service. In addition, local colleges visit the school to provide information about subjects and courses not offered at Little Lever, giving students insight into the full range of options available to them post-16. |
| Career Profiles | Each week, students can access a Career Profile highlighting a different job or sector. These profiles provide key information such as salary, working hours, required skills and knowledge, and examples of typical activities and tasks in that role. This helps students explore careers in detail and understand what different professions involve. |
| National Apprenticeship Week | An annual celebration of apprenticeships across the UK. It highlights the wide range of opportunities available for young people to gain practical skills, qualifications, and real work experience while earning a wage. The week aims to inspire students, raise awareness of different industries, and show how apprenticeships can lead to rewarding careers. |
| National Careers Week | An annual event that celebrates careers education and helps students explore the wide range of opportunities available to them. It raises awareness of different industries, highlights the skills and pathways needed for future careers, and inspires students to plan and prepare for their next steps in education, training, and work |
| Talk Money Week | An annual campaign that helps young people develop financial awareness and money management skills. It encourages students to understand budgeting, saving, spending, and making informed financial decisions to prepare them for life beyond school. |
| Alumni Links | We use alumni to enrich our careers programme by inviting former students to share their education and career journeys. Their experiences provide relatable role models, raise aspirations, and help current pupils understand the link between their learning in school and future opportunities. |
| SESSION | OVERVIEW |
| Job Sectors | Students can discover a wide range of roles across different job sectors and explore how their skills, interests, and strengths match future pathways. Careers can evolve over time, so using trusted resources like the National Careers Service helps students make informed choices and plan for the future. |
| LMI and key skills | Greater Manchester offers a wide range of jobs across growing and changing sectors. Using Labour Market Information (LMI) helps students make informed study and career choices, while strong communication skills—speaking, listening, writing, and body language—are essential in all workplaces. |
| Exploring the Greater Manchester Workforce: Jobs, Trends, and You! | Greater Manchester offers jobs across many sectors, with some growing (like public services, finance, and construction) and others declining. Understanding local trends helps students choose subjects, develop skills, and plan for future careers. |
| Exploring careers in local councils | Local councils offer a wide range of roles, from administration and planning to social services and technical jobs. Understanding these opportunities helps students explore career options that support their communities. |

| YEAR 7 | |
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| Transition to secondary school (7-session prep time programme) | Moving from one stage of life to another, like primary to secondary school, is a normal part of growth. By staying organised, seeking support, and developing resilience, students can navigate change, maintain positive relationships, and focus on wellbeing, personal growth, and future opportunities. |
| Entrepreneurship | Being enterprising means generating ideas, taking initiative, and tackling challenges creatively. Skills like creativity, communication, resilience, and collaboration help students solve problems, develop projects, and prepare for success in education, work, and entrepreneurship. |
| Making spending decisions | Making thoughtful spending choices and distinguishing needs versus wants helps students manage their money effectively. Budgeting supports saving, prevents financial problems, and encourages smart decisions for the future. |
| Budgeting | A budget shows your income and how you spend it. Analysing and setting budgeting goals helps students plan wisely, save for the future, and make informed financial decisions. |
| Getting a job | The jobs market offers many ways to earn money, from traditional employment to freelance or apprenticeships. Understanding key terms, wages, and how personal values, skills, and circumstances influence job choices helps students make informed decisions about work that suits them. |
| YEAR 8 | |
| Post-16 Pathways | After Year 11, students can choose from A Levels, T Levels, or apprenticeships, combining study and practical experience. All young people in England are required to continue in education or training until 18, so choosing the right pathway involves considering interests, strengths, career goals, and personal circumstances. |
| Role Models and Leadership | A role model inspires others through their values, skills, and achievements, with qualities like integrity, resilience, and kindness being most important. Leadership and role modelling go hand in hand, and students can develop these skills through school activities, volunteering, and community projects, learning to set positive examples and encourage others. |
| Rights and responsibilities in the workplace | Everyone has legal rights and responsibilities in the workplace, and employers and employees must both uphold them. Laws such as the Equality Act, Health and Safety at Work Act, National Minimum/Living Wage, and Data Protection Act protect workers from discrimination and ensure fair, safe, and responsible working practices. |
| Work/Life balance | Work–life balance means managing time and energy between work, learning, and personal life. Developing healthy routines and support strategies helps students manage stress, protect their wellbeing, and make balanced choices that support success in learning, work, and life. |
| Stereotypes in the workplace | Stereotypes based on gender, age, ethnicity, disability, or background can limit opportunities. Understanding diversity and equality helps students challenge these assumptions, creating fair, inclusive workplaces and supporting their own employability and personal development. |
| YEAR 9 | |
| What is University? | University is part of Higher Education, following further education at college or sixth form, and offers a wide range of subjects, including some not available at school. Learning at university is more independent, with lectures, seminars, tutorials, and self-study, and students can live at home or in halls to develop independence and social skills. Support is available through personal tutors and learning services, and there are over 160 universities in the UK, including 15 in the North West. |

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| Recruitment Process (Part 1) | Recruitment is needed when a job becomes vacant due to resignation, dismissal, or business growth. It involves using job descriptions, person specifications, and various advertising methods to find suitable candidates. Tools like application forms, CVs, and cover letters help employers assess skills and experience for the role. |
| Linking school subjects to careers | School subjects help develop skills needed for a wide range of careers. Choosing GCSEs based on interests, strengths, and future goals keeps pathways open, as different academic, technical, or vocational routes can lead to similar careers. |
| Options Process | The option process helps students make informed choices about GCSE subjects by considering their interests, strengths, and career aspirations. Subject choices do not limit future careers, and schools provide guidance and resources to explore pathways while balancing academic, technical, and creative options. |
| Learning from Setbacks and Challenges | Setbacks and challenges are a normal part of learning and career development. Developing resilience and coping strategies helps students manage change, learn from mistakes, and approach future transitions with confidence. |
| YEAR 10 | |
| T Levels & A Levels - what are my options? (Revisited) | After school, students can choose A Levels, T Levels, or apprenticeships, each suited to different career goals and interests. Pathways vary in entry requirements, course length, assessments, and links to employment or higher education, helping students plan their next steps effectively. |
| City Jobs | Cities offer a wide range of careers in business, services, technology, and support roles. Exploring different roles helps students understand the world of work and see how their skills, values, and goals can match suitable opportunities. |
| Apprenticeships | An apprenticeship is a paid job that combines work-based experience with structured learning. Available at different levels, apprenticeships offer an alternative to college or university and help students gain skills, qualifications, and experience while exploring the best post-16 pathway for them. |
| Entrepreneurship | An entrepreneur starts and runs their own business or project, using creativity, planning, problem-solving, and decision-making. Practising enterprise skills like teamwork and planning prepares students for a wide range of careers, whether in self-employment or working for others. |
| Pay issues and speaking up at work | Employees can raise concerns about pay and working conditions to improve fairness and wellbeing. Understanding workplace rights and using respectful communication and negotiation helps resolve issues, while laws and processes protect employees during these discussions. |
| Take Home pay | Take-home pay is the amount received after deductions like tax, National Insurance and other deductions. Understanding payslips, deductions, and how salary levels affect net income helps students plan budgets and make informed financial decisions. |
| Budgeting | A budget shows how income and expenses relate, helping students make choices about needs, wants, and savings goals. Using budgeting frameworks supports better financial decisions and future planning. |
| Promoting Equality and Inclusion in Learning and Work | Prejudice, stereotyping, and discrimination can limit opportunities in education and work. By challenging bias, working inclusively, and understanding equality laws, students help create fair, respectful, and supportive learning and workplace environments. |
| LMI: Sector Insights | Greater Manchester offers a diverse range of jobs, with trends shaped by investment, infrastructure, technology, and sustainability. Using Labour Market Information (LMI) helps students understand which roles are growing or changing, supporting informed decisions about education and careers. |

YEAR 11

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| Making applications | <p>Applications are formal ways of expressing interest in a job, college course, or apprenticeship.</p> <p>Different types of applications include CVs, application forms, and covering letters.</p> <p>A strong application highlights skills, experience, qualifications, and personal strengths.</p> <p>Employers and education providers use applications to assess suitability for a role or course.</p> <p>Understanding how to complete applications effectively increases chances of success.</p> |
| CVs | <p>Applications are formal ways to show interest in a job, college course, or apprenticeship. Using CVs, application forms, and cover letters effectively highlights skills, experience, and strengths, increasing the chances of success.</p> |
| Personal statement | <p>A personal statement explains who you are and why you're applying to a course or college. Highlighting skills, achievements, and motivation helps colleges see your strengths and supports reflection on future goals.</p> |
| Interviews | <p>A college interview lets students show who they are and why they want to join a course. Preparing by researching the course, reflecting on strengths, and practicing answers helps students demonstrate motivation, skills, and plan for future goals.</p> |
| Online reputation and the workplace | <p>A person's online activity shapes their reputation and personal brand, which can affect job prospects and workplace responsibilities. Using social media responsibly, managing privacy settings, and maintaining respectful communication helps students protect their personal and professional reputation while benefiting from opportunities like networking and showcasing skills.</p> |