



Policy Name	Careers Policy
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Introduction

Careers education, information, advice and guidance (CEIAG) is an essential part of the support we offer to students at The Forum Centre. The Forum Centre careers programme runs through from year 7 to year 11. It aims to motivate young people by giving them a clearer idea of the routes to jobs and careers that they will find engaging and rewarding. As options for young people become more varied and complex, it is vital that we support our students to develop the knowledge and skills they need to make informed choices for their future.

The Dorset Council Enterprise Co-ordinator works with the school careers lead in using the Careers & Enterprise Company Compass+ tool to record and monitor progress towards meeting the requirements set down in the Gatsby Benchmarks (Appendix A). The Enterprise Co-ordinator also assists in the development of new resources and provides support for the careers lead in accessing engagement with employers and the careers hub.

Whilst the structured programme is clearly defined, it is incumbent on all members of staff to take the opportunities, when they arise, to support the delivery of CEIAG provision both within and beyond the taught curriculum. This policy sets out how career activities are delivered at school and explains what stakeholders can expect from the careers programme.

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Statutory requirements and recommendations

The careers provision at The Forum Centre is designed with due regard to the [Careers guidance and access for education and training providers](#), which includes the Provider Access Legislation. This is statutory guidance from the Department for Education (DfE) issued under [Section 45A of the Education Act 1997](#). The Guidance refers to Section 42A, 42B, 45 and 45A of the Education Act 1997, and Section 72 of the Education and Skills Act 2008. All schools have a legal duty to provide independent careers guidance from Years 7 -13. This guidance should:

- be impartial
- include information on a range of pathways, including apprenticeships
- be adapted to the needs of the pupil.

Aims and objectives

The Forum Centre careers programme aims to:

- encourage students to be ambitious, broaden their horizons and explore their own career aspirations throughout their time at school;

- ensure students' readiness to take their next step in their learning or career.

The Forum Centre is a member of the Dorset Careers Hub. As a member of the Careers Hub we are actively working towards the recommendations of the Gatsby Benchmarks (see Appendix A) and to continue in the development of a model of good practice in relation to careers provision in our school.

The objectives for the careers programme are as follows:

- helping students to understand the changing world of work
- facilitating meaningful encounters with employers for all students from years 7 - 11
- supporting positive transitions to an appropriate post-16 destination
- enabling students to develop the research skills to find out about career opportunities
- promotion of the rights and responsibilities of both employers and employees, helping students to develop the appropriate attitudes, skills and qualities required to make a successful transition into the world of work
- encouraging participation in continued learning, challenging the young people to identify their route to a future career via traineeships, apprenticeships, technical qualifications, or further and higher education
- supporting inclusion, challenging stereotyping and promoting equality of opportunity
- contributing to strategies for raising achievement, particularly by increasing motivation.

Student entitlement

All students are entitled to be fully involved in an effective CEIAG programme. Students are encouraged to take an active role in their own career development: therefore the careers programme emphasises student participation with a focus on personal and social development, learning about careers and the world of work, and developing employability skills.

During their time at school, all students can expect:

- the support they need to make the right choices for Key Stage 4 and beyond into their post-16 destination
- access to up-to-date and unbiased information on future learning and training, careers and labour market information
- support to develop the self-awareness and career management skills needed for their future
- formal CEIAG sessions covering employability skills, post-16 options, the world of work, the job market and the skills needed for the future

- Under the [Skills and Post-16 Education Act 2022](#) at least six opportunities for providers of technical education and apprenticeships to talk to all pupils, during school years 7 – 13, about their education or training offer
- to hear from a range of education and training providers, including colleges, universities and apprenticeship organisations; this could include visits and taster days, as well as assemblies, talks and meetings at school
- the opportunity to relate what they learn in lessons to their life and career beyond school
- the opportunity to talk through their career and educational choices with staff including teachers, senior leaders and staff employed in all aspects of working in a school
- the school to keep parents/carers informed of their progress and provide parents/carers with information to support students' career planning and decision-making
- to be asked their views about the service they have received to ensure that the service continues to meet the needs of the students.

Parental involvement

Young people do not make career decisions in isolation and parents/carers can have a substantial impact, as well as a clear interest in the right outcomes for their young person. The school is keen to foster parental involvement in the careers programme, wherever possible. The Forum Centre provides information to, and encourages parents/carers in accessing and using up-to-date information about, the labour market, future study options and career paths to help them support their young people.

Parents/carers are invited into school to discuss their son/daughter's progress at parental consultation sessions. Students' career aspirations will be collected after each discussion regarding IAG and the information will be collated. The students' careers aspirations will be used to allow discussions around progress relating to next steps, career ideas and career planning, as well as academic progress. Parents/carers will be provided with information about college visits and open evenings when they are available.

Equal opportunities

The Forum Centre is keen to promote equal opportunities, challenge stereotypes and address limiting beliefs. All students can access advice and guidance tailored to their needs with support to explore options that suit their preferences, skills and strengths. All members of staff work to facilitate early identification of students requiring additional support, with no limit placed on how many times a student might speak with a careers lead should additional support be necessary to avoid the student becoming NEET. Where appropriate, careers led work will include the SENDCo in Education, Health and Care planning to support students who may be facing additional challenges. Good CEIAG supports social mobility by improving opportunities for all

young people, including those from disadvantaged backgrounds, and those with special educational needs and disabilities.

Monitoring and evaluation

The destinations of school-leavers are tracked regularly to ensure that support is sign-posted for students who have difficulty with their post-16 transition. Monitoring has allowed trends to be identified and support pathways developed for students who fail to maintain their EET placement.

When monitoring the success of the careers programme, the school considers formal and informal measures, qualitative and quantitative data and hard and soft outcomes for students.

The careers programme is evaluated as an ongoing process in a number of ways, including:

- student feedback on their experience of the careers programme and what they gained from it
- staff feedback on careers sessions, employer engagement, etc
- gathering informal feedback from external partners and from parents
- quality assurance of careers input
- student destination figures post-16

Delivery of the careers programme

Key Stage 3

- Be introduced to careers resources including online support
- Develop self-awareness
- Two meaningful employer encounters from the world of work each year
- STEM projects are a key part of the KS3 curriculum

Key Stage 4

- Employability skills delivered by staff and outside providers
- Two meaningful employer encounters each year
- Develop self-awareness and identify career aspirations
- 1:1 independent careers guidance by a qualified adviser, currently from the Education Development Trust (EDT)
- Be introduced to the range of post-16 pathways and use a range of resources to investigate options

- Sessions to support CV building and letter of application writing
- Mock Interviews
- Labour Market Information (LMI)

Careers guidance for learners with SEND

The overwhelming majority of learners with SEND can access fulfilling jobs and careers with the right preparation and support, through a careers programme that follows the Gatsby Benchmarks. Some benchmarks may need a different and flexible interpretation. All students have a right to the full careers programme, including the 1:1 advice and guidance, and this will be supplemented by input from the SEN Caseworker and through the EHCP review process.

Work Experience

The Forum Centre does not currently support traditional blocks of work experience for the whole cohort. The school does, however, put a great deal of emphasis on developing personalised learning experiences and consequently an extended work placement of one day per week may be identified in conjunction with student and parent/carers input. Where a work experience placement is identified the relevant consent forms will be completed by parent/carers and employer and the placement will be monitored by the careers lead. All pupils on placement will be covered by the employer's insurance and places of work will be risk assessed either by the careers lead using the Dorset Careers Hub toolkit or by the Southwest Work Experience Partnership for their database.

References & Useful Links

The Gatsby Benchmarks

[Understanding the Gatsby Benchmarks](#)

Apprenticeships and Traineeships

<https://www.findapprenticeship.service.gov.uk/apprenticeshipsearch>

<https://apprenticeshipguide.co.uk>

Colleges (also offer apprenticeships) and training providers

[Bournemouth & Poole College](#)

[Kingston Maurward College](#)

[Brockenhurst College](#)

[Weymouth College](#)

[Wiltshire College](#)

[Yeovil College](#)

[SWRAC](#)

Labour Market Information

<http://www.careerpilot.org.uk/information/careerometer> - compare different job titles and pay levels, etc

<https://www.dorsetlep.co.uk/labour-market-insights> – latest information into the changing labour market and skills landscape to help make considered choices

The National Careers Service

<https://nationalcareers.service.gov.uk/>

APPENDIX A – The Gatsby Benchmarks

1. A stable careers programme	Every school and college should have an embedded programme of career education and guidance that is known and understood by students, parents and carers, staff, those in governance roles, employers and other agencies.	<ul style="list-style-type: none"> • Every school should have a stable, structured careers programme that has the explicit backing of the senior management team, and has an identified and appropriately trained person responsible for it. • The careers programme should be published on the school's website in a way that enables pupils, parents, teachers and employers to access and understand it. • The programme should be regularly evaluated with feedback from pupils, parents, teachers and employers as part of the evaluation process
2. Learning from career and labour market information	Every student, and their parents or carers, should have access to good quality information about future study options and labour market opportunities. They will need the support of an informed adviser to make best use of available information.	<ul style="list-style-type: none"> • By the age of 12, all pupils should have accessed and used information about career paths and the labour market to inform their own decisions on study options. • Parents should be encouraged to access and use information about labour markets and future study options to inform their support to their children.
3. Addressing the needs of each young person	Students have different career guidance requirements at different stages. Opportunities for advice and support must be tailored to the needs of each student, including any additional requirements for vulnerable and disadvantaged learners, young people with SEND and those who are absent. A school's careers programme should embed equality and diversity considerations throughout.	<p>A school's careers programme should actively seek to challenge stereotypical thinking and raise aspirations.</p> <ul style="list-style-type: none"> • Schools should keep systematic records of the individual advice given to each pupil, and subsequent agreed decisions. • All pupils should have access to these records and use them ahead of any key transition points to support their next steps and career development. • Schools should collect and maintain accurate data for each pupil on their education, training or employment destinations for at least three years after they leave the school.
4. Linking curriculum learning to careers	All teachers should link curriculum learning with careers and progression paths. STEM subject teachers should highlight the relevance of STEM subjects for a wide range of future career paths.	<ul style="list-style-type: none"> • By the age of 13, every pupil should have had the opportunity to learn how their academic subjects can lead to progression paths and how different STEM subjects help people to gain entry to, and be more effective workers within, a wide range of careers.

5.Encounters with employers and employees	Every student should have multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace. This can be through a range of enrichment activities including visiting speakers, mentoring and enterprise schemes	<ul style="list-style-type: none"> • Every year, from year 8, pupils should participate in at least two meaningful encounters* with an employer. <p>*A 'meaningful encounter' is one in which the student has an opportunity to learn about what work is like or what it takes to be successful in the workplace, and to have the opportunity to ask questions.</p>
6.Experiences of workplaces	Every student should have first-hand experiences of the workplace through work visits, mentoring, work shadowing and/or work experience to help their exploration of career opportunities and expand their networks.	<ul style="list-style-type: none"> • By the end of year 11, every pupil should have had at least one experience of a workplace, additional to any part-time jobs they may have.
7.Encounters with further and higher education	All students should understand the full range of learning opportunities that are available to them, including learning in school, colleges, and independent training providers (ITPs).	<ul style="list-style-type: none"> • By the end of year 11, every pupil should have had a meaningful encounter* with providers of the full range of learning opportunities, including Sixth Forms, colleges, universities, ITPs and apprenticeship providers. This should include the opportunity to meet both staff and pupils. <p>*A 'meaningful encounter' is one in which the student has an opportunity to explore what it is like to learn in that environment.</p>
8.Personal guidance	Every student should have opportunities for guidance interviews with a career adviser, who could be internal (a member of school staff) or external, provided they are trained to an appropriate level. These should be available whenever significant study or career choices are being made. They should be expected for all students but scheduled to meet individual needs.	<ul style="list-style-type: none"> • Every pupil should have at least one such interview by the end of year 11. The careers leader should work closely with the careers adviser, SEND Co-ordinator and other key staff to ensure personal guidance is effective and embedded in the careers programme.