

The Meadows School



Careers Policy

Updated: June 2026
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Ratified by Governors: July 2026

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1. Aims

This policy aims to set out our school's provision of impartial and informed careers guidance for our pupils. This includes the ways in which pupils, parents, 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 all pupils to experience opportunities within the school community and wider community for the world of work, by building self-development skills
- Provide a wide range of opportunities in an impartial manner
- Develop pupils' awareness of the variety of education, training and careers opportunities available to them
- Help pupils/families to experience the routes to careers that they're interested in, and provide resources to enable them to make informed choices about their next step in education or training
- Promote a culture of high aspirations and equality of opportunity
- Promote the best interests of the pupils to whom it is given

2. Statutory requirements

This policy is based on the Department for Education's (DfE's) statutory [Careers guidance and access for education and training providers](#).
(updated 8th May 2025)

This guidance refers to:

- The Education Act 1997 (section 45A)
- The Education and Skills Act 2008 (section 72)
- The School Information (*England) Regulations 2008

This policy is also in line with the more recent Education (Careers Guidance in Schools) Act 2022. This came into force on 1 September 2022, and amended the existing duty in The Education Act 1997, so that:

- Our school must now secure independent careers guidance from Year 7 (instead of from Year 8, previously)

At The Meadows we are required to provide and publish our careers guidance.

The above guidance requires that schools publish information about their careers programme on their website. This policy includes this information and shows how our school complies with this requirement.

This policy complies with our funding agreement and articles of association. We also act in line with our statutory duty under 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 in the policies section of the school website.

3. Roles and responsibilities

3.1 Careers leader

Our careers leader is Tina Chance and she can be contacted by phoning 0121 569 7080 ex 3 or emailing Tina.chance@themeadows.sandwell.sch.uk

Our careers leader works closely with the key stage 5 lead and Independence Bubble lead Ash Furness

Ash.furness@themeadows.sandwell.sch.uk and the Deputy Head Teacher Theodora Papaspyrou Theodora.papaspyrou@themeadows.sandwell.sch.uk

Our Careers Leaders will:

- Take responsibility for developing, running and reporting on the school's career programme
- Keep up to date with all the changes in statutory requirements regarding careers and how it should be delivered
- Plan and manage careers activities
- Provide work experience for every young person.
- Support teachers to build careers education and guidance into subjects across the curriculum
- Work closely with the relevant staff, including our careers adviser Sally Stone Works Related Learning Consultant and Enterprise Co-Ordinator, and Michelle Hammond personal Advisor from Sandwell Careers Service, to identify the guidance needs of all of our pupils with 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

- Review our school's provider access policy statement at least annually, in agreement with our governing board

3.2 Senior Leadership Team

Our Senior Leadership Team (SLT) will:

- Support the careers programme
- Support the careers leader in developing their strategic careers plan
- Make sure our school's careers leader is allocated sufficient time, and has the appropriate training, to perform their duties to a high standard
- Allow training providers access to talk to pupils in years 8 to 13 about technical education qualifications and apprenticeships, and set out arrangements for this in our school's provider access policy statement
- Network with employers, education and training providers, and other career organisations
- Manage the finances to support the Careers Program within the school.

3.3 The Governing Board

The School Governing Board will:

- Provide clear advice and guidance on which the school can base a strategic careers plan which meets legal and contractual requirements
- Appoint a member of the Governing Board who will take a strategic interest in careers education and encourage employer engagement
- Make sure independent careers guidance is provided to all pupils
- Make sure that details of our school's careers programme and the name of the Careers Leader are published on the school's website
- Make sure that arrangements are in place for the school to meet the legal requirements of the 'Baker Clause', including that the school has published a provider access policy statement

4. Our Careers Programme

Our school has an embedded careers programme that aims to inform and encourage pupils and their families 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 with a career's leader
2. Learning from career and labour market information
3. Addressing the needs of each pupil
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 career path and promotes a full range of technical and academic options for pupils.

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 several methods, see website for more information.

4.1 Pupils with special educational needs or disabilities (SEND)

Students with special education needs and disabilities often face additional challenges in progressing from school to further learning and work. At The Meadows, the needs of students are met through a specially designed careers programme across all five pathways to ensure that all students have the same opportunity and access to work and further education.

Careers Information and Guidance will:

- > Be presented in an impartial manner
- > Include information on the full range of post-16 education or training options.
- > Promote the best interests of the pupils to whom it is given

All of the staff within the school play a role in the career's education. Information is presented across the school at an appropriate level for each individual, in order to improve student's chance of developing an independent life and taking their steps into jobs and further training courses.

4.2 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, teachers and employers can access information about the careers programme. There are clear accessible areas for pupils, parents, teacher and employers can access for information and whom to contact should they require further support.

Pupils, parents, teachers and employers can request any additional information about the Careers Programme by contacting any careers leaders within the school. Careers is a part of annual reviews to enable parents to be able to discuss any worries/concerns they have and be guided to the website for further information to enable them to support their child accordingly. The website is updated as and when required with relevant information.

Questionnaires are sent to parents, teachers and employers twice a year to gather their thoughts and opinions on the schools' careers program to enable parents to share their opinions and direct them to review the website to see any further information they may need to guide them.

4.3 Assessing the impact on pupils

Our Careers Programme is designed so pupils can give feedback, and their progress measured as they move through the Key Stages. We measure and assess the impact of the programme's initiatives by:

- > Verbal communications from students with their teaching staff
- > Student council meetings – students meeting and discussing what they feel needs to be offered within the school
- > Questionnaires tailored to individuals to enable them to share their views and opinions of what the school offers or they have experienced
- > Observations – staff observing events and feeding back to the careers leader their thoughts and feeling for individuals on how we can further develop and improve what we offer

5. Links to other policies

This policy links to the following policies. These can be found within the school website.

- > Provider access policy statement (PAL) This is found in the policy section of the careers section on our website.
- > Curriculum Policy

6. Monitoring and review

This policy, the information included, and its implementation will be reviewed annually by the Careers Lead and monitored by the Headteacher, Senior Leadership Team, School Governors annually.

The Career Leader will be supported by Sally Stone to offer her support and guidance to monitor and review the school programme and give guidance as and when required to ensure all outcomes of the Gatsby Benchmarks are being met.

The next review date is June 2027