



Holmer Green Senior School

**CEIAG (Careers Education Information
Advice and Guidance)**

&

Careers Provider Access Policy

October 2025

Vision and Values

The HGSS careers policy is underpinned by our core school values of Work Hard, Be Kind, Have Passion. The HGSS careers motto and vision is signified by the following initials CAN. Meaning "Challenge, Aspire, Navigate". We seek to challenge students to be the best version of themselves in life. We encourage students to aspire to aim for their chosen career goals. We are constantly inspiring the students to build a strong network, this network enables them to gain the experiences they need to navigate towards their chosen career path.

The school aims to support all students to:

- have the opportunity to achieve qualifications that reflect their potential
- take responsibility for their own learning and be successful in further education, training or employment
- be able to take their place within society as responsible citizens, to respect themselves, others and their environment

Through highly personalised careers guidance and learning, all HGSS students will be fully aware of the range of careers opportunities available to them locally and nationally and be aware of pathways into education, employment or training. Ultimately this policy is supporting a programme that intends to improve destinations for our students and ensure that we have zero student's NEET (not in education, employment or training).

Statutory requirements

Schools have a legal requirement to provide all learners with guidance materials and a wide range of up-to-date reference materials relating to careers education and career opportunities (Section 45 of the 1997 Education Act).

The 2002 Education Act requires schools to provide a balanced and broadly-based curriculum which:

- a) promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society
- b) prepares pupils at the school for the opportunities, responsibilities and experiences of later life.

Schools and colleges have a public sector duty to promote equality of opportunity, foster good relations across all people, eliminate harassment and discriminatory practices and support children with protected characteristics (2010 Equality Act).

The statutory careers guidance duty (2011 Education Act, subsequently extended) requires schools to ensure that all students are provided with independent careers guidance from year 7 to year 13 which is presented in an impartial manner, provides information on the range of education or training options, including apprenticeships and other vocational pathways and is guidance that the person giving it considers will promote the best interests of the students to whom it is given.

All young people in England are required to continue in education or training between the ages of 16 and 18. They can do this in three ways: full time study in a school, college or training provider; an apprenticeship, traineeship or supported internship; full time work or volunteering (20 hours or more) combined with part time accredited study.

The 2018 Access to Providers - New legislation (2018, paras 61-69) requires all maintained schools and academies to provide opportunities for a range of education and training providers to have access to pupils from Y8-13. Every school and college is expected to

publish information about their careers programme, including the name of their Careers Leader (Statutory Guidance, 2018).

Ofsted Schools and colleges are expected to be accountable to Ofsted for their performance. In full inspections, inspectors are required to make judgements about careers. Inspectors are legally required to comment on the careers guidance provided to learners at colleges. The education inspection framework (2019) provides clear evidence of what inspectors expect.

- The Quality of Education judgement on impact, for example, they are looking for evidence that “learners are ready for the next stage of education, employment or training. Where relevant, they gain qualifications that allow them to go on to destinations that meet their interests, aspirations and the intention of their course of study”.
- The Personal Development judgement has much that is implicitly related to personal career development and an explicit statement that inspectors will evaluate the extent to which “at each stage of education, the provider prepares learners for future success in their next steps”.
- The Leadership and Management judgement has much that is implicitly related to careers including the statement that inspectors will evaluate the extent to which “leaders engage effectively with learners and others in their community, including – where relevant – parents, carers, employers and local services”.

Gatsby Benchmarks – 2025 Update

The DfE’s guidance to schools and colleges states that all schools and colleges should aim to meet the Gatsby Foundation’s Benchmarks of “Good Careers Guidance”. These are:

1. **A STABLE CAREERS PROGRAMME** - Every school should have an embedded programme of careers education and guidance that is known and understood by pupils, parents and carers, staff, governors, and employers and other agencies
2. **LEARNING FROM CAREER AND LABOUR MARKET INFORMATION** - All pupils, parents and carers, teachers and staff who support pupils should have access to good-quality, up-to-date information about future pathways, study options, and labour market opportunities. Young people with special educational needs and disabilities (SEND) and their parents and carers may require different or additional information. All pupils will need the support of an informed adviser to make the best use of available information.
3. **ADDRESSING THE NEEDS OF EACH YOUNG PERSON** - Pupils have different careers guidance needs at different stages. Careers programmes should help pupils navigate their concerns about any barriers to career progression. In addition, opportunities should be tailored to the needs of each pupil, including any additional needs of vulnerable and disadvantaged pupils, young people with SEND and those who are absent.
4. **LINKING CURRICULUM LEARNING TO CAREERS** - As part of the school’s programme of careers education all teachers should link curriculum learning with careers. Subject teachers should highlight the progression routes for their subject and the relevance of the knowledge and skills developed in their subject for a wide range of career pathways.
5. **ENCOUNTERS WITH EMPLOYERS AND EMPLOYEES** - Every pupil 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 opportunities,

including visiting speakers, mentoring and enterprise schemes, and could include pupils' own part-time employment where it exists.

6. EXPERIENCES OF WORKPLACES - Every pupil should have first-hand experiences of workplaces to help their exploration of career opportunities and expand their networks.
7. ENCOUNTERS WITH FURTHER AND HIGHER EDUCATION - All pupils should understand the full range of learning opportunities that are available to them., including both academic, technical and vocational routes. This should incorporate learning in schools, colleges, independent training providers (ITPs), universities and in the workplace.
8. PERSONAL GUIDANCE - Every pupil should have opportunities for guidance meetings with a careers adviser, who could be internal (a member of school staff) or external, provided they are trained to an appropriate level. These meetings should be available for all pupils whenever significant study or career choices are being made. They should be expected for all pupils but should be scheduled to meet their individual needs. The careers leader should work closely with the careers adviser, SEND coordinator (SENDCO) and other key staff to ensure personal guidance is effective and embedded in the careers programme

For more detail on criteria please see: <https://www.gatsby.org.uk/education/focus-areas/good-career-guidance>

Student entitlement

All students at HGSS are entitled to access a range of careers related learning outcomes in line with their ability. This programme is also published on our website, there are links to the following at the base of this document:

- Statutory guidance: Careers guidance and access for education and training providers. (DfE, 2018)
- Gatsby Good Careers Guidance
- CDI Careers Framework

Management and Delivery

We recognise the importance of putting in place effective arrangements for the management and delivery of the programme. The purpose of this is to support the achievement of students against the outcomes in the career related learning programme. The Careers Lead and SLT Careers Lead will manage delivery of the careers programme working alongside teaching staff, SLT, volunteers and external agencies.

Roles and responsibilities

The Governors, SLT and SLT Careers Lead are responsible for monitoring the work of the Careers Leader, to ensure that all statutory requirements are being met and that the programme meets the needs of all students at HGSS.

The Careers Leader and SLT Careers Lead are responsible for the Careers Related Learning programme and its delivery across all areas of the school.

Class teachers and the designated PSHE teacher are responsible for the careers learning within the PSHE programme. All tutor teams are responsible for the leadership of academic review and the SEND team manage EHCP annual review meetings with Careers in attendance as required.

Staff development

All staff contribute to career related learning and the development of students. The Careers Leader will work with SLT to identify what effective training needs to take place to ensure that all staff are aware of their role in this and are able to fulfil their role.

Information, advice and guidance

Schools are required to provide independent and impartial careers guidance and to ensure that students have access to information and advice about all pathways, such as apprenticeships and independent training providers, not just higher education.

This policy also affirms the school's commitment to careers guidance delivered by a Level 6 or above qualified careers development professional (Careers Adviser) who upholds the professional standards of the Careers Development Institute.

Teaching, learning and assessment

The outcomes of the CRL programme are assessed and students' achievements/feedback are tracked to enable the school to monitor learning throughout the programme. The aim of this is to understand what techniques work best to deliver and embed for students a best-in-class strategic careers programme.

Monitoring, reviewing, evaluating and reporting

Our careers programme is reviewed three times per year against the Gatsby Benchmarks. This process is completed by the Careers Leader alongside the Enterprise Coordinator and the findings are reported back to the Governors and SLT. The findings help inform the School Improvement Plan.

Monitoring the programme is achieved through tracking events, observation and requesting feedback from a selection of contributing parties – students, parents, industry volunteers and Governors. The purpose of reviewing is to identify improvements that could be made. The evaluation and reporting cycle is as follows:

- Event - observe outcomes and track
- Request feedback from key stakeholders
- Evaluate and plan for next time based on learnings

It is also important to be realistic about what can be achieved by the School's careers programme, aspects and elements will also be dependent on socio-economic and other factors outside the School's control. The outcomes we measure are often small transformative learning steps such as an increase in confidence, reduced anxiety, an improved attitude or a greater clarity of direction/next steps for a specific student.

Stakeholders and partners

We recognise the important role that parents have in their child's career development.

- We ensure there is regular and open communication about careers, careers events and the aims of the school in relation to careers by means of a Careers Newsletter issued quarterly, letters relating to specific trips/activities and the HGSS LinkedIn page dedicated to careers and alumni.
- Students in Year 11 to 13 receive one to one careers guidance from which we create a Careers Action Plan. At Year 11 we share this plan with their parents/carers, as at this age we see the input of parents/carers integral to the students' success against their aspirations and aims

- In addition, all students who hold an EHCP, have annual reviews that incorporate careers guidance / next steps advice at the relevant stage. Their parent or carer is invited to attend along with the student
- Our parent/carers community is now very involved in the delivery of our careers programme we regularly reach out and in return they volunteer their time to assist at careers events, speak at assemblies and impart their knowledge to the students

We are also part of the Bucks Skills Hub and therefore have the support of both an Enterprise Coordinator (who helps establish links with external agencies and provides external quality assurance on our careers related learning programme) and an Enterprise Advisor (who helps establish links with local employers).

In addition, the school works with volunteers from the parent community and industry. The school has strong bonds with local colleges, sixth forms, apprenticeship providers and the Head of Sixth Form / UCAS Co-ordinator in relation to university applications. All of these allow for impartial advice regarding options and next steps for students as they progress through school.

Funding and Resourcing

As far as possible, the school will resource the careers provision at the level needed to achieve the aims of this policy.

Provider Access Policy Statement

Rationale

High quality careers education and guidance in school or college is critical to young people's futures. It helps to prepare them for the workplace by providing a clear understanding of the world of work including the routes to jobs and careers that they might find engaging and rewarding. It supports them to acquire the self-development and career management skills they need to achieve positive employment destinations. This helps students to choose their pathways, improve their life opportunities and contribute to a productive and successful economy.

As the number of apprenticeships rises every year, it becomes increasingly important that all young people have a full understanding of all the options available to them post-16 and post-18 including wider technical education options such as T-Levels and Higher Technical Qualifications.

Commitment

HGSS 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. HGSS 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.

HGSS 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).

Aims

HGSS'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).

Student Entitlement

HGSS 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 legal requirement to provide at least six encounters for all their students, during school Years 8-13.

- Two encounters for pupils during the 'first key phase' (Year 8 or 9) that are mandatory for all pupils to attend, to take place any time during Year 8 or between 1 September and 28 February during Year 9
- Two encounters for pupils during the 'second key phase' (Year 10 or 11) that are mandatory for all pupils to attend, to take place any time during Year 10 or between 1 September and 28 February during Year 11
- Two encounters for pupils during the 'third key phase' (Year 12 or 13) that are mandatory for the school to put on but optional for pupils to attend, to take place any time during Year 12 or between 1 September and 28 February during Year 13

Development

This policy has been developed and is reviewed annually by the Careers Leader and Line Manager (Katie Matthews/Rachel Golding) based on current good practice guidelines by the Department for Education.

Links with other policies

It supports and is underpinned by key school policies including those for Careers, Child Protection, Equality and Diversity, and SEND.

Equality and Diversity

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

Requests for access

Requests for access should be directed to Katie Matthews, Careers Leader. Katie Matthews may be contacted by email, matthewsk@holmer.org.uk

Grounds for granting requests for access

Access will be given for providers to attend during school assemblies, timetabled Careers or Life lessons, and Careers or Raising Aspirations events that HGSS is arranging. Students may also travel to visit another provider as part of a trip.

Details of premises or facilities to be provided to a person who is given access

HGSS 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.

Live/Virtual encounters

HGSS 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.

Parents and Carers

Parental involvement is encouraged, and parents may be invited to attend the events to meet the providers.

Management

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

Complaints Procedure

Any complaints about this policy should be raised to Rachel Golding, Email: goldingr@holmer.org.uk

Monitoring review and evaluation

The Policy is monitored and evaluated annually via the SLT.

Linked Documents

Statutory guidance: Careers guidance and access for education and training providers. (DfE, 2018); <https://www.gov.uk/government/publications/careers-guidance-provision-for-young-people-in-schools>

Gatsby Good Career Guidance; <https://www.gatsby.org.uk/education/focus-areas/good-career-guidance>

CDI Careers Framework; [Careers Framework \(2020\)](#)

Date: October 2025

To be reviewed: October 2026