

# Welburn Hall School



## Careers Guidance Policy

Policy Dated January 2026

Adopted By Governors:

Date: November 2025

Reviewed: November 2025

Next review November 2026

# Contents

1. Aims .....	2
2. Statutory requirements .....	2
3. Roles and responsibilities .....	3
4. Our careers programme .....	5
Key Stage 3 .....	<b>Error! Bookmark not defined.</b>
Key Stage 4 .....	7
Key Stage 5 .....	8
5. Links to other policies .....	9
6. Monitoring and review .....	9

---

## 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 our school website.

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)

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 our school website.

## **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 **Ellie Marr** – [e.marr@welburn-hall.n-yorks.sch.uk](mailto:e.marr@welburn-hall.n-yorks.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 David Keeton. 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:

- PDE lessons and Preparing for Adulthood sessions
- Work experience and vocational opportunities
- School and off-site visits
- Employer talks, alumni presentations, and careers events

### 4.1 How we meet our requirements

All subjects link curriculum learning with careers. Additionally, our PDE curriculum includes information on careers and employability.

Every pupil will receive at least 1 personal guidance meeting with a careers adviser by age 16.

Every pupil will receive a further meeting by age 18.

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.

# Welburn Hall School Careers Programme

## Key Stage 3 (Years 7–9)

Milestones	Learning Outcomes	Linked Events / Experiences	Gatsby Benchmark
Self-awareness of skills, interests, and strengths	Pupils can identify personal skills and interests and relate them to potential careers	PDE lessons: Skills mapping, “My strengths” activities	3 – Addressing the needs of each pupil
Understanding of different industries and jobs	Pupils can describe different job roles, sectors, and basic employment expectations	Class visits into the local community (shops, facilities) with optional conversations with staff, employer visits to local businesses	5 – Encounters with employers and employees 6 – Experiences of workplaces
Awareness of vocational and functional skills pathways	Pupils know the range of vocational and accredited courses available	Alumni talks, planned visits from apprenticeship providers, taster sessions (where possible)	2 – Learning from career and labour market information 7 – Encounters with further and higher education
Introduction to employability skills	Pupils can demonstrate basic work-ready behaviours	Team-based activities, collaborative projects in PDE	4 – Linking curriculum learning to careers
Initial Career Action Plan (CAP)	Pupils have recorded career aspirations and next steps	1:1 meeting with Specialist Careers Adviser to create/update CAP	1 – A stable careers programme 8 – Personal guidance

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 our school website.
- 1 week’s worth of work experience activities

## Key Stage 4

### Key Stage 4 (Years 10–11)

Milestones	Learning Outcomes	Linked Events / Experiences	Gatsby Benchmark
Decision-making for post-16 pathways	Pupils can evaluate vocational, functional skills, and supported training options	PDE lessons, careers workshops	2 – Learning from career and labour market information 8 – Personal guidance
Employability skills development	Pupils can produce CVs, complete applications, and prepare for interviews	Employer Q&A sessions, mock interviews	4 – Linking curriculum learning to careers 5 – Encounters with employers and employees
Exposure to work environment	Pupils understand workplace expectations and roles	Class visits into the local community, 1-week work experience activities, on-site opportunities	6 – Experiences of workplaces 5 – Encounters with employers and employees
Understanding technical and vocational routes	Pupils can describe apprenticeship and vocational opportunities	Planned apprenticeship provider assemblies, college visits, careers workshops	2 – Learning from career and labour market information 7 – Encounters with further and higher education
Work experience	Pupils can perform in real workplace settings with responsibility	Off-site work experience placements, on-site work experience placements	6 – Experiences of workplaces 5 – Encounters with employers and employees
Enterprise skills	Pupils can plan, price, and promote products	Fundraising events	4 – Linking curriculum learning to careers 6 – Experiences of workplaces
Independent research and planning	Pupils can research careers and progression routes	Careers library, online resources, newsletters advertising career/college events	2 – Learning from career and labour market information
Updated CAP	Pupils review and update career goals	1:1 meetings with Specialist Careers Adviser	1 – A stable careers programme 8 – Personal guidance

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 our school website)
- 1 week's worth of work experience placement(s)

## Key Stage 5

### Key Stage 5 (Years 12–14)

Milestones	Learning Outcomes	Linked Events / Experiences	Gatsby Benchmark
Advanced career planning	Pupils can evaluate higher education, vocational, and employment options	Choosing vocational and enrichment options in September, CAP updated, 1:1 meetings with Specialist Careers Adviser	2 – Learning from career and labour market information 8 – Personal guidance
Professional skills and independence	Pupils can demonstrate workplace behaviours, teamwork, and enterprise skills	Enterprise activities: making/selling items at Halloween & Christmas fairs, running school tuckshop, planning and cooking staff lunches	4 – Linking curriculum learning to careers 6 – Experiences of workplaces
Work experience	Pupils can perform in real workplace settings with responsibility	Off-site work experience placements, on-site work experience placements, vocational courses	6 – Experiences of workplaces 5 – Encounters with employers and employees
Personal and social development	Pupils develop self-confidence, resilience, and independence	Preparing for Adulthood sessions, alumni talks, 1:1 guidance	3 – Addressing the needs of each pupil 8 – Personal guidance
Employer and provider engagement	Pupils understand a variety of career pathways and training options	Visits from employers into school, talks from providers, planned apprenticeship assemblies, visits to other providers, careers week activities, alumni calls	5 – Encounters with employers and employees 7 – Encounters with further and higher education
Transition readiness	Pupils have a clear plan for post-19 pathways	CAP updated with post-19 goals, support for next steps	1 – A stable careers programme 8 – Personal guidance
Understanding rights and responsibilities	Pupils understand contracts, workplace law, and personal finance	PDE lessons, PfA lessons	4 – Linking curriculum learning to careers
Decision-making & self-management	Pupils plan their own work experience and understand skills needed	Reflection on work experience and enterprise outcomes, preparing for adulthood discussions	3 – Addressing the needs of each pupil 8 – Personal guidance

We are meeting our requirements to provide:

- At least 2 encounters with providers of technical education or apprenticeships in year 12 or 13 (this is set out in more detail in our provider access policy statement, which can be found on our school website). These encounters are mandatory for the school to put on, but optional for pupils to attend

## **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 classmates, 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.

## **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.

Pupils, parents and carers, teachers, and employers can request any additional information about the careers programme by contacting our Careers Lead.

## **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 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 our school 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:

- › Pupil voice and surveys
- › Feedback from employers and training providers
- › Compass+ evaluations
- › Student Future Skills Questionnaires
- › Destination tracking and CAP review

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**

The governing board monitors implementation and outcomes

Policy reviewed annually; next review due November 2026