



St Monica's

RC High school

Careers Policy

Date policy last reviewed: December 2025

Signed by:

Mrs Keenan

December 2025

Headteacher

Date: _____

Mrs C Parkinson

December 2025

Chair of governors

Date: _____

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Statement of intent

The main aims of careers provision at St Monica's are to:

- Prepare pupils for life post-education.
- Develop an understanding of different career paths and challenge stereotypes.
- Develop an understanding of the differences between school and work.
- Inspire pupils to chase and achieve their dreams.
- Help pupils to access information on the full range of post-16 education and training opportunities.
- Support pupils after leaving school.
- Offer targeted support for vulnerable and disadvantaged young people.
- Instil a healthy attitude towards work.

We also believe that High-quality careers guidance helps:

- young people make informed choices about their futures, so they can develop their interests and potential, and follow the path that is right for them to progress into work
- break down barriers to opportunity
- improve skills needed for success in work
- improve national productivity and grow the economy

1. Legal framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Education Act 1997
- Education and Skills Act 2008
- Apprenticeships, Skills, Children and Learning Act 2009
- Equality Act 2010
- Children and Families Act 2014
- Technical and Further Education Act 2017
- The School Information (England) (Amendment) Regulations 2018
- DfE (2025) Statutory Guidance

This policy operates in conjunction with the following school policies:

- Complaints Procedures Policy
- Provider Access Policy Statement
- Data Protection Policy
- Records Management Policy
- Child Protection and Safeguarding Policy

From September 2025, the DfE expects all institutions to use the Gatsby bench marks

2. Roles and responsibilities

The governing board is responsible for:

- Ensuring that all registered pupils are provided with independent careers guidance from Year 7 to Year 11
- Ensuring that arrangements are in place to allow a range of education and training providers to access all pupils and inform them about approved technical education qualifications and apprenticeships. A policy statement will set out these arrangements.
- Ensuring that the independent careers guidance is presented in an impartial manner, showing no bias or favouritism towards a particular institution, education or work option.
- Ensuring that the guidance includes information on the range of education or training options, including apprenticeships and technical education routes.
- Ensuring this policy does not discriminate on any grounds.
- Handling complaints regarding this policy as outlined in the school's Complaints Procedures Policy.
- Providing clear advice and guidance to the headteacher on which they can base a strategy for careers education and guidance which meets the school's legal requirements.

The careers leader is responsible for:

- Managing the provision of careers information.

- Taking responsibility for the development, management and reporting of the school's careers programme.
- Planning careers activities, managing the careers budget and, where necessary, and managing and coordinating other staff involved in the delivery of careers guidance.
- Establishing and developing links with employers, education and training providers, and careers organisations.
- Liaising with various parties, e.g. the headteacher and careers adviser implement and maintain effective careers guidance.
- Providing pupils with effective careers guidance and supporting social mobility by improving opportunities for all young people.
- Supporting teachers of careers education and tutors providing initial information and advice.
- Monitoring teaching and learning in careers education, and the access to and take up of career guidance.
- Advising senior leadership on policy, strategy and resources for careers education, information, advice and guidance (CEIAG).
- Preparing and implementing a development plan for CEIAG.
- Reviewing and evaluating the programme of CEIAG.
- Using the Gatsby Benchmarks to improve the school's careers provision and ensure compliance with legal duties, with an ultimate aim to meet all benchmarks.
- Publishing details of the school's careers programme and a policy statement on provider access on its website.
- Ensuring that pupils with SEND understand their different career pathways, and enabling them to gain the skills, knowledge and experience they require to achieve their career goals.

The careers adviser is responsible for:

- Reporting regularly to the career's leader, regarding pupil progress and the effectiveness of the school's career plan.
- Providing a thorough, personalised career service throughout the school.
- Staying up-to-date with relevant CPD and developments in the CEIAG sector.
- Producing careers information and guidance through online and hard copy literature, and visual displays in school.
- Organising workshops for pupils and actively promoting the careers service in-house at open evenings, presentation days, assemblies and parents' evenings.
- Developing incentives and initiatives which actively encourage pupils to sign up to the school's career service.
- Attending regular meetings with the careers leader to discuss the school's career plan.
- Providing an open-door service for pupils once a week to drop in and discuss their options.
- Arranging meetings and follow-up appointments with pupils who are interested in the careers service.
- Offering services to past pupils for up to a year after their departure from compulsory education.
- Support pupils to make informed choices by providing insights into all the different routes: Apprenticeships/TLevels/HTQs/other technical qualifications/academic options

- Coordinating with the designated teacher for LAC and previously LAC to work with the relevant virtual school head (VSH) to ensure a joined-up approach to identifying and supporting career ambitions is achieved.

Teaching staff are responsible for:

- Ensuring careers education is planned into their lessons.
- Attending any relevant CPD or training to ensure they are up-to-date with the school's careers plan.
- Promoting careers guidance in the classroom through visual aids.
- Being good role models for their particular area of work or specialism.
- Creating a learning environment that allows and encourages pupils to tackle real life challenges, manage risks and develop skills that can be applied to the workplace.

3. Developing a stable careers programme

The school will have its own careers programme in place which meets the requirements of the eight Gatsby Benchmarks:

- A stable career programmes
- Learning from career and labour market information
- Addressing the needs of each pupil
- Linking curriculum learning to careers
- Encounters with employers and employees
- Experiences of workplaces
- Encounters with further and higher education
- Personal guidance

The core of the 8 Gatsby Benchmarks remains the same, but important changes include:

- careers at the heart of education and leadership so that careers guidance is both a whole-staff and a whole-institution endeavour. Updates emphasise:
 - linking careers and the institution's vision and strategic plans
 - acknowledging the importance of staff development
 - including distinct responsibilities for leadership, governors, careers leaders and advisers
- inclusion and impact for every young person. Updates to multiple benchmarks emphasise:
 - tailoring to the needs of each young person
 - paying particular attention to any additional or different support that may be needed by vulnerable or disadvantaged young people, or those with SEND
- meaningful and varied encounters and experiences. Updates emphasise:
 - the importance of offering a variety of encounters and experiences
 - giving young people time to prepare and reflect
 - using technology alongside, but not instead of, in-person activity
- focusing on the use of information and data. Updates emphasise:
 - all young people must be able to explore all future pathways equitably
 - using information to inform decision-making

- refocusing data collection to include aspirations and intended destinations, to help tailor support
- keeping longer-term and sustained destinations data as part of the evaluation process
- engagement of parents and carers. Updates emphasise:
 - embedding parent and carer engagement into planning, as parents and carers are one of the biggest influences on young people's career decision-making
 - sharing information with parents and carers and supporting them in using it with their children

The programme will be reviewed termly against the benchmarks to ensure it remains on target using the COMPASS toolkit.

The school will demonstrate how it is working towards each Gatsby Benchmark, as part of its careers summary, including the aims, objectives and activities provided for each year group.

Regular feedback from pupils, parents, teachers, governors and employers will be invited. Feedback will be used to contribute to the development of the school's careers programme to ensure it meets the needs of all pupils.

A careers leader will be appointed to ensure the leadership and coordination of a high-quality careers programme. The careers leader will be recruited alongside the suggested requirements to ensure the role is correctly fulfilled.

The appointed careers leader will possess the following skills:

- Leadership – they will be a good leader who takes responsibility for developing, running and reporting on the school careers programme
- Management – they will be able to plan careers activities, manage the careers budget, and manage other staff involved in the delivery of careers guidance where necessary
- Coordination – they will be a careful coordinator of staff from across the school or college and from outside
- Networking – they will be a good networker who can establish and develop links with employers, education and training providers and careers organisations.

The following will be published on the school's website:

- The name and contact details of the careers leader.
- A summary of the careers programme, including how information about the programme may be accessed.
- Details of how the school measures and assesses the impact of the careers programme on pupils.
- The date and review schedule of the careers information published.

A careers adviser will be appointed to support the careers leader and to provide individual, tailored careers guidance to pupils. The careers adviser is Damion Langford

The headteacher will work with enterprise coordinators to build careers and employer engagement plans to broaden the range of guidance that pupils have access to.

The school will work towards the Quality in Careers Standard to support the development of its careers programme, ensuring the programme is reviewed termly to ensure it is in line with the required standards.

4. Using labour market information

The school will ensure every pupil, and their parents, has access to high-quality information about future study options and labour market opportunities. Pupils and their parents will be referred to an informed advisor to help them make best use of the information available.

The school will ensure pupils and their parents understand the value of finding out about the labour market, and support them in accessing this information. Pupils and their parents will be provided with information on the benefits of understanding the labour market, including the salaries and promotion opportunities for different jobs, and the volume and location of vacancies across different sectors.

The school will ensure that all pupils, by the age of 14, have accessed and used information about career paths and the labour market to inform their own decisions on study options. Pupils will be provided with the necessary links and information that will enable them to access this. Access will be monitored to review whether pupils are making the most of the service, and if not, what can be done to ensure they do.

Parents will be encouraged to access and use information about labour markets and future study options to inform their support to their children.

The school will make use of local enterprise partnerships to provide pupils with presentations and workshops on the local labour market and employer expectations. The information provided through the partnership will be used to shape career guidance and workshops in schools.

To support social mobility, the school will work to raise pupils' aspirations and tackle stereotypical assumptions. Interventions will be used to tackle gender stereotypes; arrangements will be made for pupils to talk to employees who work in non-stereotypical jobs to raise awareness of the range of careers that STEM qualifications lead to.

The school will use labour market information, such as job roles, pay and vacancies, to inform pupils about the trends and opportunities in each industry. Information about a diverse range of progression pathways will be shared with pupils, including technical routes, to strengthen their capacity to make effective choices.

5. Addressing the needs of pupils

The school's careers programme will aim to raise the aspirations of all pupils whilst being tailored to individual needs. The programme will inform pupils of the range of opportunities available to them, encouraging them to aim higher and make choices relevant to what they feel they can achieve.

The school will embed equality and diversity considerations throughout its careers programme and actively seek to challenge stereotypical thinking.

All forms of stereotyping will be prohibited in the careers advice and guidance that is provided, to ensure pupils of all genders, backgrounds and abilities can consider the widest possible range of careers.

The school will tailor careers activities and educational goals to the needs of each pupils, taking into account their prior knowledge and skills, the choices they may face, and any additional support they may need to overcome barriers to progression.

Comprehensive and accurate records will be kept to support the career development of individual pupils at all relevant stages of education, beginning from the first point of contact. These records will be stored securely in the advisor careers office. Access to this information will be permitted, should a pupil or their parent request it.

Destinations data will be retained by the school for at least three years. This data, e.g. the percentage of pupils attending sixth form in the following term, will be published on the school's website alongside the school's careers programme.

Data retained will be collected, stored and managed in line with the Data Protection Policy and Records Management Policy.

The school will collect and analyse destinations data to assess how well the careers programme is countering stereotypes and raising aspirations. The data will be reviewed by the headteacher and careers leader on a termly basis who can then base further development of the school's career guidance plan on the results and areas of success or failure.

6. Providing targeted support

The school will work with the LA, children's social care and VSHs to identify pupils who need targeted support or those who are at risk of not participating in post-16 pathways.

Agreements will be made on how these pupils can be referred for support drawn from a range of education and training support services available locally. The school will share the relevant data on these pupils with the LA and local education and training providers where support costs may be required, such as care leavers and pupils who are eligible for FSM.

7. Supporting pupils with SEND

The school will ensure that careers guidance is differentiated, if appropriate, and based on high aspirations and a personalised approach. The SEND local offer will be utilised; annual reviews for a pupil's EHC plan will be informed by good careers guidance.

The careers leader will work closely with the SENCO and other staff to support pupils with understanding different career pathways and how to develop the necessary skills, knowledge, experience and qualifications to succeed and fulfil their potential. The school will work with families of pupils to help them understand what career options are available.

Surveys will be conducted to find out individual pupils' aspirations. The results of the surveys will create careers guidance and experience that will be tailored to pupils needs based on their own aspirations and abilities.

Careers guidance will take account of the full range of relevant education, training and employment opportunities. It will inform pupils about the ways employees with SEND are supported in the workplace, and how jobs can be adapted to fit a person's abilities. Guidance will focus on a pupil's career aspirations and the post-16 options which are most likely to give the pupil a pathway into employment or HE.

The school will build partnerships with businesses and other employers, employment services, and disability and other voluntary organisations. Pupils will be prepared for encounters with employers and provided with any special support that will allow them to benefit fully from the experience.

Pupils with SEND will have the opportunity to hear from adults with disabilities who have succeeded in their careers as part of the school's successful careers strategy.

When arranging work experience for pupils, the school will work with the employer to determine any additional support that will be needed during the work placement.

8. Linking curriculum learning to careers

The school will work to encompass careers education and guidance into subjects across the curriculum. All teachers will be asked to support the career development of young people in their role and through their subject teaching.

Pupils are expected to study the core academic subjects at GCSE, including English, maths, science, history or geography, and a language. Pupils will be informed that if they do not achieve a grade 4 or higher in GCSE maths and English by the end of KS4, they will be required to continue working towards this aim as part of their 16-19 study programme.

The school will ensure that, by the age of 14, every pupil has had the opportunity to learn how various STEM subjects aid their entry into a wide range of careers and enable them be more effective workers. The same will be applied for every pupil in their chosen subjects by the end of their course of study.

9. Enabling encounters with employers and alumni

The school will engage with local employers, businesses and professional networks, inviting visiting speakers, particularly alumni with whom pupils can relate to. Every pupil will be exposed to the world of work by the age of 14.

Every year, from the age of 11, pupils will participate in at least one meaningful encounter with an employer;

These encounters will include:

- Careers events such as careers talks, careers carousels and careers fairs.
- Alumni activities.
- Transitions skills workshops such as CV workshops and mock interviews.
- Employer delivered employability workshops.
- Employer encounters with parents.
- Employer involvement in the curriculum.

The school will develop strong links with local, regional and national employers across all sectors to help pupils obtain information on, and participate in, the rollout of T-levels.

The careers programme will have a strong employer focus, allowing pupils to meet with sector representatives and businesses, to gain insights into a range of industries and sectors. Pupils will have the opportunity to meet with individuals from different levels within an organisation and those who have followed a variety of pathways into employment.

10. Providing work experience

The school will ensure that every learner will have first-hand experiences of workplaces to help their exploration of career opportunities and expand their networks.

For schools:

- by the age of 16, every pupil should have had meaningful experiences of workplaces
- work experience is a key part of any high-quality careers programme, helping to ensure that young people develop relevant skills for work and supporting transitions from education and training into skilled employment.
- Young people want more opportunities to experience a wider range of workplaces to help them to make more informed decisions about their future. So, in addition to the strengthened Gatsby Benchmark, the government is reforming work experience to break down barriers to opportunity so that every pupil will have the opportunity to take part in 2 weeks' worth of work experience during key stages 3 and 4.

The school will ensure that, by the age of 18, or before the end of their programme of study, every pupil has had at least one further first-hand experience of a workplace, additional to any part-time jobs they may have.

Where required and appropriate, virtual experiences of the workplace will be used to complement the in-person experience. This method will not be used for T-level industry placements.

The school will encourage pupils to experience a wide variety of workplaces and support them to plan for, reflect upon, and learning from these experiences.

Work experience will be designed to meet the needs of individual pupils, with particular consideration for pupils with SEND. The school carefully match the placement to each pupil's ability, needs and aspirations. The school will work with the employer to put in place additional

support within the work placement for pupils with additional needs, where required, and help prepare the pupil for the work placement.

16-19 study programmes will require high-quality and meaningful work experience. A flexible approach will be adopted for younger pupils. Experiences of the workplace by the time the pupil is aged 16 could include the following:

- Workplace visits
- Virtual work visits
- Job shadowing
- Career-related volunteering and social action
- Two weeks' worth of work experience should be broken down into:
 - one weeks' worth of work experience activities in years 7 to 9
 - one weeks' worth of work experience placement(s) in years 10 to 11
- Experiences should be aspirational and inspirational, giving young people the opportunity to access a wide range of career opportunities, aligned to their interests and talents, local skills needs and national growth sectors. Opportunity should go beyond the horizons of their immediate friends and family.
- They should be co-designed and delivered in partnership with schools and involve two-way employer-pupil interaction.
- **Work experience activities in years 7 to 9**
- Work experience activities in years 7 to 9 should consist of multiple, varied and meaningful employer-led activities to explore different industries and careers and involve active engagement with a diverse range of employers, including small and medium sized enterprises. Activities could include:
 - multi-day work visits involving employer-set tasks or projects
 - work shadowing
 - in-person or virtual employer talks in the workplace, including technical demonstrations or tours of working premises.
 - These could be undertaken individually or as part of a group or class-based activity. Some or all of the activities can be in person, with virtual activities contributing but not replacing in person.
- **Work experience placement(s) in years 10 to 11**
- Work experience placement(s) in years 10 to 11 should allow pupils to experience a real working environment and begin to develop work-based skills and behaviours.
- Pupils should be free to undertake their 5 days' worth of work experience placement(s) in years 10 to 11 with more than one employer, irrespective of sector, and be able to spread their placement time across a number of days or weeks at any point during the year 10 to 11 curriculum. This might be advantageous to young people who are undecided on their careers interests, by offering scope to try more employers and sectors.
- We expect that the work experience placement(s) in years 10 to 11 be in-person but acknowledge that in exceptional circumstances meaningful hybrid or virtual approaches may be impactful in removing barriers to access. In those circumstances, we would expect best endeavours to use remote engagement alongside, but not instead of, in-person activity.

11. Enabling encounters with further education (FE) and higher education (HE)

The school will ensure all pupils understand the requirement to remain in education or training until their 18th birthday and what this requirement means for them. The school will ensure pupils are aware that this does not mean they need to stay in school, and that they may:

- Study full time in a school, college or with a training provider.
- Undertake an apprenticeship, traineeship, or supported internship.
- Work or volunteer 20 hours or more a week, combined with part-time accredited study.

The school will provide pupils with a range of information and opportunities to learn about the academic and technical pathways for education, training, and career paths throughout their school life, to prevent last minute decision-making.

By the age of 16, every pupil will be provided the opportunity to have a meaningful encounter with providers of educational opportunities, including sixth forms, colleges, universities and apprenticeship providers.

Pupils will be encouraged to use information tools, such as websites and apps, which display information about opportunities. Education and training providers will have access to all pupils in Years 8 to 11 for the purpose of informing them about approved technical education qualifications and apprenticeships.

The school will ensure that there are opportunities for providers to visit the school and speak to pupils in Years 8 to 11 by maintaining connections with providers of FE and apprenticeships, and arranging regular visits, presentations and workshops. A range of opportunities for visits from providers offering other options, such as FE will also be provided.

A policy statement will be published on the school website and will include:

- Any procedural requirements in relation to requests for access.
- Grounds for granting and refusing requests for access.
- Details of premises or facilities to be provided to a person who is given access.

12. Providing personal guidance

Careers advice provided by the school will be unbiased and maintain the best interests of individual pupils at all times. The school **will not** promote particular career or progression routes as better or more favourable than others; however, pupils will be advised, where evidence supports it, whether a chosen course has the potential to lead to poor career outcomes.

All pupils will be provided with opportunities for personal guidance interviews with a qualified careers adviser. Such interviews will take place by the time the pupil reaches age 16, with the opportunity for a further interview by the age of 18.

Careers advisers will meet the professional standards outlined by the Career Development Institute. The school will integrate personal guidance interviews within the pastoral system so that they can be followed up by the form tutors or equivalent.

Careers advisers working with pupils with SEND will use the outcome and aspirations in the EHC plan to focus discussions. Careers advisers working with LAC or care leavers will use their personal education plan to focus discussions. These pupils will have a named adviser who will build a relationship with them to better understand their individual needs.

13. Sharing information

The school will provide the relevant information about all pupils to the LA support services including:

- Basic information, such as the pupil's name or address.
- Other information that the LA requires to support the pupil to participate in education or training to track their progress.

The school's privacy notice will offer pupils and their parents the opportunity to ask for personal information not to be shared.

LAs will be notified, as early as is possible, whenever a 16- or 17-year-old pupil leaves an education or training programme before completion. The school will agree on local arrangements for ensuring these duties are met.

14. Compliance with legal duties and statutory guidance

Where someone has a complaint about the school's careers provision, such issues will be handled locally in accordance with the school's Complaints Procedures Policy. All complaints will be easy to submit and considered impartially.

The school will be compliant with the 'Baker Clause' by ensuring that there is an opportunity for a range of education and training providers to access all Year 8- to 13 pupils for the purpose of informing them about approved technical education qualifications and apprenticeships.

The school will be clear on the following:

- Who is to be given access to pupils
- Which pupils access will be given to
- How this will happen and when

The school will ensure that provider visits are available to all pupils in the relevant year group and will not do anything which may limit the ability of pupils to attend. The school will not, under any circumstance, restrict invitations to selected groups of pupils or hold events outside of normal school hours.

The school will prepare a policy statement which sets out the circumstances in which education and training providers will be given access to students. This policy statement will be published on the school website and will include:

- Any procedural requirements in relation to requests for access, e.g. the main point of contact at the school to whom requests should be directed.
- Grounds for granting and refusing requests for access, e.g. details of timetabled careers lessons, assemblies or careers events which providers may attend.

- Details of premises or facilities to be provided to a person who is given access, e.g. rooms and resources.

15. Monitoring and review

The governing board, in conjunction with the headteacher and careers leader, will review this policy on an annual basis, taking into account the success of supporting pupils in accessing post-16 education and training. The headteacher will make any necessary changes to this policy, and will communicate these to all members of staff.

The next review date for this policy is December 2026.

