Prince Henry's Grammar School
COLLABORATIVE LEARNING TRUST

Prince Henry's Grammar School
Careers Policy

Reviewed by Prince Henry's Grammar School's Senior Leadership Team	September 2026
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1. Statement of intent

1.1. This policy is underpinned by Sections 42A and 45A of the Education Act 1997, and has due regard to the DfE's statutory guidance, 'Careers guidance and access for education and training providers'.

1.2. The main aims of careers provision at PHGS are to:

- Prepare students 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 students to chase and achieve their dreams.
- Help students to access information on the full range of post-16 education and training opportunities.
- Support students after leaving school.
- Offer targeted support for vulnerable and disadvantaged young people.
- Instil a healthy attitude towards work.

2. Legal Framework

2.1. 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 (2021) 'Careers guidance and access for education and training providers'

2.2. This policy operates in conjunction with the following school policies:

- Complaints Policy
- Provider Access Statement

3. Duties and Responsibilities

3.1. The Local Governing Committee is responsible for:

- Ensuring that all registered students are provided with independent careers guidance from Year 8 to Year 13.
- Ensuring that arrangements are in place to allow a range of education and training providers to access all students and inform them about approved technical education qualifications and apprenticeships thereby fulfilling the responsibility of the Baker Clause. A policy statement will set out these arrangements and will be published on the school website.
- 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 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.

3.2. The Associate SLT, Faculty Leader for Maths is responsible for:

- Managing the provision of careers information so that it remains in line with the national Gatsby Benchmarks.
- 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 the headteacher and the careers adviser to implement and maintain effective careers guidance.
- Liaising with the PSHE leader and other subject leaders to plan careers education in the curriculum.

- Liaising with Year Managers, Student Wellbeing Officers, SENCO and the Sixth Form team to identify students needing additional guidance and support.
- Establishing, maintaining and developing links with FE colleges, universities, apprenticeship providers and employers.
- Providing students with effective careers guidance and supporting social mobility by improving opportunities for all young people.
- Supporting subject teachers to build careers education and guidance into subjects across the curriculum.
- 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.
- Encouraging the training of school staff to promote careers guidance to their students.
- 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.
- Allowing students to have access to providers of technical education, such as colleges, and apprenticeships to ensure every student is well-informed about their future options at every stage.
- Self-evaluating the careers provision the school offers using Compass Plus.
- Publishing details of the school's careers programme and a policy statement on provider access on its website.
- Engaging with the designated teacher for LAC and previously LAC to ensure they know which students are in care/are care leavers, to understand their additional support needs and to ensure that any personal education plans can inform careers advice.
- Working closely with the SENCO and other staff to identify the guidance needs of all students with SEND and implement personalised support.
- Ensuring that students with SEND understand their different career pathways, and enabling them to gain the skills, knowledge and experience they require to achieve their career goals.

3.3. The Careers Officer is responsible for:

- Reporting regularly to the careers leader, regarding student progress, the effectiveness of the school's career plan and the overview of compliance with the Gatsby Benchmarks.
- 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.
- Organising workshops and events for students and actively promoting the careers service in-house at open evenings, presentation days, assemblies and parents' evenings.
- Supporting with organisation and delivery of work placements for identified groups of students.
- Attending regular meetings with the careers leader to discuss the school's career plan.
- Arranging meetings and follow-up appointments with students who require guidance and support with their next steps.
- Offering services to past students for up to a year after their departure from compulsory education and supporting with the destinations tracking of our school leavers.
- 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.

3.4. 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.
- Being good role models for their particular area of work or specialism.
- Creating a learning environment that allows and encourages students to tackle real life challenges, manage risks and develop skills that can be applied to the workplace.

4. Developing a stable careers programme

4.1. The school will have its own careers programme in place which meets the requirements of the eight Gatsby Benchmarks. The programme will be reviewed **termly** against the

benchmarks to ensure it remains on target.

4.2. Details of the school's careers plan will be published on the school website.

4.3. Feedback from students, parents/ carers, 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 students.

4.4. A careers leader has been appointed to ensure the leadership and coordination of a high-quality careers programme.

4.5. 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 students.
- The date and review schedule of the careers information published.

4.6. A Careers Officer will be appointed to support the careers leader and to provide individual, tailored careers guidance to students. The Careers Officer is Fiona Quinlan.

4.7. The Careers Leader will work with enterprise coordinators to build careers and employer engagement plans to broaden the range of guidance that students have access to.

4.8. 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.

5. Using labour market information

5.1. The school will ensure every student, and their parents, have access to good-quality information about future study options and labour market opportunities. The school will do this using our careers page on our website, Unifrog and during bespoke careers events held at PHGS. The school will also refer students and parents to the National Careers Service which offers information and professional advice via a website, helpline and web chat.

5.2. The school will ensure students and their parents understand the value of finding out about the labour market, and support them in accessing this information. Students 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.

5.3. The school will ensure that all students, by the age of 14, have accessed and used information about career paths and the labour market to inform their decisions on study

options. Students will be provided with the necessary links and information that will enable them to access this. Access will be monitored to review whether students are making the most of the service, and if not, what can be done to ensure they do.

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

5.5. The school will make use of local enterprise partnerships to provide students 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.

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

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

6. Addressing the needs of students

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

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

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

6.4. As part of our engagement with the Stonewall School Champion programme, support will be provided for LGBT+ students when completing FE/HE applications, where appropriate, to ensure that they understand their rights under the Equality Act 2010, and that they are confident in submitting applications using the gender with which they identify.

6.5. Comprehensive and accurate records will be kept to support the career development of students. Students will record their post 16 and post 18 intentions on Unifrog. The Careers Advisor will also log the meeting notes on Unifrog outlining the key areas of discussion and next steps.

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

6.7. 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 Careers Leader who can then base further development of the school's career guidance plan on the results and areas of success or failure.

7. Providing targeted support

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

7.2. Agreements will be made over how these students 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 students with the LA and local education and training providers where support costs may be required, such as care leavers and students who are eligible for FSM.

7.3. To support students who are likely to need support with post-16 participation costs, such as those with SEND, the school will work with the LA and local post-16 education or training providers to share student data and ensure these students receive such support.

7.4. Students will be made aware of the 16-19 Bursary Fund, which has been devised to support those individuals with a financial hardship. They will be advised of how to access this funding and who they should speak to in order to find out more information.

8. Students with SEND

8.1. 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 student's EHC plan will be informed by good careers guidance.

8.2. The Careers Officer will work closely with the SENCO and other staff to support students 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 students to help them understand what career options are available.

8.3. Careers guidance will take account of the full range of relevant education, training and employment opportunities. It will inform students 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 student's career aspirations and the post-16 options which are most likely to give the student a pathway into employment or HE.

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

8.5. When arranging work experience for students, the school will work with the employer to

determine any additional support that will be needed during the work placement.

9. Linking curriculum to careers

9.1. 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.

9.2. Discrete careers education units will be delivered as part of PSHE provision for all years along with Unifrog lessons in form time for every year group.

9.3. The school will ensure that, by the age of 14, every student 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 student in their chosen subjects by the end of their course of study.

10. Enabling encounters with employers and alumni

10.1. The school will engage with local employers, businesses and professional networks, inviting visiting speakers to meet with students. Every student will be exposed to the world of work by the age of 14.

10.2. Every year, from the age of 11, students 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.
- Transitions skills workshops such as CV workshops and mock interviews.
- Employer delivered employability workshops.
- Employer involvement in the curriculum.
- Business games and enterprise competitions.

10.3. The school will develop strong links with local, regional and national employers across all sectors to help students obtain information on T-levels.

10.4. The careers programme will have a strong employer focus, allowing students to meet with sector representatives and businesses, to gain insights into a range of industries and sectors. Students 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.

11. Providing work experience

11.1. The school will ensure that all students have had at least one experience of a work place by the age of 16, additional to any part-time jobs they may have.

11.2. The school will start planning for the implementation of the strengthened Gatsby Benchmark 6, so that students have experience of multiple workplaces by the time they reach the age of 16, alongside two-weeks worth of work experience interactions by this

time.

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

11.4. Where required and appropriate, virtual experiences of the workplace will be used to complement the in-person experience.

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

11.6. Work experience will be designed to meet the needs of individual students, with particular consideration for students with SEND. The school carefully match the placement to each student's ability, needs and aspirations. The school will work with the employer to put in place additional support within the work placement for students with additional needs, where required, and help prepare the student for the work placement.

11.7. Experiences of the workplace by the time the student is aged 16 will include the following:

- Workplace visits
- Job shadowing
- Career-related volunteering and social action

11.8. Experiences of the workplace by the time the student is aged 18 will include the following:

- Internships and holiday placements
- Work experience that takes place during term time
- Longer work placements

12. Enabling encounters with further education (FE) and higher education

12.1. Students are required to remain in education or training until their 18th birthday.

12.2. The school will ensure students 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.

12.3. The school will provide students 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.

12.4. By the age of 16, every student will be provided the opportunity to have a meaningful

encounter with providers of educational opportunities, including sixth forms, colleges, universities and apprenticeship providers.

12.5. The school will ensure that, by the age of 18, all students who are considering applying for university have been provided the opportunity for at least two visits to universities. In addition, before the end of their programme of study, all students will have been provided the opportunity to encounter a range of higher and further education and training providers.

12.6. Students will be encouraged to use information tools, such as websites and apps (particularly Unifrog), which display information about opportunities. Education and training providers will have access to all students in Years 7 to 13 for the purpose of informing them about approved technical education qualifications and apprenticeships.

12.7. The school will ensure that there are opportunities for providers to visit the school and speak to students in Years 7 to 13 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.

12.8. 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.

13. Providing personal guidance

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

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

13.3. Careers advisers will meet the professional standards outlined by the Career Development Institute.

13.4. Careers advisers working with students 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 students will have a named adviser who will build a relationship with them to better understand their individual needs.

14. Information sharing

14.1. The school will provide the relevant information about all students to the LA support services including:

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

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

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

15. Monitoring and review

15.1. The Local Governing Committee (LGC), in conjunction with the Headteacher and Careers Leader, will review this policy annually, considering the success of supporting students in accessing post-16 education and training. The Career Leader will make any necessary changes to this policy, and will communicate these to all members of staff.

15.2. The next review date for this policy is **September 2027.**