



Careers Education and Guidance Policy

POLICY TITLE: Careers Education and Guidance Policy

STATUS: Statutory

REVIEWED BY: Board of Trustees

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1. Introduction

This policy aims to set out our school's provision of impartial and informed careers guidance for our students. This includes the ways in which students, parents and carers, teachers and employers can access information about our careers programme.

We provide statutory independent careers guidance to students from year 7 onwards.

Our programme has been developed to meet the expectations outlined in the **Gatsby Benchmarks**:

1. A stable careers programme with a careers leader
2. Learning from career and labour market information
3. Addressing the needs of each student
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

For the purpose of this policy the following definitions have been used:

Information – Information is data on opportunities conveyed through different media, both mediated and unmediated including face-to-face contact (individual, group, class etc.), written/printed matter, telephone help lines, ICT software, websites.

Advice – This involves helping a young person to understand and interpret information as well as providing information and answers to questions and clarify misunderstandings; to assist them to understand their circumstances, their abilities and targets; and advise them on their options or how to go about a given course of action; to identify needs and to signpost and refer young people who may need more in depth guidance and support. Advisory work is usually provided on a one-to-one basis but may also be provided in small or class groups.

Guidance – Guidance aims to support young people to better understand themselves and their needs; to confront barriers to understanding, learning and progression; to resolve issues and conflicts and to support them to develop new perspectives and solutions to problems and be able to better manage their lives and achieve their potential. Guidance may also involve advocacy on behalf of some young people and referral for specialist guidance and support. This involves more in-depth one-to-one work conducted by staff trained and competent in guidance work. Guidance usually involves the exploration of young people's circumstances – their ideas, values, needs and beliefs in relation to opportunities or issues that are confronting or confusing them.

2. Aims

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



- Promote a culture of high aspirations and equality of opportunity

3. Statutory requirements

This policy is based on the Department for Education's (DfE's) statutory Careers guidance and access for education and training providers.

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 more recent Skills and Post-16 Act 2022, which came into force on **1 January 2023**. It explains that our school must provide a minimum of **6 encounters** with technical education or training providers to all pupils in years 8 to 13. For more detail on these encounters, see our provider access policy statement, which you can find on the school website.

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

- Our school must now secure independent careers guidance from year 7 (instead of from year 8, previously)
- As an academy in England, we're now required to provide and publish careers guidance

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

This policy complies with our funding agreement and articles of association.

We also act in line with our statutory duty under the 'Baker Clause', to be impartial and not show bias towards any route, be that academic or technical. This policy should be read in conjunction with our provider access policy statement, which sets out how our school meets this duty, and can be found on the school website.

4. Roles and responsibilities

4.1 Careers leader

As of February 2026, the careers leader (strategic oversight) is Mr D Robson, Interim Deputy Headteacher (d.robson@qegschool.org.uk). Operational delivery of the careers programme is managed by Mrs J Douglas, Careers Coordinator (j.douglas@qegschool.org.uk)



Please note: These interim leadership arrangements are in place until December 2026 to cover internal secondment, at which point the permanent Careers Lead, Ms M St Ledger (m.stledger@qegschool.org.uk) will resume oversight.

The role of the careers leader at Queen Elizabeth's Girls' School is to:

- Take responsibility for developing, running and reporting on the school's career programme
- Plan and manage careers activities
- Manage the budget for the careers programme
- Support teachers to build careers education and guidance into subjects across the curriculum
- Establish and develop links with employers, education and training providers, and careers organisations
- Work closely with relevant individuals, including our special educational needs co-ordinator (SENCO) and independent 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
- Review our school's provider access policy statement at least annually, in agreement with our governing board

4.2 Senior leadership team (SLT)

Our SLT will:

- Support the careers programme
- Support the careers leader in developing their strategic careers plan



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

4.3 The governing board

The governing board will:

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

5. Our careers programme

5.1 Our embedded 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.

Our programme doesn't show bias towards any particular career path, and promotes a full range of technical and academic options for pupils.

There is a planned programme of careers education for all students from Year 7 through to Year 13. 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.



In Key Stage 3 it is taught as part of a separately timetabled PSHE programme with students having a weekly lesson of PSHE. In Key Stage 4 it is delivered through 'drop down' days where the normal timetabled lessons are collapsed and in Key Stage 5 careers education is delivered through the enrichment and assembly programme.

Careers Provision Summary

| Year Group | Curriculum | Extra-curricular |
|------------|--|--|
| Year 7 | <ul style="list-style-type: none"> ● Look at skills and qualities and the impact of these on future career choices ● What work is and what it is for ● Virtual / in-person careers talks ● Assembly on labour market information ● Encounter/s with providers of technical education ● Skills Builder Accelerator Programme in form time ● Careers project in PSHE lessons | <ul style="list-style-type: none"> ● After school careers talks ● In person / virtual work experience opportunities shared via school email |
| Year 8 | <ul style="list-style-type: none"> ● Look at skills and qualities and the impact of these on future career choices ● What work is and what it is for ● Virtual / in-person careers talks ● PSHE lessons on aspirations and goal setting ● Encounter/s with providers of technical education ● Assembly on labour market information ● Skills Builder Accelerator Programme in form time | <ul style="list-style-type: none"> ● After school careers talks ● In person / virtual work experience opportunities shared via school email ● sent out via school email |
| Year 9 | <ul style="list-style-type: none"> ● Virtual / in-person careers talks ● Choosing option choices unit – students work through a series of activities regarding decision making, qualities and skills. Introduction to careers software for example Career Pilot ● Encounter/s with providers of technical education | <ul style="list-style-type: none"> ● After school careers talks ● Students invited to participate and apply for roles as peer listeners ● In person / virtual work experience opportunities shared via school email |



Founded in 1888

Queen Elizabeth's Girls' School

Educating Women of the Future

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| | <ul style="list-style-type: none"> • Skills Builder Accelerator Programme in form time • PSHE lessons to support students with the GCSE options process | |
| Year 10 | <ul style="list-style-type: none"> • Employability lessons including CV writing, interview skills in PSHE 'drop down' days. • Careers event with "speed meeting" local employers • Encounter/s with providers of technical education • Skills Builder Accelerator Programme in form time • Virtual / in-person careers talks | <ul style="list-style-type: none"> • Careers interviews offered for those students with EHC plans. • Students invited to participate and apply for roles as mentors to Year 9 peer listeners • In person / virtual work experience opportunities shared via school email |
| Year 11 | <ul style="list-style-type: none"> • Post 16 options assemblies including apprenticeships, technical education and apprenticeships • Skills Builder Accelerator Programme in form time • Virtual / in-person careers talks | <ul style="list-style-type: none"> • Careers interviews offered to all students from September onwards as either 1:1, group and drop in sessions. • Work experience mentoring to support applications • Weekly careers bulletin containing in person / virtual work experience opportunities shared via school email |
| Year 12 & 13 | <ul style="list-style-type: none"> • Work experience and employability taught through enrichment sessions • Careers event with "speed meeting" local employers • Skills Builder Accelerator Programme in form time • UCAS convention visits • Talks on apprenticeships and HE • Encounter/s with providers of apprenticeships and HE • Mock interview training provided for universities, apprenticeships and part time work. | <ul style="list-style-type: none"> • Careers interviews offered to students identified by the pastoral team • Drop ins with the Careers leader available to all students • Weekly careers bulletin containing in person / virtual work experience opportunities shared via school email |



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|--|--|--|
| | <ul style="list-style-type: none">• Oxbridge interview support provided for students who have secured an offer• Support in using Unifrog Software• Virtual / in-person careers talks | |
|--|--|--|

5.2 Independent Careers Advice

In Key Stages 4 and 5, students have access to an independent careers adviser, who is at least Level 6 qualified. The careers adviser delivers individual or group guidance interviews to all students in Year 11. Individual interviews are provided for targeted students at Key Stage 4 and 5 who are identified according to need after consultation with the Inclusion Department and pastoral staff. Students with an Education, Health and Care Plan all get offered individual guidance interviews.

5.3. Work Experience

All students in Key Stage 5 have the opportunity to undertake a one week placement; most students find their own placement. Preparation and debriefing sessions are included as part of the work experience programme and involve the Careers Coordinator, teachers and employers. We aim to visit or contact all students whilst they are on their placement.

5.4 Pupils with special educational needs or disabilities (SEND)

We expect that the majority of pupils with SEND will follow the same careers programme that meets the Gatsby Benchmarks as their classmates, with adjustments and additional support as needed.

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. It also includes a 1:1 meeting with an independent careers adviser, which may be supported by school staff from the Inclusion Department. This will allow pupils with SEND the opportunity to reflect on their strengths and discuss options for their future. An action plan will be created with the help of the careers adviser, which will be shared with students and their families.

Our careers leader may, as appropriate, invite adults with disabilities to visit and share their experience and advice.

No information will be given to pupils without SEND that is not also offered to our pupils with SEND.



5.5 Access to our careers programme information

A summary of our school's careers programme is published on our school website in the form of this policy, including details of how pupils, parents, teachers and employers can access information about the careers programme.

Pupils, parents, teachers and employers can request any additional information about the careers programme by contacting m.stledger@qegschool.org.uk.

5.6 Assessing the impact on pupils

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

- surveys;
- leavers' information;
- feedback from pupils, parents, teachers and employers;
- evaluations

6. Links to other policies

This policy links to the following policies:

- Provider Access Policy
- Child Protection and Safeguarding Policy
- Curriculum Policy

7. Monitoring and review

This policy, the information included, and its implementation will be monitored by the board of trustees and reviewed annually.