

Careers guidance policy



Policy document control box	
Policy title	Careers Guidance
Policy owner (including job title)	Kim Anderson, Head of Centre
RB Worthing approving body	Red Balloon Worthing Governing Body
Approval date	September 2026
Date of next review	September 2027

Contents

Careers Guidance	2
1. Aims	3
2. Statutory requirements	3
3. Roles and responsibilities	4
4. Our careers programme	5
Key Stage 3	6
Key Stage 4	6
5. Links to other policies	8
6. Monitoring and review	8

1. Aims

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

High-quality careers guidance is important for our learners' futures, and our provision aims to:

- Help learners prepare for the workplace, by building self-development and career management skills
- Provide experience and a clear understanding of the working world
- Develop learners' awareness of the variety of education, training and careers opportunities available to them
- Help learners 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 learners 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 Centre 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 Centre must provide a minimum of **6 encounters** with technical education and apprenticeship providers to all learners in years 8 to 13 about their education or training offer.

This policy is also in line with the [Education \(Careers Guidance in Centres\) Act 2022](#), which amends the existing duty in The Education Act 1997, so that:

- Our Centre must now secure independent careers guidance for learners 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 career's leader
- A summary of the careers programme
- Details of how learners, parents and carers, teachers, and employers can access information about the careers programme
- How our Centre 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.

3. Roles and responsibilities

3.1 The governing board

The governing board will:

- Actively engage in setting the direction for a whole-Centre approach to careers guidance with the Head of Centre, to make sure it is aligned with the Centre's vision, priorities and development plans
- Provide clear advice and guidance on which the Centre can base a strategic careers plan which meets legal and contractual requirements
- Maintain strategic oversight of the Centre's legal and contractual requirements for careers guidance and hold senior leaders to account for delivering against those requirements
- Make sure that independent careers guidance is provided to all learners 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 learners
- Make sure that a range of education and training providers can access learners in years 8 to 13 to inform them of approved technical education qualifications and apprenticeships
- Make sure that arrangements are in place for the Centre to meet the legal requirements of the provider access legislation, including that the Centre has published a provider access policy statement
- Make sure that details of our Centre's careers programme and the name of the careers leader are published on the Centre's website

3.2 Head of Centre

The Head of Centre will:

- Work with the governing board to set the direction for a whole-Centre approach to careers guidance, making sure it is aligned with the Centre's vision, priorities and development plans
- Support the careers team to deliver the Centre'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
- 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

- Source a careers adviser to deliver personal guidance to learners, making sure it's well-resourced
- Work closely with the careers leader 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 is Elizabeth Freeman, and they can be contacting elizabeth.freeman@rbet.ac

Our careers leader will:

- Take responsibility for planning 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 Centre'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
- Work closely with relevant staff, including our special educational needs co-ordinator (SENCO) and external careers adviser, to identify the guidance needs of all of our learners with special educational needs and/or disabilities (SEND) and put in place personalised support and transition plans
- Work with our Centre's designated teacher for looked-after children (LAC) and previously LAC to:
 - Make sure they know which learners 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 Centre head and ensure a joined-up approach to identifying and supporting learners' career ambitions
- Evaluate and continuously improve the careers programme, drawing on feedback from all stakeholders and the destinations of learners

4. Our careers programme

Our Centre has an embedded careers programme that aims to inform and encourage learners to consider their career options, and take steps to understand their choices and pathways. We provide statutory independent careers guidance to learners from year 7 onwards.

Our programme has been developed to meet the expectations outlined in the **Gatsby Benchmarks Careers guidance and access for education and training providers - GOV.UK**:

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 learners. We consider the best interests of the learner 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 learners 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:

Lessons, group mentoring, guest speakers, work experience, careers fair, personal development sessions, wellbeing sessions, displays.

4.1 How we meet our requirements

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

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

Information about personal guidance support, and how to access it, will be communicated to learners, parents and carers, and other stakeholders, including through the Centre website.

Key Stage 3

Our Key Stage 3 careers programme will support learners in their planning and choices of GCSE subjects. This includes careers guidance talks, Options Choices meetings, taster sessions of Option subjects.

We are meeting our requirements to provide:

- At least 2 encounters with providers of technical education or apprenticeships in year 8 or 9
- 1 week's worth of work experience activities

Key Stage 4

Our Key Stage 4 careers programme aims to help learners research and understand their choices and routes into education and training. This includes: talks from local colleges and further education providers, careers fair, visiting speakers, visits to local colleges.

We are meeting our requirements to provide:

- At least 2 encounters with providers of technical education or apprenticeships in year 10 or 11
- 1 week's worth of work experience placement(s)

4.2 Learners with special educational needs or disabilities (SEND)

All learners with SEND will be supported with a careers programme that follows the Gatsby Benchmarks. We expect that the majority of learners 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 learner with SEND and their families.

Our careers leader and SENDCO will work with teachers and, where appropriate, professionals from relevant organisations, to identify the needs of our learners with SEND and put in place personalised support and transition plans. This may include meetings with learners 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.

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

4.3 Access to our careers programme information

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

Learners, parents and carers, teachers, and employers can request any additional information about the careers programme by contacting Lucy Jackson by email lucy.jackson@rbet.ac

4.4 Access to learner participation records

We measure the progress of learners and keep records as they move through the Key Stages.

We collect, maintain and use accurate data for each learner on their aspirations, intended and immediate education, and training or employment destinations, to inform personalised support. We also keep records for each learner of their participation in the careers programme, the individual advice given to them and subsequent agreed decisions.

Learners 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 website.

4.5 Assessing the impact on learners

Our careers programme is designed so learners and parents/carers can give feedback throughout the course of the programme. We measure and assess the impact of the programme's initiatives by: learner voice, parent/carers surveys and engagement in the programme.

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 learners.

5. Links to other policies

This policy links to the following policies:

- Child Protection and Safeguarding policy
- Curriculum policy
- Data protection policy
- SEND policy

6. Monitoring and review

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