



Careers Guidance Policy **‘Building for Successful Futures’**

Formally adopted by the Governing Board of	Fred Nicholson School
Co-Chair of Governors	Jill Wilson and Matt Ridley
Policy Holder	Cat Elsom
Policy Contributor	Alice Hudson

Statutory Policy	N	Published on Website	Y
This policy applies to all areas of school.			



Careers Guidance Policy

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1. Introduction

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, teachers and employers can access information about our careers programme.

2. 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 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.

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, which sets out how our school meets this duty.

This policy is also in line with the Gatsby Benchmarks, which states: 'Every pupil should have at least one personal guidance meeting, with a careers adviser by the age of 16, and a further meeting by the age of 18. Meetings should be scheduled in the careers programme to meet the needs of pupils.'

3. Aims

We aim to provide a thorough careers programme that is accessible for our pupils. We will provide them with appropriate information, advice and guidance to enable and support them to make informed choices about their future to the best of their ability.

Our careers programme aims to provide:

- An aspirational and engaging curriculum
- A culture of equality of opportunity
- Work related experiences and a clear understanding of the working world
- Relevant and appropriate information, advice and guidance
- Impartial advice from an appropriately qualified professional
- Exposure to community-based groups, employers and workplaces
- Exploration of Post-16 provisions and potential career path options
- A joined-up approach between pupils, families and professionals ensuring all parties are informed and where appropriate for information to be included as part of EHCP annual reviews.



4. Roles and Responsibilities

4.1 Careers Leader

Our careers leader and advisor is Alice Hudson (*currently undergoing IAG training*), who can be contacted via the school office. Our careers leader will work closely with the senior leadership team and curriculum lead and will:

- 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.
- Review our school's provider access policy statement at least annually, in agreement with our governing board.

4.2 Curriculum Lead / 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. 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 at least once by age 16 and at least twice by age 18.

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 pupil
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 career path, and promotes a full range of technical and academic options for pupils.

Our careers programme is outlined in *Appendix 1*.

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:

- RSH, World of Work, Independence & Life Skills lessons
- Work related learning experiences
- Access to and visits from external organisations, professionals and employers
- Careers Information, Advice and Guidance resources and displays
- Annual career and skills-based events
- EHCP annual review meetings
- College transition visits
- Moving on evening for Year 9, Key Stage 4 and Key Stage 5 pupils
- Work experience opportunities where appropriate

6. Careers Information, Advice and Guidance (CIAG)

Our Careers Advisor ensures that independent Careers Information, Advice and Guidance (CIAG) is available to all pupils at least once by age 16 and at least twice by age 18. At Fred Nicholson School, in addition to giving advice on further education, training and jobs, CIAG is also about supporting pupils of all abilities to:

- Recognise and understand themselves
- Identify their strengths, skills, motivations and areas for development
- Access and understand appropriate information on opportunities and options to inform their choices
- Be equipped to be able to apply learning to their careers journey



- Help them plan and make informed decision for their future
- Ensure next steps are thoroughly planned to make sure successful transition to Post 16 or other provision is sustainable.

7. Work Experience

The Gatsby Benchmarks suggest that every pupil should have had meaningful experiences of workplaces by the age of 16. And that by the age of 18, every pupil should have had at least one further meaningful experience.

At Fred Nicholson School, these experiences may include:

- A work visit
- Work shadowing
- Mentoring
- Taster opportunities
- Work experience placements
- Career-related volunteering and social action

8. 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, 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 our Careers Lead or Careers Advisor via the school office.

9. 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:

- Regular feedback and discussions with pupils, families and external stakeholders
- Evaluation of pupil's engagement with Post-16 and Post-18 education
- Evaluation of pupil's achievements to support their Post-16 pathway
- Recording/tracking pupil encounters with employers, Post-16 providers and other careers-based activities

10. Links to other policies

Provider Access Policy

Curriculum Policy

RSHE Policy



Equality Impact Statement

The Head Teacher has reviewed this policy giving due regard to their responsibilities with respect to the equalities agenda, in line with recent legislation. The Head Teacher believes that the policy reflects a positive attitude and approach to all members of the school community.

Heidi Philpott
Headteacher

Policy approved by:

Matt Ridley
Co-Chair of Governors

Jill Wilson
Date: November 2025



Appendix 1

Careers Programme 25/26

Fred Nicholson School offers its pupils access to careers resources and supports each pupil on their career journey. The Careers programme highlights the offer, which is planned against the Gatsby benchmarks for good careers guidance.

Theme	Available to:	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Curriculum							
Life Skills curriculum - self care; looking after the home; managing my wants and needs; managing and spending money.	ALL	✓	✓	✓	✓	✓	✓
RHSE curriculum - changing and growing; managing feelings; self-care, support and safety; healthy lifestyles; being the best I can be; self awareness.	ALL	✓	✓	✓	✓	✓	✓
Free flow & independence lessons where curriculum topics are consolidated and the 'world of work' is explored.	KS2 & KS3	✓	✓	✓	✓	✓	✓
Careers curriculum - 'World of Work'.	KS4	✓	✓	✓	✓	✓	✓
	KS5	✓	✓	✓	✓	✓	✓
Business enterprises and fundraising - projects.	ALL	✓ Once per year (dates vary).					
Alternative Provision	Specific pupils	✓	✓	✓	✓	✓	✓



Activities							
EHCP annual reviews – preparing for adult life.	KS3 (year 9)	✓ Once per year (dates vary).					
	KS4	✓ Once per year (dates vary).					
	KS5	✓ Once per year (dates vary).					
EHCP annual reviews – pupil voice.	ALL	✓ Once per year (dates vary).					
Whole school careers events. E.g. vehicles day.	KS2 & KS3	✓					
Employer visits to school. E.g. Bank of England.	KS4 & KS5		✓	✓	✓	✓	✓
Moving-on evening.	KS3 (year 9)	✓					
	KS4 & KS5	✓					
Careers Guidance & Next Steps							
Careers 1:1 appointment & actioning planning	KS4 & KS5	✓ Once per year (dates vary). Careers Advisor currently taking part in training to achieve qualification. These will be up and running as soon as possible.					
Preparing for adult life conversation as part of pupil views for EHCP reviews.	KS3 & KS4 & KS5	✓ Once per year (dates vary).					