The Bishop David Brown School – Unity Schools Trust
Careers Information, Education and Guidance and Provider Access Statement

Statement Approved:	*Pending approval by the LGC*
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Statement of Intent

This policy outlines our commitment to delivering high-quality careers education, information, advice and guidance (CEIAG) to all BDB students. It 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', which was last updated in June 2026.

The main aims of careers provision at Bishop David Brown School are to:

- Equip students with the knowledge and skills to make informed decisions about their future.
- Develop an understanding of different career paths and challenge stereotypes.
- To raise aspirations in all students through inspiration and experience.
- Provide students with the tools to succeed in the working world.
- Help students to access impartial information on the full range of post-16 education and training opportunities.
- Offer targeted support for vulnerable and disadvantaged young people.
- Instil a healthy attitude towards work.

1. Legal Framework

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

- Provider Access Legislation (PAL) Jul 2025
- DfE 'Careers guidance and access for education and training providers' June 2026
- 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 2012

2. Roles and Responsibilities

2.1. The Local Governing Council (LGC) is responsible for:

- Ensuring that all registered students are provided with independent careers guidance during their Secondary education between Year 7 and Year 11.
- Provide at least four encounters with approved providers of apprenticeships and technical education for all their students:

- Two encounters for pupils during the 'first key phase' (year 8 or 9) that are mandatory for all pupils to attend.
- Two encounters for pupils during the 'second key phase' (year 10 or 11) that are mandatory for all pupils to attend.

- 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. A policy statement will set out these arrangements (Appendix 1).

- 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 the Careers Policy does not discriminate on any grounds, including but not limited to: ethnicity/national origin, culture, religion, gender, disability or sexual orientation.
- Handling complaints regarding this policy as outlined in the school's Complaints Procedure Policy.
- Providing clear advice and guidance to the Principal on which they can base a strategy for careers education and guidance which meets the school's legal requirements.

2.2. The Careers leader is responsible for:

- Managing the provision of careers information.
- Liaising with SLT Link 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 Heads of Year and SENCO to identify students needing additional guidance.
- Referring students to the Careers Adviser.
- Establishing, maintaining and developing links with FE colleges, universities, apprenticeship providers and employers.
- Providing students access to effective careers guidance and supporting social mobility by improving opportunities for all young people.
- Supporting teachers of careers education and tutors by providing initial information and advice.
- Advising school 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.
- Using the Compass tool for self-evaluating the careers provision the school offers.
- Publishing details of the school's careers programme and a policy statement on provider access on its website.
- Engaging with the designated staff member for LAC and previously LAC to 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 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.
- Producing careers information and guidance through online and hard copy literature, and visual displays in school.
- Organising workshops for students and actively promoting the careers service at open evenings, assemblies and options evenings.
- Providing an open-door service for students to drop in and discuss their options.
- Attending regular meetings with the Career's line manager to discuss the school's career plan.

2.3. 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.
- 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.
- Highlighting the relevance of Curriculum Learning to Careers (BM4)

2A. Strategic Leadership of Careers

2A.1 The school is committed to a whole-school approach to Careers Education, Information, Advice and Guidance (CEIAG), ensuring that careers education is embedded within the school's vision, values, curriculum and strategic improvement priorities.

2A.2 The Principal, Senior Leadership Team, Careers Leader and Governing Body will work together to ensure that careers provision is effectively planned, resourced, monitored and evaluated, and that it contributes to raising aspirations, improving outcomes and supporting positive destinations for all students.

2A.3 A designated Careers Link Governor, Natalie Maclean, will provide oversight of the school's careers programme, monitoring statutory compliance, reviewing progress against the Gatsby Benchmarks and supporting continuous improvement.

2A.4 The school will ensure that all staff understand their role in supporting careers education and will provide appropriate professional development opportunities to enable them to effectively link curriculum learning to future pathways and employment opportunities.

2A.5 The careers programme will be regularly reviewed using a range of evidence, including:

- Gatsby Benchmark performance.
- Compass+ and other recognised self-assessment tools.
- Student, parent/carer, employer and staff feedback.
- Destination data.
- Evaluation of careers events, employer encounters and guidance activities.

2A.6 The school will collect, analyse and use intended, immediate and sustained destination data to evaluate the effectiveness of careers provision and to identify areas for further development and targeted intervention.

2A.7 The school will ensure that careers guidance promotes equality of opportunity, challenges stereotyping and supports the needs and aspirations of all students, including disadvantaged students, looked-after children, previously looked-after children and students with SEND.

2A.8 Parents and carers will be recognised as key partners in supporting students' career development. The school will provide information, opportunities for engagement and access to careers resources to enable parents and carers to support informed decision-making at key transition points. [gov.uk],

2A.9 The school will monitor developments in national careers policy and guidance, including any future requirements relating to work experience entitlement, and will adapt its careers programme accordingly.

3. A stable Careers Programme

3.1. 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.

3.2. A Careers Leader will be appointed to ensure the leadership and coordination of a high-quality careers programme. The Careers Leader is recruited alongside the suggested requirements to ensure the role is correctly fulfilled. The name and contact details of the Careers Leader will be published on the school's website.

3.3. The Careers Leader will be trained as a careers adviser and provide individual, tailored careers guidance to students. This may or may not be the same individual as the Careers Leader.

3.4. Details of the school's careers plan will be published on the school's website inviting students, parents, teachers, governors and employers to provide feedback.

3.5 The Careers Leader will work with an Enterprise Coordinator from the Surrey Careers Hub (Surrey County Council) to build careers and employer engagement plans to broaden the range of guidance that students have access to.

4. Labour Market Information

4.1. The school will ensure every pupil, and their parents, has access to good quality information about future study options and labour market opportunities.

4.2. Students and their parents will be referred to the National Careers Service which offers information and professional advice via a website, helpline and web chat.

4.3. 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.

4.4. 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.

4.5. The school will provide students 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.

4.6. 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.

4.7. 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 qualifications lead to.

5. Addressing the Needs of Students

5.1. 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.

5.2. All forms of stereotyping will be prohibited in the careers advice and guidance that is provided, to ensure students from all backgrounds, gender and diversity groups, and those with SEND, can consider the widest possible range of careers.

5.3. A tracking system will be used to record participation of students in all aspects of the careers programme, to ensure each students needs have been met.

5.4. The school will collect, analyse and use intended, immediate and sustained destination data to evaluate and improve careers provision.

5.5. Information about destinations, 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.

5.6. 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 and Careers line manager 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. Targeted Support

6.1. The school will work with the LA to identify students who are in need of targeted support or those who are at risk of not participating in post-16 pathways. 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.

6.2. The school will ensure that students understand the programmes available to support them and the financial costs associated with staying in post-16 FE.

6.3. 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 post16 education or training providers to share pupil data and ensure these students receive such support.

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

7. Students with SEND

7.1. The school will ensure that careers guidance is differentiated, if appropriate, and based on high aspirations and a personalised approach.

7.2. The careers leader will work 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.

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

7.4. 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.

7.5. 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.

7.6. Careers 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.

7.7. The SEND local offer will be utilised; annual reviews for a pupil's EHC plan will be informed by good careers guidance.

7.8. 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.

8. Curriculum

8.1. The school will work to encompass careers education and guidance into all 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.

8.2. The school will ensure that every pupil is exposed to the world of work by the age of 16 (Year 11).

8.3. Students are expected to study the core academic subjects at GCSE, including English, maths, science, history/geography and a language.

8.4. Students 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.

8.5. The school will engage with local employers, businesses and professional networks, inviting visiting speakers, particularly alumni with whom students can relate to.

8.6. Every year, from the age of 11, students will participate in at least one meaningful encounter with an employer. These encounters may include:

- Careers events such as careers talks, careers carousels and careers fairs.

- Transitions skills workshops such as CV workshops and mock interviews.
- Mentoring / e-mentoring.
- Employer delivered employability workshops.
- Business games and enterprise competitions.
- Virtual talks or engagement.

9. Experience of Work

9.1. The school will ensure that all students have had at least one experience of a work place by the age of 16.

9.2 The school will keep developments relating to the national work experience guarantee under review.

10. Further Education (FE)

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

10.2. The school will provide students with a range of information and opportunities to learn about education, training and career paths throughout their school life, to prevent last minute decision-making.

10.3. Students 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 students in Years 7 to 11 for the purpose of informing them about approved technical education qualifications and apprenticeships.

10.4. The school will ensure that there are opportunities for providers to visit the school and speak to students in Years 7 to 11, by maintaining connections with providers of FE and apprenticeships, and arranging regular visits, presentations and workshops.

10.5. A range of opportunities for visits from providers offering other options, such as FE will also be provided.

10.6. Appendix 1 of this document includes:

- 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.

11. Personal Guidance

11.1. All students will be provided with opportunities for personal guidance interviews with a qualified careers adviser. Students will have access to personal guidance whenever significant education, training or career decisions are being made.

11.2. 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.

11.3. Careers advisers working with students with SEND will use the outcome and aspirations in the EHC plan to focus discussions.

12. Information Sharing

12.1. The school will provide the relevant information about all students 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.

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

13. Monitoring and Review

13.1. The Local Governing Council (LGC), in conjunction with the Principal and careers leader, will review this policy on an annual basis, taking into account the success of supporting students in accessing post-16 education and training.

13.2. The Principal will make any necessary changes to this policy, and will communicate these to all members of staff.

13.3. The next review date for this policy is September 2026.

Appendix 1

Bishop David Brown School - Provider Access Policy Statement
Date updated: September 2025

Rationale

High quality careers education and guidance in school or college is critical to young people's futures. It helps to prepare them for the workplace by providing a clear understanding of the world of work including the routes to jobs and careers that they might find engaging and rewarding. It supports them to acquire the self-development and career management skills they need to achieve positive employment destinations. This helps students to choose their pathways, improve their life opportunities and contribute to a productive and successful economy.

As the number of apprenticeships rises every year, it becomes increasingly important that all young people have a full understanding of all the options available to them post-16 including wider technical education options such as T-Levels and Higher Technical Qualifications.

Commitment

The Bishop David Brown School (BDB) is committed to ensuring there is an opportunity for a range of education and training providers to access students, for the purpose of informing them about approved technical education qualifications and apprenticeships. BDB School is fully aware of the responsibility to set students on the path that will secure the best outcome, which will enable them to progress in education and work and give employers the highly skilled people they need. That means acting impartially, in line with the statutory duty, and not showing bias towards any route, be that academic or technical.

BDB School endeavours to ensure that all students are aware of all routes to higher skills and are able to access information on technical options and apprenticeships (The Department of Education, July 2021: "Baker Clause": supporting students to understand the full range of education and training options, and the Provider Access Legislation, July 2025).

Aims

The BDB School policy for Access to other education and training providers has the following aims:
To provide at least four encounters with approved providers of apprenticeships and technical education for all their students:

- Two encounters for pupils during the 'first key phase' (year 8 or 9) that are mandatory for all pupils to attend
- Two encounters for pupils during the 'second key phase' (year 10 or 11) that are mandatory for all pupils to attend.

To develop the knowledge and awareness of our students of all career pathways available to them, including technical qualifications and apprenticeships.

To support young people to be able to learn more about opportunities for education and training outside of school before making crucial choices about their future options.

To reduce drop out from courses and avoid the risk of students becoming NEET (Young people not in education, employment or training).

Student Entitlement

The BDB School fully supports the statutory requirement for students to have direct access to other providers of further education training, technical training and apprenticeships. The school will provide the four mandatory encounters required for Years 8–11 and otherwise comply with Provider Access Legislation.

This will be done in assemblies, careers talks in/out of the classroom, workshops, careers fairs and PSHE days.

Development

This policy has been developed and is reviewed annually by Anastasia Christofidis, Careers Leader, and Line Manager, Jamie Foster based on current good practice guidelines by the Department for Education.

Links with other policies

It supports and is underpinned by key school policies including those for Careers, Child Protection, Equality and Diversity, and SEND.

Equality and Diversity

Access to other providers is available and promoted to allow all students to access information about other providers of further education and apprenticeships. BDB School is committed to encouraging all students to make decisions about their future based on impartial information.

Requests for access

Requests for access should be directed to Anastasia Christofidis, Careers Leader by email: achristofidis@bdb-unity.co.uk OR tel: 01932 349696.

Grounds for granting requests for access

Access will be given for providers to attend during school assemblies, timetabled Careers or PSHE lessons, and Careers or Raising Aspirations events that BDB is arranging. Students may also travel to visit another provider as part of the trip to be organised in partnership with BDB.

Details of premises or facilities to be provided to a person who is given access

BDB School will provide an appropriate room or assembly hall to be agreed. All rooms have computers, projectors and screens provided. Computer rooms can also be arranged. The Careers Leader will organise this, working closely with the provider to ensure the facilities are appropriate to the audience. Appropriate safeguarding checks will be carried out. Providers will be met and supervised by a member of staff who will facilitate.

Live/Virtual encounters

BDB will consider live online encounters with providers, where requested and these may be broadcast into classrooms or the school assembly hall. Technology checks in advance will be required to ensure compatibility of systems.

Parents and Carers

Parental involvement is encouraged, and parents may be invited to attend the events to meet the providers.

Management
The Careers Leader coordinates all provider requests and is responsible to his/her senior management line manager.

Complaints Procedure
Any complaints about this policy should be raised to Anastasia Christofidis: achristofidis@bdb-unity.co.uk OR Jamie Foster: jfoster@bdb-unity.co.uk
The complaint will be raised to Charlie Venter, Principal.

Monitoring review and evaluation
The Policy is monitored and evaluated annually via the Senior Leadership Team.
Policy Coordinator: Anastasia Christofidis, Careers Lead
Policy Reviewed: September 2025

Appendix
Providers who have been invited into BDB School to date include:
Woking College
Brooklands College
Guildford College
Farnborough Technical College
SJB Sixth Form College
Fullbrook Sixth Form College
Godalming College
Merrist Wood College
Farnham College
Destinations of previous pupils from BDB School include:
Woking College
Brooklands College
Guildford College
Farnborough Technical College
SJB Sixth Form College
Fullbrook Sixth form College
Godalming College
Merrist Wood College

What opportunities are provided to allow access to students?

Via our school careers programme, we offer providers numerous opportunities throughout the school year to speak to students and/or their parents. Our annual schedule of events is as follows

	Careers Focus	Intended Outcomes	Activities
Year 7 **Discover**	In Y7 the students will focus on discovering their skills and interests and coming in contact with different industries and professionals.	By the end of Y7, we would expect all students to understand: what a university is and that it is an option for each one of them; what a career is and why we need one; how to explore their skills and interests and how to search for industries based on those	Employer subject talks PSHE Days Careers assemblies Employer-led Workshops Intro to Unifrog – what is a career? Careers Fair FE / HE Visits Industry Visits
Year 8 **Inspire**	In Y8 students will be inspired by their exposure to both the University and the Apprenticeship route and know how to use their strengths to their advantage.	By the end of Y8, we would expect all students to know how to link careers to their skills and interests and have an increased awareness of their strengths and how to use those in their pathways. They would also be able to explain the different route an apprentice took to that of a university pathway.	Employer subject talks PSHE Days Careers assemblies Employer-led Workshops Unifrog – Intro to CVs Careers Fair FE / HE visits Industry Visits
Year 9 **Options**	In Y9 students will be able to make informed choices about their GCSEs options having understood the basics of where each option might take them depending on their skills and strengths.	Students are aware of the different post-16 pathways, where each GCSE option might take them and are asking relevant questions and seeking guidance in that direction. Students know where to go to research in more depth about courses and careers. students understand more the financial implications of each choice.	Employer subject talks PSHE Days Careers assemblies STEM Networking Employer-led Workshops Unifrog: Options and LMI Careers Guidance Industry Visits
Year 10 **Experience**	By the end of Y10, following their work experience week, students are able to link their skills and strengths, as well as their options, to the workplace. They are also aware of where they might need to focus more now.	Students have developed their knowledge of LMI, have prepared a CV and have had a mock interview as well as a work experience week. They will have an increased understanding of professionalism, which will be seen in the following year in lessons and around the school.	Employer subject talks PSHE Days Employer-led Workshops Unifrog: Exploring Careers Work Experience Careers assemblies Personal Careers Guidance FE / HE Taster Days Industry Visits Next Steps assemblies
Year 11 **Future**	Enabling all students to apply to a post-16 provider and preparing them for their interviews and what their choices would translate to post-18.	All students are successful in securing a post-16 place either at college or as an apprentice. No students are NEET. Destination Data is 100% complete. Students have an idea what they would like to do post-18 and are well prepared to be able to choose that path.	Careers Fair PSHE Days Sixth Form / College / Apprenticeships assemblies Careers insight talks Personal Careers Guidance Revision Masterclasses College Outreach Programmes

			College Application Support Unifrog: Post-16 Options University Funding Guidance

Who should providers contact to discuss events and options?

Providers can speak to our Careers Lead, Anastasia Christofidis on 01932 349696 via email on achristofidis@bdb-unity.co.uk to discuss possible attendance at relevant events.

Our Child Protection and Safeguarding Policy must be adhered to by all visitors to the school, including speakers.

What are the rules for granting and refusing access requests?

We will grant access requests that meet the following criteria:

- They are relevant to the cohort and will add value to the existing programme.
- The timing is suitable.

We will refuse any access request that:

- Does not add value to the existing programme.
- Does not meet child protection and safeguarding requirements.

What can providers expect once a request has been accepted?

Once we have approved a provider, we will work with them to identify the best method for providing access to our students.

We will make the school hall, classrooms and private meeting rooms available to host discussions between providers and students. We will also make presentation equipment, such as projectors, available to providers as necessary.

Arrangements will be discussed in advance between our Careers Lead and a nominated member of the provider's team.

Can providers leave prospectuses for students to read?

Providers are welcome to leave a copy of their prospectus and other relevant course literature with the Careers Lead.

Approval and review

This policy statement will be reviewed annually at the same time as the Careers Policy.

Appendix 2

The Gatsby Benchmarks 2025

1. A table careers programme	Every school should have an embedded programme of careers education and guidance that is known and understood by pupils, parents and carers, staff, governors, employers and other agencies.	❖ Every school should have a stable, structured careers programme that has the explicit backing of governors, the headteacher and the senior management team, and has an identified and appropriately trained careers leader responsible for it. ❖ The careers programme should be tailored to the needs of pupils, sequenced appropriately, underpinned by learning outcomes and linked to the whole-school development plan. It should also set out how parents and carers will be engaged throughout. ❖ The careers programme should be published on the school's website and communicated in ways that enable pupils, parents and carers, staff and employers to access, and understand it. ❖ The programme should be regularly evaluated using feedback from pupils, parents and carers, teachers and other staff who support pupils, careers advisers and employers to increase its impact.

2.Learning from Career and Labour Market Information	All pupils, parents and carers, teachers and staff who support pupils should have access to good-quality, up-to-date information about future pathways, study options and labour market opportunities. Young people with special educational needs and disabilities (SEND) and their parents and carers may require different or additional information. All pupils will need the support of an informed adviser to make the best use of available information.	❖ During each Key Stage, all pupils should access and use information about careers, pathways and the labour market to inform their own decisions on study options or next steps. ❖ Parents and carers should be encouraged and supported to access and use information about careers, pathways and the labour market to inform their support for pupils in their care.
3.Addressing the needs of each student	Pupils have different careers guidance needs at different stages. Careers programmes should help pupils navigate their concerns about any barriers to career progression. In addition, opportunities should be tailored to the needs of each pupil, including any additional needs of vulnerable and disadvantaged pupils, young people with SEND and those who are absent.	❖ A school's careers programme should actively seek to challenge misconceptions and stereotypical thinking, showcase a diverse range of role models and raise aspirations. ❖ Schools should keep systematic records of the participation of pupils in all aspects of their careers programme, including the individual advice given to each pupil, and any subsequent agreed decisions. ❖ For pupils who change schools during the secondary phase, information about participation and the advice given previously should be integrated into a pupil's records, where this information is made available. Records should begin to be kept from the first point of contact or from the point of transition. ❖ All pupils should have access to these records and use them ahead of any key transition points to support their next steps and career development. ❖ Schools should collect, maintain and use accurate data for each

		pupil on their aspirations, intended and immediate education, and training or employment destinations to inform personalised support. ❖ Schools should use sustained and longerterm destination data as part of their evaluation process and use alumni to support their careers programme.
4.Linking curriculum learning to careers	As part of the school's programme of careers education, all teachers should link curriculum learning with careers. Subject teachers should highlight the progression routes for their subject and the relevance of the knowledge and skills developed in their subject for a wide range of career pathways.	❖ Every year, in every subject, every pupil should have opportunities to learn how the knowledge and skills developed in that subject helps people to gain entry to, and be more effective workers within, a wide range of careers. ❖ Careers should form part of the school's ongoing staff development programme for teachers and all staff who support pupils.
5.Encounters with employers and employees	Every pupil should have multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace. This can be through a range of enrichment opportunities, including visiting speakers, mentoring and enterprise schemes, and could include pupils' own part-time employment where it exists.	Every year, from the age of 11, pupils should participate in at least one meaningful encounter* with an employer. *A 'meaningful encounter' is one in which the student has an opportunity to learn about what work is like, what skills are valued in the workplace, their recruitment processes and what it takes to be successful.
6.Experiences of workplaces	Every student should have first-hand experiences of workplaces to help their exploration of career opportunities and expand their networks.	❖ By the age of 16, every pupil should have had meaningful experiences of workplaces. ❖ By the age of 18, every pupil should have had at least one further meaningful experience.

7.Encounters with Further and Higher Education	All pupils should understand the full range of learning opportunities that are available to them, including academic, technical and vocational routes. This should incorporate learning in schools, colleges, independent training providers (ITPs), universities and in the workplace.	❖ By the age of 16, every pupil should have had meaningful encounters* with providers of the full range of learning opportunities, including sixth forms, colleges, universities and ITPs. ❖ By the age of 18, all pupils who are considering applying to higher education should have had at least two visits to higher education providers to meet staff and learners. *A 'meaningful encounter' gives the young person the opportunity to explore what it is like to learn, develop and succeed in that environment.
8.Personal Guidance	Every pupil should have opportunities for guidance meetings with a careers adviser, who could be internal (a member of school staff) or external, provided they are trained to an appropriate level. These meetings should be available for all pupils whenever significant study or career choices are being made. They should be expected for all pupils but should be scheduled to meet their individual needs. The careers leader should work closely with the careers adviser, SEND coordinator (SENDCO) and other key staff to ensure personal guidance is effective and embedded in the careers programme.	❖ 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. ❖ Information about personal guidance support and how to access it should be communicated to pupils and parents and carers, including through the school website.