



Career Education and Guidance Policy

Last Reviewed	April 2025
Next Review Date	March 2027
Ratified by the Trustee Board	March 2026

Career Education and Guidance Policy

1. Aim, objectives, values and ethos	Page 2
2. Context	Page 3/4
3. Outcome	Page 4
4. Students	Page 4/5
5. Implementation	Page 5
6. Curriculum	Page 5/6
7. Additional Opportunities	Page 6
8. Statutory requirements and expectations	Page 6/7/8
9. Evaluation	Page 8
10. Author	Page 9
11. Appendix	Page 9/10

I **Aim, objectives, values and ethos.**

The aims of the policy are to inform all individuals of Horsforth School content in relation to our Career Education and Guidance Policy. This is often referred to as Careers Education Information Advice and Guidance (CEIAG).

Horsforth School Careers Education and Guidance policy has the following objectives in line with the Eight Gatsby Benchmarks for Careers Excellence when delivering the careers programme in school:

- To plan and provide a stable careers programme for our learners
- To expose students to relevant labour market information
- To address the needs of all students
- To link curriculum learning to careers
- To provide opportunities for students to encounter employers and employees
- To support students to obtain work experience placements at Year 10 and 12
- To provide opportunities for students to encounter further and higher education
- To provide personal guidance to students on careers education

This policy is underpinned by our long-term vision and core values of 'Opportunity and Achievement for all'; ensuring all our students receive the correct guidance and support to enable them to flourish within and beyond their school years. We are committed to implementing a careers programme that allows students to be aspirational in their pursuit of their chosen career paths which helps foster wellbeing, promote success and improve life chances. Horsforth School will use the Gatsby Benchmarks and The Careers and Enterprise Compass Tool to evaluate the provision, identify successes and areas to strengthen, and compare with local and national performance. .

2 Context

Horsforth School operates within guidance and procedures set out by the Department for Education (DfE). Following publication of the updated Good Career Guidance Report in November 2024 by the Gatsby Charitable Foundation, and further guidance from the DfE in May 2025, the school is committed to ensuring that the eight benchmarks of good practice are in place:

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

- A full summary of the eight Gatsby Benchmarks can be found in the appendix section.

The DfE published updated statutory guidance for schools and colleges on providing careers guidance in May 2025,

This statutory guidance replaces 'Careers guidance and access for education and training providers: statutory guidance for school and guidance for FE colleges and sixth form colleges'.

There are no changes to the careers legislative framework since the last update. The associated duties and equivalent requirements in funding agreements continue to rest with schools and colleges.

- Every school and academy providing secondary education should use the Gatsby Charitable Foundation's Benchmarks to develop and improve their careers provision. From September 2025, DfE expects all institutions to use [the updated Gatsby Benchmarks](#). The benchmarks are non-statutory, but support schools and colleges in meeting their legal and contractual careers requirements and acting as an improvement tool for institutions to ensure every learner benefits from the very best careers guidance.
- The core of the 8 Gatsby Benchmarks remains the same, but changes are included in the Appendix.
- Schools should use 'Compass', an online self-evaluation tool, to assess how their careers support compares against the Gatsby benchmarks and the national average. Schools should baseline themselves using this tool, consider the opportunities to improve their careers programme based on their confidential results, and track their progress against the Benchmarks over time.
- The Careers & Enterprise Company (CEC) will provide external support to schools by giving young people more opportunities to connect with employers of all sizes, and from all sectors. It is intended that the CEC will take on a more ambitious role by coordinating support for schools across all of the Gatsby Benchmarks.
- Every school should have a nominated Careers Leader, "who has the energy and commitment, and backing from their senior leadership team, to deliver the careers programme across all eight Gatsby Benchmarks".
- The way in which careers guidance will continue to be considered during Ofsted inspection is set out in Ofsted's Common Inspection Framework and School Inspection Handbook. Destination measures at ages 16 and 18 will continue to provide clear and comparable information on the success of schools in helping all of their pupils take qualifications that offer them the best opportunity to continue in education or training.

- The Technical and Further Education Act 2017 will take effect from 2 January 2018. Section 2 of the Act will insert a new section 42B into the Education Act 1997, and will require schools to give education and training providers the opportunity to talk directly to students in Years 8-13 about approved technical education qualifications and apprenticeships that they may offer. This is intended to ensure that young people hear consistently about the merits of alternatives to academic and school-based routes and are aware of all routes to higher skills and into the workplace.
 - Ofsted expects that schools or colleges will:
 - prepare all students for future success in education, employment or training
 - provide unbiased information about potential next steps
 - provide high quality, meaningful opportunities for encounters with the world of work

3 Outcome

The intended outcomes of Horsforth Schools Careers Education and Guidance policy are:

- To contribute to strategies for raising achievement, by increasing motivation to support inclusion, challenge stereotyping and promote equality of opportunity and diversity
- To encourage participation in continued learning including higher education and technical and vocational qualifications
- To develop enterprising and employability skills in students
- To significantly reduce the likelihood of any students leaving our educational establishment as NEET (not in education, employment or training)
- To involve all school stakeholders in the careers education of students, including parents and carers

4 Students

Students at Horsforth School access opportunities across a wide range of activities based exclusively on career education, future guidance and subject specific career links which includes:

- Work experience provision in Years 10 and 12
- Dedicated careers website: <https://sites.google.com/horsforthschool.org/horsforth-school-careers/home>
- Careers website accessed via the student VLE or main school website
- Every student in years 7-13 has individual accounts and access to www.Unifrog.co.uk.
- Year 7 has introduction lesson to careers and Unifrog in the ELC
- Whole school careers assemblies
- Dedicated post-16 Programme, including weekly tutor time careers session in a computer room, drop-down UCAS day and guest speakers during PSHCE including, JET2, NatWest and Creative Media Careers
- Tutor time activities that promote awareness of a wide range of character skills linked to career opportunities and life beyond school.
- External careers advisor - Employer Development Coordinator West Yorkshire Combined Authority, Leeds City Region Enterprise Partnership (the LEP).
- Access to a range of activities, including employer talks, careers fairs, motivational speakers, college and university visits and access to peer and teacher mentors
- Face to face advice and guidance to build confidence and motivation with the Careers Adviser; every student has at least one appointment in Year 11
- Links with local employers, allowing students to learn about the range of roles and opportunities available within the local community, which helps boost attitudes and

employability skills within the local economy including local Labour Market Information from a range of agencies; allowing,

- Meaningful encounters with employers, helping all students learn about what it is like to work in a variety of occupations
- Individual access to careers advice from Start in Leeds www.startinleeds.com
- Access to advice on options available at Post-16 including apprenticeships and college application.
- Links with local businesses and skilled professionals, including Microsoft, General Practitioners, Morgan Sindell construction and Stephenson's group
- Information on the financial support available at post-16
- Coordinated support from external agencies including the local authority where students are vulnerable, have special educational needs or are at risk of becoming NEET.
- Career Specific lessons in Years 7-11 during PSICHE lessons
- Tailored support for all statemented and EHCP students through progress reviews lead by the SEND team

5 Implementation

The Careers Lead from the Leadership Team and the Careers Adviser coordinate the careers programme and update the senior leadership team. Year 10 work experience is planned and implemented using 'Xperience' a part of Bradford Council who orchestrates health and safety protocol and Unifrog Placement Tool – an integrated system which gathers information from students, parent/carers, employers and is then signed off from school. The, Assistant Headteacher oversees this process, ensuring every student in Year 10 has a suitable work experience placement for the duration of the week. Year 12 work experience is run through and embedded using 'Unifrog' using their 'Placements' tool. Further activities include a UCAS and Apprenticeship day involving external speakers from Leeds City College, Super Curricular Activities (see appendix for a non-exhaustive list), work experience, careers fair and various guest speakers throughout the year including industry talks and companies including NatWest, Jet2 (Local Labour Market Information) and Bradford University. All teaching staff contribute to Careers Guidance through their roles as tutors, subject teachers and the curriculum. Specialist sessions are delivered by external speakers or middle and senior leaders. The Careers programme is planned, monitored and evaluated by the Careers Lead from the Leadership Team in consultation with the Senior Leadership Team.

6 Curriculum

Careers guidance is part of the school's curriculum and is embedded into the Personal Development Programme which occurs during registration. Career guidance includes improving skills such as interviews techniques, CV writing, financial awareness careers education sessions, information, online guided research activities (Unifrog), external speakers during assemblies and PSICHE lessons. Work experience preparation is conducted through assemblies; drop in sessions with the School's Careers Adviser, PSICHE lessons and tutor time. Access to higher education and post 18 provision occur through tutor time and PSICHE, with guest speakers from universities, colleges and professional sectors; additional special guests are invited to present including the CEO of the bank of England. Every student has access to Start in Leeds and Unifrog and are encouraged to explore the activities and job-based guidance available on these sites; students in Years 7-11 all have a range of tutor time sessions to complete activities linked to aspirations and 'next steps' inclusive of year group. Year 12-13 have careers activities each week (see dedicated careers website (link in appendix). Horsforth School reflects on the work experience and the wider careers curriculum provision offered in Year 10 and 12 through student voice. Key Stage 5 have bi-weekly PSICHE lessons with specific

career focus lessons ranging from applications and interviews to financial awareness and insurances. This will provide students with the key skills and awareness to prepare them for life after sixth form.

7 Additional Opportunities

Year 12 and 13 access Enrichment opportunities to support their super-curricular experience while in the Sixth Form at Horsforth. Every week students will take part in an Enrichment activity ranging from pastoral mentoring KS3 students to working with the NHS. There are 96 different Enrichment opportunities available for students in KS5 (Full list published on careers website).

The sixth form team is exploring an alumni network to help support current students and advise them in their future pathways. The School's Career advisor is available to meet with parents as well as students at key events including open evening and parents evenings. Parents can also gain access to Start in Leeds to allow them to support their son/daughter with accurate advice, based on future goals and career paths. Trips to higher education establishments such as Leeds University take place including events in Year 9 and Year 10 for future medic students called: 'medicine, not just about medics.', trips to Leeds Trinity and Oxford University.

8 Statutory requirements and expectations

The 2002 Education Act requires schools to provide a balanced and broadly-based curriculum which: a) promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and b) prepares pupils at the school for the opportunities, responsibilities and experiences of later life.

Policy Statement: Our Programme is underpinned by our long-term vision and core values of 'Opportunity and Achievement for All', ensuring all students receive the correct guidance and support to enable them to flourish within and beyond their school years. We are committed to implementing a Careers Programme that allows students to be aspirational in their pursuit of their chosen career paths which helps foster wellbeing, promote success and improve life chances

Schools and colleges have a public sector duty to promote equality of opportunity, foster good relations across all people, eliminate harassment and discriminatory practices and support children with protected characteristics (2010 Equality Act).

The statutory career guidance duty (2011 Education Act, subsequently extended) requires schools to ensure that all students are provided with independent careers guidance from Year 8 to Year 11 which is presented in an impartial manner, provides information on the range of education or training options, including apprenticeships and other vocational pathways and is guidance that the person giving it considers will promote the best interests of the students to whom it is given. Statutory guidance: Careers guidance and access for education and training providers (DfE, 2025)

<https://www.gov.uk/government/publications/careers-guidance-provision-for-young-people-in-schools/careers-guidance-and-access-for-education-and-training-providers>

All young people in England are required to continue in education or training between the ages of 16 and 18. They can do this in three ways: full time study in a school, college or training provider; an apprenticeship, traineeship or supported internship; full time

work or volunteering (20 hours or more) combined with part time accredited study. All maintained schools and academies to provide opportunities for a range of education and training providers to have access to pupils from Year 8-13.

Every school and college is expected to publish information about their careers programme, including the name of their Careers Leader (Statutory Guidance, 2025)

Ofsted

Schools and colleges are expected to be accountable to Ofsted for their performance. In full inspections, inspectors are required to make judgements about careers. Inspectors are legally required to comment on the careers guidance provided to learners at colleges.

The education inspection framework (2025) (see Appendix) provides clear evidence of what inspectors expect. Included in the Achievement judgement of Strong Standard, for example, they are looking for evidence that “Leaders and staff establish strategies that consistently enhance opportunities and experiences for all students who may face barriers to their learning and/or well-being.” The Personal Development judgement has much that is implicitly related to personal career development and an explicit statement that inspectors will evaluate. For example, in the Strong Standard it is expected that, “Secondary-age pupils have a wide range of opportunities to learn about their options for education, support and training after school. Pupils know what they need to do to achieve their ambitions” and “They are very well prepared for life beyond school.”.

Gatsby

From September 2025, DfE expects all institutions to use [the updated Gatsby Benchmarks](#). The benchmarks are non-statutory, but support schools and colleges in meeting their legal and contractual careers requirements and acting as an improvement tool for institutions to ensure every learner benefits from the very best careers guidance:

<https://www.gatsbybenchmarks.org.uk/>

9 Evaluation

This policy will be evaluated annually by the Board of Trustees to ensure it is still fit for purpose. Circumstances may require more frequent modifications.

10 Author

This policy has been updated by BWI in March 2026

11 Appendix

The Gatsby Benchmarks

1. A stable careers programme	Every school, college and ITP should have an embedded programme of careers education and guidance that is known and understood by learners, parents and carers, staff, those in governance roles, employers and other agencies.
2. Learning from career and labour market information	All learners, parents and carers, teachers and staff who support learners should have access to good-quality, up-to-date information about future pathways, study options and labour market opportunities. Young people with SEND and their parents and carers may require different or additional information. All learners will need the support of an informed adviser to make the best use of available information.
3. Addressing the needs of each young person	Learners have different careers guidance needs at different stages. Careers programmes should help learners navigate their concerns about any barriers to career progression. In addition, opportunities should be tailored to the needs of each learner, including any additional needs of vulnerable and disadvantaged learners, young people with SEND and those who are absent.
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.
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.
6. Experiences of workplaces	Every learner should have first-hand experiences of workplaces to help their exploration of career opportunities and expand their networks.
7. Encounters with further and higher education	All pupils should understand the full range of learning opportunities that are available to them. This includes both academic and vocational routes and learning in schools, colleges, universities and in the workplace.
8. Personal guidance	Every learner should have opportunities for guidance meetings with a careers adviser, who could be internal (a member of school or college staff) or external, provided they are trained to an appropriate level. These meetings should be available for all learners whenever significant study or career choices are being made. They should be expected for all learners but should be scheduled to meet their individual needs. The careers leader should work closely with the careers adviser, SEND coordinator and other key staff to ensure personal guidance is effective and embedded in the careers programme.

Dedicated Careers Website:

<https://sites.google.com/horsforthschool.org/horsforth-school-careers/home>

Careers guidance and access for education and training providers Statutory guidance for governing bodies, school leaders and school staff May 2025

<https://www.gov.uk/government/publications/careers-guidance-provision-for-young-people-in-schools/careers-guidance-and-access-for-education-and-training-providers>

The Education Inspection Framework (2025)

<https://www.gov.uk/government/publications/education-inspection-framework/education-inspection-framework-for-use-from-november-2025>