



Pope Francis
Catholic Multi Academy Trust

Careers Policy

Uplifting Hearts, Inspiring Minds
Unity Excellence Service Love

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Statement of intent

The main aims of careers provision at The Salesian Academy of St John Bosco are to:

- Prepare pupils for life post-education.
- Develop an understanding of different career paths and challenge stereotypes.
- Develop an understanding of the differences between school and work.
- Inspire pupils to chase and achieve their dreams.
- Help pupils to access information on the full range of post-16 education and training opportunities.
- Support pupils after leaving school.
- Offer targeted support for vulnerable and disadvantaged young people.
- Instill a healthy attitude towards work.

1. Legal framework

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

- 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) Regulations 2008, as amended
- Skills and Post-16 Education Act 2022
- DfE (2026) 'Careers guidance and access for education and training providers'
- Gatsby Benchmarks for Good Career Guidance
- Careers & Enterprise Company guidance and resources, where relevant

This policy operates in conjunction with the following school policies:

- Complaints Policy
- Provider Access Statement
- Data Protection Policy
- Records Management Policy
- Child Protection and Safeguarding Policy

2. Roles and responsibilities

The governing body is responsible for:

- Ensuring that all registered pupils are provided with independent careers guidance from Year 7 to Year 11.
- Ensuring that arrangements are in place to allow a range of education and training providers to access all pupils and inform them about approved technical education qualifications and apprenticeships. A policy statement will set out these arrangements.
- 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 that the guidance that is provided promotes the best interests of pupils.
- Ensuring this policy does not discriminate on any grounds.
- Handling complaints regarding this policy as outlined in the school's Complaints Procedures Policy.
- Providing clear advice and guidance to the headteacher on which they can base a strategy for careers education and guidance which meets the school's legal requirements.
- Ensuring that careers education and guidance is strategically aligned with the school's wider priorities and development planning, and that the careers programme is reviewed regularly for quality, impact and inclusion.

The Careers Leader who is appropriately trained and supported to fulfil the role is responsible for:

- Managing the provision of careers information.
- Taking responsibility for the development, management and reporting of the school's careers programme.
- Planning careers activities, managing the careers budget and, where necessary, managing and coordinating other staff involved in the delivery of careers guidance.
- Establishing and developing links with employers, education and training providers, and careers organisations.
- Liaising with various parties, e.g. the headteacher and careers adviser, to implement and maintain effective careers guidance.
- Providing pupils with effective careers guidance and supporting social mobility by improving opportunities for all young people.
- Supporting teachers of careers education and tutors providing initial information and advice.
- Monitoring teaching and learning in careers education, and the access to and take up of career guidance.
- Advising senior 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.
- 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.
- Publishing details of the school's careers programme and a statement on provider access on its website.
- Ensuring that pupils with SEND understand their different career pathways, and enabling them to gain the skills, knowledge and experience they require to achieve their career goals.
- Providing a thorough, personalised career service throughout the school.
- Staying up-to-date with relevant CPD and developments in the CEIAG sector.
- Producing careers information and guidance through online and hard copy literature, and visual displays in school.
- Organising workshops for pupils and actively promoting the careers service in-house at open evenings, presentation days, assemblies and parents' evenings.
- Developing incentives and initiatives which actively encourage pupils to sign up to the school's career service.
- Providing an open-door service for pupils once a week to drop in and discuss their options.
- Arranging meetings and follow-up appointments for pupils with an Independent Careers Advisor.
- Offering services to past pupils for up to a year after their departure from compulsory education.
- Coordinating with the designated teacher for LAC and previously LAC to work with the relevant virtual school head (VSH) to ensure a joined-up approach to identifying and supporting career ambitions is achieved.

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.
- Being good role models for their particular area of work or specialism.
- Creating a learning environment that allows and encourages pupils to tackle real life challenges, manage risks and develop skills that can be applied to the workplace.

3. Developing a stable careers programme

The school will have its own careers programme in place which meets the requirements of the eight Gatsby Benchmarks:

1. A stable careers programme
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. Experiences of workplaces
7. Encounters with further and higher education
8. Personal guidance

The school will use the updated Gatsby Benchmarks, introduced for implementation from September 2025, as the framework for planning, monitoring and evaluating its careers programme. The school recognises that careers education is a whole-school responsibility and will ensure that careers provision is supported by school leadership and governance, embedded across the curriculum, responsive to the needs of all pupils and informed by meaningful encounters, labour market information, destinations data and feedback from pupils, parents, staff, employers and other partners.

The school will review its progress against the Gatsby Benchmarks at least termly, using Compass+ and other appropriate evidence to identify strengths and areas for development.

The school will demonstrate how it is working towards each Gatsby Benchmark, as part of its careers summary, including the aims, objectives and activities provided for each year group.

Parents and carers will be provided with opportunities to access careers information and guidance and will be encouraged to engage in discussions about their child's future education, training and employment choices.

Regular feedback from pupils, parents, teachers, governors and employers will be invited. Feedback will be used to contribute to the development of the school's careers programme to ensure it meets the needs of all pupils.

The careers leader has been appointed to ensure the leadership and coordination of a high-quality careers programme. The careers leader will ensure the role is correctly fulfilled.

The appointed careers leader possesses the following skills:

- Leadership – taking responsibility for developing, running and reporting on the school careers programme

- Management – planning careers activities, managing the careers budget, and managing other staff involved in the delivery of careers guidance where necessary
- Coordination – coordinating staff from across the school or college and from outside
- Networking – they will establish and develop links with employers, education and training providers and careers organisations.

The following will be published on the school's website:

- The name and contact details of the careers leader.
- A summary of the careers programme, including how information about the programme may be accessed.
- Details of how the school measures and assesses the impact of the careers programme on pupils.
- The date and review schedule of the careers information published.

The careers leader will provide individual, tailored careers guidance to pupils.

The headteacher and Careers Leader will work with enterprise coordinators to build careers and employer engagement plans to broaden the range of guidance that pupils have access to.

The school is working towards the [Quality in Careers Standard](#) to support the development of its careers programme, ensuring the programme is reviewed regularly to ensure it is in line with the required standards.

The school will maintain post-16 contact for up to 3 months after transition for pupils identified at risk of NEET.

The careers programme will be linked to the school's wider strategic priorities and development planning. Careers education will be recognised as a whole-school responsibility, with staff supported through appropriate professional development to contribute effectively to pupils' careers development and progression.

4. Using labour market information

The school will ensure all requirements to meet 'Benchmark 2: Learning from career and labour market information' as outlined in the DfE's ['Careers guidance and access for education and training providers'](#).

The school will ensure every pupil, and their parents, has access to high-quality information about future study options and labour market opportunities. Pupils and their parents will be referred to an informed advisor to help them make best use of the information available.

The school will ensure pupils and their parents understand the value of finding out about the labour market, and support them in accessing this information. Pupils 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.

The school will ensure that all pupils, by the age of 14, have accessed and used information about career paths and the labour market to inform their own decisions on study options. Pupils will be provided with the necessary links and information that will enable them to access this.

Access will be monitored to review whether pupils are making the most of the service, and if not, what can be done to ensure they do.

Parents will be encouraged to access and use information about labour markets and future study options to inform their support to their children.

The school will make use of relevant local and regional labour market information, employer networks, Careers Hub resources and local skills partnerships to provide pupils with information about the local labour market and employer expectations.

To support social mobility, the school will work to raise pupils' aspirations and tackle stereotypical assumptions. Interventions will be used to tackle gender stereotypes; arrangements will be made for pupils to talk to employees who work in non-stereotypical jobs to raise awareness of the range of careers that STEM qualifications lead to.

The school will use labour market information, such as job roles, pay and vacancies, to inform pupils about the trends and opportunities in each industry. Information about a diverse range of progression pathways will be shared with pupils, including technical routes, to strengthen their capacity to make effective choices.

The school will align careers planning with the regional Local Skills Improvement Plan (LSIP), working with local employers and training providers to respond to local workforce needs.

Digital career-exploration and labour-market platforms (including AI-powered services) will be used safely, responsibly and critically, with pupils taught how to evaluate online career information for accuracy, bias and reliability.

5. Addressing the needs of pupils

The school will ensure all requirements to meet 'Benchmark 3: Addressing the needs of each pupil' as outlined in the DfE's ['Careers guidance and access for education and training providers'](#).

The school's careers programme will aim to raise the aspirations of all pupils whilst being tailored to individual needs. The programme will inform pupils of the range of opportunities available to them, encouraging them to aim higher and make choices relevant to what they feel they can achieve.

All forms of stereotyping will be prohibited in the careers advice and guidance that is provided, to ensure pupils of all genders, backgrounds and abilities can consider the widest possible range of careers. The school's careers programme will actively seek to challenge stereotypical thinking and raise aspirations.

The school will tailor careers activities and educational goals to the needs of each pupil, taking into account their prior knowledge and skills, the choices they may face, and any additional support they may need to overcome barriers to progression.

Comprehensive and accurate records will be kept to support the career development of individual pupils at all relevant stages of education, beginning from the first point of contact. These records will be stored securely online. Access to this information will be permitted, should a pupil or their parent request it.

The school will collect and analyse education, training and employment destination data for pupils to evaluate the effectiveness of the careers programme and identify areas for development. Destination data will be managed in accordance with the Data Protection Policy and Records Management Policy. Longer-term destination information may also be used, where available and appropriate, to inform evaluation of the careers programme and maintain links with former pupils.

Relevant destination data and measures will be published on the school website in line with current DfE requirements.

6. Providing targeted support

The school will work with the LA, children's social care and VSHs to identify pupils who are in need of targeted support or those who are at risk of not participating in post-16 pathways, such as:

- LAC and PLAC.
- Care leavers.
- Pupils from Gypsy, Roma and Traveller backgrounds.

Agreements will be made on how these pupils can be referred for support drawn from a range of education and training support services available locally. The school will share the relevant data on these pupils with the LA and local education and training providers where support costs may be required, such as care leavers and pupils who are eligible for FSM.

The school will ensure that pupils understand the programmes available to support them and the financial costs associated with staying in post-16 FE. To support pupils 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 post-16 education or training providers to share pupil data and ensure these pupils receive such support.

Pupils will be made aware of the 16-19 Bursary Fund, which has been devised to support those individuals with a financial hardship. They will be advised of how to access this funding and who they should speak to in order to find out more information.

7. Supporting pupils with SEND

The school will ensure that careers guidance is adapted, if appropriate, and based on high aspirations and a personalised approach. The SEND local offer will be utilised; annual reviews for a pupil's EHC plan will be informed by good careers guidance.

The careers leader will work closely with the SENCO and other staff to support pupils 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 pupils to help them understand what career options are available.

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

Careers guidance will take account of the full range of relevant education, training and employment opportunities. It will inform pupils about the ways employees with SEND are supported in the workplace. 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.

The school will build partnerships with businesses and other employers, employment services, and disability and other voluntary organisations. Pupils will be prepared for encounters with employers and provided with any special support that will allow them to benefit fully from the experience.

Pupils with SEND will have the opportunity to hear from adults with disabilities who have succeeded in their careers as part of the school's successful careers strategy.

When arranging work experience for pupils, the school will work with the employer to determine any additional support that will be needed during the work placement.

8. Linking curriculum learning to careers

The school will ensure all requirements to meet 'Benchmark 4: Linking curriculum learning to careers' as outlined in the DfE's ['Careers guidance and access for education and training providers'](#).

The school will work to encompass careers education and guidance into 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. Teachers with industry experience will play a part in building careers guidance into the curriculum.

Pupils will be expected to study the core academic subjects at GCSE, including English, Maths, Science, History or Geography, and a language. Pupils will be taught to understand how these subjects provide a sound basis for many careers, as well as how they can enrich and enhance their lives and prepare them for adult life in general. Careers, employability, and enterprise lessons will be embedded into the PSHE curriculum

Pupils 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.

The school will ensure that, by the age of 14, every pupil has had the opportunity to learn how various STEM subjects aid their entry into a wide range of careers and enable them to be more effective workers. The same will be applied for every pupil in their chosen subjects by the end of their course of study.

9. Enabling encounters with employers and alumni

The school will ensure all requirements to meet 'Benchmark 5: Encounters with employers and employees' as outlined in the DfE's ['Careers guidance and access for education and training providers'](#).

The school will engage with local employers, businesses and professional networks, inviting visiting speakers, particularly alumni with whom pupils can relate to. Every pupil will be exposed to the world of work by the age of 14.

Every year, from the age of 11, pupils will participate in at least one meaningful encounter with an employer, employee or self-employed person. Encounters will have a clear purpose and learning objectives, provide opportunities for meaningful two-way interaction, and where appropriate include preparation and reflection. The school will seek to provide pupils with encounters involving employers from a diverse range of sectors, sizes and specialisms, reflecting local, regional and national labour market opportunities.

The school will develop strong links with local, regional and national employers across all sectors. Information will be provided on technical pathways including T-Levels, apprenticeships, traineeships, supported internships and Higher Technical Qualifications (HTQs). The school will work with an Enterprise Advisor, who will enhance connections to the labour market. The careers programme will have a strong employer focus, allowing pupils to meet with sector representatives and businesses, to gain insights into a range of industries and sectors. This will include the opportunity to learn about the entrepreneurial skills needed for certain types of self-employment. Pupils will have the opportunity to meet with individuals from different levels within an organisation and those who have followed a variety of pathways into employment.

10. Providing work experience

The school will ensure all requirements to meet 'Benchmark 6: Experiences of workplaces' as outlined in the DfE's ['Careers guidance and access for education and training providers'](#).

The school will provide pupils with meaningful experiences of workplaces as part of a progressive careers programme. The school will work towards the Government's ambition that every young person has access to two weeks' worth of work experience by the end of Key Stage 4. From September 2026, the school will develop opportunities for pupils to undertake approximately one week's worth of work experience activities during Years 7–9 and one week's worth of workplace experience or placement activity during Years 10–11. Opportunities will be meaningful, purposeful and appropriate to pupils' age, needs and aspirations.

The school will seek to provide workplace experiences across Key Stages 3 and 4, including workplace visits, job shadowing, employer projects, volunteering, work-related learning and structured work experience placements. Pupils will be prepared before their workplace experience and given opportunities to reflect on and learn from the experience afterwards.

Where required and appropriate, virtual experiences of the workplace will be used to complement the in-person experience.

The school will encourage pupils to experience a wide variety of workplaces and support them to plan for, reflect upon, and learn from these experiences.

Work experience will be designed to meet the needs of individual pupils, with particular consideration for pupils with SEND and those from disadvantaged backgrounds. The school will carefully match the placement to each pupil's ability, needs and aspirations. The school will work with the employer to put in place additional support within the work placement for pupils with additional needs, where required, and help prepare the pupil for the work placement.

16-19 study programmes will require high-quality and meaningful work experience. A flexible approach will be adopted for younger pupils. Experiences of the workplace by the time the pupil is aged 16 will include the following:

- Workplace visits
- Job shadowing
- Career-related volunteering and social action

11. Enabling encounters with further education (FE) and higher education (HE)

The school will ensure all requirements to meet 'Benchmark 7: Encounters with further and higher education' as outlined in the DfE's ['Careers guidance and access for education and training providers'](#).

The school will ensure all pupils understand the requirement to remain in education or training until their 18th birthday and what this requirement means for them. The school will ensure pupils are aware that this does not mean they need to stay in school, and that they may:

- Study full time in a school, college or with a training provider.
- Undertake an apprenticeship, traineeship, or supported internship.
- Work or volunteer 20 hours or more a week, combined with part-time accredited study.

The school will provide pupils with a range of information and opportunities to learn about the academic and technical pathways for education, training, and career paths throughout their school life, to prevent last minute decision-making. The school will not present HE more favourably than FE or other technical routes, nor will it disproportionately promote any particular post-16 provider or progression route.

The school will support pupils who are considering higher education to develop the knowledge and confidence needed to make informed decisions about future study. Pupils will be encouraged to participate in university visits, open days and other meaningful encounters with higher education providers, with appropriate support and signposting to enable them to continue this engagement post-16.

12. Providing personal guidance

The school will ensure all requirements to meet 'Benchmark 8: Personal guidance' as outlined in the DfE's ['Careers guidance and access for education and training providers'](#).

Careers advice provided by the school will be unbiased and maintain the best interests of individual pupils at all times. The school will not promote particular career or progression routes as better or more favourable than others; however, pupils will be advised, where evidence supports it, whether a chosen course has the potential to lead to poor career outcomes.

All pupils will have the opportunity for a personal guidance interview with a qualified careers adviser by the age of 16. Pupils will be supported and signposted to further careers guidance and advice following their transition to post-16 education, training or employment, where appropriate.

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.

Careers advisers working with pupils with SEND will use the outcome and aspirations in the EHC plan to focus discussions, where they have one. Careers advisers working with LAC or care leavers will use their personal education plan to focus discussions. These pupils will have a named adviser who will build a relationship with them to better understand their individual needs.

13. Sharing information

The school will provide the relevant information about all pupils 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.

The school will work with the local authority and relevant post-16 providers to support effective transition for pupils with SEND, sharing appropriate information in accordance with data protection requirements.

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

14. Compliance with legal duties and statutory guidance

Where someone has a complaint about the school's careers provision, such issues will be handled locally in accordance with the school's Complaints Procedures Policy. All complaints will be easy to submit and considered impartially.

Under Section 42B of the Education Act 1997 and the Skills and Post-16 Education Act 2022, the school has a duty to provide pupils in Years 8 to 13 with access to providers of post-14, post-16 and post-18 education and training. This will provide pupils with additional information about approved technical qualifications and apprenticeships, enabling them to build a picture of the kind of training that may suit them best, ultimately reducing the risk of them dropping out of courses.

The Provider Access Policy is published on our school website and sets out all procedural and contact requirements for external provider access.

As an 11–16 secondary school, The Salesian Academy of St John Bosco will provide meaningful provider encounters throughout Years 8–11, in line with the statutory provider access requirements applicable to pupils during their time at the school. The school will work closely with relevant post-16 education and training providers to ensure that pupils are fully informed about technical education, apprenticeships and other progression pathways before leaving school. Pupils will also be supported and signposted to appropriate provider encounters and information following their transition to post-16 education or training.

The school will ensure that the Provider Access Policy Statement is reviewed annually and reflects current statutory requirements. Provider encounters will take place during the normal school day, be accessible to all relevant pupils and provide meaningful opportunities for pupils to ask questions and understand the provider, the qualifications or apprenticeships available and the careers to which these routes may lead.

The school will ensure that providers provide the following information to pupils and parents:

- Information about the provider and the technical qualifications and apprenticeships that they offer
- Information about the potential careers to which those technical qualifications or apprenticeships might lead
- What learning and training with them is like
- Any answers to questions that pupils and parents may have

The school will ensure that provider visits are available to all pupils in the relevant year group and will not do anything which may limit the ability of pupils to attend. The school will not, under any circumstance, restrict invitations to selected groups of pupils or hold events outside of normal school hours.

The school will prepare a policy statement which sets out the circumstances in which education and training providers will be given access to students. This policy statement will be published on the school website and will include:

- Details on how the school will meet the provider access requirements applicable during Years 8-11 and how pupils will be supported and signposted to appropriate post-16 provider encounters following transition.
- Any procedural requirements in relation to requests for access, e.g. the main point of contact at the school to whom requests should be directed.
- Grounds for granting and refusing requests for access, e.g. details of timetabled careers lessons, assemblies or careers events which providers may attend.
- Details of premises or facilities to be provided to a person who is given access, e.g. rooms and resources.
- How the school will work with each visiting provider.
- A list of providers who have previously visited the school.
- Destinations of previous pupils.
- Details about live online encounters with providers.
- Information on how a provider can raise a complaint and the procedure to go through.

15. Monitoring and review

The governors in conjunction with the headteacher and careers leader, will review this policy on an annual basis, taking into account the success of supporting pupils in accessing post-16 education and training. The headteacher will make any necessary changes to this policy and will communicate these to all members of staff.