



The Polesworth School & Sixth Form Careers Policy

Document Reference Number (if already used)	TPS 017		
Title	Careers Policy		
Policy Owner	DOW		
Version	Version 2		
Approved Date	September 2026		
Approving Body	School Standards Committee		
Next Review Date	1 July 2027		
Version Control			
Version	Last Modified	Last Modified By	Document Changes



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1. The Polesworth School Vision Statement

At The Polesworth School and Sixth Form, we are committed to ensuring excellence and raising aspirations for all students. We believe that every student, regardless of background, ability or circumstance, should have access to high-quality [careers](#)



[education, information, advice and guidance \(CEIAG\)](#) that enables them to make informed decisions about their future.

Through our planned careers programme, students are supported to develop aspiration, enabling them to achieve positive destinations and fulfil their potential.

GEIAG helps students identify and develop their employability skills throughout their school life utilising the eight Gatsby benchmarks that underpin the careers education programme. It also contributes to the school's values in raising achievement across three key areas:

- Academic - all pupils reach their full academic potential
- Personal - we nurture all students to develop their own talents and interests
- Social - we foster excellent relationships with staff, students and our wider community and expect good behaviour, respect, and manners as the norm.

2. Policy Scope & Objectives

This policy sets out The Polesworth School and Sixth Form's approach to Careers Education, Information, Advice and Guidance (CEIAG) for students in Years 7–13.

The policy supports the school's statutory duties and reflects guidance published by the Department for Education, including The Gatsby Benchmarks of Good Career Guidance, The Baker Clause and Provider Access Legislation and The Post-16 Skills and Education Act 2022.

The objectives of the Careers Programme are to:

- Raise students' aspirations and broaden their horizons.
- Support informed decision-making at key transition points.
- Develop students' employability and career management skills.
- Promote equality of opportunity and challenge stereotypes.
- Provide access to impartial careers guidance.
- Increase awareness of education, training and employment pathways.
- Enable students to progress successfully into further education, apprenticeships, higher education or employment.

3. Equality of Opportunity and Diversity & Inclusion

All students are entitled to access the school's careers programme, irrespective of gender, ethnicity, disability, special educational needs, socio-economic background, looked-after status or any other protected characteristic.



Particular attention is given to supporting disadvantaged and vulnerable learners, including students with SEND, looked-after children and those at risk of becoming NEET (Not in Education, Employment or Training).

Careers provision is planned and delivered to ensure that every student has access to meaningful opportunities that support their aspirations and promote positive progression outcomes.

Students requiring additional support will receive targeted guidance and intervention, including individual careers interviews and bespoke action planning where appropriate.

4. Careers Provision and Implementation

The Polesworth School provides a careers programme that is designed to meet the needs of students at different stages of their education.

The programme is structured around the Gatsby Benchmarks and is delivered through a combination of:

- Curriculum learning.
- Tutor and personal development programmes.
- Assemblies and enrichment activities.
- Employer engagement opportunities.
- Work experience programmes
- Careers fairs and careers events.
- 1:1 Careers guidance interviews at key transition points
- [Labour Market Information \(LMI\)](#)
- Higher education and apprenticeship activities.
- The Unifrog careers platform.

The programme is reviewed to ensure that it remains relevant, effective and aligned with local, regional and national labour market needs.

Through participation in the careers programme, students will:

- Develop self-awareness and career management skills.
- Explore a range of career pathways and opportunities.
- Understand labour market information and future employment trends.
- Recognise the links between education, skills and employment.
- Gain experience of workplaces and employers.
- Make informed decisions at key transition points.



5. The Careers Programme and Gatsby Benchmarks

The school's Careers Programme has been developed in line with the Gatsby Benchmarks of Good Career Guidance [Good Career Guidance](#) and is evaluated termly using Compass+.

The programme aims to ensure that all students:

1. Experience a stable and structured careers programme.
2. Access accurate labour market information.
3. Understand the full range of learning pathways available.
4. Recognise links between curriculum learning and careers.
5. Benefit from encounters with employers and employees.
6. Gain experience of workplaces.
7. Engage with further and higher education providers.
8. Access personal guidance from a qualified careers professional.

Progress against the Gatsby Benchmarks is monitored throughout the academic year and reported through school quality assurance processes.

6. Student Entitlement

Every student at The Polesworth School is entitled to:

- Access impartial and independent careers guidance
- Participate in a planned programme of careers education.
- Use the Unifrog careers platform.
- Access up-to-date careers information and resources via the website and tutor sessions.
- Attend careers events, employer encounters and workplace experiences.
- Receive information about further education, higher education, apprenticeships and employment opportunities.
- Develop employability skills through a range of curriculum and enrichment activities.
- Receive personalised guidance at key transition points.

Students in Years 11 and 13 will have access to personal guidance interviews with a qualified careers professional. Additional appointments will be available where a need is identified.

7. Careers Leader Responsibilities

The Careers Leader has strategic responsibility for the planning, implementation,



monitoring and evaluation of the school's Careers Education, Information, Advice and Guidance (CEIAG) programme. The Careers Leader will work closely with senior leaders, governors, curriculum leaders, tutors, employers, further and higher education providers, training organisations and other external partners to ensure the delivery of a high-quality careers programme aligned with statutory requirements and the Gatsby Benchmarks.

8. The Careers Leader will:

9. Strategic Leadership and Development

- Lead the strategic development, implementation and evaluation of the school's careers programme.
- Ensure careers provision aligns with the school's vision, values and improvement priorities.
- Develop and maintain an annual Careers Development Plan informed by student needs, destination data and labour market intelligence.
- Ensure compliance with statutory guidance relating to careers education, provider access legislation and careers guidance.
- Promote a whole-school approach to careers education and employability.

10. Management and Coordination

- Coordinate the planning and delivery of careers education across Years 7–13.
- Work collaboratively with Heads of Department, Heads of Year and pastoral staff to embed careers learning throughout the curriculum.
- Ensure that careers activities are appropriately sequenced and progressive across all key stages.
- Organise and coordinate careers events, employer encounters, workplace experiences, careers fairs and progression activities.
- Maintain and develop effective partnerships with employers, universities, colleges, apprenticeship providers and training organisations.

11. Careers Guidance and Student Support

- Provide impartial, confidential and person-centred careers guidance to students, particularly at key transition points.
- Identify and support students who may be at risk of becoming Not in Education, Employment or Training (NEET).
- Ensure that vulnerable groups, including students with SEND, looked-after children and disadvantaged students, have equitable access to careers education and guidance.



- Support students with progression planning, applications, interviews, apprenticeships, further education, higher education and employment pathways.
- Facilitate referrals to additional careers support services where appropriate.

12. Quality Assurance and Evaluation

- Monitor and evaluate the effectiveness and impact of the careers programme.
- Use student, parent, staff and employer feedback to inform continuous improvement.
- Complete regular Compass+ evaluations and use the outcomes to strengthen provision.
- Maintain records and evidence demonstrating progress against the Gatsby Benchmarks.
- Prepare annual reports on careers provision, outcomes and future priorities for senior leaders and governors.

13. Information, Resources and Labour Market Intelligence

- Ensure students, staff and parents/carers have access to accurate, impartial and up-to-date careers information.
- Promote effective use of careers resources, including the school's chosen careers platform and online careers information.
- Ensure that labour market information is incorporated into careers education and guidance activities.
- Support staff in understanding current employment trends and progression routes.

14. Professional Development and Staff Support

- Promote careers as a whole-school responsibility and support colleagues in embedding careers learning within curriculum areas.
- Provide guidance, resources and training to staff to strengthen links between curriculum learning and future careers.
- Identify careers-related professional development opportunities and contribute to staff training where appropriate.
- Share best practice and developments in careers education with colleagues across the school.

15. Destinations and Progression



- Monitor and analyse student destination data to evaluate the effectiveness of careers provision.
- Support the tracking of post-16 and post-18 destinations.
- Use destination outcomes to inform future planning and improvement priorities.
- Promote positive progression outcomes for all students.

16. Reporting and Accountability

- Report regularly to the Senior Leadership Team and Governors on careers provision, Gatsby Benchmark performance and key developments.
- Contribute to school self-evaluation, improvement planning and external quality assurance processes.
- Ensure relevant careers information is published and maintained on the school website in accordance with statutory requirements.