



**KING EDWARD VI**  
COMMUNITY COLLEGE

# Careers Education Information and Guidance

Policy Document

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## **1. Aims**

- 1.1 We are committed to providing high quality and impartial careers advice to all of our young people. We aim to inspire our students to aim high and secure appropriate and rewarding placements onto the next stage in their progression. We aim to enable our young people to learn about careers, so they can make life choices and decisions which will benefit their own wellbeing and contribute to the wellbeing of others.
- 1.2 The careers programme is designed to meet the needs of all students and respond to regional and national employer demand in a rapidly changing context. It is planned in accordance with statutory guidance from the Department of Education and makes use of the Gatsby Charitable Foundation's eight benchmarks, by which to implement a nationally recognised standard of high quality careers education. We work alongside Careers South West, the Careers and Enterprise Company, Careers Unlimited and a local Enterprise Advisor, to plan, deliver and continuously review our careers programme.
- 1.3 The college has established a coherent programme of careers education and work-related learning for all pupils in Years 7 – 13. The programme promotes equality of opportunity and inclusion in accordance with the college's cooperative values of equity and equality, thereby increasing participation with a view to improving social mobility, and enabling all students to reach their full potential.

## **2. National Careers Strategy and Gatsby Benchmarks**

- 2.1 The college strives to deliver on the aims of the government's National Careers Strategy of 2017 by achieving the eight Gatsby Benchmarks aimed at ensuring a gold standard of careers education. The Careers Leader works closely with the Heart of the South West Careers Hub to continuously refine and improve careers provision against the Gatsby framework, drawing on expertise from local employers and the college's Enterprise Advisor.
- 2.2 The college makes use of Careers & Enterprise Company's Compass Tool Tracker to evaluate and improve the careers plan each year against the eight Gatsby benchmarks, which are outlined here:

## **Gatsby Benchmarks:**

### **A Stable Careers Programme:**

The delivery of careers education is through PSHE lessons, tutorial, assemblies and special events tailored to different Key Stages and transition points to provide exposure to a diverse range of opportunities. The annually updated careers plan sets out the full programme for pupils in Years 7 – 13.

### **Learning From Career & Labour Market Information:**

Through their learning in PSHE in the lower school and summer term UCAS focus in Year 12, students engage in the online careers learning platforms Unifrog and Morrisby Careers which each highlight up to date, local and national career and labour market information. Our independent careers advisors make use of such information when guiding students individually and through tailored workshops delivered to specific groups of students.

### **Addressing the Needs of Each Student:**

The Careers Leader works closely with tutors and staff to ensure that all pupils who may be in need of individual careers guidance are given the opportunity at key transition points. All pupils with SEND and vulnerable pupils who meet certain criteria receive enhanced careers guidance from Careers South West in addition to internal support available to all. Disadvantaged & vulnerable pupils in Year 11 are prioritised for one to one independent careers advice with follow up appointments to ensure appropriate progression routes are identified and courses applied for.

### **Linking Curriculum to Careers:**

The Careers Leader works with Faculty Leaders to identify and facilitate opportunities for careers education delivery in the curriculum, especially in English and STEM subjects.

### **Encounters with Employees & Employers:**

The college hosts a range of talks and workshops for all year groups, held by local employers each year. In addition, Years 9, 10 & 11 attend our annual Careers Fair. Year 10 & Year 12 attend the National Apprenticeship Show and the Sixth Form attend apprenticeship information sessions delivered by Young Apprentice Ambassadors. All of Year 10 and Year 12 complete work experience.

### **Experience of Workplaces:**

All of Year 10 complete a week's work experience in the summer term.

### **Encounters with Further & Higher Education:**

All Year 10 pupils visit at least one university prior to learning about options available to them Post 16. Students choose between two to three universities offering a full spectrum of course choice appealing to our comprehensive cohort. Through stakeholder evaluation, students and parents have highlighted student finance as a major barrier to higher education, therefore full information on student loans and bursaries is available to students and parents in Years 10, 11 & 12. We work closely with Next Steps South West to provide enhanced support and information about accessing higher education, to pupils in Years 9 – 13 from families living in areas where only a small proportion of people enter HE. NSSW provide additional funding for several initiatives aimed at increasing participation in HE which feature regularly in our careers plan.

### **Personal Guidance:**

The college makes one to one independent careers advice provided by Careers Unlimited available to all students in Year 11, 12 and 13. All disadvantaged and vulnerable Year 11 pupils receive at least one such appointment to ensure all progression routes are explored and appropriate courses are secured.

## **3. Students with SEND & Vulnerable Pupils**

3.1 In addition to the personal guidance outlined above for all pupils, any student with an EHCP or who meet certain criteria, outlined below in 3.3, receive enhanced one to one support provided by Careers South West. This support often begins in Year 10 and continues throughout Year 11 to ensure appropriate progression routes are secured and that no pupil risks becoming NEET.

3.2 The service provides targeted and intensive interventions designed to:

- Encourage achievement and raise aspirations
- Remove barriers to education
- Ensure understanding of future options and provide practical support in applying to and accessing these options
- Support transitions for Young People in line with local authorities transition protocols
- Ensure a smooth, successful and sustained transition to post-16 learning and beyond

3.3 In addition to all Year 10 & 11 students with an EHCP, those qualifying for enhanced provision typically exhibit two or more of the following characteristics:

- Below 75% attendance in last 12 months
- Unlikely to achieve 5 GCSE
- Teenage parent
- English as a second language
- Child in Care
- Permanent or multiple (more than two) exclusions in Key Stage 4
- Working with YISP/YOS
- Young carer
- From a known Targeted Family

3.4 Once Year 11 pupils leave the college in the summer term, further follow up of vulnerable pupils is made in September to ensure all have enrolled and begun their next stage of education, training or employment.

#### **4. Evaluation**

4.1 The careers plan is continuously evaluated in the pursuit of inspiring our young people to aim high and explore the myriad of opportunities within a fast-changing world. Feedback is sought from parents, students and employers, which allows for tailoring of the programme to individuals and differing cohorts. Compass Tracker allows us to measure and track progress towards outstanding delivery of the Gatsby Benchmarks.

#### **5. The Baker Clause – Provider Access Legislation**

From 1 January 2023, all schools must provide at least six encounters with a provider of technical education or apprenticeships for students in Years 8 to 13.

The guidance prescribes a timeline that ensures students are aware of the range of opportunities available to them when considering their post-14, post-16 and post-18 options and their progression to the next stage of education or training.

Schools must follow this prescribed timeline:

- First key phase (Year 8 or 9): at least two encounters that are mandatory for all students to attend. These sessions should take place at any time during Year 8 or between 1 September and 28 February during Year 9.

- Second key phase (Year 10 or 11): at least two encounters that are mandatory for all students to attend. These sessions should take place at any time during Year 10 or between 1 September and 28 February during Year 11.
- Third key phase (Year 12 or 13): at least two encounters that are mandatory for the school to organise but optional for students to attend. These sessions should take place at any time during Year 12 or between 1 September and 28 February during Year 13.

The many and varied events detailed in our Careers Plan alongside our provider access policy set out the arrangements for the above opportunities which ensure compliance with the Baker Clause.