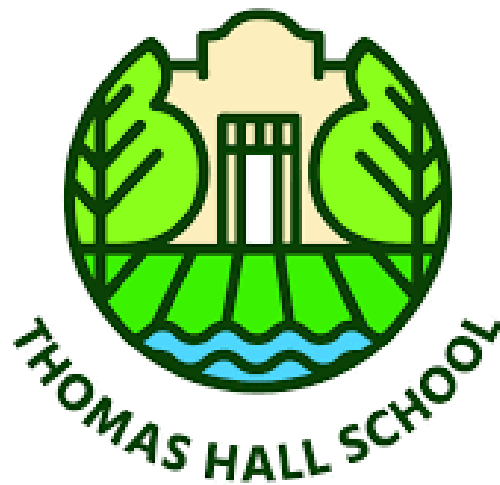


Careers Guidance Policy

Thomas Hall School



Written by:	Sophie Cameron-Mitchell	
Approved by:	Trust Board	Date:
Last reviewed on:	September 2026	
Next review due by:	September 2027	

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1. Careers Education Vision

At Thomas Hall School, careers education is an integral part of our mission to help every student Belong, Inspire and Grow. Through a progressive and inclusive careers programme, we support students to develop a strong sense of belonging within their school, local community and the wider world of work. We aim to inspire ambition, raise aspirations and broaden horizons by exposing students to a diverse range of educational, training and employment opportunities. We empower students to grow in confidence, self-awareness and resilience, equipping them with the knowledge, skills and experiences needed to make informed decisions about their future pathways.

We believe every student should leave Thomas Hall School with the confidence, self-awareness and employability skills necessary to thrive in modern society and contribute positively to their communities. By embedding our values of Belong, Inspire and Grow throughout careers education, we seek to ensure all students are prepared for successful, fulfilling and aspirational futures.

2. Aims

This policy aims to set out our school's provision of impartial and informed careers guidance for our pupils. This includes the ways in which pupils, parents and carers, teachers and employers can access information about our careers programme.

High-quality careers guidance is important for our pupils' futures, and our provision aims to:

- Support all students to develop the knowledge, skills and confidence needed to make informed decisions about their future education, training and employment pathways.
- Promote the school values of Belong, Inspire and Grow by helping students understand their place within their communities, aspire to ambitious futures and develop the skills needed to succeed in adult life.
- Raise aspirations and broaden horizons by exposing students to a wide range of career opportunities and pathways.
- Ensure students have access to impartial, accurate and up-to-date careers information, advice and guidance.
- Enable students to understand the relevance of their learning and the links between curriculum subjects and future careers.
- Provide meaningful encounters with employers, employees, further and higher education providers, apprenticeship providers and training organisations.
- Develop students' employability skills, including communication, teamwork, problem-solving, resilience and self-management.
- Ensure all students, including those with SEND and other vulnerable groups, have equitable access to careers education and guidance.
- Challenge stereotyping and promote equality of opportunity in education, training and employment.
- Support students to make successful transitions into further education, apprenticeships, training or employment.
- Use the Gatsby Benchmarks to plan, deliver and evaluate a high-quality careers programme that meets statutory requirements and supports positive destination outcomes for all students.

3. Statutory and Legal Framework

Thomas Hall School has a statutory duty to provide impartial careers guidance for all students in Years 7 to 11 and to ensure that careers education and guidance support pupils in making informed decisions about their future education, training and employment pathways.

This policy is informed by and operates in accordance with:

- The Education Act 1997, as amended by the Technical and Further Education Act 2017.
- The Education (Careers Guidance in Schools) Act 2022.
- The Skills and Post-16 Education Act 2022.
- The Department for Education's statutory guidance Careers Guidance and Access for Education and Training Providers.

- The Gatsby Benchmarks for Good Career Guidance.
- Keeping Children Safe in Education (KCSIE).
- The Equality Act 2010.
- The SEND Code of Practice 2015.

Provider Access Legislation (The Baker Clause)

Thomas Hall School complies with the legal requirement to provide opportunities for a range of education and training providers to access students in Years 8 to 11 for the purpose of informing them about approved technical education qualifications and apprenticeships. The school publishes a Provider Access Statement detailing these arrangements.

Gatsby Benchmarks

The school's careers programme is planned, delivered and evaluated against the Gatsby Benchmarks of Good Career Guidance. These benchmarks provide the framework for supporting students to develop knowledge, skills and experiences that prepare them for future education, training and employment. Progress against the benchmarks is reviewed annually through Compass+ and informs the school's careers development plan.

Equality and Inclusion

In accordance with the Equality Act 2010, careers guidance and opportunities are accessible to all students. The school actively promotes equality of opportunity, challenges stereotypes and seeks to ensure that no student is disadvantaged in accessing careers education, information, advice and guidance.

Students with SEND

The school recognises its responsibility under the SEND Code of Practice to ensure that careers guidance is tailored to the needs of students with special educational needs and disabilities. Additional support and transition planning will be provided where appropriate.

4. Roles and responsibilities

4.1 The governing board

The governing board will:

- Provide strategic oversight of the school's careers programme, ensuring it aligns with the school's vision, values and development priorities.
- Ensure the school meets all statutory duties relating to careers education, information, advice and guidance (CEIAG), including provider access legislation.
- Hold school leaders accountable for the effective delivery, monitoring and evaluation of careers provision.
- Appoint a link governor who will take a strategic interest in careers education and encourage employer engagement.
- Monitor progress against the Gatsby Benchmarks and review the effectiveness of the careers programme through regular reports, student outcomes and destination data.
- Ensure all students have access to impartial careers guidance and a full range of academic, technical and vocational pathways.
- Ensure appropriate opportunities are provided for education, training and apprenticeship providers to engage with students.
- Ensure the Provider Access Statement, careers programme information and Careers Leader details are published and kept up to date on the school's website.
- Support the allocation of sufficient resources to enable the effective delivery and continuous improvement of the careers programme.

4.2 Headteacher

The Headteacher will:

- Work with the governing board and Careers Leader to ensure a whole-school approach to careers education that reflects the school's vision, values and development priorities.
- Champion the importance of careers education across the school and ensure it is embedded within the curriculum and wider school life.
- Support the effective delivery and continuous improvement of the school's careers programme.
- Ensure sufficient staffing, resources and professional development opportunities are available to deliver high-quality careers provision.
- Ensure students have access to impartial personal guidance delivered by appropriately qualified careers professionals.
- Foster and maintain partnerships with employers, education and training providers, higher education institutions and other relevant organisations.
- Monitor the effectiveness of careers provision and support the achievement of the Gatsby Benchmarks and statutory careers guidance requirements.

4.3 Senior leadership team (SLT)

The SLT will:

- Support the implementation and continuous development of the school's careers programme.
- Work alongside the Careers Leader to develop and monitor the school's strategic careers plan.
- Ensure the Careers Leader has sufficient time, resources, budget and professional development opportunities to fulfil their role effectively.
- Support the provision of impartial personal guidance and ensure appropriate resources are available to meet students' needs.
- Promote a whole-school approach to careers education, ensuring careers learning is embedded across the curriculum and wider school life.
- Work collaboratively with the Careers Leader, careers adviser and curriculum leaders to develop, deliver and evaluate the careers programme.
- Monitor the impact of careers provision through Gatsby Benchmark assessments, stakeholder feedback, participation rates and destination data.
- Develop and maintain effective partnerships with employers, education and training providers, higher education institutions and other relevant organisations.

- Ensure careers provision supports positive outcomes for all students, including those with SEND, disadvantaged students and those at risk of becoming NEET.

4.4 Careers leader

Our careers leader is Sophie Cameron-Mitchell, and they can be contacted by phoning 01392 757371 or emailing reception@thomashallschool.org.

The Careers Leader will:

- Lead the strategic development, implementation and evaluation of the school's careers programme, ensuring it is aligned with statutory guidance, the Gatsby Benchmarks and the school's values of Belong, Inspire and Grow.
- Coordinate and manage careers education, information, advice and guidance (CEIAG) activities and oversee the careers budget.
- Work with the Senior Leadership Team to ensure careers education forms part of the school's wider improvement priorities and strategic vision.
- Develop and maintain effective partnerships with employers, further and higher education providers, apprenticeship and training providers, careers organisations and other external partners.
- Ensure that students have access to meaningful encounters with employers, education providers and workplaces.
- Promote family engagement in supporting students' career planning and decision-making.
- Use current local, regional and national Labour Market Information (LMI) to inform careers learning and support students in understanding future opportunities and workforce trends.
- Work collaboratively with curriculum leaders, subject teachers, pastoral teams and the SENCO to embed careers learning across the curriculum and ensure that students understand the links between their education and future pathways.
- Identify students who may require additional careers support, including those who are at risk of becoming Not in Education, Employment or Training (NEET), and coordinate appropriate interventions with external agencies where available.
- Work with the SENCO and other relevant staff to support students with SEND in preparing for adulthood, further education, training or employment, ensuring that careers guidance and transition planning are personalised and appropriate to individual needs.
- Work with the SEND team and Designated Safeguarding Lead (DSL) to support Looked After Children (LAC) and Previously Looked After Children to ensure careers guidance takes account of individual circumstances, aspirations and support needs, and contributes to effective transition planning.
- Monitor, evaluate and continuously improve careers provision through stakeholder feedback, destination data, student voice and Gatsby Benchmark assessments.
- Maintain and review the school's careers programme, careers policy and Provider Access Policy Statement, reporting regularly to senior leaders and governors.
- Provide an annual evaluation of the careers programme and identify priorities for future development.

5. Our careers programme

Thomas Hall School is committed to providing a planned, progressive and inclusive programme of Careers Education, Information, Advice and Guidance (CEIAG) that prepares students for successful transitions into further education, training and employment. Careers education is embedded within the wider curriculum and supports the school's vision to help every student Belong, Inspire and Grow.

The careers programme aims to raise aspirations, broaden horizons and equip students with the knowledge, skills and experiences required to make informed decisions about their future pathways. Independent careers guidance is provided in accordance with statutory requirements, and careers learning is delivered from Year 7 onwards.

The school uses the Gatsby Benchmarks as the foundation for planning, delivering and evaluating careers provision:

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. Experiences of workplaces
7. Encounters with further and higher education
8. Personal guidance

Our careers programme promotes a full range of academic, technical and vocational pathways, including further education, sixth form, apprenticeships, traineeships, supported internships, university and employment opportunities. Careers guidance is impartial and is always provided in the best interests of the individual student.

The programme is designed to build progressively throughout a student's time at Thomas Hall School, enabling them to develop increasing levels of self-awareness, career knowledge and decision-making skills. Careers learning is adapted to meet the needs of different groups of students, including those with SEND, pupils at risk of becoming NEET, looked after children, previously looked after children and other vulnerable learners.

The school regularly evaluates its careers provision through stakeholder feedback, destination data, Gatsby Benchmark assessments and ongoing review of local, regional and national labour market information.

Careers education is delivered through a range of planned activities, including:

- Dedicated careers education within the PSHRE curriculum.
- Curriculum-based careers learning across subject areas.
- Independent careers guidance interviews.
- Careers assemblies and themed events.
- Employer encounters and workplace talks.
- Careers fairs and networking opportunities.
- College, sixth form, apprenticeship and training provider presentations.
- Workplace visits and work experience opportunities, where appropriate.
- University and higher education engagement activities.
- Labour market information (LMI) and employability skills development.
- Targeted support and transition planning for students requiring additional guidance.
- Information, advice and guidance for families and carers.

These activities are designed to support the Gatsby Benchmarks and ensure all students have access to high-quality careers education, information, advice and guidance throughout their time at the school.

Provider Access Arrangements

Aspect	Details	Schedule
Contact	Careers Leader: Sophie Cameron-Mitchell Tel: 01392 757371 Email: Sophie.cameron-mitchell@thomashallschool.org	Available throughout the academic year by appointment
Opportunities for Access	Providers of technical education, apprenticeships, FE and HE are welcome to contribute to: • Careers focussed Wednesday afternoon co-curricular option (compulsory for 12 weeks for each year group) • Careers fairs/careers 'pop-ups' • Assemblies • Lunchtime drop-in sessions • Curriculum lessons • PSHRE lessons • Parents' Evenings Priority will be given to activities that support students' understanding of technical education pathways, apprenticeships, employment sectors and local labour market opportunities.	Planned throughout the academic year, with additional opportunities arranged in consultation with the Careers Leader.
Facilities	Suitable facilities will be made available including classrooms, meeting rooms and the school hall. ICT, presentation and audio-visual equipment will be provided where appropriate and agreed in advance.	Available throughout the year by prior arrangement.
Materials	Providers may supply prospectuses, course guides, promotional materials and digital resources. These will be reviewed by the Careers Leader and made available to students through appropriate channels, including the careers section of the school website.	Available year-round and updated regularly.
Annual Programme	Providers are invited to participate in careers activities throughout all year groups, including: Whole School • Wednesday afternoon careers co-curricular programme (Cycle 1: Years 10-11; Cycle 2: Years 7-8; Cycle 3: Year 9) Years 7-8 • Careers fairs and pop-up events • Employer encounters • Careers assemblies Year 9 • Options Evening • Employer engagement events • Careers guidance and pathway exploration Year 10 • Careers fairs and pop-up events	Autumn Term: Careers fairs, provider encounters, Post-16 Evening. Spring Term: Mock interviews, apprenticeship workshops. Summer Term: University visits, work experience preparation and progression activities.

	• University visits • Next Steps South West workshops • Work experience preparation Year 11 • Progression and parent information evenings • Mock interviews • Apprenticeship workshops • Post-16 pathways events • College and sixth-form preparation Thomas Hall School is committed to providing students with meaningful encounters with employers, employees, further education, higher education, apprenticeship and training providers in line with the Gatsby Benchmarks and statutory careers guidance requirements.	
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5.1 How we meet our Statutory Duties and Gatsby Benchmark requirements

Thomas Hall School delivers a planned and progressive careers programme that supports all students to make informed decisions about their future education, training and employment pathways. The programme is designed around the Gatsby Benchmarks and is reviewed regularly to ensure it remains responsive to students' needs, local and national labour market information, and statutory guidance.

To achieve this, Thomas Hall School:

- Delivers careers education through the PSHRE curriculum and wider curriculum learning across all subject areas.
- Ensures that careers learning is embedded within all subjects, helping students understand the links between their learning and future career opportunities.
- Provides access to impartial careers information, advice and guidance that promotes the best interests of each student.
- Supports students to develop self-awareness, career management skills, employability skills and an understanding of a wide range of progression pathways.
- Provides students with access to up-to-date labour market information to help them understand current and future employment opportunities.
- Facilitates meaningful encounters with employers, employees and workplace representatives.
- Provides opportunities for students to engage with further education, higher education, apprenticeship and training providers.
- Offers workplace experiences, work-related learning and work experience opportunities where appropriate.
- Ensures all students receive at least one personal guidance interview with a qualified careers adviser before the age of 16, with additional support available according to need.
- Provides targeted careers support for students with SEND, looked after and previously looked after children, disadvantaged students and those at risk of becoming NEET.
- Engages families and carers in supporting students' career planning and progression decisions.

Key Stage 3 (Years 7-9)

At Key Stage 3, students begin to develop an understanding of the relationship between education, employment and future career opportunities.

Students will:

- Explore their strengths, interests and aspirations.
- Develop awareness of the wide range of career pathways available, including academic, vocational and technical routes.
- Learn how curriculum subjects connect to real-world careers and future employment opportunities.
- Access labour market information and careers-related learning activities through the curriculum and PSHRE programme.
- Participate in employer encounters, careers events and workplace-related activities.
- Receive encounters with providers of technical education and apprenticeships in Years 8 and 9, in accordance with the school's Provider Access Statement.
- Receive support and guidance in preparation for Key Stage 4 option choices.

Key Stage 4 (Years 10-11)

At Key Stage 4, students build upon their careers knowledge and begin preparing for their next stage of education, training or employment.

Students will:

- Receive focused guidance on post-16 pathways, including sixth form, college, apprenticeships, training and employment.
- Participate in careers fairs, employer encounters, mock interviews and progression events.
- Have opportunities to engage with universities, colleges, apprenticeship providers and local employers.
- Access personalised careers guidance to support progression planning.
- Participate in work-related learning and work experience preparation activities.
- Develop employability skills including communication, teamwork, problem solving and resilience.
- Receive support to make informed decisions regarding their post-16 destination.

Meeting Statutory Careers Guidance Requirements

In addition to the careers learning opportunities outlined above, Thomas Hall School ensures that students in Key Stage 4:

- Receive at least two encounters with approved providers of technical education qualifications and apprenticeships during Years 10 and 11, in accordance with the school's Provider Access Statement.
- Have opportunities to participate in work-related learning and workplace experiences, including work experience preparation and employer engagement activities.
- Receive access to impartial personal guidance to support post-16 decision-making and progression planning

Personal careers guidance is delivered through a combination of internal careers support and external careers professionals where appropriate. Additional guidance may be provided for students identified as requiring enhanced support, including those at risk of becoming NEET.

5.2 Pupils with special educational needs and disabilities (SEND)

Thomas Hall School is committed to ensuring that all students, including those with SEND, have access to high-quality careers education, information, advice and guidance. Careers provision is delivered in line with the Gatsby Benchmarks and tailored to meet individual needs, strengths and aspirations.

Most students with SEND will access the same careers programme as their peers, with reasonable adjustments and additional support provided where required. The Careers Leader will work closely with the SENCO, families and relevant professionals to identify needs, provide personalised guidance and support successful transition planning.

Students with SEND will be supported to explore the full range of education, training and employment pathways available to them, helping them make informed decisions and achieve positive destinations beyond Thomas Hall School.

5.3 Access to our careers programme information

Information about the school's careers programme is published on the school website, including details for students, families, staff, employers and training providers.

Further information about the careers programme can be obtained by contacting the Careers Leader:

Sophie Cameron-Mitchell

Email: sophie.cameron-mitchell@thomashallschool.org

Telephone: 01392 757371

5.4 Access to Student Careers Records

The school maintains appropriate records of students' participation in careers education, guidance activities and employer encounters. Records may also include students' aspirations, intended progression routes and destination outcomes to support personalised guidance and transition planning.

Students may access relevant careers information and records to support their career development and decision-making at key transition points. Careers records are managed in accordance with data protection requirements and the school's Data Protection Policy.

6. Links to other policies

This policy should be read in conjunction with the following school policies and documents:

- Provider Access Policy Statement
- Child Protection and Safeguarding Policy
- Curriculum Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Data Protection Policy
- Equality Information and Objectives
- Behaviour Policy
- Attendance Policy

7. Monitoring and review

The effectiveness of the careers programme is monitored and evaluated regularly to ensure it meets the needs of students and continues to align with statutory guidance and the Gatsby Benchmarks.

Evaluation activities may include:

- Student, parent/carer, staff and employer feedback.
- Gatsby Benchmark assessments and Compass+ reviews.
- Monitoring participation in careers activities and events.
- Analysis of student destination and progression data.

- Review of guidance interviews, employer encounters and provider access opportunities.
- Internal quality assurance and external reviews where appropriate.
- Destination data will be analysed annually to evaluate the effectiveness of careers provision and identify groups of students who may require additional support.

The Careers Leader will review the programme annually and use evaluation findings to identify strengths, areas for development and priorities for future planning. Progress and developments will be reported to senior leaders and governors as part of the school's continuous improvement cycle.

Policy Review

This policy will be reviewed annually, or sooner if required due to changes in legislation, statutory guidance, Gatsby Benchmark expectations, or school practice.

Next review date: September 2027.