Carshalton High School for Girls

Careers Education, Information, Advice & Guidance Policy

Reviewed and Agreed by Carshalton Local Governing Body: Autumn 2026

Next Review: Spring 2029

Policy Notes may be subject to review and revision at any time by the Carshalton Local Governing Body notwithstanding that the next review date has not been reached.

Review dates are for guidance only and whilst the intention is always to arrange reviews within the stated time frame all Policy Notes will remain in force until this has taken place and been formally approved by the Carshalton Local Governing Body.

Contents

1. Statement of intent 2
2. Aims and objectives 2
3. Entitlement and principles 2
4. Leadership, roles and responsibilities 3
   - 4.1 Governing board and careers link governor 3
   - 4.2 Headteacher and Senior Leadership Team 3
   - 4.3 Careers Leader 3
   - 4.4 Teachers, tutors and support staff 3
   - 4.5 Careers Adviser 3
   - 4.6 Pupils and parents/carers 4
5. Delivery of the careers programme 4
   - 5.1 Curriculum learning 4
   - 5.2 Personal Development programme 4
   - 5.3 Careers lessons incorporated into PD days 4
   - 5.4 Employer encounters and alumni 4
   - 5.5 Education and training provider encounters 4
   - 5.6 Workplace experiences 4
   - 5.7 Personal guidance 4
   - 5.8 Parent and carer engagement 4
   - 5.9 Digital careers tools 4
6. Work experience and workplace encounters 4
7. Provider access and the statutory provider access policy 5
   - 7.1 Pupil entitlement 5
   - 7.2 Making a provider access request 5
   - 7.3 Facilities and resources 5
8. Inclusion, equality and accessibility 5
9. Information, impartiality and resources 6
10. Staff development 6
11. Partnerships 6
12. Safeguarding, data protection and complaints 6
13. Monitoring, evaluation and impact 6

Appendix A: Work Related Learning, Careers and Information and Guidance 8
Appendix B: Policy Statement 9
Appendix C: Reference documents and useful links 10

1. Statement of intent

Carshalton High School for Girls is committed to providing a planned, progressive and inclusive programme of careers education, information, advice and guidance (CEIAG) for every pupil from Year 7 to Year 13. The programme helps pupils understand themselves, explore education and employment opportunities, develop career-management and employability skills, and make informed decisions at each transition point.

Careers learning is embedded in the curriculum and personal development programme, and is enriched through encounters with employers, further and higher education, technical education and training providers, workplace experiences and individual guidance. Provision is designed to be impartial, ambitious and responsive to pupils' individual needs, interests, strengths and aspirations.

The school aims to ensure that every pupil is supported to progress to a suitable next step and is equipped to make informed, realistic and ambitious choices. We will not guarantee a particular destination; instead, we will provide appropriate preparation, guidance and follow-up so that pupils can work towards positive and sustained destinations.

2. Aims and objectives

The careers programme aims to:

- raise aspirations and broaden pupils' understanding of the full range of academic, technical, vocational and employment pathways;
- help pupils understand their strengths, interests, values, skills and development needs and how these relate to future learning and work;
- provide accurate, current and impartial careers information, including local and national labour-market information (LMI);
- enable pupils to make well-informed decisions at key transition points, including Year 8 options, post-16 and post-18 choices;
- provide access to qualified careers guidance and ensure internal advice is impartial and supplemented by external sources of support;
- develop employability, enterprise, financial capability, digital, communication, teamwork, problem-solving, application and interview skills;
- challenge gender stereotyping, discrimination and assumptions about which subjects, occupations or pathways are suitable for particular groups;
- ensure that disadvantaged pupils, pupils with SEND, pupils with an education, health and care plan (EHCP), and pupils facing other barriers receive appropriate, targeted support;
- involve parents and carers as partners in career conversations and decision-making;
- build meaningful links with employers, universities, colleges, apprenticeship and technical education providers, alumni and community partners;
- support pupils to understand and prepare for the changing world of work, including new and emerging roles and the influence of technology;
- monitor the quality and impact of provision, including pupils' career readiness, participation, destinations and sustained progression.

3. Entitlement and principles

Every pupil is entitled to a careers programme that is progressive, accessible, impartial and appropriate to their age and stage. Pupils can expect:

- a published programme showing the careers learning and experiences planned for their year group;
- access to up-to-date careers information, including information about the labour market and a full range of education, training and employment routes;
- opportunities to learn from employers and employees, including meaningful workplace experiences;
- opportunities to meet representatives from colleges, universities, apprenticeship and technical education providers, and other post-16/post-18 routes;
- careers learning linked to subject teaching and the wider curriculum;
- support to recognise strengths, interests, values, skills and aspirations and to set and review personal goals;
- impartial personal careers guidance from an appropriately qualified careers adviser, in line with the school's programme and pupils' needs;
- support with applications, CVs, personal statements, interviews, transitions and financial considerations where relevant;
- reasonable adjustments and tailored support where required;

- opportunities to challenge stereotypes and explore ambitious choices without assumptions based on gender, disability, ethnicity, background or prior attainment;
- clear information about how to access further help and how to raise concerns about careers provision.

The programme will be accessible to parents and carers through the school website, events, communications and targeted engagement. Pupils and families will be signposted to reliable external information and guidance resources.

4. Leadership, roles and responsibilities

4.1 Governing board and careers link governor

- Provide strategic oversight and challenge to ensure careers education is prioritised and meets statutory expectations.
- Review the careers programme, its impact and progress against the Gatsby Benchmarks at least annually.
- Ensure careers provision is aligned with the school's vision, development priorities and equality commitments.
- Support the Careers Leader through appropriate access to resources, networks and professional development.

4.2 Headteacher and Senior Leadership Team

- Ensure the school meets its statutory careers guidance and provider access duties.
- Provide clear leadership, sufficient resources and time for the Careers Leader and staff to deliver the programme.
- Embed careers learning within curriculum, personal development, transition planning and the school improvement cycle.
- Review data on participation, pupil feedback, destinations and groups requiring additional support.

4.3 Careers Leader

The Careers Leader coordinates the programme and is responsible for its strategic planning, implementation, communication, evaluation and continuous improvement. Responsibilities include:

- maintaining and publishing the annual careers programme and pupil entitlement;
- coordinating careers lessons, CARES time activities, events, employer encounters, provider encounters and workplace experiences;
- managing careers resources and the careers budget, and overseeing relevant contracts and services;
- coordinating access to impartial personal guidance and ensuring pupils know how to request an appointment;
- maintaining partnerships with employers, education and training providers, alumni, the Careers & Enterprise Company and relevant local networks;
- monitoring provider access compliance and coordinating requests from external providers;
- maintaining appropriate records of pupil participation, guidance, aspirations, intended destinations and outcomes, in accordance with data protection requirements;
- using Compass+ to review the programme termly and identify priorities;
- reporting to senior leaders and the link governor at least annually, including recommendations for improvement.

4.4 Teachers, tutors and support staff

- Help pupils understand how curriculum learning connects with occupations, skills and future pathways.
- Deliver planned careers and CARES activities and prepare pupils for events and experiences.
- Identify pupils who may need additional careers support and refer them to the Careers Leader or appropriate colleague.
- Avoid giving advice that favours one pathway without reference to the pupil's needs and the full range of options.

4.5 Careers Adviser

The school will provide access to an appropriately qualified careers adviser who offers impartial guidance, supports informed decision-making and helps pupils consider the full range of routes. The adviser will work

with the Careers Leader and relevant staff, maintain appropriate professional standards and confidentiality, and follow the school's safeguarding and information-sharing procedures.

4.6 Pupils and parents/carers

Pupils are encouraged to participate actively, reflect on feedback, research options and make use of available support. Parents and carers are encouraged to engage with careers activities, discuss options with their child and contact the school if further guidance or adjustments are needed.

5. Delivery of the careers programme

The programme is reviewed annually and published on the school website. It is delivered through a planned combination of curriculum learning, tutor time (CARES), careers lessons, assemblies, events, personal guidance, employer encounters, workplace experiences, provider encounters and family engagement. Activities are sequenced so pupils can prepare, participate, reflect and apply what they have learned.

5.1 Curriculum learning

Subject leaders and teachers identify and make explicit links between curriculum content, transferable skills, occupations and progression routes. Careers learning is embedded across subjects and is not limited to designated careers events.

5.2 Personal Development programme

Tutor activities develop self-awareness, career exploration, decision-making, transition planning, employability and application skills. Activities are age-appropriate and build on prior learning.

5.3 Careers lessons incorporated into PD days

Planned lessons and immersion or collapsed-timetable days provide focused learning on careers, labour-market information, pathways, enterprise, workplace readiness and transitions.

5.4 Employer encounters and alumni

Pupils meet employers and employees from a range of sectors and roles through talks, panels, mentoring, workplace visits, projects, careers fairs and other meaningful activities. Pupils are prepared beforehand and supported to reflect afterwards, recording all interactions on Unifrog.

5.5 Education and training provider encounters

Pupils hear from a range of providers about academic, technical, vocational and apprenticeship pathways, entry requirements, progression opportunities and application processes.

5.6 Workplace experiences

The school plans meaningful workplace experiences, including work experience placements and other employer-led experiences, with appropriate preparation, supervision, safeguarding and reflection.

5.7 Personal guidance

Pupils can access impartial personal guidance at key transition points and when individual circumstances indicate a need for additional support.

5.8 Parent and carer engagement

Parents and carers receive timely information about options and transitions and are invited to relevant events and conversations. The school will seek to improve engagement where barriers are identified.

5.9 Digital careers tools

The school uses Unifrog to support exploration, reflection and recording of careers learning. Digital tools complement, rather than replace, meaningful in-person experiences and professional guidance.

6. Work experience and workplace encounters

Workplace experiences will be planned as a meaningful part of the careers programme, not as an isolated activity. The school will work towards the DfE expectation that every young person receives two weeks' worth of work experience by the end of Key Stage 4. From September 2026, this includes a week's worth of work-experience activities during Years 7–9 and a week's worth of work-experience placement during Years 10, planned in an age-appropriate and proportionate way.

Experiences may include in-person placements, workplace visits, employer projects, work simulations and other structured activities, as appropriate to the guidance and pupils' circumstances. Activities should have a

clear learning purpose, involve meaningful two-way interaction with employers where practicable, and include preparation and reflection.

Before a placement or activity, the school will consider suitability, safeguarding, health and safety, accessibility, reasonable adjustments, insurance and risk management, emergency arrangements and the responsibilities of the school, employer, pupil and parent/carer. Procedures and records will be maintained in line with current DfE guidance and the school's safeguarding and health and safety arrangements.

Where a pupil cannot access a conventional placement, the school will seek an appropriate alternative experience and ensure that barriers are identified early and addressed wherever possible.

7. Provider access and the statutory provider access policy

The school welcomes requests from further education colleges, sixth form colleges, apprenticeship providers, technical education providers and other eligible education or training providers to inform pupils about their offer. Provider encounters form part of the planned careers programme and must not be limited to a single pathway or provider.

7.1 Pupil entitlement

Pupils in Years 8–13 are entitled to hear from a range of education and training providers about technical education qualifications, apprenticeships and other progression routes, alongside academic options. The school will provide at least six opportunities for providers of technical education and apprenticeships to speak to pupils during Years 8–13, in accordance with current statutory requirements. Encounters will be planned across the relevant year groups and transition points.

Provider encounters may take place through assemblies, options events, careers fairs, tutor or classroom sessions, small-group discussions, workshops, taster activities or other suitable formats. The school will seek to ensure that encounters are meaningful, accessible and allow pupils to ask questions and understand how to apply.

7.2 Making a provider access request

A provider wishing to request access should contact the Careers Coordinator to discuss the most suitable opportunity, audience, timing, format and facilities. Requests should provide:

- the provider's name and contact details;
- the education or training routes and opportunities to be presented;
- the intended year group(s) and proposed format and duration;
- the provider's requirements for space, equipment or accessibility;
- confirmation of any relevant safeguarding, visitor and data protection requirements.

The school will consider requests in light of the published careers programme, pupil needs, curriculum commitments, safeguarding, availability and the need to provide a balanced range of pathways and providers. The school will respond within a reasonable timeframe and, where a request cannot be accommodated as proposed, seek an alternative date or format where practicable.

7.3 Facilities and resources

The school will make reasonable efforts to provide an appropriate room or other suitable setting, presentation equipment where available, and access to relevant staff. Providers must comply with the school's safeguarding, visitor management, health and safety, conduct and data protection requirements. The school will communicate any practical arrangements in advance.

8. Inclusion, equality and accessibility

Careers provision will be designed to meet the needs of all pupils and to widen access to opportunity. The school will consider pupils' individual circumstances, prior experiences, aspirations, attainment, SEND, EHCP status, disadvantage, caring responsibilities, health, attendance, language needs and other barriers where relevant.

- Activities and resources will be accessible and, where needed, adapted through reasonable adjustments and differentiated support.
- The Careers Leader will work with the SENDCo, pastoral teams, tutors, families and external partners to coordinate support for pupils who need additional or different provision.
- Pupils will be encouraged to explore the full range of pathways, including apprenticeships, technical and vocational education, further and higher education, employment and self-employment where relevant.

- The school will challenge stereotypes and monitor participation to identify whether particular groups are missing out on experiences or guidance.
- Targeted support will be provided at transition points for pupils at risk of disengagement or becoming NEET, working with the local authority and relevant services where appropriate.
- Information will be shared only where lawful, necessary and consistent with the school's data protection and safeguarding procedures.

9. Information, impartiality and resources

Careers information will be accurate, current, accessible and drawn from credible sources. Pupils will be supported to use labour-market information to understand employment trends, skills needs, local opportunities and the relationship between qualifications and progression. The school will signpost pupils and families to relevant official careers information and ensure that external sources cover the range of education and training options.

All careers guidance must be impartial: it must not promote one route or provider to the detriment of another and should take account of the pupil's needs, interests and aspirations. Staff and providers should distinguish factual information from opinion and explain the basis of recommendations.

The Careers Leader manages the careers budget and resources in accordance with school financial procedures. Resources may include the careers area, school website, Unifrog, provider materials, alumni and employer networks, and appropriate external careers services.

10. Staff development

The school will identify staff development needs through discussion, skills audits, programme evaluation and relevant performance-development processes. Staff will be supported to understand their role in linking curriculum learning to careers, using labour-market information and referring pupils for specialist guidance.

The Careers Leader will maintain relevant professional development, keep abreast of statutory and practice updates, and engage with appropriate careers networks, training and professional bodies. Professional development will be proportionate to role and informed by the needs of the school and pupils.

11. Partnerships

The school will develop and maintain purposeful partnerships with employers, further and higher education institutions, apprenticeship and technical education providers, alumni, community organisations, the Careers & Enterprise Company and relevant local networks. Partnerships should broaden pupils' experiences, challenge stereotypes, support meaningful encounters and reflect a range of sectors, occupations and progression routes.

The school will seek to engage employers and providers whose contributions complement the programme and support pupils to make informed choices. Partnerships and activities will be reviewed for quality, accessibility, safeguarding and impact.

12. Safeguarding, data protection and complaints

All external visitors and partners must follow the school's safeguarding and visitor procedures. The school will determine the appropriate checks and supervision for each activity in accordance with current statutory guidance and the nature of the contact with pupils. Work experience and off-site activities will be subject to the school's risk assessment, consent, emergency and health and safety arrangements.

Pupil information will be collected, recorded, stored and shared in accordance with UK data protection law and school policy. Records will be relevant, proportionate and accessible only to staff and partners with an appropriate role.

Pupils, parents/carers and providers may raise concerns about careers provision or provider access through the school's usual complaints procedure. Concerns will be considered promptly, fairly and recorded where appropriate. The school will use feedback and complaints to improve the programme.

13. Monitoring, evaluation and impact

The school will evaluate both the quality of delivery and the difference the programme makes to pupils' knowledge, confidence, decision-making and progression. Evaluation will inform the annual careers development plan and school improvement priorities.

The Careers Leader will coordinate termly review of provision against the eight updated Gatsby Benchmarks using Compass+. Evaluation will draw on multiple sources of evidence, including:

- participation and coverage data for lessons, employer encounters, provider encounters, workplace experiences and personal guidance;
- pupil voice, student forums, surveys and feedback following activities;
- parent/carer and staff feedback, including evidence of engagement and barriers to participation;
- career-readiness measures, including the Future Skills Questionnaire where appropriate and available;
- records of aspirations, intended destinations, applications, offers and transitions, handled in accordance with data protection requirements;
- post-16 and post-18 destination information and, where available, sustained destination data;
- analysis of participation and outcomes for relevant pupil groups to identify gaps and target support;
- feedback from employers, providers, alumni and external partners;
- evidence that curriculum learning is linked to careers and that pupils prepare for and reflect on encounters and experiences.

The Careers Leader will produce an annual evaluation and development plan, including strengths, gaps, actions, responsibilities, timescales and measures of success. Findings will be shared with the Deputy Headteacher and Careers Link Governor and reported to the Local Governing Body through the school's established arrangements.

The school recognises that Ofsted evaluates careers provision as part of its wider consideration of personal development and pupils' readiness for successful transitions. The school will maintain an accurate, proportionate evidence base demonstrating the intent, implementation and impact of the programme; evidence will be used to improve provision rather than solely to prepare for inspection.

Appendix A: Work Related Learning, Careers and Information and Guidance

Student Entitlement
At Carshalton High School for Girls students are entitled to receive a programme of work related and career related learning, careers information, advice and guidance designed to help understand themselves, know what opportunities are available and to make plans to help them achieve their education and career goals.

Key Stage 3 (Years 7–9): Self-Awareness and Career Exploration
Students develop an understanding of their interests, strengths, skills, values and personal qualities, exploring how these relate to a wide range of careers. They challenge career stereotypes, recognise transferable skills and understand the importance of education and qualifications. Through Unifrog, CARES sessions, enterprise activities, employer encounters, educational visits and the Duke of Edinburgh Award, students explore different industries, the changing world of work and potential career pathways. They begin to connect school subjects with future opportunities and make informed Key Stage 4 options choices, while understanding the range of post-16 routes available.

Key Stage 4 (Years 10–11): Employability and Progression
Students develop their career research, employability and decision-making skills in preparation for life beyond Year 11. They investigate careers, employers, qualifications and post-16 pathways, including sixth form, college, apprenticeships and vocational and technical education. Through work experience, careers fairs, employer encounters, virtual experiences and mentoring, students develop communication, teamwork, problem-solving and professional behaviours. They gain practical experience of recruitment processes, including CV writing, applications and interviews, alongside an understanding of workplace expectations, rights and responsibilities, and financial literacy. Personalised careers guidance supports students in making informed post-16 choices and successfully managing applications and transitions.

Key Stage 5 (Years 12–13): Career Management and Preparation for Adulthood
Students develop the independence, confidence and knowledge needed to manage their future careers and transition successfully into adult life. They research and prepare for their chosen destinations, including university, higher and degree apprenticeships, employment, professional training, entrepreneurship and other pathways. Through Unifrog, academic mentoring, UCAS support, careers guidance, mock interviews, work experience and employer engagement, students develop their applications, interview techniques, networking and professional communication. They learn to use labour-market information to inform decisions and understand recruitment processes and professional online presence. Students also develop practical knowledge of salaries, tax, National Insurance, pensions, budgeting, employment contracts and independent living, enabling them to make informed decisions and manage their ongoing career development.

Appendix B: Policy Statement

This policy statement sets out the school's arrangements for managing the access of providers to pupils at the school for the purposes of giving them information about the provider's education or training offer. This complies with the school's legal obligations under Section 42B of the Education Act 1997.

Student entitlement
Students in Years 8-13 are entitled:

- To find out about technical education qualifications and apprenticeships opportunities, as part of a careers programme which provides information on the full range of education and training options available at each transition point.
- To hear from a range of local providers about the opportunities they offer, including technical education and apprenticeships – through options evenings, assemblies and group discussions and taster events.
- To understand how to make applications for the full range of academic and technical courses.

Management of provider access requests
We have a number of events integrated into the school careers programme and welcome requests from external providers to assist this.

A provider wishing to request access should contact Mrs Hrouda, Careers Coordinator, to identify the most suitable opportunity to visit.

Telephone: 0208 647 8294
Email: shrouda@carshaltongirls.org.uk

Appendix C: Reference documents and useful links

DfE statutory guidance: Careers guidance and access for education and training providers (updated 23 June 2026):
https://www.gov.uk/government/publications/careers-guidance-provision-for-young-people-in-schools/careers-guidance-and-access-for-education-and-training-providers

Gatsby Benchmarks: Good Career Guidance:
https://www.gatsby.org.uk/education/activity/good-career-guidance/

Gatsby Benchmarks website and updated framework:
https://www.gatsbybenchmarks.org.uk

Careers & Enterprise Company:
https://www.careersandenterprise.co.uk/

National Careers Service (check current service arrangements before publication):
https://nationalcareers.service.gov.uk

Ofsted Education Inspection Framework and inspection toolkits:
https://www.gov.uk/government/organisations/ofsted