



**Penketh
High School**



PENKETH HIGH SCHOOL

Careers Guidance Policy 2025/2026

Policy owned by	I Musgrove
Date Approved by Local Governing Body	September 2025
Signature of Chair to Local Governing Body	M Bryan
Signature of Academy Principal	J Carlin
Date of Next Review	August 2026

1. Aims and Rationale

The world of work and employment is changing rapidly. Young people face a bewildering range of career opportunities and an equally confusing amount of careers information. The effect of the recent pandemic, plus the government's recent publication of Skills and Post-16 Act 2022, Skills for Jobs and Lifelong Learning Document and the Ofsted guidance of September 2022 have highlighted the importance of careers provision in schools and colleges. Given this environment, it is vital that our students have access to accurate, impartial, and objective advice and guidance to inform choices about their future.

The school must be able to help all individual pupils, irrespective of ability, to make informed decisions at all stages of their experience and development. Penketh High takes the view that IAG (Information Advice and Guidance) must:

- Empower young people to plan and manage their futures.
- Respond to the needs of the learner.
- Provide comprehensive information and advice.
- Raise aspirations.
- Actively promote equality of opportunity and challenges of stereotypes
- Help young people progress.

This policy statement aims to set out our school's arrangements for managing the access of education and training providers to students for the purpose of giving them information about their offer. It sets out:

- Information about the careers entitlement and how this is implemented.
- Procedures in relation to requests for access
- The grounds for granting and refusing requests for access.
- Details of premises or facilities to be provided to a person who is given access.

2. Objectives

Effective Careers Information and Guidance (CIAG) will provide opportunities for pupils to

- Investigate and implement career/post school opportunities.
- All students to choose a career cluster and be given 4 opportunities focused on this cluster. (Employer talk, Employer Visit, Higher/Further Education Experience and Personal Guidance)
- Have the skills, knowledge, and attitude to make well-informed, realistic decisions. Students should be able to plan their future choices and understand how to access CIAG.
- Students should understand how educational achievements are linked to maximising their potential future choices.

The careers program at Penketh High School is designed to fully implement the 8 Gatsby benchmarks through our pupil centered career cluster program and personal development curriculum.

1. A stable careers programme with a careers leader
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. Experience of workplaces
7. Encounters with further and higher education

8. Personal guidance

Our programme doesn't show bias towards any particular career path and promotes a full range of technical and academic options for pupils.

3. Statutory Requirements

This policy is based on the Department for Education's (DfE's) statutory Careers guidance and access for education and training providers.

This guidance refers to:

- The Education Act 1997
- The Education and Skills Act 2008
- The School Information (*England) Regulations 2008

This policy is also in line with the more recent [Skills and Post-16 Act 2022](#), which came into force on **1 January 2023**. It explains that our school must provide a minimum of **6 encounters** with technical education or training providers to all pupils in years 8 to 13. For more detail on these encounters, see our provider access policy statement.

This policy is also in line with the Education (Careers Guidance in Schools) Act 2022. This came into force on 1 September 2022, and amended the existing duty in The Education Act 1997, so that:

- Our school must now secure independent careers guidance from year 7 (instead of from year 8, previously)
- As an academy in England, we are now required to provide and publish careers guidance.

The above guidance requires that schools publish information about their careers programme on their website. This policy includes this information and shows how our school complies with this requirement.

We also act in line with our statutory duty under the 'Baker Clause', to be impartial and not show bias towards any route, be that academic or technical. This policy should be read in conjunction with our provider access policy statement, which sets out how our school meets this duty.

This policy shows how our school complies with these requirements.

4. Definitions

A career is a "course or progress through life, preparing for the next stage and advancing oneself". Careers education, advice and guidance at Penketh High school are seen as "whole school" approaches and are key aspects of all pupils' learning. "Career Cluster" is a group chosen by pupils at the start of each year to highlight an area of work they are interested in finding more about

5. Student Entitlement

All students in years 7 to 13 at Penketh High School are entitled to:

- Find out about technical education qualifications and apprenticeship opportunities as part of our careers programme, which provides information on the full range of education and training options available at each transition point.
- Hear from a range of local providers about the opportunities they offer, including technical education and apprenticeships, e.g., through cluster talks, assemblies, and visits.
- Understand how to make applications for the full range of academic and technical courses.

6. Implementation

For the aims of CIAG to be implemented in line with the 8 Gatsby Benchmarks of Good Career Guidance, the school will ensure that pupils will:

- Gain an understanding of the world of work and will understand their entitlement to continued learning.
- Have the opportunity for individual, impartial careers guidance interviews with the CAIG Coordinator at key decision points.
- Know and understand how to access sources of career/post school information and decision-making support.
- Align themselves on an annual basis around a career cluster to access appropriate careers information and guidance through Personal Development time and in Career Cluster meetings.
- All students are entitled to be exposed to opportunities across the year and to information, advice, and guidance from Careers Connect and Careers Leader.

Year 10, students with Special Educational Needs (SEN), those classified as 'at risk' and or potentially NEET (Not in Employment, Education or Training) will have access to college taster days and work placements.

CIAG will also be delivered by former students, mentors and external groups or agencies to support individual students with their planning and decision making. Identified students will also be offered Individual Information, Advice and Guidance at Key transition points. These students are:

- All students with a statement of educational need (from Year 10 onwards).
- Students on an alternative or work-related learning curriculum.

Parents will be kept fully informed. Parents can access information on supporting their children in making career and educational choices. The support is offered through resources on the school website, access to CAIG Coordinator, Senior Leaders at parents' evenings and option evening.

Pupils with special educational needs or disabilities (SEND)

We expect that most pupils with SEND will follow the same careers programme that meets the Gatsby Benchmarks as their classmates, with adjustments and additional support as needed. Our careers leader will work with teachers and, where appropriate, professionals from relevant organisations, to identify the needs of our pupils with SEND and put in place personalised support and transition plans. This may include meetings with pupils and their families to discuss education, training, and employment opportunities, supported internships and transition plans into higher education.

Our careers leader may, as appropriate, invite adults with disabilities to visit and share their experience and advice.

No information will be given to pupils without SEND that is not also offered to our pupils with SEND.

7. Management of Provider Access Requests

Details of Provider Access can be found in our separate Provider Access Policy.

A provider wishing to request access should contact Ian Musgrove, Careers Leader. He can be contacted by email: IMusgrove@penkethhigh.org

Several events, integrated into our careers programme, will offer providers an opportunity to come into school to speak to students and/or their parents/carers. In the following table, outline examples of the opportunities provided for training and education providers to speak to students and/or their parents/carers. We have provided some examples:

	Autumn Term	Spring Term	Summer Term
Year 7	Cluster Talks	Apprenticeship Week Assemblies /Activities Cluster Talks Post-16 Careers Fair	Cluster Talks
Year 8	Cluster Talks	Apprenticeship Week Assemblies /Activities Cluster Talks Post-16 Careers Fair	Cluster Talks
Year 9	Cluster Talks Assembly and tutor group opportunities - employability skills	Apprenticeship Week Assemblies /Activities Key Stage 4 options event Cluster Talks	Cluster Talks
Year 10	Assembly and tutor group opportunities - employability skills Cluster Talks	Apprenticeship Week Assemblies /Activities Cluster Talks Post-16 Careers Fair	CV Workshops Cluster Talks
Year 11	Assembly on opportunities at 16 Mock Interviews CV Workshops	Post-16 taster sessions	

Please speak to our Careers Leader to identify the most suitable opportunity for you.

Providers will be granted access to speak to students providing they meet our safeguarding policies and procedures and are available to fit in around our schedule of school events, such as mock exam periods.

Our safeguarding/child protection policy outlines the school's procedure for checking the identity and suitability of visitors. Education and training providers will be expected to adhere to this policy.

Any facilities and equipment required such be requested when contacting the Careers Lead and all effort will be made to accommodate resources dependent on their availability.

8. Monitoring and Evaluation

Evaluation has a crucial role to play in ensuring that the pupil's needs are being met and in determining the extent to which the CIAG programme is meeting its declared aims and outcomes. Evaluation of the CIAG programme is an on-going and cyclical process and all aspects are regularly reviewed and monitored to inform future policy planning. The school evaluates against the 8 Gatsby Good Career Guidance Benchmarks. Evaluation also includes the views of employers, training providers, governors, pupils, and parents. Their views are elicited via discussions, surveys, and questionnaires. The CIAG provision is reviewed annually with the School's Strategic Leadership Group and the Lead for CAIG.

The school's arrangements for managing the access of education and training providers to students are monitored by the Careers Lead.

This policy will be reviewed by the Careers Lead every year. At every review, the policy will be approved by the Local Governing Board.

9. Links

This policy refers to the skills for jobs white paper January 2021 and the Ofsted Statutory guidance framework of September 2022. It also relates to the Gatsby Benchmarks and CDI framework for careers, employability, and enterprise education Document.

This policy should be read in conjunction with:

- Safeguarding and Child Protection Policy.
- Curriculum Policy.
- Provider Access Policy.

10. Responsibilities

- Principal - John Carlin: To ensure that the school is compliant with legislation and to enable an annual evaluation of Careers within the school.
- Vice Principal (Pupil Development and Support) - Claire Lomax: To ensure that the school fulfils its legal obligation in the provision of CAIG.
- Careers Leader - Ian Musgrove: to ensure that the school maintains its high level of CIAG provision for all pupils at all times.
- Form Tutors: To act as front-line support, offer initial CIAG and signpost to appropriate support/services.
- Curriculum and Pastoral Managers: To oversee the teams they hold responsibility for and ensure appropriate CIAG is delivered to all pupils within their managed areas.
- Governors: To take an active interest in the provision of CAIG.