

ST. ANNE'S CATHOLIC HIGH SCHOOL FOR GIRLS



CAREERS POLICY 2026-2028

(Including Statement of Provider Access)

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Mission Statement

St. Anne's Catholic High School for Girls will offer a positive presence in Enfield with a comprehensive curriculum equipping students with the ability to meet the challenges of the 21st Century confidently and with high spiritual and moral standards.

We recognise that students, parents, staff and governors make up the school's community which will continually self-evaluate to improve itself effectively and efficiently in all aspects of its growth.

'Act justly, love tenderly, walk humbly with your God.'

Vision and Values

At St. Anne's Catholic High School for Girls, we are committed to providing every student with a high-quality, inclusive and progressive careers programme that enables them to develop the knowledge, skills, confidence and understanding needed to make informed decisions about their future.

Our careers programme begins in Year 7 and develops progressively through Years 7–11. It provides students with the knowledge, skills, experiences and guidance they need to make informed decisions about their next steps, including sixth form, further education, technical and vocational pathways, apprenticeships and employment.

We aim to ensure that every student:

- develops an understanding of their strengths, interests, skills and aspirations;
- explores a wide range of careers, education, training and employment opportunities;
- understands how their learning across the curriculum connects to future pathways and the world of work;
- develops the skills, attributes and confidence needed for future study and employment;
- has meaningful opportunities to engage with employers and the world of work;
- receives impartial careers information, advice and guidance at key points in their education;
- is supported to make realistic and informed decisions about their next steps.

Our careers programme is inclusive and accessible to all students, including students with SEND. Where appropriate, careers activities, resources, employer encounters and guidance are adapted to meet individual needs, with additional support provided to help students achieve positive transitions.

The programme is informed by the **Gatsby Benchmarks for Good Career Guidance**, the **CDI Career Development Framework** and relevant Department for Education statutory guidance. It is regularly reviewed using feedback, participation and destination information to ensure that it continues to meet the needs of our students.

This policy is informed by:

- Department for Education, *Careers guidance and access for education and training providers* – current statutory guidance, updated June 2026.
- Gatsby Foundation, *Good Career Guidance: The Next 10 Years* and the updated Gatsby Benchmarks for Good Career Guidance.
- Careers & Enterprise Company, updated Gatsby Benchmarks and Compass+ framework.
- Career Development Institute (CDI) Career Development Framework.
- Equality Act 2010 and relevant statutory duties relating to equality and accessibility.
- Education Act 1997, including relevant statutory duties relating to careers guidance and provider access.

- Skills and Post-16 Education Act 2022, including statutory provider access requirements.

Commitment

St. Anne's Catholic High School for Girls is committed to providing a planned, progressive and inclusive careers programme which supports all students to develop the knowledge, skills and experiences they need to make informed decisions about their future.

The school aims to ensure that every student:

- develops an understanding of their own strengths, interests, skills, values and aspirations;
- has access to accurate, impartial and up-to-date careers information and labour market information;
- understands the full range of education, training and employment pathways available, including academic, technical, vocational and apprenticeship routes;
- develops the employability and career management skills needed for future education, training and employment;
- has meaningful opportunities to meet employers, employees, education and training providers and other relevant professionals;
- has opportunities to experience workplaces and develop an understanding of the world of work;
- receives appropriate support at key transition points, including GCSE options, post-16 choices
- can access impartial careers guidance and personalised support appropriate to their individual needs, including additional support and reasonable adjustments for students with SEND.

The school's careers programme is informed by current Department for Education statutory guidance, the updated Gatsby Benchmarks and the CDI Career Development Framework. The Gatsby Benchmarks are used as a framework to plan, deliver, monitor and evaluate the quality of careers provision.

The school is committed to ensuring that careers education and guidance is impartial, inclusive and accessible to all students and takes account of individual circumstances, aspirations, additional needs and the changing labour market.

The school works in partnership with students, parents and carers, staff, employers, education and training providers and other external partners to provide a broad range of opportunities and experiences.

The impact of the careers programme is monitored and evaluated through student and stakeholder feedback, participation and engagement, careers guidance activity, workplace experiences, intended and actual destinations, and other relevant evidence. Findings are used to identify strengths and areas for further development.

Student Entitlement

At St. Anne's Catholic High School for Girls, every student is entitled to a high-quality, inclusive and progressive careers programme which supports them to develop the knowledge, skills, confidence and understanding needed to make informed decisions about their future.

Students will have opportunities to:

- develop an understanding of their own strengths, interests, skills, values and aspirations;
- access accurate, impartial and up-to-date careers information, advice and labour market information;
- explore a wide range of careers, occupations, sectors and employment opportunities;
- understand the different academic, technical, vocational, apprenticeship and employment pathways available to them;
- understand how subjects and curriculum learning relate to future education, training and employment;
- develop employability, enterprise, career management and transferable skills;
- meet employers, employees, education and training providers, including further education, higher education, technical education and apprenticeship providers;
- participate in meaningful workplace and work-related experiences appropriate to their age, needs and stage of development;
- receive support at key transition points, including GCSE options, post-16 and post-18 choices;
- receive impartial personal careers guidance from an appropriately qualified careers adviser at appropriate stages of their education;
- develop the skills needed to research options, make informed decisions, complete applications and prepare for transitions;
- use appropriate digital careers resources and platforms, including Careerpilot and Springpod, to support their career exploration and development;
- reflect on their careers learning, experiences and feedback to help them make informed future choices; and
- receive additional support, reasonable adjustments and appropriate preparation where required to enable them to participate fully in the careers programme, including students with SEND.

The school will ensure that careers provision is accessible to all students and that individual needs, circumstances, aspirations and barriers are taken into account when planning and delivering careers education and guidance.

Students will be encouraged to take an active role in their own career development and to engage positively with the opportunities provided by the school, employers, education and training providers and other partners.

Statement of Provider Access

St. Anne's Catholic High School for Girls is committed to providing students with access to a broad range of education, training and employment opportunities, including technical education and apprenticeships, alongside academic routes.

The school will comply with the statutory provider access requirements under **Section 42B of the Education Act 1997**. The provider access legislation requires schools to provide students in Years 8–13 with opportunities to meet providers of approved technical education and apprenticeship opportunities.

The school will provide a minimum of **six provider encounters** across Years 8–11:

- **First key phase – Years 8 and 9:** two encounters with providers of technical education and/or apprenticeships. These encounters are mandatory for students to attend.
- **Second key phase – Years 10 and 11:** two encounters with providers of technical education and/or apprenticeships. These encounters are mandatory for students to attend.

Within each key phase, the two encounters will be with **two different providers**. The same provider may participate in more than one key phase where appropriate.

The school will ensure that provider encounters are meaningful, age-appropriate and appropriately sequenced within the wider careers programme. Encounters may include presentations, workshops, careers fairs, information sessions, networking events, visits, virtual sessions or other suitable activities.

The purpose of provider encounters is to ensure that students understand the full range of education and training routes available to them and are able to make informed decisions about their future. The school will provide impartial information and will not promote higher education as a more favourable route than further education, technical education, apprenticeships or other appropriate pathways.

Provider encounters should, as a minimum, provide students with information about:

- the provider and the approved technical education qualifications and/or apprenticeships that the provider offers;
- the careers and progression opportunities to which those qualifications, apprenticeships or training routes may lead;
- what learning or training with the provider is like;
- entry requirements and progression opportunities, where appropriate; and
- the opportunity for students to ask questions about the provider, qualifications, apprenticeships and training opportunities.

As part of St. Anne's commitment to informing students about the full range of learning and training routes available to them, the school will consider appropriate requests from providers of technical education, vocational education, apprenticeships and other relevant training opportunities to meet students.

The school will also proactively approach appropriate providers when planning and organising careers events and activities throughout the school year.

Provider Access Requests

This policy statement sets out the school's arrangements for managing provider access to students for the purpose of giving information about education and training opportunities.

Providers wishing to request access should contact the **Careers Leader, Julie Lee**, using the contact details published on the school website.

Requests should provide details of:

- the provider and organisation represented;
- the qualifications, apprenticeships or training opportunities offered;
- the proposed student year group(s);
- the purpose and intended outcomes of the encounter;
- the proposed format and duration; and
- any facilities or technical requirements.

The school will consider requests in relation to the needs of students, the existing careers programme, curriculum priorities, safeguarding requirements, available facilities and the school's ability to provide a meaningful encounter.

Premises and Facilities

The school will make appropriate facilities available for provider encounters, subject to availability and safeguarding requirements. This may include classrooms, the school hall, meeting rooms and appropriate ICT facilities.

Provider encounters may take place in person, virtually or through a combination of approaches where appropriate.

The school will ensure that appropriate safeguarding and visitor procedures are followed for all provider encounters.

SEND and Inclusion

Provider encounters will be accessible to all relevant students. The school will make reasonable adjustments and provide additional support where appropriate to enable students with SEND to participate meaningfully.

Provider Access Evidence

The school will maintain records of provider encounters, including the provider, date, year group, nature and purpose of the encounter and relevant participation and feedback information. This evidence will be used to monitor delivery of the statutory provider access requirements and the impact of provider encounters on students.

A separate **Provider Access Statement** is published on the school website and provides further practical information for education and training providers, including how to request access, contact details, facilities and arrangements for provider visits and encounters.

Stakeholders, Partners and Providers

Stakeholders, Partners and Providers

The successful delivery of the careers programme is a whole-school responsibility. St. Anne's Catholic High School for Girls works with a wide range of internal and external stakeholders to ensure that students have access to high-quality, impartial and diverse careers learning and opportunities.

Students

Students are at the centre of the careers programme and are encouraged to take an active role in developing their knowledge, skills, aspirations and understanding of future opportunities.

Parents and Carers

Parents and carers are important partners in supporting students to make informed decisions about education, training and employment. The school provides information and opportunities to help parents and carers understand available pathways and support their children with career planning and transitions.

Governors and Senior Leaders

The Careers Governor provides strategic oversight and challenge in relation to the school's careers provision.

The senior leader with responsibility for careers works with the Careers Leader to ensure that careers education and guidance are appropriately embedded within the wider curriculum and school development priorities.

Careers Leader and School Staff

The Careers Leader has strategic responsibility for coordinating and evaluating the careers programme and works with teaching and support staff to ensure that careers learning is embedded across the school.

All staff have a role in supporting students' career development. Subject teachers are encouraged to identify and make meaningful links between curriculum learning, transferable skills, careers and the world of work.

Employers, Employees and Alumni

The school works with employers, employees and alumni to provide students with meaningful encounters with the world of work. These may include careers talks,

workshops, networking events, careers fairs, workplace visits, work experience and other activities.

Education and Training Providers

The school works with a broad range of education and training providers, including:

- further education colleges;
- sixth forms;
- higher education institutions;
- apprenticeship providers;
- technical education providers;
- vocational training providers; and
- other appropriate education and training organisations.

These partnerships help students understand the full range of academic, technical, vocational and apprenticeship pathways available to them.

Careers and External Partners

The school works with relevant external organisations and services to enhance its careers programme. These may include the Careers & Enterprise Company and local careers hub, local authority services, employers, professional organisations and other specialist careers providers.

External partners may support the school through employer encounters, careers guidance, labour market information, work experience, events, staff development and other careers-related activities.

Partnership Principles

The school will seek to ensure that partnerships:

- provide accurate, impartial and current information;
- reflect the diverse range of education, training and employment opportunities available;
- support students to make informed decisions;
- contribute to the Gatsby Benchmarks and CDI Career Development Framework;
- are accessible and inclusive, including for students with SEND;
- comply with the school's safeguarding and visitor procedures; and
- are evaluated where appropriate to assess their value and impact on students.

Destinations of our students

St. Anne's Catholic High School for Girls monitors the destinations of students following key transition points, particularly at the end of Year 11.

Students progress to a wide range of destinations, reflecting their individual interests, aspirations, abilities and career goals. These may include:

- sixth forms and school sixth forms;
- further education colleges;
- technical and vocational education and training;
- apprenticeships;
- higher education, including universities;
- employment and supported employment;
- specialist education or training; and
- other appropriate education, employment or training pathways.

Destination information is used to evaluate the effectiveness of the careers programme, identify patterns and gaps in participation, and inform future careers education, guidance and support.

The school works to ensure that students are supported to progress successfully to a suitable and sustained destination and that any barriers to progression are identified and addressed where possible.

Destination data is reviewed alongside student voice, careers guidance records, participation data, employer and provider feedback and other evaluation evidence to inform the ongoing development of the careers programme.

Granting and refusing access

The school will seek to facilitate appropriate access for providers of technical education, apprenticeships and other relevant education and training opportunities, in accordance with its statutory provider access duties.

Requests will be considered by the Careers Leader in relation to:

- the relevance and suitability of the provider and proposed opportunity;
- the needs and age of the students;
- the timing and fit within the school's careers programme;
- safeguarding and visitor requirements; and
- availability of appropriate facilities and resources.

The school will not unreasonably refuse a suitable provider request. Where access cannot reasonably be provided, the school will consider whether an alternative date, format or opportunity can be offered.

All provider access remains subject to the school's safeguarding, visitor and health and safety procedures.

Premises and facilities

The school will make appropriate facilities available to support the delivery of careers education, information, advice and guidance and provider encounters.

Facilities may include:

- classrooms and other suitable teaching spaces;

- the school hall or larger spaces for careers fairs, presentations and employer/provider events;
- access to computers, the internet and appropriate digital platforms;
- suitable spaces for confidential careers guidance meetings;
- facilities that enable virtual employer, education and training provider encounters where appropriate.

The school will work with employers, education and training providers to identify suitable facilities and arrangements for each activity. All visitors and providers must comply with the school's safeguarding, visitor, health and safety and site security procedures.

Where a requested activity cannot be accommodated in the proposed format or location, the school will consider reasonable alternative arrangements, including an alternative date, room or virtual format.

Framework & Implementation Plan

Framework and Implementation Plan

St. Anne's Catholic High School for Girls provides a planned, progressive and inclusive careers programme from Year 7 onwards. The programme is designed to support students to develop the knowledge, skills, confidence and experiences they need to make informed decisions about education, training, employment and their future careers.

The careers programme is informed by:

- the Department for Education's current statutory guidance on careers guidance and access for education and training providers;
- the Gatsby Benchmarks for Good Career Guidance;
- the CDI Career Development Framework;
- current labour market information and local opportunities;
- student needs, aspirations and destinations;
- feedback and evaluation from students, parents and carers, staff, employers and education and training providers.

The programme is progressive and builds on learning and experiences as students move through the school.

Key Stage 3 – Exploring and Developing

Students are supported to:

- develop greater understanding of their strengths, interests, skills, values and aspirations;
- explore a broad range of careers, occupations and employment sectors;
- challenge stereotypes and understand that career pathways are varied and can change over time;

- understand how curriculum subjects and transferable skills relate to future opportunities;
- develop awareness of further education, higher education, technical, vocational and apprenticeship pathways;
- develop career management and employability skills;
- begin to use reliable careers information and labour market information;
- make informed GCSE option choices and understand how these may relate to future pathways.

Key Stage 4 – Preparing and Progressing

Students are supported to:

- develop employability, transferable and career management skills;
- understand the full range of post-16 education, training and employment pathways;
- access impartial information, advice and guidance at key transition points;
- engage with employers, employees, further education, higher education, apprenticeship and technical education providers;
- gain meaningful experience of workplaces and/or work-related activities;
- research and compare post-16 options;
- prepare for applications, interviews and transitions;
- understand the skills, qualifications and behaviours required for different pathways;
- reflect on their experiences and identify appropriate next steps.

Work Experience and Workplace Learning

The school provides opportunities for students to develop an understanding of the workplace through work experience and other meaningful workplace or work-related activities.

Work experience is supported through preparation, participation, reflection and evaluation. The school seeks to ensure that opportunities are meaningful, accessible and appropriate to students' needs and circumstances.

Where an external placement is not appropriate or accessible, the school will provide suitable alternative work-related learning experiences where possible.

Personal Guidance

Students are supported at key transition points through impartial careers guidance. Personal guidance takes account of each student's strengths, interests, aspirations, needs and circumstances and supports them to make informed decisions about their next steps.

Annual Careers Programme

The detailed activities, events and opportunities delivered each academic year are set out in the school's annual Careers Programme. This is reviewed and updated to

reflect student needs, curriculum priorities, labour market information, provider and employer opportunities, evaluation findings and changes to statutory guidance.

The Careers Leader coordinates the implementation of the programme and works with staff, senior leaders, governors, parents and carers, employers, education and training providers and external partners to ensure that careers provision is coherent, progressive and inclusive.

Programme Delivery

The careers programme is delivered through a combination of timetabled careers education, curriculum learning, personal guidance, employer and provider encounters, workplace experiences and wider careers activities.

Delivery includes:

- **Timetabled Careers Education:** Students in Key Stages 3 and 4 receive dedicated careers education lessons, with two timetabled lessons per year group each academic year.
- **Curriculum Learning:** Subject departments identify and develop meaningful links between curriculum learning, skills and future education, training and employment opportunities.
- **Personal Guidance:** Students receive impartial careers guidance at appropriate transition points, with additional support provided where required.
- **Employer and Provider Encounters:** Students have opportunities to meet and engage with employers, employees, further and higher education providers, apprenticeship and technical education providers and other relevant organisations.
- **Work Experience and Workplace Learning:** Students have opportunities to gain an understanding of the workplace through meaningful work experience and other work-related learning activities.
- **Careers Events and Activities:** The programme includes careers fairs, workshops, networking activities, assemblies, visits, talks and other activities designed to broaden students' understanding of future opportunities.
- **Digital Careers Resources:** Students are supported to use reliable careers information, labour market information and digital resources, including Careerpod and Springpod.
- **Transition Support:** Additional careers education, information, advice and guidance is provided at key transition points, including GCSE options and post-16 and post-18 progression.

Careers activities are planned to build progressively on students' previous learning and experiences. The Careers Leader coordinates delivery across the school and works with staff, senior leaders, governors, parents and carers, employers, education and training providers and external partners.

The school evaluates the impact of careers activities through student and staff feedback, employer and provider feedback, participation information, careers guidance records, work experience evaluation and destination data. Findings are used to inform future programme planning and improvement.

Impact of the Careers Programme

The school evaluates the impact of its careers programme to ensure that it is effective, inclusive and responsive to the needs of students.

Evaluation considers whether students are developing the knowledge, skills, confidence and experiences needed to make informed decisions about their future.

The impact of the careers programme is evaluated through:

- student feedback and evaluation following careers lessons, events, employer encounters and work experience;
- staff feedback on the relevance and effectiveness of careers activities;
- feedback from employers, employees, education and training providers and external partners;
- participation and engagement in careers education, employer encounters, workplace experiences and other careers activities;
- careers guidance records and student reflections;
- student understanding of education, training and employment pathways;
- destination data following key transition points, particularly at the end of Year 11;
- monitoring of participation and outcomes for students with SEND and other students who may require additional support;
- curriculum and subject careers audits;
- review of labour market information and the relevance of careers opportunities provided;
- evaluation of the annual Careers Programme against the Gatsby Benchmarks and the school's identified priorities.

Evaluation findings are used to identify strengths, gaps and areas for development. The Careers Leader uses this evidence to inform future programme planning and improvement and reports relevant findings to senior leaders and the Careers Governor.

Evidence of impact may include student and staff feedback, lesson and event evaluations, employer/provider feedback, careers guidance records, work experience evaluations, destination information, participation data, curriculum audits and examples of student outcomes.

The school will continue to develop its approach to evaluating the longer-term impact of careers provision, including how effectively students are supported to progress to suitable and sustained destinations.

Implementation

The Careers Programme is implemented as a whole-school programme and is embedded within the wider curriculum and personal development provision.

The Careers Leader coordinates the programme and works with senior leaders, governors, teachers, support staff, students, parents and carers, employers, education and training providers and external partners.

Implementation includes:

- a planned and progressive careers programme across Years 7–11
- dedicated careers education lessons in Key Stages 3 and 4;
- careers learning embedded within curriculum subjects;
- employer, employee and education/training provider encounters;
- work experience and other workplace learning opportunities;
- impartial careers guidance at key transition points;
- targeted support for students with SEND and other students who may require additional support;
- use of reliable careers information and labour market information;
- appropriate preparation, safeguarding and risk assessment for careers activities;
- regular evaluation of activities and use of findings to inform future planning.

The annual Careers Programme sets out the specific activities, events and opportunities available to students and is reviewed regularly to ensure that provision remains relevant, inclusive and responsive to student needs.

Management and Delivery

Careers education and guidance is a whole-school responsibility, coordinated by the Careers Leader and supported by senior leaders, governors and staff across the school.

Careers Leader – Julie Lee

The Careers Leader is responsible for:

- coordinating and developing the school's careers programme;
- ensuring that careers provision reflects current statutory guidance and the Gatsby Benchmarks;
- working with staff, employers, education and training providers and external partners;
- coordinating careers education, guidance, employer/provider encounters and workplace learning;
- monitoring participation, evaluation and destination information;
- identifying priorities for development and improvement;
- maintaining appropriate careers records and evidence;
- reporting on careers provision to senior leaders and governors.

Senior Leadership

The senior leader with responsibility for careers provides strategic oversight and supports the Careers Leader in ensuring that careers provision is embedded across the school.

Careers Governor – Matthew Dalton

The Careers Governor provides governor oversight of careers provision, supports accountability and reviews the school's progress and priorities.

School Staff

All staff contribute to careers provision by supporting students to understand the relevance of their learning to future education, training and employment. Subject teachers are encouraged to make meaningful links between curriculum content, skills and careers.

External Careers Professionals and Partners

Where external careers advisers, employers, education and training providers or other specialist organisations are involved, the school will ensure that appropriate safeguarding, quality assurance and partnership arrangements are in place.

The Careers Leader will review responsibilities and arrangements regularly to ensure that the careers programme is effectively managed, delivered and evaluated.

Personal Careers Guidance

The school provides students with access to impartial careers guidance at appropriate points throughout their education, particularly at key transition points such as GCSE options and post-16 and post-18 progression.

Careers Leader and Careers Adviser – Julie Lee

Julie Lee is the school's Careers Leader and Careers Adviser and holds a **Level 6 qualification in Careers Guidance**. She coordinates the school's careers programme and provides individual careers guidance to students.

Personal careers guidance is impartial, student-centred and appropriate to each student's needs, circumstances and aspirations.

Personal careers guidance supports students to:

- understand their strengths, interests, skills and aspirations;
- explore appropriate education, training and employment pathways;
- consider the full range of academic, technical, vocational, apprenticeship and employment routes;
- make informed decisions about their next steps;
- prepare for applications, interviews and transitions;

- develop confidence and skills in managing their future career decisions.

Students with SEND and those requiring additional support will be provided with appropriate adjustments and personalised support. The Careers Leader/Careers Adviser will work with the SENDCo, pastoral staff, parents/carers and other relevant professionals where appropriate.

The school will ensure that personal careers guidance arrangements are reviewed regularly and that appropriate professional development and quality assurance arrangements are maintained.

Appropriate records of careers guidance will be maintained, and student feedback and other evaluation evidence will be used to review and improve the effectiveness of the provision.

Staff Development

The school recognises that staff play an important role in helping students understand the relevance of their learning to future education, training and employment.

The Careers Leader will support staff to develop their understanding of careers education and their role in delivering the school's careers programme.

Staff development may include:

- information and updates on the school's Careers Programme and statutory careers requirements;
- guidance for staff delivering timetabled careers education lessons;
- support for subject teachers to identify and develop meaningful careers links within their curriculum;
- information about current education, training, apprenticeship and employment pathways;
- access to relevant careers and labour market information;
- guidance on supporting students with SEND and other students who may require additional careers support;
- opportunities to engage with employers, education and training providers and external careers partners where appropriate;
- sharing of good practice, resources and evaluation findings.

The Careers Leader will provide relevant updates to staff and identify professional development needs through feedback, programme evaluation and changes to statutory guidance.

The impact of staff development will be considered through staff feedback, the quality of careers delivery and evaluation of the wider careers programme.

Curriculum and Careers Education

Careers education is embedded within the curriculum and wider personal development provision at St. Anne's Catholic High School for Girls. It is designed to help students understand the relationship between their learning, their skills and future education, training and employment opportunities.

Students in Key Stages 3 and 4 receive dedicated, timetabled careers education. Careers learning is progressive and builds on students' previous knowledge, experiences and development.

The careers curriculum supports students to:

- understand their strengths, interests, skills, values and aspirations;
- develop self-awareness and confidence in making decisions about their future;
- explore a broad range of careers, occupations, sectors and employment opportunities;
- understand how curriculum subjects and transferable skills relate to careers;
- develop employability, enterprise and career management skills;
- access reliable careers information and labour market information;
- understand the full range of education, training and employment pathways, including sixth form, further education, higher education, technical education, vocational pathways, apprenticeships and employment;
- prepare for key transition points, including GCSE options and post-16 and post-18 progression;
- develop the skills needed for applications, interviews, decision-making and successful transitions;
- reflect on careers experiences and identify appropriate next steps.

Careers Learning Across the Curriculum

All curriculum areas contribute to careers education by making meaningful links between subject knowledge, skills and future opportunities.

Subject departments are expected to identify and develop appropriate careers learning within their curriculum. This may include:

- highlighting careers and occupations linked to subject content;
- developing transferable and employability skills;
- using examples of how subject knowledge is applied in the workplace;
- introducing relevant employers, employees and professional roles;
- incorporating careers and labour market information where appropriate;
- challenging stereotypes and widening students' understanding of career opportunities.

Subject departments review their careers learning as part of the school's careers planning and evaluation processes.

Wider Careers Curriculum

Careers education is complemented by a range of activities and experiences, including:

- employer and employee encounters;
- education and training provider encounters;
- careers fairs and networking events;
- workplace visits and work experience;
- workshops, talks and assemblies;
- careers guidance;
- virtual careers and workplace experiences;
- use of digital careers platforms, including Careerpilot and Springpod.

The careers curriculum is reviewed regularly to ensure that it remains relevant, progressive, inclusive and responsive to student needs, current labour market information and changes in education, training and employment pathways.

Work Experience and Workplace Learning

St. Anne's Catholic High School for Girls recognises the value of meaningful workplace experiences in helping students develop an understanding of the world of work, explore career opportunities and develop employability and transferable skills.

The school provides opportunities for students to experience workplaces and engage with the world of work through external work experience, workplace visits, employer encounters, virtual experiences and other appropriate work-related learning activities.

Year 10 Work Experience

Year 10 students are provided with the opportunity to undertake meaningful work experience as part of the school's careers programme.

Students are encouraged to identify and arrange their own placement with support from their parent or carer. The school provides guidance, preparation and support throughout the process but does not guarantee or secure individual placements for students.

The school will:

- provide students with information and guidance to help them identify suitable placements;
- communicate requirements and key deadlines to students and parents/carers;
- provide preparation activities before the placement;
- ensure appropriate employer and placement checks are completed;
- consider safeguarding, health and safety, accessibility and suitability;
- provide support where students experience difficulty arranging or accessing a placement;

- provide appropriate alternatives where an external placement is not suitable or accessible;
- maintain appropriate records of placements and required checks;
- provide opportunities for students to reflect on and evaluate their experience;
- seek feedback from students, parents/carers and employers to inform future planning.

Work experience arrangements will be reviewed annually to ensure that they remain appropriate, meaningful and aligned with current guidance and the needs of students.

Preparation and Reflection

Students will receive preparation before undertaking workplace experiences. Preparation may include:

- workplace expectations and professional behaviour;
- communication and teamwork;
- health and safety;
- safeguarding;
- equality and respect;
- employability and transferable skills;
- appropriate workplace dress and conduct;
- setting personal goals for the experience.

Following the experience, students will be given opportunities to reflect on what they have learned, the skills they have developed and how the experience may influence their future education, training and career decisions.

SEND and Accessibility

The school will work with students with SEND, parents/carers and relevant staff to identify and address barriers to participation in workplace learning.

Reasonable adjustments and additional support will be considered where appropriate. Where an external placement is not suitable, safe or accessible, the school will seek to provide an appropriate alternative work-related learning experience.

Evaluation

The impact of work experience and workplace learning will be evaluated through student reflection, student feedback, employer feedback and other relevant evidence.

Findings will be used to identify strengths, barriers and areas for improvement and will contribute to the annual review of the Careers Programme.

Resources

The school provides appropriate resources to support the delivery of a high-quality careers programme.

Resources include:

- dedicated careers education lesson time;
- access to computers, the internet and appropriate digital careers platforms;
- reliable careers, education, training and labour market information;
- careers resources and materials appropriate to different year groups and student needs;
- suitable spaces for careers guidance meetings, employer/provider activities and careers events;
- resources and reasonable adjustments to support students with SEND and other additional needs;
- funding for appropriate careers activities, external expertise, events and professional development;
- access to employer, education and training provider networks and external careers partners.

The school reviews its careers resources regularly to ensure that they remain relevant, accessible and appropriate to the needs of students and the requirements of the careers programme.

Parents & Carers

Parents and carers are important partners in supporting students to make informed decisions about their future education, training and employment.

The school will:

- provide parents and carers with information about the careers programme and key careers activities;
- provide information about education, training, apprenticeship and employment pathways;
- signpost reliable sources of careers and labour market information;
- communicate key information about GCSE options and post-16 and post-18 pathways;
- encourage parents and carers to support students in researching and considering their future options;
- provide opportunities for parents and carers to engage with relevant careers events and information where appropriate;
- work with parents and carers to support students who require additional or targeted careers support, including students with SEND;
- seek feedback from parents and carers to inform the evaluation and development of careers provision.

The school recognises that parents and carers can provide valuable knowledge about students' interests, strengths, aspirations and circumstances and will work with them, where appropriate, to support successful transitions.

SEND and Inclusion

St. Anne's Catholic High School for Girls is committed to ensuring that students with special educational needs and/or disabilities (SEND) have access to the same high-quality, ambitious and impartial careers programme as their peers.

Careers provision will be adapted where necessary to ensure that students with SEND can participate meaningfully and develop the knowledge, skills, experiences and confidence required to make informed decisions about their future.

The school will:

- identify and respond to individual careers needs, strengths, interests, aspirations and barriers;
- provide reasonable adjustments and adapted resources where required;
- provide additional preparation, support and opportunities for practice before employer encounters, workplace experiences, applications and transitions;
- work closely with the SENDCo, pastoral staff, teachers, parents and carers and relevant professionals to support effective careers planning;
- ensure that careers guidance takes account of individual needs, aspirations and intended destinations;
- support students to understand the full range of appropriate education, training and employment pathways, including technical, vocational and apprenticeship opportunities;
- provide appropriate support at key transition points, including GCSE options, post-16 and post-18 progression;
- ensure that work experience and workplace learning opportunities are accessible, meaningful and appropriate to individual needs, with suitable alternatives considered where an external placement is not appropriate;
- monitor participation and outcomes for students with SEND and identify any gaps or barriers to participation;
- use student, parent/carers, staff and provider feedback to improve SEND careers provision.

The school will maintain high expectations for students with SEND and will seek to ensure that careers guidance is personalised without unnecessarily limiting students' aspirations or future opportunities.

SEND careers provision will be reviewed as part of the wider evaluation of the Careers Programme and will inform future improvement priorities.

Monitoring, Review and Evaluation

The Careers Leader monitors and evaluates the careers programme throughout the academic year to ensure that provision is planned, delivered effectively and responsive to student needs.

Evaluation will consider:

- progress against the Gatsby Benchmarks;
- delivery of the annual Careers Programme;
- participation in careers education, employer and provider encounters and workplace learning;
- student feedback and engagement;
- staff feedback;
- parent and carer feedback where appropriate;
- employer, employee and education/training provider feedback;
- careers guidance activity and student reflections;
- curriculum careers learning and subject department audits;
- work experience participation, feedback and evaluation;
- use and impact of careers information and labour market information;
- participation and outcomes for students with SEND and other students requiring additional support;
- destination data and progression following key transition points.

Evaluation evidence will be used to identify strengths, gaps and priorities for improvement.

The Careers Leader will report relevant findings to senior leaders and the Careers Governor and use them to inform the development of the careers programme and future priorities.

The school will maintain appropriate evidence of careers provision and its impact, including programme plans, lesson resources, student and staff feedback, employer/provider feedback, guidance records, work experience evidence, destination information and evaluation records.

The policy and careers programme will be reviewed regularly to ensure that they remain aligned with current statutory requirements, national guidance and the needs of students.

Links with other policies

The Careers Policy should be read alongside other relevant school policies and documents, including:

- SEND Policy and Information Report;
- Personal, Social, Health and Economic Education / Personal Development policy or programme;
- Curriculum Policy;
- Provider Access Statement;
- Equality Policy;
- Safeguarding and Child Protection Policy;
- Work Experience / Workplace Learning procedures;
- Careers Programme and annual Careers Programme;
- Behaviour Policy;
- Educational Visits Policy;

- Assessment and Personal Development arrangements;
- Complaints Policy;
- Data Protection and Privacy Policy;
- Accessibility Plan.

Careers provision will be delivered in accordance with the school's safeguarding, equality, accessibility, health and safety and data protection requirements.

Modification history

Version	Date	Changes	Author
1	2022		
2	Spring 2024	Reviewed and updated	Careers Leader
3	Autumn 2025	Reviewed and updated	Careers Leader
4	Autumn 2026	Full review and update of Careers Policy. Updated to reflect current DfE statutory guidance, Provider Access requirements, Gatsby Benchmarks, CDI Career Development Framework, SEND and inclusion, current careers provision, work experience, evaluation and governance arrangements.	Julie Lee, Careers Leader

Gatsby Benchmarks

Appendix 1 – Gatsby Benchmarks

St. Anne's Catholic High School for Girls uses the Gatsby Benchmarks as a framework for planning, reviewing and evaluating its careers programme.

The eight Gatsby Benchmarks are:

Benchmark 1 – A Stable Careers Programme

Every student should have access to a stable, structured and progressive careers programme which is clearly communicated and reviewed regularly.

Benchmark 2 – Learning from Career and Labour Market Information

Students should have access to reliable and relevant careers information and labour market information to help them understand opportunities, progression routes and employment trends.

Benchmark 3 – Addressing the Needs of Each Young Person

Careers provision should recognise the individual needs, strengths, interests, aspirations and circumstances of students. Additional support and reasonable adjustments should be provided where required, including for students with SEND.

Benchmark 4 – Linking Curriculum Learning to Careers

Students should understand how their learning, subjects and skills relate to future education, training and employment opportunities.

Benchmark 5 – Encounters with Employers and Employees

Students should have meaningful opportunities to learn from employers and employees and develop their understanding of the workplace and employment.

Benchmark 6 – Experiences of Workplaces

Students should have opportunities to gain meaningful experience of workplaces and develop an understanding of working life.

Benchmark 7 – Encounters with Further and Higher Education

Students should have opportunities to learn about the full range of further and higher education pathways and other progression routes.

Benchmark 8 – Personal Guidance

Students should have access to impartial careers guidance from appropriately qualified careers professionals at appropriate points in their education.

Using the Gatsby Benchmarks

The school reviews its careers provision against the Gatsby Benchmarks to identify strengths, gaps and priorities for development.

Evidence may include:

- careers programme and curriculum plans;
- careers education lesson resources;
- student participation and feedback;
- employer and provider encounters;
- workplace and work experience evidence;
- personal guidance records;
- curriculum careers audits;
- parent/carer and staff feedback;
- destination data;
- SEND participation and outcomes;
- programme evaluation and improvement planning.

The Gatsby Benchmarks are used alongside current Department for Education statutory guidance and the CDI Career Development Framework to support the planning and continuous improvement of careers provision.

The full Gatsby Report can be found here:

<https://www.gatsby.org.uk/uploads/education/reports/pdf/gatsby-sir-john-holmangood-career-guidance-2014.pdf>

Updated 2024 Gatsby Benchmarks The next 10 years:

<https://www.gatsby.org.uk/app/uploads/sites/2/2025/07/good-career-guidancethe-next-10-years-report-1.pdf>