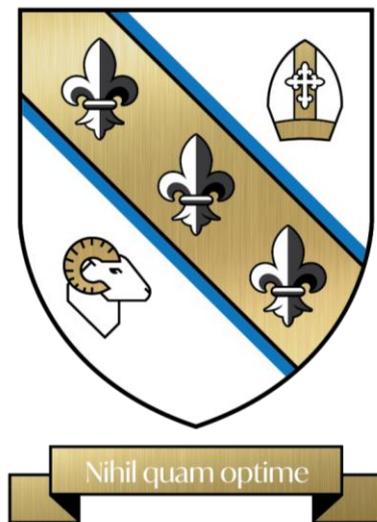


Careers Guidance Policy

Chulmleigh College



Chulmleigh College
Nothing but our best

Approved by:	A Thorncroft	Date: 30 th September 2025
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Next review due by:	30 th September 2026	

Contents

1. Aims	2
2. Statutory requirements	2
3. Roles and responsibilities	3
4. Our careers programme	5
Key Stage 3	5
Key Stage 4	6
5. Links to other policies	7
6. Monitoring and review.....	8
Appendix 1: Provider Access Policy Statement	9

1. Aims

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

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

- Help pupils prepare for the workplace, by building self-development and career management skills
- Provide experience and a clear understanding of the working world
- Develop pupils' awareness of the variety of education, training and careers opportunities available to them
- Help pupils to understand routes to careers that they're interested in, and to make informed choices about their next step in education or training
- Take into account the individual needs of all pupils to tailor the programme accordingly and provide the right level of support
- Promote a culture of high aspirations and equality of opportunity

2. Statutory requirements

This policy is based on the statutory [Careers guidance and access for education and training providers](#) from the Department for Education (DfE).

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 [Skills and Post-16 Education Act 2022](#) (the 'provider access legislation'). It explains that our school must provide a minimum of **6 encounters** with technical education and apprenticeship providers to all pupils in years 8 to 13 about their education or training offer. For more detail on these encounters, see our provider access policy statement, (appendix 1).

This policy is also in line with the [Education \(Careers Guidance in Schools\) Act 2022](#), which amends the existing duty in The Education Act 1997, so that:

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

The above guidance requires that we publish information about the careers programme on our website, and that it is communicated in a way that enables learners, parents and carers, staff, and employers to access and understand it. This includes:

- › The name and contact details of the careers leader
- › A summary of the careers programme
- › Details of how pupils, parents and carers, teachers, and employers can access information about the careers programme
- › How our school measures and assesses the programme's impact on learners
- › The date by which we will review information

We also act in line with our statutory duty under the provider access legislation (also known as 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, and can be found in Appendix 1.

This policy complies with our funding agreement and articles of association.

3. Roles and responsibilities

3.1 The governing board

The governing board will:

- › Actively engage in setting the direction for a whole-school approach to careers guidance with the headteacher, to make sure it is aligned with the school's vision, priorities and development plans
- › Provide clear advice and guidance on which the school can base a strategic careers plan which meets legal and contractual requirements
- › Maintain strategic oversight of the school's legal and contractual requirements for careers guidance and hold senior leaders to account for delivering against those requirements
- › Appoint a member of the governing board who will take a strategic interest in careers education and encourage employer engagement
- › Make sure that independent careers guidance is provided to all pupils throughout their secondary education (11 to 18 year-olds) and that the information is presented impartially, includes a range of educational or training options and promotes the best interests of pupils
- › Make sure that a range of education and training providers can access pupils in years 8 to 13 to inform them of approved technical education qualifications and apprenticeships
- › Make sure that arrangements are in place for the school to meet the legal requirements of the provider access legislation, including that the school has published a provider access policy statement
- › Make sure that details of our school's careers programme and the name of the careers leader are published on the school's website

3.2 Headteacher

The headteacher will:

- › Work with the governing board to set the direction for a whole-school approach to careers guidance, making sure it is aligned with the school's vision, priorities and development plans
- › Support the careers team to deliver the school's careers programme
- › Build careers into staff development for teachers and support staff, and make sure that the careers leader, careers adviser and senior leaders receive training and development to deliver high-quality careers provision

- › Make sure that personal guidance is provided to pupils by a qualified careers adviser
- › Network with employers, education and training providers, and other careers organisations

3.3 Senior leadership team (SLT)

The SLT will:

- › Support the careers programme
- › Support the careers leader in developing their strategic careers plan
- › Make sure the careers leader is allocated sufficient time and budget, and has the appropriate training, to perform their duties to a high standard
- › Support the careers adviser to deliver personal guidance to pupils, making sure it's well-resourced
- › Work closely with the careers leader and careers adviser in the overall development and evaluation of the careers programme
- › Network with employers, education and training providers, and other careers organisations

3.4 Careers leader

Our careers leader is Ms Thorncroft, and they can be contacted by phoning 01764 582 106 or emailing athorncroft@chuldmleigh.devon.sch.uk. Our careers leader will:

- › Take responsibility for planning and delivering the careers programme and work towards meeting the Gatsby Benchmarks in a meaningful way
- › Coordinate and manage careers activities and the budget for these
- › Work with the SLT to make sure the careers programme is informed by a strategic careers plan aligned to the school's priorities
- › Engage parents and carers throughout
- › Establish and develop key relationships to drive progress and continuously improve the careers programme
- › Establish and develop links with external employers, education and training providers, and careers organisations
- › Use and sequence labour market information (LMI) throughout the careers programme, tailoring it to individual circumstances
- › Support the careers adviser to work with relevant staff, including the SENCO, subject teachers and pastoral teams
- › Work closely with relevant staff, including our special educational needs co-ordinator (SENCO) and careers adviser, to identify the guidance needs of all of our pupils with special educational needs and/or disabilities (SEND) and put in place personalised support and transition plans
- › Work with our school's designated teacher for looked-after children (LAC) and previously LAC to:
 - Make sure they know which pupils are in care or are care leavers
 - Understand their additional support needs
 - Make sure that, for LAC, their personal education plan can help inform careers advice
 - Engage with the relevant virtual school head and ensure a joined-up approach to identifying and supporting pupils' career ambitions
- › Evaluate and continuously improve the careers programme, drawing on feedback from all stakeholders and the destinations of pupils
- › Review our school's provider access policy statement at least annually, in agreement with our governing board

3.5 Careers adviser

Our careers leader is the Deputy Headteacher. They will:

- › Support pupils to make effective career decisions
- › Work with the careers leader and SENCO to identify the needs of pupils with SEND and provide personalised support
- › Contribute to the overall development and evaluation of the careers programme

4. Our careers programme

Our school has an embedded careers programme that aims to inform and encourage pupils to consider their career options, and take steps to understand their choices and pathways. We provide statutory independent careers guidance to pupils from year 7 onwards.

Our programme has been developed to meet the expectations outlined in the **Gatsby Benchmarks**:

1. A stable careers programme
2. Learning from career and labour market information
3. Addressing the needs of each young person
4. Linking curriculum learning to careers
5. Encounters with employers and employees
6. Experience of workplaces
7. Encounters with further and higher education
8. Personal guidance

Our programme doesn't show bias towards any particular institution, education or career path, and promotes a full range of technical and academic options for pupils. We consider the best interests of the pupil to whom the career guidance is given.

It is structured in a way that builds upon previous years, and the overarching aim is divided between the Key Stages so that pupils are encouraged to think appropriately about their future. We provide aims, objectives and activities for each year group.

Our careers programme is delivered through a number of methods, including:

- › PSHE lessons
- › Tutor-led discussions
- › Displays around the school
- › Focus Day events
- › Activity weeks
- › Guest Speakers

4.1 How we meet our requirements

All subjects link curriculum learning with careers. Additionally, our PSHE curriculum includes information on careers and employability.

Every pupil will receive at least 1 personal guidance meeting with a careers adviser by age 16.

Information about personal guidance support, and how to access it, will be communicated to pupils, parents and carers, and other stakeholders, including through the school website.

Key Stage 3

Our Key Stage 3 careers programme will support pupils in their planning and choices of GCSE subjects. This includes:

- › Curriculum area displays for subject areas, highlighting the careers that different subjects lead to
- › School trips will always have a focus on how the subject area links to a specific work place or career, with opportunities for pupils to find out more alongside the subject focus
- › Use of Careers Pilot, to encourage independent exploration of different career paths
- › Introduction of Unifrog, to support pupils in learning different skills that will be beneficial to a workplace environment
- › A focus day in year 7 and 9, focused on careers and skills development
- › Additional lessons in the PSHE curriculum for Year 9, supporting them to identify their values and strengths when considering future pathways
- › Taster GCSE lessons for all options subjects in Year 9, prior to selecting GCSE options.
- › A talk about KS4 options for Year 9, to pupils and parents
- › During our end of year activity week, all Year 7, 8 and 9 pupils will engage with at least one careers based activity

We are meeting our requirements to provide:

- › At least 2 encounters with providers of technical education or apprenticeships in year 8 or 9 (this is set out in more detail in our provider access policy statement, which can be found in Appendix 1.
- › 1 week's worth of work experience activities

Key Stage 4

Our Key Stage 4 careers programme aims to help pupils research and understand their choices and routes into education and training. This includes:

- › Continuing with our work in pupils engaging with Career's Pilot, to support them in exploring the different pathways for post-16
- › School trips will always have a focus on how the subject area links to a specific work place or career, with opportunities for pupils to find out more alongside the subject focus
- › Regular tutor time sessions dedicated to a careers programme in Year 10, with an additional focus of getting them ready for their work experience placement at the end of the year
- › Taster Day visits to local colleges at the end of Year 10 for all pupils
- › Opportunities for tutor time in Year 11 for pupils to engage with college applications, to ensure that all pupils have applied for a form of post-16 education
- › Talks from further education colleges about post-16 options in Year 11 assemblies
- › One to one careers guidance for all pupils in Year 11
- › Further education colleges and organisations such as the RAF being present at Parents' Evenings and Results Day for Year 11

We are meeting our requirements to provide:

- › At least 2 encounters with providers of technical education or apprenticeships in year 10 or 11 (this is set out in more detail in our provider access policy statement, which can be found in Appendix 1.
- › 1 week's worth of work experience placement(s)

4.2 Pupils with special educational needs or disabilities (SEND)

All pupils with SEND will be supported with a careers programme that follows the Gatsby Benchmarks. We expect that the majority of pupils with SEND will follow the same careers programme as their classmates, with adjustments and additional support as needed. Information, opportunities and support will be personalised and sequenced to meet the needs of each pupil with SEND and their families.

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.

In addition, we work closely with Devon to ensure that the work experience placements that pupils partake in Year 10 are both accessible and meaningful, adopting a hybrid approach where appropriate.

4.3 Access to our careers programme information

A summary of our school's careers programme is published on our school website in the form of this policy, including details of how pupils, parents and carers, teachers and employers can access information about the careers programme.

Pupils, parents and carers, teachers, and employers can request any additional information about the careers programme by contacting the Deputy Headteacher.

4.4 Access to pupil participation records

We measure the progress of pupils and keep records as they move through the Key Stages.

We collect, maintain and use accurate data for each pupil on their aspirations, intended and immediate education, and training or employment destinations, to inform personalised support. We also keep records for each pupil of their participation in the careers programme, the individual advice given to them and subsequent agreed decisions.

Pupils have access to these records to support them during transition points and in their career development.

These records will be kept in line with our data protection policy, which can be found at [GDPR Policy 2023.pdf](#)

4.5 Assessing the impact on pupils

Our careers programme is designed so pupils and parents/carers can give feedback throughout the course of the programme. We measure and assess the impact of the programme's initiatives by:

- › FSQ- Future Skills questionnaire, completed at each transition point- so at the start of Year 7, Year 9 and Year 11
- › Monitoring usage of the platform Unifrog, and the skills that pupils are working towards
- › Pupil Voice- conducted with School Senate but also with a cross section of pupils, via Learning Walks
- › Parent feedback is sought at Parents' Evenings and post any meaningful careers experience- for example an employer visit.
- › Through destinations data- to measure the impact of post-16 guidance

This evidence will feed into the overall development plans to make it easier to evaluate, improve and adapt our careers programme to ensure it meets the needs of all pupils.

5. Links to other policies

This policy links to the following policies:

- › Provider access policy statement (appendix 1)
- › [Safeguarding and Child Protection Policy](#)
- › [GDPR Policy 2023.pdf](#)

6. Monitoring and review

This policy, the information included, and its implementation will be monitored by the governing board and reviewed annually.

The next review date is: September 2026

Appendix 1: Provider Access Policy Statement

Contents

1. Aims	9
2. Statutory requirements	9
3. Pupil entitlement	10
4. Management of provider access requests.....	11
5. Working with parents and carers	12
6. Previous providers	13
7. Pupil destinations.....	13
8. Complaints.....	13
9. Links to other policies	13
10. Monitoring arrangements.....	14

1. Aims

At Chulmleigh College we aim to provide all pupils from year 7 to 11 with meaningful opportunities to explore a wide range of future options.

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

- › 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 provider who is given access

As a school we aim to:

- › Develop knowledge and awareness among our pupils of all career pathways available to them, including technical qualifications and apprenticeships
- › Support pupils in learning more about opportunities for education and training outside of school, before they make crucial choices about their future options
- › Reduce drop-out from courses and avoid the risk of pupils becoming NEET (not in education, employment or training)

2. Statutory requirements

Schools are required to ensure that there is an opportunity for a range of education and training providers to access students in years 8 to 13 for the purposes of informing them about approved technical education, qualifications or apprenticeships.

Schools must provide a minimum of 6 encounters with technical education or training providers to all pupils in years 8 to 13 (see more detail in section 2.1 below).

Schools must also have a policy statement that outlines the circumstances in which education and training providers will be given access to these pupils.

This is outlined in:

- › Section 42B of the [Education Act 1997](#)
- › [Education and Skills Act 2008](#)
- › [The School Information \(England\) Regulations 2008](#)
- › The [Skills and Post-16 Education Act 2022](#)
- › Guidance from the Department for Education (DfE) on [careers guidance and access for education and training providers](#)

This policy shows how our school complies with these requirements.

3. Pupil entitlement

All pupils in years 7 to 11 at Chulmleigh College are entitled to:

- › Find out about further education training, 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 activities and events such as options evenings, assemblies and taster events during our end of year Activity Week.
- › Understand how to make applications for the full range of academic and technical courses
- › Have a minimum of 6 encounters with providers

These encounters must happen for a reasonable period of time during the standard school day.

As a school we can provide complementary experiences but encounters outside of school hours won't count towards these requirements.

We offer our pupils the encounters set out above, in line with the requirements.

Access to providers is available and promoted to allow all pupils to access information about other providers of further education and apprenticeships. We are committed to encouraging all pupils to make decisions about their future based on impartial information.

Pupils in year 7, 8 and 9

All pupils in these year groups are offered:

- › 2 encounters with education and training providers
 - All pupils must attend
 - Encounters can take place any time during year 7 and 8, and between 1 September and 28 February during year 9

Pupils in year 10 and 11

All pupils in these year groups are offered, as a minimum:

- › 2 encounters with education and training providers
 - All pupils must attend
 - Encounters can take place any time during year 10, and between 1 September and 28 February during year 11

3.1 Meaningful encounters with providers

Our school is committed to providing meaning encounters for all pupils.

A meaningful encounter:

- › Is where the pupil can explore what it is like to learn, develop and succeed in that environment
- › Involves meeting both staff and learners/trainees
- › Has a clear purpose
- › Is underpinned by learning outcomes that are appropriate to the needs of the pupil
- › Involves a 2-way interaction between the pupil and the provider
- › Includes information about the provider, such as their recruitment and selection processes, the qualifications that provider offers and the careers these could lead to
- › Describes what learning or training with the provider is like
- › Is followed by opportunities for the pupil to reflect on the insights, knowledge or skills gained through the encounter

4. Management of provider access requests

4.1 Procedure

A provider wishing to request access should contact the Deputy Headteacher, with oversight of careers.

Telephone: 01764 582106

Email: athorncroft@chulmleigh.devon.sch.uk

4.2 Information we ask from providers

As a school we ask each provider to provide the following information for our pupils:

- › Information about your provision and the approved qualifications or apprenticeships you offer
- › Information about what careers those qualifications and apprenticeships can lead to
- › What learning or training with you is like
- › Answers to any questions from pupils

4.3 Opportunities for access

There are a number of events, integrated into our careers programme, that offer providers an opportunity to come into school to speak to pupils and/or their parents/carers.

Please speak to our Deputy Headteacher to identify the most suitable opportunity for you.

	AUTUMN TERM	SPRING TERM	SUMMER TERM
YEAR 7		Careers Focus day	At least one Career's workshop experience during Activity Week
YEAR 8		Local, regional and national careers opportunities, via assemblies and smaller group presentations	At least one Career's workshop experience during Activity Week

	AUTUMN TERM	SPRING TERM	SUMMER TERM
YEAR 9	PSHE lessons focusing on employability skills	Careers Focus Day Key Stage 4 options evening Key Stage 4 GCSE taster lessons	No encounters – encounters must have taken place by 28 February
YEAR 10	Tutor group opportunities – life and employability skills	Tutor group opportunities for work experience preparation sessions Ministry of Defence Assembly	Work experience preparation sessions Work experience Technical/vocational tasters at local college/s- Petroc and Exeter
YEAR 11	Post-16 provider open evenings Post-16 apprenticeships assembly Meetings with careers adviser Post-16 applications	Post-16 interviews Apprenticeships – support with applications Ministry of Defence attending mock GCSE results day	No encounters – encounters must have taken place by 28 February Confirmation of post-16 education and training destinations for all pupils

4.4 Live online encounters

We will consider requests for live online encounters with providers, which may be broadcast into classrooms or the school assembly hall. We will need to carry out technology checks in advance to make sure systems are compatible.

4.5 Granting and refusing provider access requests

Each access request will be considered on a case-by-case basis.

We will grant access requests where there is opportunity for a positive contribution to our careers programme.

4.6 Safeguarding

Our safeguarding/child protection policy outlines the school's procedure for checking the identity and suitability of visitors. You can find the policy at [Safeguarding and Child Protection Policy](#)

Education and training providers will be expected to adhere to this policy.

4.7 Premises and facilities

We will provide an appropriate room or assembly hall, with the necessary equipment providers require to carry out their visit effectively – details will be agreed with the provider.

Providers are welcome to leave a copy of their prospectus or other relevant course literature with our Deputy Headteacher.

Providers will be met and supervised by a member of staff who will facilitate their visit.

5. Working with parents and carers

We aim to involve parents and carers in our careers programme and welcome your attendance at encounters with providers in school. In the Autumn term we send out a communication to parents providing information on the career's education for their child that year, and also requesting expertise that they may be able to offer.

If you would like to speak to the school about encounters with providers, please contact Ms Thorncroft at athorncroft@chulmleigh.devon.sch.uk

We also welcome feedback from parents and carers to help improve our offer of encounters with providers via a yearly survey for each year group.

6. Previous providers

In previous years we have invited the following providers from the local area to speak to our pupils:

- Petroc College
- Exeter College
- Bicton College
- Duchy College
- RAF
- MOD
- Careers South West

Community mentors - given guidance to individuals around law / being a legal secretary and the 3rd Sector (Charity work)

7. Pupil destinations

Last year, our year 11 pupils moved to a range of providers after school:

- Exeter
- Petroc
- Bicton
- Exeter Maths School
- Harrogate

8. Complaints

Any complaints related to provider access can be raised following the school complaints procedure [Complaints Policy](#)

9. Links to other policies

- › [Safeguarding and Child Protection Policy](#)
- › Careers guidance policy (attached to this document)
- › [Complaints Policy](#)
- › [Equal Opportunities Policy](#)
- › [SEND Policy](#)

10. Monitoring arrangements

Our school's arrangements for managing the access of education and training providers to pupils are monitored by the Deputy Headteacher.

This policy will be reviewed annually and approved by the governing board at every review.