

Brandles School

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CAREERS (CEIAG) POLICY

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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, 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
- Promote a culture of high aspirations and equality of opportunity

2. 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, which you can find on the school website.

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’re 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.

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

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, and can be found on the school website.

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3. ROLES AND RESPONSIBILITIES

3.1 THE GOVERNING BOARD

The governing board will:

- Provide clear advice and guidance on which the school can base a strategic careers plan which meets legal and contractual requirements
- Appoint a member of the governing board who will take a strategic interest in careers education and encourage employer engagement

3.2 SENIOR LEADERSHIP TEAM (SLT)

Our SLT will:

- Support the careers programme
- Support the careers leader in developing their strategic careers plan
- Make sure our school's careers leader is allocated sufficient time, and has the appropriate training, to perform their duties to a high standard
- Allow training providers access to talk to pupils in years 8 to 13 about technical education qualifications and apprenticeships, and set out arrangements for this in our school's provider access policy statement
- Network with employers, education and training providers, and other careers organisations

3.3 CAREERS LEADER

Our careers leader is Ian Reid and they can be contacted by phoning 01462 896351 or emailing ireid@brandles.herts.sch.uk. Our careers leader is a member of the senior leadership team (SLT) and will:

- Take responsibility for developing, running and reporting on the school's career programme
- Plan and manage careers activities
- Manage the budget for the careers programme
- Support teachers to build careers education and guidance into subjects across the curriculum
- Establish and develop links with employers, education and training providers, and careers organisations
- 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

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- Understand their additional support needs
- Make sure that, for LAC, their personal education plan can help inform careers advice

Review our school's provider access policy statement at least annually, in agreement with our governing board

Make sure 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 details of our school's careers programme and the name of the careers leader are published on the school's website

Make sure that arrangements are in place for the school to meet the legal requirements of the 'Baker Clause', including that the school has published a provider access policy statement

3.4 SUBJECT LEADERS

Are responsible for ensuring that they promote potential careers whenever possible within their subject area.

3.5. TUTORS

Are responsible for working with their tutees on a one to one basis giving tailored support to the student's individual needs and helping them at different stages of their learning journey through school as they make plans for the future and post-16.

3.6 ALL STAFF

- Are responsible for helping to meet the needs of all students at different stages of their learning journey through school. This will include taking students to visit colleges/universities and a wide variety of potential employers with possible work experience placements, graduate schemes, traineeships or apprenticeships.
- All staff are expected to contribute to the career learning and development of students in their different roles. To meet the training needs that arise from this we will monitor training needs with staff completing a training needs analysis.

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 with a careers leader
2. Learning from career and labour market information
3. Addressing the needs of each pupil

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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

At Brandles School we aim for the following across Key Stages 3 &4:

- To prepare all students for the next stage in their education or training
- To promote a culture of high expectations in students and inspire students at Brandles School to think independently and ambitiously about their future career options
- To liaise with and secure access for students to all relevant other sources of Careers provision, including local employers from the Careers and enterprise database
- To make Careers resources available on the School website
- To support inclusion, challenge stereotyping and promote equality of opportunity
- To encourage participation in continued learning including Further Education and Higher Education
- To deliver Careers guidance during tutor time, wellbeing and careers lessons and provide real-life contacts and experiences from the world of work
- To focus students on their future aspirations

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

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:

- Lessons
- Tutor-led discussion
- Displays
- Events
- Guest speakers
- Work experience
- Volunteering
- Preparing for Adulthood Guidance
- Independent Advice & Guidance meetings
- Regular contact with post-16 transition workers

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4.1 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, teachers and employers can access information about the careers programme.

Pupils, parents, teachers and employers can request any additional information about the careers programme by contacting ireid@brandles.herts.sch.uk

4.3 ASSESSING THE IMPACT ON PUPILS

We recognise the importance of basing our approach to teaching, learning and assessment on evidence of what works in career education and guidance. The Careers programme is designed to meet the needs of all students at different stages of their learning journey through school. It is adapted to ensure progression through activities that are appropriate to students' stages of career learning, planning and development.

Consideration for SEND learners is taken into account and activities are adapted to ensure an inclusive approach and equality of access. The Careers curriculum includes career education lessons, group and individual mentoring opportunities, on-line resources, work-related learning and events. There are aspects of the curriculum which are delivered to all students and opportunities which are provided where individual students needs have been identified, or where students opt to be included. Students will receive an introduction to the Careers resources and awareness of academic and vocational pathways in wellbeing and careers lessons and tutor times.

All students receive information, advice and guidance at key times in their secondary education in order to make informed decisions about their options. Year 9-11 are catered on a one to one basis giving tailored support to the student's individual needs including Year 9 GCSE Options Information. Visits to colleges/universities and a wide variety of potential employers with possible work experience placements, graduate schemes, traineeships or apprenticeships. These will lead to students having a better understanding of the full range of 14-19 opportunities for progression. They will understand their strengths and areas for development and how these might inform future choices in learning and work.

4.4 NATIONAL CAREERS QUALITY AWARD

As part of our commitment to continuous improvement and excellence in careers education, Brandles School is working towards achieving the National Careers Quality Award. This award is a nationally recognised benchmark that affirms the quality, breadth, and impact of our careers provision.

The award framework supports our alignment with the Gatsby Benchmarks, statutory guidance, and the Skills and Post-16 Education Act 2022, and it provides a structured process for self-assessment, stakeholder feedback, and external validation.

Through this process, we aim to:

- Strengthen our strategic careers planning and leadership
- Enhance the consistency and quality of careers learning across all year groups
- Deepen employer and provider engagement
- Ensure inclusive access and tailored support for all learners, including those with SEND
- Embed a culture of aspiration, progression, and lifelong learning

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Progress towards the award will be reviewed annually and reported to the governing board. The outcomes will inform future development priorities and ensure our careers programme remains responsive, impactful, and aligned with national expectations.

5. STAKEHOLDERS AND PARTNERS

5.1 PARENTS/CARERS

We recognise the important role that parents have in their child's career development. The school seeks to actively engage parents/carers in the formulation and development of careers provision with feedback requests on events the provision of work shadowing placements and experience. The careers updates are passed to parents/carers during information evenings, the school newsletter, ABC newsletter, emails, and other social media. The school website has a dedicated Careers section with information on the local Labour Market, copies of ABC and links to Careers websites.

5.2. CAREER SUPPORT AGENCIES

The school has an annual agreement with SfYP Hertfordshire for the provision of independent guidance, information, and curriculum support. The school meets with SfYP Hertfordshire in advance of each academic year to plan for the effective delivery of support to students and meets regularly through each year to monitor and evaluate the provision. The school works with The Hertfordshire Careers and Enterprise Company and our Enterprise Advisor.

5.3 EMPLOYERS, COMMUNITY PARTNERS AND LAERNING OPPORTUNITIES

We are committed to collaborative working with employers, HE, local learning providers, apprenticeship providers, LEP, etc. and to building our network to enhance our careers provision. We are in the process of building an alumni network and enabling past students to be a part of our careers program for our current students.

N.B. Read in conjunction with Provider Access Policy

6. LINKS TO OTHER POLICIES

This policy links to the following policies:

- Provider access policy statement
- Child protection policy
- Curriculum policy

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