



Blanche Nevile School

Careers Guidance Policy

Author:	SchoolBus Model Policy 2024 Edited for Blanche Nevile by Headteacher (Helen Taylor)
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All updates/amendments from last year's policy are noted in blue.

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Statement of intent

The main aims of careers provision at Blanche Nevile School (BNS) are to:

- Prepare pupils for life post-education.
- Develop an understanding of different career paths and challenge stereotypes.
- Develop an understanding of the differences between school and work.
- Inspire pupils to chase and achieve their dreams.
- Help pupils to access information on the full range of post-16 education and training opportunities.
- Support pupils after leaving school.
- Offer targeted support for vulnerable and disadvantaged young people.
- Instil a healthy attitude towards work

1. Legal framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Education Act 1997
- Education and Skills Act 2008
- Apprenticeships, Skills, Children and Learning Act 2009
- Equality Act 2010
- Children and Families Act 2014
- Technical and Further Education Act 2017
- The School Information (England) (Amendment) Regulations 2018
- DfE (2023) 'Careers guidance and access for education and training providers'

This policy operates in conjunction with the following school policies:

- Complaints Procedures Policy
- Data Protection Policy
- Records Management Policy
- Child Protection and Safeguarding Policy

2. Roles and responsibilities

The governing board is responsible for:

- Ensuring that all registered pupils are provided with independent careers guidance from Year 7 to Year 11.
- Ensuring that arrangements are in place to allow a range of education and training providers to access all pupils and inform them about approved technical education qualifications and apprenticeships. A policy statement will set out these arrangements.
- Ensuring that the independent careers guidance is presented in an impartial manner, showing no bias or favouritism towards a particular institution, education or work option.
- Ensuring that the guidance includes information on the range of education or training options, including apprenticeships and technical education routes.
- Ensuring that the guidance that is provided promotes the best interests of pupils.
- Ensuring this policy does not discriminate on any grounds.
- Handling complaints regarding this policy as outlined in the school's Complaints Procedures Policy.

- Providing clear advice and guidance to the headteacher on which they can base a strategy for careers education and guidance which meets the school's legal requirements.

The Careers Leader is responsible for:

- Managing the provision of careers information.
- Taking responsibility for the development, management and reporting of the school's careers programme.
- Planning careers activities, managing the careers budget and, where necessary, and managing and coordinating other staff involved in the delivery of careers guidance.
- Establishing and developing links with employers, education and training providers, and careers organisations.
- Liaising with various parties, e.g. the headteacher and external careers agencies to implement and maintain effective careers guidance.
- Providing pupils with effective careers guidance and supporting social mobility by improving opportunities for all young people.
- Monitoring teaching and learning in careers education, and the access to and take up of career guidance.
- Advising senior leadership on policy, strategy and resources for careers education, information, advice and guidance (CEIAG).
- Preparing and implementing a development plan for CEIAG.
- Reviewing and evaluating the programme of CEIAG.
- Using the [Gatsby Benchmarks](#) to improve the school's careers provision and ensure compliance with legal duties, with an ultimate aim to meet all benchmarks.
- Publishing details of the school's careers programme and a policy statement on provider access on its website.
- Ensuring that pupils with SEND understand their different career pathways, and enabling them to gain the skills, knowledge and experience they require to achieve their career goals.
- Providing a thorough, personalised career service throughout the school.
- Staying up-to-date with relevant CPD and developments in the CEIAG sector.
- Producing careers information and guidance through online and hard copy literature, and visual displays in school.
- Offering services to past pupils for up to a year after their departure from compulsory education.
- Coordinating with the designated teacher for LAC and previously LAC to work with the relevant virtual school head (VSH) to ensure a joined-up approach to identifying and supporting career ambitions is achieved.

Our careers leader is [Helena Demirci](#) (Qualified Teacher of the Deaf, and they can be contacted by phoning 020 8442 2750 or by emailing careers@blancheneville.org.uk)

Teaching staff are responsible for:

- Ensuring careers education is planned into their lessons.
- Attending any relevant CPD or training to ensure they are up-to-date with the school's careers plan.
- Promoting careers guidance in the classroom through visual aids.
- Being good role models for their particular area of work or specialism.
- Creating a learning environment that allows and encourages pupils to tackle real life challenges, manage risks and develop skills that can be applied to the workplace.

3. Developing a stable careers programme

The school will have its own careers programme in place which meets the requirements of the eight Gatsby Benchmarks:

- A stable careers programme
- Learning from career and labour market information
- Addressing the needs of each pupil
- Linking curriculum learning to careers
- Encounters with employers and employees
- Experiences of workplaces
- Encounters with further and higher education
- Personal guidance

The programme will be reviewed annually against the benchmarks to ensure it remains on target.

A careers leader will be appointed to ensure the leadership and coordination of a high-quality careers programme. The careers leader will be recruited alongside the suggested requirements to ensure the role is correctly fulfilled. The careers leader is [Helena Demirci](#).

The appointed careers leader will possess the following skills:

- Leadership – they will be a good leader who takes responsibility for developing, running and reporting on the school careers programme

- Management – they will be able to plan careers activities, manage the careers budget, and manage other staff involved in the delivery of careers guidance where necessary
- Coordination – they will be a careful coordinator of staff from across the school or college and from outside
- Networking – they will be a good networker who can establish and develop links with employers, education and training providers and careers organisations.

The following will be published on the school's website:

- The name and contact details of the careers leader.
- A summary of the careers programme, including how information about the programme may be accessed.
- Details of how the school measures and assesses the impact of the careers programme on pupils.
- The date and review schedule of the careers information published.

The school will work with careers advisers, who will support the careers leader to provide individual, tailored careers guidance to pupils.

The school will also work with external agencies to build careers and employer engagement plans to broaden the range of guidance that pupils have access to.

The school will work towards the [Quality in Careers Standard](#) to support the development of its careers programme, ensuring the programme is reviewed termly to ensure it is in line with the required standards.

4. Using labour market information

The school will ensure all requirements to meet 'Benchmark 2: Learning from career and labour market information' as outlined in the DfE's '[Careers guidance and access for education and training providers](#)'.

The school will ensure every pupil, and their parents, has access to high-quality information about future study options and labour market opportunities. Pupils and their parents will be referred to an informed advisor to help them make best use of the information available.

The school will ensure pupils and their parents understand the value of finding out about the labour market, and support them in accessing this information. Pupils and their parents will be provided with information on the benefits of understanding the labour market, including the salaries and promotion opportunities for different jobs, and the volume and location of vacancies across different sectors.

The school will ensure that all pupils, by the age of 14, have accessed and used information about career paths and the labour market to inform their own decisions on study options. Pupils will be provided with the necessary links and information that will enable them to access this. Access will be

monitored to review whether pupils are making the most of the service, and if not, what can be done to ensure they do.

Parents will be encouraged to access and use information about labour markets and future study options to inform their support to their children.

Where possible, the school will make use of local enterprise partnerships to provide pupils with presentations and workshops on the local labour market and employer expectations. However, Blanche Nevile recognises that, for our pupils, a local contact may be less relevant to the pupils' future careers than the deaf context. Therefore, Blanche Nevile will endeavour to form links with deaf organisations and employers.

To support social mobility, the school will work to raise pupils' aspirations and tackle stereotypical assumptions. Interventions will be used to tackle gender stereotypes; arrangements will be made for pupils to talk to employees who work in non-stereotypical jobs to raise awareness of the range of careers that STEM qualifications lead to.

The school will use labour market information, such as job roles, pay and vacancies, to inform pupils about the trends and opportunities in each industry. Information about a diverse range of progression pathways will be shared with pupils, including technical routes, to strengthen their capacity to make effective choices.

5. Addressing the needs of pupils

The school will ensure all requirements to meet 'Benchmark 3: Addressing the needs of each pupil' as outlined in the DfE's ['Careers guidance and access for education and training providers'](#).

The school's careers programme will aim to raise the aspirations of all pupils whilst being tailored to individual needs. The programme will inform pupils of the range of opportunities available to them, encouraging them to aim higher and make choices relevant to what they feel they can achieve.

All forms of stereotyping will be prohibited in the careers advice and guidance that is provided, to ensure pupils of all genders, backgrounds and abilities can consider the widest possible range of careers. The school's careers programme will actively seek to challenge stereotypical thinking and raise aspirations.

The school will tailor careers activities and educational goals to the needs of each pupil, taking into account their prior knowledge and skills, the choices they may face, and any additional support they may need to overcome barriers to progression.

Comprehensive and accurate records will be kept to support the career development of individual pupils at all relevant stages of education.

Destination data will be retained by the school for at least three years after a pupil has left school. This data, e.g. the percentage of pupils attending sixth form in the following term, will be published on the school's website alongside the school's careers programme.

Data retained will be collected, stored and managed in line with the Data Protection Policy and Records Management Policy.

The school will collect and analyse destination data to assess how well the careers programme is countering stereotypes and raising aspirations. The data will be reviewed by the headteacher and careers leader annually, who can then base further development of the school's career guidance plan on the results and areas of success or failure.

6. Providing targeted support

The school will work with the child's LA, children's social care and Virtual School heads to identify pupils who are in need of targeted support or those who are at risk of not participating in post-16 pathways, such as:

- LAC and Post - LAC.
- Care leavers.
- Pupils from Gypsy, Roma and Traveller backgrounds.

The school will look into additional support for special schools, such as the Jobcentre plus under their 'Support for Schools' programme.

The school will ensure that pupils understand the programmes available to support them and the financial costs associated with staying in post-16 FE. To support pupils who are likely to need support with post-16 participation costs, such as those with SEND, the school will work with the LAs and local post-16 education or training providers to share pupil data and ensure these pupils receive such support.

Pupils will be made aware of the 16-19 Bursary Fund, which has been devised to support those individuals with a financial hardship. They will be advised of how to access this funding and who they should speak to in order to find out more information.

7. Supporting pupils with SEND

All Blanche Nevile pupils have SEND. The school will ensure that careers guidance is differentiated, if appropriate, and based on high aspirations and a personalised approach. The SEND local offer will be utilised; annual reviews for a pupil's EHC plan will be informed by good careers guidance. The school will work with families of pupils to help them understand what career options are available.

Careers guidance will take account of the full range of relevant education, training and employment opportunities. It will inform pupils about the ways deaf employees, and those with other SEND, are supported in the workplace. Guidance will focus on a pupil's career aspirations and the post-16 options which are most likely to give the pupil a pathway into employment or HE.

The school will build partnerships with businesses and other employers, employment services, and disability and other voluntary organisations. Pupils will be prepared for encounters with employers and provided with any special support that will allow them to benefit fully from the experience.

Blanche Nevile pupils will have the opportunity to hear from deaf role models who have succeeded in their careers as part of the school's successful careers strategy.

When arranging work experience for pupils, the school will work with the employer to determine any additional support that will be needed during the work placement.

8. Linking curriculum learning to careers

The school will ensure all requirements to meet 'Benchmark 4: Linking curriculum learning to careers' as outlined in the DfE's ['Careers guidance and access for education and training providers'](#).

The school will work to encompass careers education and guidance into subjects across the curriculum. All teachers will be asked to support the career development of young people in their role and through their subject teaching. Teachers with industry experience will play a part in building careers guidance into the curriculum. Careers, employability, and enterprise lessons will be embedded into the PSHE curriculum

Pupils will be informed that if they do not achieve a grade 4 or higher in GCSE Maths and English by the end of KS4, they will be required to continue studying Maths and English as part of their 16-19 study programme.

The school will ensure that, by the age of 14, every pupil has had the opportunity to learn how various STEM subjects aid their entry into a wide range of careers and enable them to be more effective workers. The same will be applied for every pupil in their chosen subjects by the end of their course of study. The Careers and Enterprise Company (CEC) have collaborated with STEM Learning to produce a series of [STEM toolkits](#).

9. Enabling encounters with employers and alumni

The school will ensure all requirements to meet 'Benchmark 5: Encounters with employers and employees' as outlined in the DfE's ['Careers guidance and access for education and training providers'](#).

The school will engage with local employers, businesses and professional networks, inviting visiting speakers, particularly alumni with whom pupils can relate to. Deaf alumni and speakers, and deaf employers/deaf owned or focussed businesses and networks will be of particular relevance to Blanche Nevile students. This will be prioritised over 'local' connections, particularly as we are a Pan London provision.

Every pupil will be exposed to the world of work by the age of 14.

Every year, from the age of 11, pupils will participate in at least one meaningful encounter with an employer; at least one of these encounters at school will be with a STEM employer or workplace. These encounters may include:

- Careers events such as careers talks, careers carousels and careers fairs.
- Alumni activities.

- Transitions skills workshops such as CV workshops and mock interviews.
- Mentoring and e-mentoring.
- Employer delivered employability workshops.
- Employer encounters with parents.
- Employer involvement in the curriculum.
- Business games and enterprise competitions.

The careers programme will include the opportunity to learn about the entrepreneurial skills needed for certain types of self-employment.

Pupils will have the opportunity to meet with individuals from different levels within an organisation and those who have followed a variety of pathways into employment.

10. Providing work experience

The school will endeavour to meet the requirements of 'Benchmark 6: Experiences of workplaces' as outlined in the DfE's ['Careers guidance and access for education and training providers'](#).

However, the context of the school and the nature of its pupils may mean that the approach to gaining work experience each year varies according to the needs of the cohort. Where required and appropriate, virtual experiences of the workplace will be used to replace/complement the in-person experience.

11. Enabling encounters with further education (FE) and higher education (HE)

The school will ensure all requirements to meet 'Benchmark 7: Encounters with further and higher education' as outlined in the DfE's ['Careers guidance and access for education and training providers'](#).

The school will ensure all pupils understand the requirement to remain in education or training until their 18th birthday and what this requirement means for them. The school will ensure pupils are aware that this does not mean they need to stay in school, and that they may:

- Study full time in a school, college or with a training provider.
- Undertake an apprenticeship, traineeship, or supported internship.
- Work or volunteer 20 hours or more a week, combined with part-time accredited study.

The school will provide pupils with a range of information and opportunities to learn about the academic and technical pathways for education, training, and career paths throughout their school life, to prevent last minute decision-making. The school will not present HE more favourably compared to FE or other technical routes. By the age of 16, every pupil will be provided the opportunity to have a meaningful encounter with providers of educational opportunities.

Pupils will be encouraged to use information tools, such as websites and apps, which display information about opportunities, such as the National Careers Services' [Find a Course](#). Education and

training providers will have access to all pupils in Years 8 to 11 for the purpose of informing them about approved technical education qualifications and apprenticeships.

12. Providing personal guidance

The school will ensure all requirements to meet 'Benchmark 8: Personal guidance' as outlined in the DfE's ['Careers guidance and access for education and training providers'](#).

Careers advice provided by the school will be unbiased and maintain the best interests of individual pupils at all times. The school **will not** promote particular career or progression routes as better or more favourable than others; however, pupils will be advised, where evidence supports it, whether a chosen course has the potential to lead to poor career outcomes.

All pupils will be provided with opportunities for personal guidance interviews with a qualified careers adviser. Such interviews will take place by the time the pupil reaches age 16.

The school will ensure that form tutors can follow up on any careers interviews, and that careers advisers working with pupils will use the outcome and aspirations in the EHC plan to focus discussions.

Careers advisers working with LAC or care leavers will use their personal education plan to focus discussions.

13. Sharing information

The school will provide the relevant information about all pupils to the LA support services including:

- Basic information, such as the pupil's name or address.
- Other information that the LAs require to support the pupil to participate in education or training to track their progress.

Pupils with SEND will have their data monitored by their LA up until the age of 25.

The school's privacy notice will offer pupils and their parents the opportunity to ask for personal information not to be shared.

LAs will be notified, as early as is possible, whenever a 16- or 17-year-old pupil leaves an education or training programme before completion.

14. Compliance with legal duties and statutory guidance

Where someone has a complaint about the school's careers provision, such issues will be handled in accordance with the school's Complaints Procedures Policy. All complaints will be easy to submit and considered impartially.

Under Section 42B of the Education Act 1997 and the Skills and Post-16 Education Act 2022, the school has a duty to provide pupils in Years 8 to 13 with access to providers of post-14, post-16 and post-18 education and training. This will provide pupils with additional information about approved technical qualifications and apprenticeships, enabling them to build a picture of the kind of training that may suit them best, ultimately reducing the risk of them dropping out of courses.

Schools are directed as below:

Years 8 to 13 will receive at least six encounters with accredited providers of technical education and apprenticeships. These encounters will be divided accordingly:

- In Year 8 or between 1 September and 28 February during Year 9, all pupils must attend two mandatory sessions by accredited providers
- In Year 10 or between 1 September and 28 February in Year 11, all pupils must attend two mandatory sessions by accredited providers
- In Year 12 or between 1 September and 28 February during Year 13, there will be two sessions held by accredited providers – these will be optional for pupils to attend [It is mandatory for the school to put these specific sessions on in Year 12 and 13; however, attendance is optional for pupils].

However, the school will balance these legal requirements against the needs of each cohort. It would be inappropriate to confuse children who would not meet the entry requirements of an apprenticeship or other course and require a foundation programme.

The school will ensure that any providers who work with the children provide the following information to pupils and parents:

- Information about the provider and the technical qualifications and apprenticeships that they offer
- Information about the potential careers to which those technical qualifications or apprenticeships might lead
- What learning and training with them is like
- Any answers to questions that pupils and parents may have

The school will prepare a policy statement which sets out the circumstances in which education and training providers will be given access to students. This policy statement will be published on the school website.

15. Monitoring and review

The governing board, in conjunction with the headteacher and careers leader, will review this policy on an annual basis, taking into account the success of supporting pupils in accessing post-16 education and training. The headteacher / [SLT](#) / [Careers Lead](#) will make any necessary changes to this policy, and will communicate these to all members of staff.