



CAREERS POLICY

Senior member of staff responsible:	Sarah Pugh, Assistant Headteacher
Designated member of staff:	Anita Hunter, Careers Adviser Tina Peck, Careers Lead
Governor Committee:	Local Governing Body
Revised:	Spring 2026
Review date:	Spring 2028

Introduction

This Careers policy seeks to uphold the core aims and values of Mary Webb School and Science College, whilst adhering to national guidance and policy regarding Careers Education, Information, Advice and Guidance (CEIAG) including:

- 2025 DfE Careers Guidance and Access for Education and Training providers
- 2025 The Gatsby Benchmarks of Good Career Guidance
- Good Career Guidance: The Next Ten Years (2024)
- 2021 The CDI Careers Development Framework

This policy should be read in conjunction with the following documents:

- School careers programme
- Provider Access Policy
- SEND Policy
- Equality Policy
- Privacy Policy

Key Staff

1. Headteacher: Mr Peter Lowe-Werrell
2. Senior Leadership Team Responsibility: Miss Sarah Pugh, Assistant Headteacher
3. Careers Leader: Tina Peck,
4. Careers Adviser: Anita Hunter, registered CEIAG professional
5. Designated Governor for Careers: Stanislav Kudym

Our Vision for Careers Education, Information, Advice and Guidance

We aim to inspire all students to aim high, think big and work hard to gain access to a wide range of exciting opportunities in the future, through the application of Equalex learning outcomes and objectives framework [link to Equilax framework](#). We aim to provide support which is differentiated to meet the needs of individual students, and which is delivered in a way that recognises individual aspirations and goals. We encourage inclusive and active participation in a wide range of career-related activities and recognise the importance of supporting all students to develop a wide range of transferrable skills. The active STEAM agenda is an important part of our commitment to CEIAG and is a particular strength of the school.

How we achieve this:

Mary Webb School and Science College welcomes the statutory duties in relation to CEIAG. The school Careers Leader uses the COMPASS+ self-assessment tool, and works with support from the Marches Careers Hub, Careers Enterprise Coordinator and Enterprise Adviser (to be confirmed by Marches Careers Hub) to work towards achieving the eight Gatsby benchmarks of Good Career Guidance:

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

Key elements of the provision include:

Our School Careers Programme

The careers programme is available on the school website and is updated annually and as new information arrives. It is reviewed in line with the Gatsby Benchmarks and the Equalex Framework Outcomes and Objectives, with priorities for development set accordingly. The programme includes information about student entitlements by year group, as well as detail of Careers and Enterprise activities undertaken by each year group. Work Experience, Higher Education and Further Education visits, an annual Careers Fair, the STEAM day, and a number of visits, trips, speakers, and experiences are all included within this programme.

Gatsby Benchmarks 1, 2, 3, 4, 5, 6, 7, 8.

Personal Guidance

The school has a level 6 qualified professional Careers Adviser who provides personal guidance to all students. Students identified as experiencing barriers to progression are given priority. All students have the opportunity for at least one individual personal guidance intervention before post 16 choices are made. All students will be supported to produce at least one personal action plan. Small group guidance complements personal guidance for those who are more confident in their career planning. Students are prioritised according to need (EHCP, PP, RADY for example) and can self-refer and all year groups are encouraged to use the lunchtime drop-in sessions.

Gatsby Benchmark 3, 8

Library and Web resources

The school uses the CASCAID Xello careers programme and maintains a designated webpage that is accessible to students, parents, employers and external providers. The school has a careers area in the main library. Careers and library staff work together to maintain this.

Gatsby Benchmarks 1, 2

Links to Curriculum Areas

The school Careers Leader links with Department Leads to embed CEIAG throughout the whole school curriculum.

The updated Gatsby Benchmark 4 : Linking Curriculum Learning to Careers states the following:

- Every year, in every subject, every pupil should have opportunities to learn how the knowledge and skills developed in that subject helps people to gain entry to, and be more effective workers within, a wide range of careers.
- Careers should form part of the school's ongoing staff development programme for teachers and all staff who support pupils.

This means that departments have a specified section in their curriculum development plan to demonstrate this, as well as a meaningful way of tracking this with students.

Gatsby Benchmark 4

Work with students who have additional needs

The school Careers Leader, Careers Adviser, tutors, SENCO and pastoral staff work together to identify students with additional needs and set priorities to ensure that these students receive personal guidance and tailored careers interventions, that are both timely and individualised to meet those needs.

Gatsby Benchmark 3

Destination Measures

These are produced by the Local Authority - they are analysed by Mr Lowe-Werrell, Miss Pugh, the Head of Year 11, Careers Leader, and Careers Adviser each Autumn to inform future planning.

Gatsby Benchmark 3

Welcoming External Agencies and Employers to support the School Community

We value and welcome links with the wider community. Our Provider Access Policy is available on the school website.

Gatsby Benchmark 5, 7.

Evaluation of provision

The careers programme is evaluated annually during the Summer term by the Careers Leader and Careers Adviser. Compass self-assessment is revisited termly. Areas for development will be informed by a range of feedback as described in this policy and the results of the Compass self-assessment. The careers policy will be reviewed every 2 years or earlier if there are any significant changes to government guidance related to CEIAG.

Roles and Responsibilities

Governors & SLT responsibilities

- The governing body has a statutory responsibility to monitor and evaluate the effectiveness of the school and its curriculum in order to promote high standards of educational attainment (DfE, 2014a). Effective careers guidance contributes to raising aspirations, improving motivation and overcoming barriers to success.
- Ensure there is a named member of the SLT and a Governor who have primary responsibility for CEIAG.
- Ensure the annual Careers Plan is completed and signed off by the end of September.
- Ensure that the agreed careers objectives are understood and implemented across the school.
- Ensure the Careers Leader is prepared for OFSTED inspections.
- Ensure school is meeting the statutory careers requirements and expectations as laid out in the statutory guidance 2017 (in particular; has a named Careers Leader, a Provider Access Policy, the Careers Programme published on the school's website and is working towards the Gatsby Benchmarks).
- Provide support to the Careers Leader and ensure that the agreed resources are made available during the year.
- Review progress and achievements versus the careers plan and make adjustments as necessary.

Senior Careers Leader/Careers Leader shared responsibilities

- Ensure the Careers Programme is adequately resourced to deliver the agreed Careers Action Plan.
- Recruit, retain and support the Careers Adviser.
- Act as the 'Careers Champion' to ensure that whole school acceptance of the Careers Plan is achieved!
- Prepare and deliver the Careers Plan.
- Report monthly progress to the SLT.
- Work closely with the Governor with primary responsibility for Careers to ensure they are able to support and guide as required.
- Bring any problems that you are unable to resolve to the attention of the Headteacher.
- Ensure you engage with all your stakeholders including Local Authority, Local Colleges / Universities, Enterprise Adviser, SLT, teachers, support staff, governors, students, parents, local businesses and guest speakers.
- Ensure recruitment and retention of business volunteers by good communication, support and making them feel valued.
- Put systems in place to ensure that you deliver measurable year on year improvements to the Careers Programme.
- Ensure you get best value from the agreed budget reviewing each of your annual contracts and other discretionary spend.
- Be the school expert on all matters relating to careers education and training and ensure the SLT are kept informed of industry or legislative changes which may impact their responsibilities.
- Ensure you are accessible to your stakeholders by as many means as possible.
- Support Curriculum Leads to take responsibility for the curriculum strands within the careers plan, inputting objectives to the plan and ensuring the curriculum resources are made available as necessary.
- Understand what defines 'best practice' for integrating career readiness activities into the curriculum and ensure the school works towards and ultimately achieves these high standards.

Careers Adviser roles and responsibilities

- Provide impartial one-one careers guidance and create action plans.
- Support students with applications, CVs, interviews, and post-16/post-18 choices.
- Offer targeted help for students who need extra support, including those at risk of becoming NEET.
- Work with the Careers Leader, teachers, parents, employers, and training providers to support the careers programme.
- Help organise and deliver careers events, employer encounters, and visits.
- Maintain positive relationships with external partners such as colleges, apprenticeship providers, and local businesses.
- Keep careers information up to date, including labour market insights and progression routes.
- Maintain accurate records of guidance sessions and student destinations.
- Contribute to Gatsby Benchmark evidence and tracking systems.
- Follow the CDI Code of Ethics and maintain impartiality.
- Take part in ongoing CPD.

SENCO responsibilities

- Ensure that the careers plan complements objectives and activities set out in the school's special education policy.
- Provide support to SEN students to help them generate their individual careers action plans.
- Review SEN student career action plans with their parents to ensure they are engaged and supportive of the plans.
- Ensure the careers leader understands the school's statutory responsibility to students with SEN.
- Incorporate individual career action plans as part of the Education Health and Care plan.
- Work with the Careers Adviser to support SEN students in transition to post-16 opportunities

Administrative and support staff responsibilities

- Support the Careers Leader in delivering the Careers programme/plan and achieving its objectives.
- Support the Careers Adviser to meet with individuals in school using the SIMs system, registers, and liaison with tutors.
- Support students to ensure high levels of attendance at those appointments by making sure appointment information is shared with students and staff.

Teachers and teaching support staff responsibilities

- Ensure you are familiar with the Careers programme/plan and its objectives.
- Ensure that career related learning is embedded in your teaching practice
- Monitor the effectiveness of your embedded activities and improve as necessary. Utilise the support available through the Careers team
- Feedback specific student needs (or opportunities) to the Careers Leader.

Pastoral and pastoral support staff

- Ensure you are familiar with the Careers programme/plan and its objectives.
- Working with the Careers Leader provide additional support for the NEET risk group.
- Contribute towards the development of an atmosphere (within the school) of learning, confidence and ambition.
- Where and when you have the opportunity, encourage students to think positively about their career prospects and what they could be doing to enhance their life chances.
- Feedback specific student needs (or opportunities) to the Careers Leader.

Curriculum Lead responsibilities

- Ensure you are familiar with the Careers programme/plan and its objectives.
- Ensure that career related learning is embedded in your department
- Monitor the effectiveness of your embedded activities and improve as necessary.
- Feedback specific student needs (or opportunities) to the Careers Leader.
- Utilise the support available through the Careers Team.