

CAREERS POLICY

Careers Education, Information, Advice and Guidance (CEIAG)



HARTFORD
CHURCH OF ENGLAND
HIGH SCHOOL

Ratified by Governing Board:	October 2025
Next Due for Review:	Autumn Term 2026

Mission Statement:

Our mission at Hartford Church of England High School is to provide an outstanding, inclusive and ambitious education for all. Children develop and thrive both within and beyond the classroom. They are known, with their talents embraced and promoted. They develop into young people who will make a substantial contribution to the world. They enjoy an education rooted in a shared set of Christian values that radiate the love and truth of Jesus Christ.

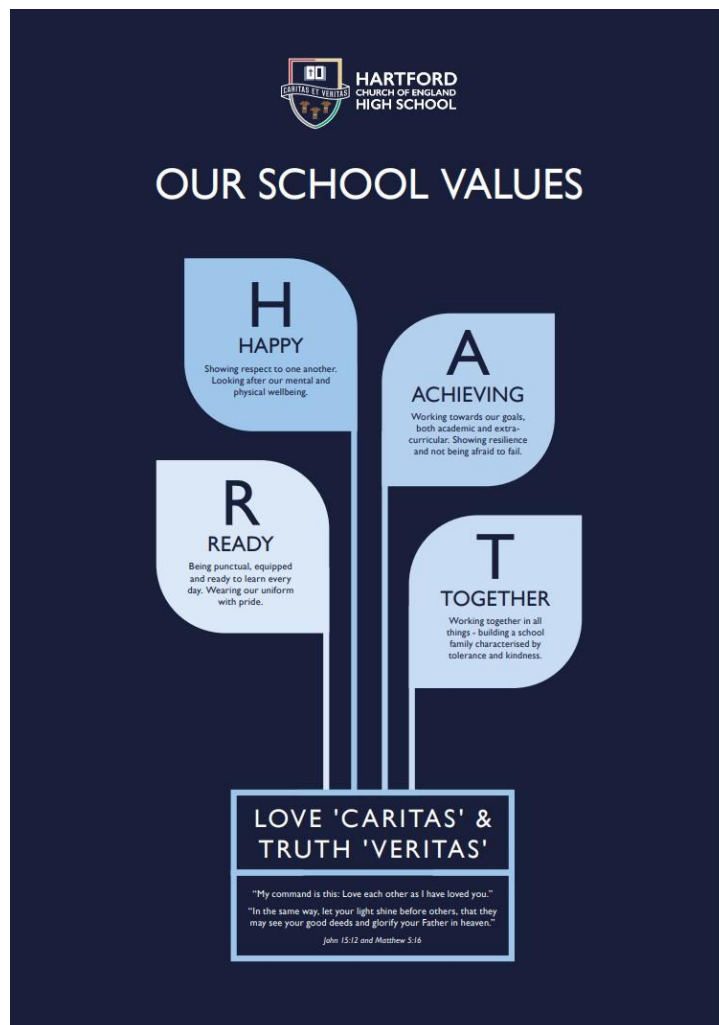
Everything we do at Hartford Church of England High School as students, staff, Governors and wider stakeholders, centres on the core values of our school:

Happy: Showing respect to one another. Looking after our mental and physical wellbeing.

Achieving: Working towards our goals, both academic and extra-curricular. Showing resilience and not being afraid to fail.

Ready: Being punctual, equipped and ready to learn every day. Wearing our uniform with pride.

Together: Working together in all things - building a school family characterised by tolerance and kindness.



"My command is this: Love each other as I have loved you."

"In the same way, let your light shine before others, that they may see your good deeds and glorify your Father in heaven."

John 15:12 and Matthew 5:16

Equally, the educational offer at Hartford Church of England High School is based on the Church of England's four key principles for education:

- Educating for wisdom, knowledge and skills
- Educating for hope and aspiration
- Educating for community and living well together
- Educating for dignity and respect

The Careers Policy of Hartford Church of England High School fully embodies our values, our mission statement and the key principles for education set out by the Church of England.

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1. Aims

At Hartford Church of England High School, we are committed to delivering a high-quality, inclusive careers programme grounded in our Christian values of Happy, Achieving, Ready, Together (HART). We aim to equip all students with the knowledge, skills, and experiences they need to make informed choices about their future. Our Careers Policy is designed to inspire ambition, broaden horizons, and prepare students for lifelong success and personal growth.

2. Legal Framework

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

- The Education Act 1997
- The Education and Skills Act 2008
- The Apprenticeships, Skills, Children and Learning Act 2009
- The Equality Act 2010
- The Children and Families Act 2014
- The Technical and Further Education Act 2017
- The School Information (England) (Amendment) Regulations 2018
- DfE (2025) 'Careers guidance and access for education and training providers'

This policy operates in conjunction with the following school policies:

- Alternative Provision Policy
- Attendance Policy
- Behaviour and Attitudes Policy
- Child Protection and Safeguarding Policy
- Curriculum Policy
- Parental Code of Conduct Policy
- SEND Policy
- Personal Development Policy

Gatsby Benchmarks

Hartford Church of England High School aligns its careers provision with the eight Gatsby Benchmarks of good practice:

- A Stable Careers Programme - An embedded, well-communicated careers programme.
- Labour Market Information - Access to up to date career and labour market insights.
- Addressing Individual Needs - Personalised support that promotes inclusion and diversity.
- Curriculum Links - Careers learning embedded across subjects.
- Employer Encounters - Regular interactions with employers.
- Workplace Experiences - Opportunities to experience real working environments.
- Further & Higher Education Encounters - Exposure to all post-16 and post-18 options.
- Personal Guidance - Individual careers advice from a qualified adviser.

3. Roles and Responsibilities

At Hartford Church of England High School, roles and responsibilities for careers education, information, advice and guidance (CEIAG) are underpinned by our Christian values and commitment to nurturing every student's potential and aspirations; allowing them to flourish.

The Governing Board will:

- Ensure all students receive independent, impartial careers guidance.
- Ensure guidance promotes student best interests and covers all post 16 options.
- Ensure the careers policy is inclusive and non-discriminatory.
- Provide strategic oversight of careers provision and legal compliance.
- Hold the Senior Leadership Team (SLT) to account for delivery and impact.

The Headteacher will:

- Delegate operational leadership of careers provision.
- Oversee the effectiveness of careers provision within the school.

The Assistant Head - Educational Partnerships will:

- Plan and implement a progressive careers programme that aligns with the Gatsby Benchmarks and complies with the latest statutory guidance 'Careers Guidance and Access for Education and Training Providers' (DfE, 2025).
- Coordinate and manage all aspects of the careers provision, including oversight of the associated budget and resources.
- Collaborate with the SLT to ensure the programme reflects whole-school strategic priorities through a clearly defined careers plan.
- Actively involve parents and carers throughout the careers journey to build supportive partnerships.
- Develop and maintain strong working relationships with internal and external stakeholders to enhance programme effectiveness.
- Work collaboratively with all staff, governors, careers advisers, students and parents to embed CEIAG throughout the school.
- Forge and sustain external partnerships with employers, education providers, careers organisations, and community agencies to expand student opportunities.
- Organise student workshops and actively promote the careers service at key school events, including open evenings, presentation days, assemblies, and parents' evenings.
- Monitor, evaluate, and refine the careers programme using stakeholder feedback and destination data to ensure continuous improvement.

The careers adviser(s), currently organised by Mploy, will:

- Provide a personalised and comprehensive careers service to all students across the school.
- Report regularly to the Assistant Headteacher – Educational Partnerships on student progress and the effectiveness of the school's careers provision.
- Stay informed of current developments in CEIAG through regular CPD.
- Develop and distribute careers information through digital platforms, printed materials, and in-school displays.
- Design and implement initiatives that encourage student engagement with the careers programme.
- Participate in regular planning and review meetings with the Assistant Headteacher – Educational Partnerships
- Offer a weekly drop-in service for students seeking guidance on career pathways.
- Schedule and follow up on one-to-one careers appointments as needed.

Teaching Staff will:

- Embed careers education meaningfully within lesson planning and delivery.
- Participate in relevant CPD and training to stay informed about the school's careers programme and priorities.
- Promote careers guidance in the classroom through subject-relevant content and visual displays.
- Serve as positive role models by demonstrating the real-world application of their subject specialism.
- Foster a learning environment that supports students in exploring real-life challenges, managing risk, and developing transferable workplace skills.

4. Careers Programme

The careers programme at Hartford Church of England High School is fully aligned with the Gatsby Benchmarks (see Appendix 1). It supports the school's Christian values of HART, strategic objectives, and development plans, contributing to whole-school improvement in the following areas:

- Attendance - increasing engagement through purposeful career aspirations.
- Behaviour - promoting motivation and direction.
- Well-being - enabling informed and confident decision-making.
- Inclusion - providing personalised support for all students.
- Attainment - raising ambition and outcomes through clear goals and pathways.

The programme supports students in developing key career management and employability skills, including:

- Self-management.
- Initiative and enterprise.
- Learning.
- Communication.
- Teamwork.
- Planning and organisation.

The structured programme:

- Is tailored to student needs, well-sequenced, outcome-focused, and linked to the Gatsby Benchmarks.
- Engages parents and carers throughout the careers journey.
- Is published on the school website and is clearly communicated to all stakeholders.
- Is periodically evaluated using feedback from students, parents, staff, employers, and careers professionals.
- Clearly defines staff responsibilities and expectations.
- Promotes equal access to meaningful opportunities for all students to thrive and succeed.
- Supports informed decision-making about education, training, apprenticeships, and employment.
- Develops career readiness and essential workplace skills.

The following will be published on the school website:

- The name and contact details of the Careers Leader: Assistant Headteacher - Educational Partnerships.
- A summary of the careers programme.

The school ensures that careers activities and encounters are well-sequenced, build on prior knowledge, and are underpinned by clear learning outcomes. Parents are provided with up-to-date information and supported in engaging with the programme. A qualified careers adviser, via Mploy, is available to offer personalised, one-to-one guidance to all students.

5. Using Labour Market Information

The school meets all requirements under Benchmark 2: Learning from Career and Labour Market Information, as outlined in DfE (2025) Careers Guidance and Access for Education and Training Providers.

Students will have access to high-quality, up-to-date Labour Market Information (LMI) to support informed decision-making. This includes:

- Current job roles and in-demand skills.
- Wage levels.
- Skills shortages.
- Emerging sectors and future employment trends.

LMI will be embedded throughout the careers programme across all key stages and will include localised data to highlight growth industries and skills needs within the regional economy.

Students will be supported by trained careers advisers who can interpret and apply LMI effectively. Parents can request contact with careers advisors. Where needed, students, particularly those with SEND, and/or at the risk of becoming Not in Education, Employment or Training (NEET) will receive tailored or additional information. The Assistant Head: Educational Partnerships will work with the SENDCO to ensure appropriate guidance and positive transitions into adulthood.

Careers information will reflect the full range of progression pathways, including academic, technical, and vocational routes. Parents will be encouraged and supported to use this information to guide and advocate for their child's next steps.

6. Addressing the Needs of Each Student

The school complies with Benchmark 3, ensuring the careers programme is inclusive, aspirational, and tailored to individual needs and stages of development.

The programme:

- Raises aspirations by providing information on the full range of education, training, and employment opportunities.
- Challenges stereotypes and showcases diverse role models to broaden students' career perspectives.
- Maintains systematic records of individual participation, guidance received, and decisions made.
- Shares records with receiving schools when students transfer during the secondary phase.
- Collects and analyses data on aspirations and destinations to inform personalised support and guide programme improvement.
- Regularly reviews this data, with oversight from the Headteacher and Assistant Headteacher – Educational Partnerships.

Targeted Support:

The school works with the local authority, social care and other outside agencies to identify and support students at risk of not progressing post-16, including:

- Looked-after and previously looked-after children (LAC/PLAC).
- Care leavers.
- Students in alternative provision.
- Students from Gypsy, Roma, and Traveller communities.

Support arrangements are coordinated with local services, and relevant data is shared where required (e.g. FSM eligibility or bursary funding). Students are also informed of the 16–19 Bursary Fund, including how to access support.

Support for Students with SEND:

Careers guidance for students with SEND is differentiated and personalised, with high aspirations and a clear focus on positive post-16 transitions. The school:

- Works closely with the SENDCO, families, and external agencies to help students explore pathways and develop essential skills, knowledge, and qualifications.
- Uses student aspiration surveys to inform tailored support and experiences.
- Ensures students understand how employers support staff with disabilities.
- Builds partnerships with employers, services, and voluntary organisations to provide inclusive opportunities.
- Prepares students for employer encounters, offering additional support where needed.
- Works with employers to identify and meet any additional needs for students with SEND during work placements.
- Ensures that students educated in the THRIVE provision have increased access to careers advice and guidance.

7. Linking Curriculum

The school meets all requirements under Benchmark 4, ensuring careers education is embedded across the curriculum.

- All subject teachers are expected to support students' career development through their teaching, showing the relevance of their subject to the world of work.
- Teachers with industry experience contribute directly to contextualising learning within career pathways.
- Careers, employability, and enterprise education is embedded into the PSHCE curriculum, supporting personal development and future planning.
- As required by statutory guidance, careers education is included in the school's CPD offer for all teaching and support staff.

Students are supported to:

- Understand the career value of each subject and its contribution to broader life skills and adulthood preparation.
- Recognise the importance of achieving a Grade 4 or above in GCSE English and maths—and are informed that if they do not, they will need to continue working towards this in their post-16 study programme.
- Explore how STEM subjects relate to a wide range of careers. By the end of Key Stage 3 (KS3), all students will have had the opportunity to understand how STEM learning supports future employment and productivity across sectors.

The school draws on a variety of externally provided resources and STEM Learning, including published toolkits, to enhance curriculum-based careers learning.

8. Enabling Encounters with Employers and Employees

The school fully meets Benchmark 5, ensuring that all students have regular, meaningful encounters with employers and employees.

From age 11 (Year 7), students will participate in at least one employer encounter per year, including:

- Careers talks, carousels, and fairs.
- Alumni-led activities (promoted across the school).
- CV and mock interview workshops.
- Mentoring and e-mentoring via the careers adviser.
- Employer-led workshops during Activities Week.
- Careers fairs involving employers and parents.
- PSHCE-integrated employer input.
- Enterprise competitions within the school's Family System.

These encounters are supported through platforms like Unifrog, enabling students to explore:

- What work is like.
- Skills valued by employers.
- The recruitment process.
- What it takes to succeed in the workplace.

The school maintains diverse and inclusive employer engagement, offering students exposure to a range of professionals, including the self-employed, across local, regional, and national networks.

Throughout KS3, students will also explore careers in the Government's eight priority sectors for economic growth:

- Advanced manufacturing.
- Clean energy.
- Creative industries.
- Defence.
- Digital technologies.
- Financial services.
- Life sciences.
- Professional and business services.

Each encounter will have a clear, shared purpose, be guided by appropriate learning outcomes, include two-way interaction between students and employers and be followed by structured reflection and action planning.

9. Providing Work Experience

The school fully meets Benchmark 6, ensuring students gain meaningful experiences of the workplace to support informed career decisions and skill development.

Over five years all students will complete a minimum of two weeks work-related experience, structured as follows:

- One week of work experience activities in Years 7 to 9.
- One week of external work placements in Years 10 and 11.

Where appropriate, virtual workplace experiences may be offered to complement or support in-person opportunities.

Students will be encouraged to explore a range of sectors and environments, with guidance to help them prepare for, engage with, and reflect on their experiences.

Work experience is personalised and inclusive:

- Placements are carefully matched to each student's needs, abilities, and aspirations.
- Additional support is arranged for students with SEND or students from disadvantaged backgrounds.
- The school will liaise with employers to ensure accessibility and successful participation for all students.

These experiences are designed to help students develop employability skills, expand their understanding of the workplace, and build confidence in real-world settings.

10. Enabling Encounters with Further Education (FE) and Higher Education (HE)

The school fully meets Benchmark 7, ensuring that all students are informed about the full range of academic and technical education routes available to them.

Students are made aware of their legal requirement to remain in education or training until the age of 18 and the flexible pathways available, including:

- Full-time study in school, college, or with a training provider.
- Apprenticeships, traineeships, or supported internships.
- Employment or volunteering (20+ hours/week) combined with part-time study.

In line with Section 42B of the Education Act 1997 and the Skills and Post-16 Education Act 2022, the school guarantees provider access for students in Years 8 to 11, supporting informed decisions and helping reduce the risk of early drop-out.

All students in Years 8–11 will receive encounters with approved providers of technical education and apprenticeships.

The school ensures that:

- Students receive balanced information on all routes, including A levels, T Levels, apprenticeships, and vocational courses.
- Higher education (HE) is not promoted more favourably than further education (FE) or technical pathways.

By the age of 16, all students will have had a meaningful encounter with providers of sixth forms, colleges, universities, and apprenticeship schemes.

Students are supported to explore their options through digital platforms and tools (e.g. the National Careers Service, Unifrog) and are encouraged to research these independently.

The school maintains strong links with local FE and training providers to offer regular:

- Visits, workshops, and presentations
- In-school events promoting diverse post-16 and post-18 routes.

11. Providing Personal Guidance

The school fully meets Benchmark 8, ensuring that all students receive timely, personalised careers guidance that is impartial and focused on their best interests.

- Careers guidance is never biased toward a particular route; however, students may be advised if certain choices are likely to result in poor outcomes, based on reliable evidence.
- Every student will have at least one personal guidance meeting with a qualified careers adviser by the age of 16, with further opportunities at key decision points.
- Guidance is individualised and scheduled to meet students' specific needs. The Careers Leader, SENDCO, and other key staff work collaboratively to embed guidance into the wider careers programme.
- Students, parents, and staff are informed about how to access personal guidance.

Careers advisers, which the school commissions via M-Ploy:

- Meet the Career Development Institute's professional standards.
- Enable follow-up by tutors or pastoral staff through the leadership of and liaison with the Assistant Headteacher - Educational Partnerships.
- Tailor discussions for students with SEND, considering their EHCP where required.
- Support LAC and care leavers using their Personal Education Plan (PEP), understanding their individual needs.

12. Sharing Information

The school will provide the local authority (LA) with relevant student information to support participation in education or training and to track progress. This includes:

- Basic details such as name and address.
- Any additional information the LA requires to fulfil its statutory duties.

For students with an EHCP, data will be monitored by the LA up to the age of 25 in line with statutory requirements.

The school's Privacy Notice informs students and parents of their rights, including the option to withhold consent for the sharing of personal data where applicable.

Appendix I

The Eight Gatsby Benchmarks (Full Descriptions)

1. A Stable Careers Programme

Every school and college should have an embedded programme of career education and guidance that:

- Is known and understood by students, parents, teachers, governors, and employers.
- Has clear leadership and support from the senior leadership team.
- Has resources allocated, including staff time and budget.
- Is regularly evaluated with feedback from stakeholders to improve the programme.

2. Learning from Career and Labour Market Information (LMI)

Every student and their parents should have access to good-quality information about future study options and labour market opportunities.

- This includes information on earnings, job roles, employment trends, and skills in demand.
- The school should provide guidance to help students make sense of and use the information effectively.
- LMI should be used across all year groups and updated regularly.

3. Addressing the Needs of Each Student

Students have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to meet the needs of each student.

- A careers programme should embed equality and diversity considerations throughout.
- Schools should keep systematic records of the individual advice given to each student.
- These records should be integrated with other planning and progression data, used to track the effectiveness of provision.

4. Linking Curriculum Learning to Careers

All teachers should link curriculum learning with careers.

- For example, STEM subject teachers should highlight the relevance of science, technology, engineering and maths to a wide range of career paths.
- Career-related learning should be included across all subjects to help students understand the practical application of their education.

5. Encounters with Employers and Employees

Every student should have multiple opportunities to learn from employers about work, employment, and the skills that are valued in the workplace.

- This should include a range of activities such as mentoring, enterprise schemes, mock interviews, and career talks.
- At least one meaningful encounter should take place every year from Years 7 to 13.

6. Experiences of Workplaces

Every student should have first-hand experiences of the workplace through work visits, shadowing, or work experience.

- This helps students explore career opportunities and expand their networks.
- Schools should offer at least one workplace experience by the age of 16 and another by the age of 18.

7. Encounters with Further and Higher Education

All students should understand the full range of learning opportunities that are available to them.

- This includes both academic and vocational routes and learning in schools, colleges, universities, and the workplace.
- Encounters should include visits, information sessions, and guidance about apprenticeships, T Levels, sixth form, and higher education options.

8. Personal Guidance

Every student should have opportunities for guidance interviews with a qualified careers adviser.

- These should be available whenever significant study or career choices are being made.
- Every student should have at least one such interview by the age of 16, and the opportunity for a further interview by the age of 18.

Date approved by Governing Board: 06/10/2025

Applicable from: 06/10/2025

Signed by

Headteacher:

Date: 06/10/2025

Chair of Governors:

Date: 06/10/2025