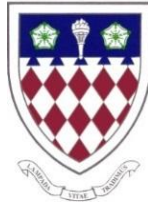


SPALDING HIGH SCHOOL



CAREERS EDUCATION POLICY

HEADMISTRESS:	Mrs M K ANDERSON
SCHOOL CAREERS LEADER:	Mrs D BUSHELL
LINK GOVERNOR:	MS A BAILEY
DATE AGREED:	March 2026
REVIEW FREQUENCY:	Biennial

Executive Summary:

This policy sets out the statutory regulations and school procedures for careers education and guidance. As a maintained community school, SHS follows the Lincolnshire County Council agreed practices and regulations. This policy has been written to ensure compliance with Section 42A and Section 45A of the 1997 Education Act and in response to the Department for Education statutory guidance 'Careers guidance and access for education and training providers' (May 2025) and full credit is given to this document.

Related Policies:

Child Protection
Confidentiality
Equal Opportunities/Inclusion
PSHCE and Citizenship
Assessment, recording and reporting
Provider Access Policy

Chair of Governors

Date

Headmistress

Date

SECTION 1: Introduction

- 1.1 A young person's career is their pathway through learning and work. Schools have a statutory responsibility to provide a programme of careers education for pupils in Year 7 to Year 13. At Spalding High School (SHS) our careers education programme is delivered from Year 7 to Year 13 and in collaboration with a range of external organisations.
- 1.2 The current programme has been developed in line with 'Careers guidance and access for education and training providers' (May 2025).

SECTION 2: Aims

- 2.1 Careers Education at Spalding High School provides a planned, progressive programme of learning activities to help young people to:
- Learn about the structures, systems and factors that guide, shape and influence people's career prospects and career development;
 - Explore how these could affect their future choices, why they need to consider them when making their own career decisions and plans and how they can do so;
 - Develop and practise the self-help skills they need to progress their own career plans and development, including making discerning use of careers information, advice and guidance;
 - Develop high aspirations and consider a broad and ambitious range of careers;
 - Make real life contacts from the world of work and understand how these contacts and experiences can help them make decisions about their own futures;
 - Leave school prepared for life in modern Britain.
- 2.2 Whilst much of the delivery and content of the programme is applicable to whole year groups, there are a wealth of opportunities for small groups with similar needs or interests to be supported (for example within the programme of specific talks from employers) or to respond to the distinct needs of individual pupils (for example, in one-to-one careers meetings/career guidance meetings).

SECTION 3: Delivery

- 3.1 Careers education at Spalding High School is taught as a module of lessons within the Personal, Social, Health & Careers Education (PSHCE) programme for each year group in Years 7 to 11 and through dedicated Careers Lessons in the Sixth Form. There is also a 'Careers in Tutor Time' programme in Years 7-11. See the separate programme of content in the careers section of the website. We are working towards achieving the eight Gatsby Benchmarks (see Appendix 1) as expected by the Department for Education.
- 3.2 The careers education programme aims to prepare young people for the opportunities, responsibilities and experiences of life, so that they can make and implement well-informed and realistic decisions about their future. Pupils are encouraged to take part in enrichment activities such as work experience, enterprise activities, careers fairs, university visits and attend talks by visiting speakers.
- 3.3 The Careers Leader is available to talk to parents and pupils at Curriculum Evenings. Discussions cover option choices, higher education, further education and career options. We work collaboratively with external agencies to ensure pupils have access to appropriate and independent advice. One-to-one guidance meetings are conducted by an independent Careers Adviser whose services are bought in from Complete Careers. The Careers Leader is available on national results days in August.
- 3.4 The School works collaboratively with the local Careers Hub and the Careers Leader meets termly with the Enterprise Co-ordinator who is employed by the Greater Lincolnshire Careers Hub and the Careers and Enterprise Company. The Enterprise Co-ordinator offers guidance and support to the Careers Department. School also has two Enterprise Advisers who are volunteers from local businesses who support the work of the Careers Department.

The Duke of Edinburgh Scheme is also successful and highly supported within the School and provides further opportunities for pupils to engage in careers related initiatives.

SECTION 4: Resources

4.1 Resources are provided by the Careers Leader and regularly reviewed for age and content suitability. The programme of content has been devised with reference to the eight Gatsby Benchmarks.

SECTION 5: Monitoring and Evaluation

5.1 Lessons are regularly reviewed by the Careers Leader. Evaluations are collected from form tutors based on pupil feedback after each lesson. These comments are used to refine and develop the programme, which is reviewed annually by the Careers Leader.

SECTION 6: Assessment, Recording and Reporting

6.1 Pupils are involved in self-monitoring using in-house questionnaires and the department uses the Careers and Enterprise Company's Future Skills Questionnaire which gives pupils the chance to reflect on their career-related knowledge and skills. Compass + is used to benchmark, manage, track and report on the careers programme. The Careers Leader and staff use Unifrog to record careers activities and interventions for each pupil so that pupils can view these in their accounts. Years 9-13 have careers 'Teams' where useful information and opportunities are shared with students and tutors.

SECTION 7: Those with Medical Needs, Special Educational Needs and Disabilities

7.1 The Careers Leader works closely with the SENDCo to ensure that relevant advice and support is given to students with special needs, medical needs or disabilities. This is included within Pupil Learning Passports (PLPs), Medical Needs Plans or Educational Health Care Plans (EHCPs).

SECTION 8: Gifted and Talented

8.1 The Careers Leader, staff and Heads of Year work to ensure that relevant advice and support is given to students identified as gifted and talented, for example, students wishing to apply for competitive courses.

SECTION 9: Reporting to the Local Authority and Department for Education

9.1 SHS tracks and reports destination data to both the Local Authority and the Department for Education. Destination data is scrutinised and used as a tool to both inspire younger pupils and reduce the number of students vulnerable to NEET (not in education, employment or training). This data is also presented to the Governing Body.

SECTION 10: Responsibility of the Governing Body

10.1 The Governing Body of SHS ensures that the careers guidance provided:

- Is presented in an impartial manner;
- Includes information on the range of education or training options, including apprenticeships and other vocational pathways;
- Is guidance that the person giving it considers will promote the best interests of the pupils to whom it is given;
- Achieves statutory compliance;
- Promotes best practice.

10.2 There is an annual meeting between the Link Governor and the Careers Leader on the Governors' Training Day.

Appendix 1 – The Gatsby Benchmarks

Benchmark 1

A stable careers programme

Every school should have an embedded programme of careers education and guidance that is known and understood by pupils, parents and carers, staff, governors, employers and other agencies.

Benchmark 2

Learning from career and labour market information

All pupils, parents and carers, teachers and staff who support pupils should have access to good quality, up-to-date information about future pathways, study options and labour market opportunities. Young people with special educational needs and disabilities (SEND) and their parents and carers may require different or additional information. All pupils will need the support of an informed adviser to make the best use of available information.

Benchmark 3

Addressing the needs of each pupil

Pupils have different career guidance needs at different stages. Careers programmes should help pupils navigate their concerns about any barriers to career progression. In addition, opportunities should be tailored to the needs of each pupil, including any additional needs of vulnerable and disadvantaged people, young people with SEND and those who are absent.

Benchmark 4

Linking curriculum learning to careers

As part of the school's programme of careers education, all teachers should link curriculum learning with careers. Subject teachers should highlight the progression routes for their subject and the relevance of the knowledge and skills developed in their subject for a wide range of career pathways.

Benchmark 5

Encounters with employers and employees

Every pupil should have multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace. This can be through a range of enrichment opportunities including visiting speakers, mentoring and enterprise schemes, and could include pupils' own part-time employment where it exists.

Benchmark 6

Experiences of workplaces

Every learner should have first-hand experiences of workplaces to help their exploration of career opportunities and to expand their networks.

Benchmark 7

Encounters with further and higher education

All pupils should understand the full range of learning opportunities that are available to them, including academic, technical and vocational routes. This should incorporate learning in schools, colleges, independent training providers (ITPs), universities and in the workplace.

Benchmark 8

Personal guidance

Every pupil should have opportunities for guidance meetings with a careers adviser, who could be internal (a member of school staff) or external, provided they are trained to an appropriate level. These meetings should be available for all pupils whenever significant study or career choices are being made. They should be expected for all pupils but should be scheduled to meet their individual needs. The careers leader should work closely with the careers adviser, SEND co-ordinator and other key staff to ensure personal guidance is effective and embedded in the careers programme.