

TRIDENT ALTERNATIVE PROVISION

Careers Guidance Policy



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Approved by	Gurdial Singh - Proprietor	November 2025
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TRIDENT ALTERNATIVE PROVISION: CAREERS GUIDANCE POLICY

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 and carers, 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
- Take into account the individual needs of all pupils to tailor the programme accordingly and provide the right level of support
- Promote a culture of high aspirations and equality of opportunity

2. Statutory requirements

This policy is based on the statutory [Careers guidance and access for education and training providers](#) from the Department for Education (DfE).

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 [Skills and Post-16 Education Act 2022](#) (the 'provider access legislation'). It explains that our school must provide a minimum of **6 encounters** with technical education and apprenticeship providers to all pupils in years 8 to 13 about their education or training offer. For more detail on these encounters, see our provider access policy statement.

This policy is also in line with the [Education \(Careers Guidance in Schools\) Act 2022](#), which amends the existing duty in The Education Act 1997, so that our school must now secure independent careers guidance for pupils from year 7 (instead of from year 8, previously)

The above guidance requires that we publish information about the careers programme on our website, and that it is communicated in a way that enables learners, parents and carers, staff, and employers to access and understand it. This includes:

- The name and contact details of the careers leader

- A summary of the careers programme
- Details of how pupils, parents and carers, teachers, and employers can access information about the careers programme
- How our school measures and assesses the programme's impact on learners
- The date by which we will review information

We also act in line with our statutory duty under the provider access legislation (also known as 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.

3. Roles and responsibilities

3.1 The proprietor

The proprietor will:

- Actively engage in setting the direction for a whole-school approach to careers guidance with the headteacher, to make sure it is aligned with the school's vision, priorities and development plans
 - Provide clear advice and guidance on which the school can base a strategic careers plan which meets legal and contractual requirements
 - Maintain strategic oversight of the school's legal and contractual requirements for careers guidance and hold senior leaders to account for delivering against those requirements
 - Take a strategic interest in careers education and encourage employer engagement
- › Make sure that independent careers guidance is provided to all pupils throughout their secondary education (11 to 16 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 11 to inform them of approved technical education qualifications and apprenticeships
- Make sure that arrangements are in place for the school to meet the legal requirements of the provider access legislation, including that the school has published a provider access policy statement
 - Make sure that details of our school's careers programme and the name of the careers leader are published on the school's website

3.2 Headteacher

The headteacher will:

- Work with the proprietor to set the direction for a whole-school approach to careers guidance, making sure it is aligned with the school's vision, priorities and development plans
- Support staff to deliver the school's careers programme

- Build careers into staff development for teachers and support staff, and make sure that the careers leader, careers adviser and senior leaders receive training and development to deliver high-quality careers provision
- Make sure that personal guidance is provided to pupils by a qualified careers adviser
- Network with employers, education and training providers, and other careers organisations

3.3 Senior leadership team (SLT)

The SLT will:

- Support the careers programme
- Support the careers leader in developing their strategic careers plan
- Make sure the careers leader is allocated sufficient time and budget, and has the appropriate training, to perform their duties to a high standard
- Support the careers adviser to deliver personal guidance to pupils, making sure it's well-resourced
- Work closely with the careers leader and careers adviser in the overall development and evaluation of the careers programme
- Network with employers, education and training providers, and other careers organisations

3.4 Careers leader

Our careers leader is Elizabeth Farr, and they can be contacted by phoning 0121 778 3166 or emailing elizabeth.farr@tridentalternativeprovision.co.uk Our careers leader will:

- › Take responsibility for planning and delivering the careers programme and work towards meeting the Gatsby Benchmarks in a meaningful way
- › Coordinate and manage careers activities and the budget for these
- › Work with the SLT to make sure the careers programme is informed by a strategic careers plan aligned to the school's priorities
- › Engage parents and carers throughout
- › Establish and develop key relationships to drive progress and continuously improve the careers programme
- › Establish and develop links with external employers, education and training providers, and careers organisations
 - Use and sequence labour market information (LMI) throughout the careers programme, tailoring it to individual circumstances
 - Support the careers adviser to work with relevant staff, including the SENCO, subject teachers and pastoral teams

- 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
 - Understand their additional support needs
 - Make sure that, for LAC, their personal education plan can help inform careers advice
 - Engage with the relevant virtual school head and ensure a joined-up approach to identifying and supporting pupils' career ambitions
- Evaluate and continuously improve the careers programme, drawing on feedback from all stakeholders and the destinations of pupils
- Review our school's provider access policy statement at least annually, in agreement with our governing board

3.5 Careers adviser

Our careers leader is Elizabeth Farr. They will:

- Support pupils to make effective career decisions
- Work with the careers leader and SENCO to identify the needs of pupils with SEND and provide personalised support
- Contribute to the overall development and evaluation of the careers programme

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
2. Learning from career and labour market information
3. Addressing the needs of each young person
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

Our programme doesn't show bias towards any particular institution, education or career path, and promotes a full range of technical and academic options for pupils. We consider the best interests of the pupil to whom the career guidance is given.

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:

- PSHE lessons, employability lessons, tutor-led discussions across the curriculum, displays, events, guest speakers

4.1 How we meet our requirements

- Appendix 1 provides details of our careers education, information and guidance programme and how it meets the requirements.
- Pupils, parents and carers, teachers, and employers can request any additional information about the careers programme by contacting our careers lead.

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

Pupils, parents and carers, teachers, and employers can request any additional information about the careers programme by contacting the careers lead.

4.3 Access to pupil participation records

We measure the progress of pupils and keep records as they move through the Key Stages.

We collect, maintain and use accurate data for each pupil on their aspirations, intended and immediate education, and training or employment destinations, to inform personalised support. We also keep records for each pupil of their participation in the careers programme, the individual advice given to them and subsequent agreed decisions.

Pupils have access to these records to support them during transition points and in their career development.

These records will be kept in line with our data protection policy, which can be requested from the school.

4.4 Assessing the impact on pupils

Our careers programme is designed so pupils and parents/carers can give feedback throughout the course of the programme. We measure and assess the impact of the programme's initiatives through pupil and parent surveys.

This evidence will feed into the overall development plans to make it easier to evaluate, improve and adapt our careers programme to ensure it meets the needs of all pupils.

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5. Links to other policies

This policy links to the following policies:

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

6. Monitoring and review

This policy, the information included, and its implementation will be monitored by the headteacher and reviewed annually. The proprietor will approve the policy at each review period.

Appendix 1: Our Careers Education Information and Guidance Programme

Key Stage 3 (Years 7–9) – Careers Provision

Careers Education in the Curriculum

- **PSHE:** Self-awareness, strengths and interests, teamwork, communication, understanding work and working life, basic financial awareness.
- **Preparation for Progression (Employability • Citizenship • Independent Living):** routines, responsibility, confidence, cooperation, respecting rules and expectations.
- **Curriculum subjects introduce careers awareness** through real-world examples and links to different job roles and sectors.

Encounters with the World of Work (Awareness)

- Opportunities to meet visitors and speakers from a range of occupations.
- Participation in enterprise activities, challenges, or themed events introducing workplace skills and behaviours.
- Encounters are exploratory and designed to broaden horizons rather than inform decisions.

Encounters with Education and Training Pathways (Awareness)

- Introduction to post-16 pathways, including further education, apprenticeships, and training routes.
- Awareness activities delivered through assemblies, tutor sessions, curriculum links, or virtual resources.

Work-Related Learning

- Participation in enterprise projects and practical team activities.
- Development of employability behaviours such as following instructions, meeting deadlines, and reflecting on performance.
- No formal work experience at KS3; activities focus on readiness and confidence.

Personal Guidance

- Careers learning supported through tutors, teachers, and pastoral staff.
- Informal guidance conversations and reflection activities.
- Early identification of pupils who may need additional support with future transitions.

Preparation for KS4

- Pupils develop an understanding of careers education and progression.
- Pupils are prepared to engage with employer encounters, provider encounters, work experience preparation, and formal careers guidance from Year 10 onwards.

Year 10 – Careers Provision

Careers Education in the Curriculum

- PSHE: Employability foundations, financial decision-making, strengths/skills, workplace expectations.
- Preparation for Progression (Employability • Citizenship • Independent Living)
- Vocational subjects embed careers learning:
- **Encounters with Employers** (*PAL Requirement: employer encounters*)
 - **At least one meaningful encounter**, e.g., salon stylist, garage employer, construction site visit, enterprise day employer judge, guest speakers.
- **Encounters with FE/Apprenticeship Providers** (*PAL Requirement 1*)
 - **At least one encounter** with a technical education or apprenticeship provider (college, ITP).
 - Delivered through talks, workshops, or provider visits.
- **Work Experience / Workplace Insight**
 - Preparation for 1 week of work experience through skills sessions.
 - Vocational pathways include practical workplace-simulated activities (salon days, diagnostic taster sessions, project weeks).
- **Personal Guidance**
 - **At least one personal guidance interview** with a qualified careers adviser.
 - Parents/carers informed; guidance integrated into progression planning.
- **Enrichment & Careers-Linked Activities**
 - Employer engagement events; community projects; practical trade simulations; career planning tasks.

Year 11 – Careers Provision

Careers Education in the Curriculum

- PSHE: Preparing for next steps, CVs, applications, interview skills.
- Preparation for Progression (Employability • Citizenship • Independent Living): communication/teamwork, community volunteering, tenancy basics, preparing for work, interview & presentation skills.
- Vocational subjects include employer-led assessments and progression planning:
- **Encounters with Employers**
 - **At least one meaningful employer encounter**, including mock interviews, work-related projects, guest speakers, and workplace visits.

- **Encounters with FE/Apprenticeship Providers** (*PAL Requirement 2*)
 - **At least one encounter** with a provider of technical education or apprenticeships between 1 September and 28 February.
 - Ensures pupils understand post-16 pathways.

- **Work Experience / Volunteering**
 - **1 week of work experience or volunteering**, supported and tailored to readiness.
 - Vocational practice includes simulated and supervised employer-style tasks.

- **Personal Guidance**
 - **At least one guidance interview**, supporting post-16 transition.

- **Transition Support**
 - Completion of college application tasks, Provider events, and EHCP transition review involvement (where applicable).