



Careers guidance policy

Responsibility	Jonthan Pyatt (Careers Lead) Danny Hilditch (Deputy Headteacher)
Approved and ratified by	PHS Governors
Approved Date	1 st Sep 2026
Next review	September 2027
Version Control	V1

Contents

	Page	Introdcution	2
Aims	3	Statutory Requirements	3
Roles and Responsibilities			5
Our Careers Programme			7
Links to other policies			13
Monitoring and Review			13

INTRODUCTION

There has never been a time when careers guidance has been as important for young people as it is today. At Pershore High School, we have a vital role to play in preparing our pupils for the next stage of their education or training and beyond.

Our pupils will be embarking upon a career pathway, which is more challenging and complex than that faced by previous generations. Global opportunities and increasing technological advances will result in young people entering a more competitive labour marker, having several careers during their working life, and potentially working in a career that does not currently exist.

With the greater choices of education, training and employment, our aim is to prepare pupils for these ever-changing opportunities, responsibilities, and experiences and to equip them with the skills to manage the choices, changes, and transitions ahead of them. This learning journey will begin when the student first joins the school.

We have a whole school approach to careers education. This allows pupils to access the necessary information to help them make informed decisions about their futures. Our careers programme throughout the year supports our careers education curriculum and in line with the most recent careers guidance strategy ([Careers guidance and access for education and training providers - GOV.UK](#)). Careers Education at Pershore High is not treated as a stand-alone strand; it is integrated into every area of the school and woven into the school curriculum and different subject areas.

We believe that by integrating our school values of think big, work hard and be kind into our careers strategy, we will ensure all our students go on to have long, successful and rewarding careers.



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

Pershore High School is fully committed to develop our students to become life-long learners with confidence, independence and resilience, through individual guidance and access to a wide variety of opportunities. We challenge students to set aspirational goals by "Thinking Big" and provide support to achieve them.

Pershore High School has established a range of effective careers guidance activities that help to raise students' aspirations and achievements as well as guide and support them to achieve positive destinations such as A levels, Higher Education, Apprenticeships, Technical routes or Employment.

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, which you can find at [Provider Access Legislation](#)

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)
- As an academy in England, we're now required to provide and publish careers guidance



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, and can be found at [Provider Access Legislation](#).

This policy complies with our funding agreement and articles of association.

Opportunities for access

The school offers a comprehensive Careers Education, Information, Advice and Guidance programme and an overview of this programme can be seen in the School's Careers Charter which can be seen in section 4.1 of this document.

The school will make a suitable space available for discussions between the provider and students, as appropriate to the activity. The school will also make available ICT and other specialist equipment to support provider presentations. This will all be discussed and agreed in advance of the visit with the Careers Lead, Jonathan Pyatt, or a member of their team.

All requests will be given due consideration by **Pershore High School** and Senior Leadership and requests will be refused if:

- They impinge on pupils' preparation for public or internal exams
- They clash with other school events such as visits, other speakers, well-being days, school photographs, sports days, public or internal exams, parents' communication events etc.
- The school is unable to provide staff to support the presentation or talk due to previous commitments
- Rooming for the talk or event is unable to be found due to timetabling clashes

Providers are welcome to leave a copy of their prospectus or other relevant course literature with the Careers Advisor so that they can be displayed inside and outside of the Careers office in the Humanities block.



Feedback

Pershore High School welcomes parental and employer participation within our careers related activities. Should you wish to support our activity or provide feedback on our Careers Strategy then please contact our Careers Lead directly using careers@pershire.worcs.sch.uk.

3. Roles and responsibilities

3.1 The Academy Standards Committee

The Academy Standards Committee (ASC) 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
- Appoint a member of the ASC who will 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 18 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 13 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 ASC 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 the careers team 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 Jonathan Pyatt and they can be contacted by emailing careers@pershore.worcs.sch.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 Head of Careers Information, Advice and Guidance is Deborah Booton-Gwynne. They will:

- Support pupils to make effective career decisions through one-to-one interviews
- 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, as detailed across the following pages:

4.1 How we meet our requirements

Pupils are currently receiving the following careers related support or participating within the activities listed below during their journey through school. The Careers Development Institute (CDI) Framework has identified six career development skills that people need to have positive careers. These are defined by the following codes:

GTL – Grow Throughout Life – reflecting on the student, the student's background and the student's strengths,



EP – Explore Possibilities – the possibilities open to the student where they can learn about recruitment processes and the culture of different workplaces

MC – Manage Career – the student manages their career actively, making the most of opportunities and learning from setbacks.

CO – Create Opportunities – the student is encouraged to be proactive in building positive relationships with others.

BLW – Balance Life and Work – the students is encouraged to balance their life as a worker with their wellbeing.

SBP – See the Big Picture – students pay attention to how the economy, politics and society connect with their own life and career.

Year 7

- Careers Education as part of ‘Personal Development’ (PSHE) lessons (GTL, EP, CO, SBP)
- Developing skills and aspirations - Careers, teamwork and enterprise skills, and raising aspirations
- Financial decision making – how to manage income from a successful career.
- An introduction to Unifrog online careers platform as part of Personal Development lessons.
- Use of ‘Simply Careers’ online platform to discover local labour market information and the pathways available to them at a local level.
- Termly Careers assemblies including guest speakers from local employers and training providers (EP, CO, SBP)
- Careers Challenge competition where students have previously been tasked with building a Sustainable

Town of the Future. Three winning students have gone on to represent the school at the National Finals. (EP, CO, SBP)

- Careers information, events, Apprenticeships, Further and Higher Education, LMI and virtual work experience opportunities provided in monthly Careers Newsletters sent to students and their parents/carers. (GTL, EP, MC, CO, BLW, SBP)

Year 8

- Careers Education as part of ‘Personal Development’ (PSHE) lessons (GTL, EP, CO, SBP)
- Managing Money – how to manage income from a successful career.
- An introduction to Unifrog online careers platform (new joiners) as part of Personal Development lessons. Existing students will continue to build their portfolio of encounters.
- Careers Day (Summer term) – a range of local employers from different industries (including STEM) discuss their pathways and routes into careers whilst students complete a task related to that industry. (GTL, EP, CO, BLW, SBP)
- Termly Careers assemblies including guest speakers from local employers and training providers (EP, CO, SBP)
- Careers information, events, Apprenticeships, Further and Higher Education, LMI and virtual work experience opportunities provided in monthly Careers Newsletters sent to students and their parents/carers. (GTL, EP, MC, CO, BLW, SBP)

Year 9

- Careers Education as part of ‘Personal Development’ (PSHE) lessons (GTL, EP, CO, BLW, SBP)
- Careers and future choices - Learning strengths, career options and goal setting as part of the GCSE options process
- Employability skills and online presence

- Profile development on Unifrog online careers platform
- Termly Careers assemblies including guest speakers from local employers and training providers (EP, CO, SBP)
- One to one careers guidance interviews on request, with priority given to SEND and disadvantaged groups (EP, CO)
- Options Evening – a presentation on Post-16 options and routes into work for both parents and students. (GTL, EP, SBP)
- Careers information, events, Apprenticeships, Further and Higher Education, LMI and virtual work experience opportunities provided in monthly Careers Newsletters sent to students and their parents/carers. (GTL, EP, MC, CO, BLW, SBP)
- Worcestershire Skills Expo – all students are given the opportunity to attend the annual Careers Fair (GTL, EP, CO, SBP)

Year 10

- Careers Education as part of 'Personal Development' (PSHE) lessons (GTL, EP, MC, CO, BLW, SBP) •
Work experience - Preparation for and evaluation of work experience and readiness for work.
- Financial Decision Making – making informed decisions about how to manage income from work
- Profile embedding on Unifrog online careers platform
- Head of Careers presents information regarding the Careers Programme, LMI and post 16 options at Year 10 Parent Information Evening. (GTL, EP, SBP)
- Termly Careers assemblies including guest speakers from local employers, apprenticeship providers, colleges and universities. (EP, CO, SBP)
- Careers interviews begin for SEND, PP, LAC, RONI students, interviews also available on request and via teacher referral. (GTL, EP, MC)
- Work Experience – in person (GTL, EP, MC, CO, BLW, SBP)
- Employers visit school for Q and A (EP, CO, SBP)
- Dates for Post 16 open Evenings at local providers published and shared both with parents and students. (EP, CO)
- Careers information, events, Apprenticeships, Further and Higher Education, LMI and virtual work experience opportunities provided in monthly Careers Newsletters sent to students and their parents/carers. (GTL, EP, MC, CO, BLW, SBP)
- National Apprenticeship Week and National Careers Week in-lesson webinars (GTL, EP, MC, BLW, SBP) •
Opportunity for Parents'/Carers' to book a careers appointment with Head of Careers at Parents evening. (GTL, EP, MC)
- Worcestershire Skills Expo – all students are given the opportunity to attend the annual Careers Fair (GTL, EP, CO, SBP)
- Sixth Former for a Day – all students are given the opportunity to attend Pershore High School Sixth Form as a student, gaining an insight into subject content, study skills and managing workload (GTL, EP, CO, BLW, SBP)



- Meet the trades – students who do not wish to attend Sixth Former for the Day are given the opportunity to meet local employers to discuss their route into employment, the skills required for their job and the training provision available (GTL, EP, CO, BLW, SBP)

Year 11

- Careers Education as part of 'Personal Development' (PSHE) lessons (GTL, EP, MC, CO, BLW, SBP)
 - Next Steps - Application processes, and skills for further education, employment and career progression
 - Profile utilisation on Unifrog online careers platform
 - Use of WISER activities during tutor time ("Be ready")
- Head of Careers presents information regarding the Careers Programme, LMI and post 16 options at Year 11 Parent Information Evening. (GTL, EP, SBP)
- Futures Day Careers Presentations– employers and providers – students select two presentations/Q and A sessions to attend. (GTL, EP, MC, CO, BLW, SBP)
- Educate, Elevate Raising Aspirations Programme - taught techniques for self-motivation, developing a growth mind-set, increasing motivation through goal attachment, breaking goals into manageable tasks and deadlines, raising aspirations visit to Oxbridge Conference. (GTL, EP, MC, CO, BLW, SBP)
- Local colleges invited into school to talk to students about post 16 alternatives to sixth form. (EP, CO, SBP)
- Assembly presentations from further education providers. (EP, CO, SBP)
- Representatives from Ask Apprenticeships and Worcester Apprenticeships deliver Apprenticeship presentations. (EP, CO, SBP)
- Dates for Post 16 "Open Events" at local providers published and shared with students, parents/carers (GTL, EP, MC, CO, BLW, SBP)
- Pershore 6th Form Open Evening. Subject teachers provide information on subject content and post 18 pathways. (GTL, EP, CO, SBP)
- Careers Adviser careers guidance interviews for all students (GTL, EP, MC)
- Careers information, events, Apprenticeships, Further and Higher Education, LMI and virtual work experience opportunities provided in monthly Careers Newsletters sent to students and their parents/carers. (GTL, EP, MC, CO, BLW, SBP)
- LMI shared with students via individual Career Action Plans, the Careers section of the school website, departmental noticeboards. (MC, SBP)
- Opportunity for Parents'/Carers' to book a careers appointment with Head of Careers at Parents evening. (GTL, EP, MC)
- National Apprenticeship week and National Careers Week in-lesson webinars (GTL, EP, MC, BLW, SBP)
- Three Counties Careers Fair – for students interested in alternative routes to Sixth Form (GTL, EP, CO, SBP)

Years 12 and 13 (GTL, EP, MC, CO, BLW, SBP)

- University Visits – University of Birmingham, University of Worcester and Oriel College, Oxford.
- Work experience – one week in July in person.
- Careers education – as part of PSHE lessons (fortnightly) and guidance (fortnightly)
- Use of Unifrog – MOOCs, virtual w/ex, statement writing and predicted grades.
- Representatives from Ask Apprenticeships and Worcester Apprenticeships deliver apprenticeship workshops and presentations.
- One to One interviews on request
- Aspire (Futures Careers) Programme – weekly presentations
- All students across years 12 and 13 have a mock interview with employers and sector professionals



- Careers information, events, Apprenticeships, Higher Education, LMI and virtual work experience opportunities shared with students and their parents/carers via weekly Careers Bulletins.
- CV writing workshops
- Spotlight on careers (throughout year) with employers and sector professionals
- In-house UCAS Hub sessions (weekly)
- Gap year representatives
- Futures event – Year 12 Summer Term
- Alumni – used in delivery of sessions to current students

Meaningful Encounters

At Pershore High School, our aim is to make every encounter meaningful. This means it will:

- have a clear purpose, which is shared with the employer and the young person
- be underpinned by learning outcomes that are appropriate to the needs of the young person
- have opportunities for two-way interactions between the young person and the employer
- be followed by time for the young person to reflect on the insights, knowledge or skills gained through the encounter

Equalex

As the provision of work experience progresses, we are committed to meeting the requirements of Equalex that was introduced in September 2025. We have already begun to develop and evidence programme of activities aligned to the EQUALEX framework as detailed in the year group activity lists on previous pages.

Our aim is to develop this programme over time and become fully compliant by the end of this term of parliament (2029) by creating an immersive experience across all year groups as summarised below:



4.2 Pupils with special educational needs or disabilities (SEND)

All pupils with SEND will be supported with a careers programme that follows the Gatsby Benchmarks. We expect that the majority of pupils with SEND will follow the same careers programme as their classmates, with adjustments and additional support as needed. Information, opportunities and support will be personalised and sequenced to meet the needs of each pupil with SEND and their families.

Our careers leader will work with teachers and, where appropriate, professionals from relevant organisations, to identify the needs of our pupils with SEND and put in place personalised support and transition plans. This may include meetings with pupils and their families to discuss education, training and employment opportunities, supported internships and transition plans into higher education.

As part of the careers guidance process, our SEND students are provided with a personalised action plan to help inform and guide their career decisions. These are also shared with the SENCO and they form part of the 'Assess, Plan, Do, Review' process. Pupil passports encourage students to "Think Big" regarding their future aspirations.

We offer SEND students the AQA Unit Assessment Scheme (UAS) from Years 7 to 13 to support students with life skills and career progression. Students also have the opportunity to attend bespoke careers events such as the 'Life Beyond School' event that takes place annually.

Our careers leader may, as appropriate, invite adults with disabilities to visit and share their experience and advice.

No information will be given to pupils without SEND that is not also offered to our pupils with SEND.

4.3 Access to our careers programme information

A summary of our school's careers programme is published on our school website [Pershore High School - Careers](#) 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 Jonathan Pyatt at careers@pershire.worcs.sch.uk.

4.4 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. This is shared with parents and form tutors.

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 found at [Quest - Data Protection Policy](#)

4.5 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 by:

- Student evaluation of PSHE curriculum
- Student feedback from careers events and trips
- Future Skills Questionnaire – through Compass+
- Parent voice – as part of annual communication of PSHE curriculum
- Staff voice



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.

5. Links to other policies

This policy links to the following policies:

- [Provider access policy statement](#)
- [Child protection policy](#)
- [Teaching and learning policy](#)
- [Data protection policy](#)

6. Monitoring and review

This policy, the information included, and its implementation will be monitored by the Academy Standards Committee and reviewed annually.

The next review date is 31st August 2027.

