



Careers and IAG Policy

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Introduction

This policy and practice document will set out the service to our learners and the commitment to ensure the quality and effectiveness of the provision. It takes account of the DfE statutory guidance:

- The Education (Independent School Standards) Regulations 2014, particularly Part 1, paragraph 2, including the requirements to take account of learners' ages, aptitudes and needs (including EHCPs), provide appropriate careers guidance to learners receiving secondary education, and prepare learners for the opportunities, responsibilities, and experiences of adult life.
- The Independent School Standards: Guidance for independent schools, Department for Education (DfE), April 2026.
- The Equality Act 2010, including the duties not to discriminate, harass or victimise and to make reasonable adjustments for disabled learners.
- Keeping children safe in education 2026 (KCSIE 2026)
- The Data Protection Act 2018 and UK General Data Protection Regulation (UK GDPR).
- The Health and Safety at Work etc. Act 1974 and relevant health and safety regulations and guidance for young people and work experience.
- Careers guidance and access for education and training providers, DfE, updated 23 June 2026.
- The updated Gatsby Benchmarks
- The SEND Code of Practice: 0 to 25 years, used as relevant good practice and to support effective partnership working, while recognising the school's non-Section 41 status.
- DfE and Health and Safety Executive guidance on work experience and regulated activity, including changes effective from 1 September 2026.

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

- Curriculum Policy
- Safeguarding and Child Protection Policy
- SEND Policy
- Accessibility Plan
- Equity, Diversity, and Inclusion Policy
- British Values Policy
- RSE Policy
- Online Safety Policy
- Educational Visits Policy
- Work Experience Policy and Risk Assessment
- Health and Safety Policy
- First Aid Policy
- GDPR Policy and Privacy Notices
- Complaints Policy
- Staff Code of Conduct
- Hosting Speakers and External Visitors Procedures
- Non-Partisan Policy

Rationale

Learners from alternative education with additional social, emotional, learning, and mental health support needs/additional needs can find that their transition to adulthood is often far more challenging than that of their peers. It is therefore extremely important that we support a positive transition by ensuring that our learners have the best quality information advice and guidance (IAG) to help them navigate their future path.

The school has a set pathway to ensure that learners access high-quality guidance and support at appropriate times within their school journey.

Principles

- **Impartial and broad.** Guidance will not favour a particular school, college, provider, qualification, or route. Learners will be supported to consider academic, technical, vocational, apprenticeship, supported-internship, further education, higher education, employment, self-employment, volunteering, and community-participation routes, as appropriate.

- **Accurate and current.** Information will be checked regularly and will include relevant entry requirements, progression opportunities, support arrangements, and local and national labour-market information.
- **Personalised and aspirational.** Provision will start from the learner's strengths, interests, aspirations, communication profile, support needs, and EHCP outcomes, without allowing disability, disadvantage, or stereotypical assumptions to limit ambition.
- **Accessible and inclusive.** Reasonable adjustments, accessible formats, and communication support will be provided so every learner can participate meaningfully and show what they understand.
- **Progressive.** Careers learning will begin in Key Stage 3 and build coherently towards transition, work-related learning, and a suitable post-16 destination.
- **Safeguarding-led.** All careers encounters, visits, speakers, and workplace experiences will be planned and delivered in line with safeguarding and health and safety requirements.
- **Evidence-informed.** The school will evaluate activities by their impact on career readiness, informed decision-making, successful transition, and sustained destinations, not only by the number of activities delivered.

Aims

Fundamental to the School is that our learners are supported in developing aspirations and identifying ways to make these a reality. At School we commit:

- To offer independent careers advice and guidance from year 7 to year 11.
- To inspire learners to reach their full potential.
- To create strong links with local employers, training providers, colleges, and apprenticeship providers.
- To provide clear, impartial, up to date Information advice and guidance for all abilities.
- To offer the opportunity to develop entrepreneurial and enterprise skills.
- To work with placement authorities to identify vulnerable young people.
- To maintain accurate and up to date records of advice and support provided.
- To expose our learners to multiple employers through our social academic reward programme, educational visits, and trips across our local authorities with the aim of giving them an insight into potential career opportunities.

Principles of Careers IAG Delivery

Impartiality and Confidentiality

Fundamental to information advice and guidance is that it remains impartial and confidential. This is secured by:

- Tutors/Teachers to identify external sources of careers guidance.
- All information is securely stored, and the confidentiality of such information is governed by national standards for this provision.
- Specialist Independent careers advice sourced from local authority.
- Tutors/Teachers to be aware of the 'School Progression Pathway.'
- The School "careers champion" works across the school and key stages.
- Working within the school GDPR Policy and legislative guidelines.

Whole Team Responsibility

All staff have a responsibility to support learners by offering information, advice, and guidance. The roles of adults are defined as follows:

Principal and Assistant Principal of Education and Curriculum

The principal and Assistant Principal of Education and Curriculum has an overall responsibility for policy, procedure, and development planning to ensure the quality of IAG across our provision meets the standard required by legislation.

They are responsible for developing and evolving the curriculum to ensure that IAG meets the standard required by the guidance for schools. They also monitor the quality of the curriculum provision and manage budgets to ensure resources are used wisely. The Assistant Principal of Education and

Curriculum will also ensure that professional development of the school team allows for the maintaining of training for each staff member.

Teacher

All teachers will plan learning opportunities to inform, advise, and guide our learners that will be motivational and suited to the progression of everyone. The opportunities will have strong links to British Values, encouraging all learners to engage positively within the community.

Careers Champions

Key stage 3 and key stage 4 careers champions will assist and guide staff to ensure that class teams are facilitating and capturing evidence of their learners' career/next step interests, explorations, and progress. and that all learners receive advice and guidance tailored to their needs and interests.

All learners have a careers passport that logs their journey, activity, and progress during each academic year, updated by class tutors who are mentored by a careers champion.

- KS3 – to support class teams to approach career exploration at an early stage initially exploring interests and potential next step aspirations. Careers passports log the activity covered through curriculum areas that support improving skills or acquisition of knowledge relating to vocational aspects.
- KS4 - arranges external speakers based on learners' areas of interest, liaises with external agencies to track all learners are working productively towards next step, arranging and accompanying visits to next step providers, oversees work experience programme including initial meetings with providers, linking learners to opportunities of interest, facilitating managers interviews, co-ordinates placement start dates, times and schedule, supports class tutors to facilitate opportunities.

Partnerships

The school has a well-developed portfolio of contacts and positive links within the construction sector and wider national networks, with whom partnerships can be developed and used to provide high quality experiences for young people. These positive relationships enable the sharing of good practice as well as an increase in opportunities for our learners.

The School works in partnership with local providers to offer work experience were appropriate for learners with prospective employers in fields such as care, animal care, catering, administration, hair and beauty, construction, and motor vehicle maintenance. Bespoke opportunities are identified to meet the needs, interests, and aspirations of individual learners through personalised interviews and career exploration interviews.

Implementation

The IAG facilitator will be responsible for ensuring that learners are offered high quality advice and guidance around opportunities both in the present and in the future. At the school, the nominated Careers Pathway Lead is the principal who co-ordinates, monitors and evaluates the School's IAG careers guidance, initiatives, and provision.

Information, advice, and guidance will be delivered thorough a range of carefully planned means: Bespoke timetabled sessions with learners:

- Development of a personalised annual overview for each young person in relation to IAG.
- External Careers based group and individual advice and guidance (for example Young Persons Support Service, external employer visits, and attendance at careers events).
- IAG with regard to health and wellbeing is provided through a range of different multi-agency offers.
- KS4 work experience programme in conjunction with local stakeholders.

Development of Careers IAG and Staff Development

Additional staff training days ensure that staff are fully skilled in providing timely and appropriate advice and guidance.

Careers IAG and the Wider Curriculum

Information, advice, and guidance is embedded within all aspects of the curriculum delivery, particularly those topics such as PSHE, RSE and ICT.

- IAG encourages learners to understand the social issues that they may encounter and how they can have positive effects within the communities they live in.
- IAG encourages learners to discuss social issues in an open honest and non-judgmental way.
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It supports development of spiritual, moral, social, and cultural understanding and that of fundamental British Values to foster tolerance and respect, characteristics necessary to flourish within society.

Personal Learning Programme

All learners at the School access a personal learning programme which takes a "pick and mix approach" to support exploration of key skills and interests to support their next step into adulthood and further education or employment. These can include competencies such as cookery, domestic housekeeping, parenthood, animal care, use of public transport, extended physical education, creative arts, technology, horticulture, hairdressing, and enterprise.

Preparation for Adulthood and EHCP Annual Reviews

Careers planning will be integrated with EHCP annual reviews and preparation-for-adulthood planning. From Key Stage 3, annual reviews should consider employment, education and training, independent living, community inclusion, health, relationships, travel, and the support needed for successful transition.

The school will contribute clear information about the learner's aspirations, strengths, progress, career readiness, intended destination, support needs, reasonable adjustments and agreed next steps. Learners and families will be supported to understand post-16 application processes, deadlines, and contingency arrangements

Links to the Curriculum

Curriculum content supports our aim to enable learners to explore different areas of interest and make well informed decisions about their next step. Specific examples of curriculum coverage are:

KS3:

- Health and safety – retail skills, travel, and tourism.
- English – formal and informal communication i.e., letters.
- ICT – formal and informal e-communication e.g., email and other digital communication.
- ICT - use and purpose of Microsoft office applications (Word, PowerPoint, Excel).
- PSHE – skills for work (communication, teamwork, problem solving, career exploration), financial wellbeing and capabilities (budgeting from earned and other income), enterprise skills.
- Vocational pathways –creative arts, sports, life skills.

KS4:

- Developing employability skills (job descriptions, person specifications and adverts, speaking and listening interview skills, completing application forms, writing CVs, online job search, completing online forms).
- Science –cooking, food hygiene.
- Health and safety – retail skills, travel and tourism, health, and safety in the workplace.
- ICT – formal and informal e-communication e.g., email and other digital communication.
- ICT - use and purpose of Microsoft office applications (Word, PowerPoint, Excel).
- PSHE - (dealing with problems, managing own money, working towards goals.)
- Vocational pathways

Enrichment Opportunities

- The school makes the most of local events and opportunities such as attendance at careers information events, fairs, open days, and workplaces.
- We have an annually planned programme of guest speakers from diverse sectors of the employment community.
- Our team support next step applications and assessments
- Our staff transport and accompany learners on college visits, supporting SEMH and SEND needs.
- We fund a high quality externally delivered work experience programme to every year 10 or Year 11 learner to provide them with real life experiences of interview, work, and expectations.

Work Experience and Meaningful Experiences of Workplaces

The school aims to provide every learner with meaningful and varied experiences of workplaces by the end of Key Stage 4, including an in-person work-experience placement where this is appropriate and in the learner's interests. The school will work towards the government's wider ambition for two weeks' worth of work experience across Key Stages 3 and 4, while making individual adjustments for SEND, safeguarding, health, attendance, and placement availability.

Where an external placement is not currently suitable, the learner will receive an alternative meaningful programme, such as supported work tasters, internal enterprise, employer projects, supported volunteering, simulated workplace tasks, visits, or phased experiences. This should not be used to lower expectations or avoid making reasonable adjustments.

Placement Approval and Planning

- The placement must be linked to the learner's interests, aspirations, abilities, and support needs and must offer meaningful tasks, feedback, and reflection.
- A proportionate suitability assessment will be completed before placement, covering safeguarding, supervision, health and safety, accessibility, travel, emergency arrangements, and any significant risks.
- The organiser will check that the employer has appropriate risk-management, safeguarding and welfare arrangements and suitable employer's liability insurance.
- A written placement agreement will identify the learner, provider, dates and hours, tasks, named supervisor, school contact, absence, and emergency procedures, reporting arrangements and agreed adjustments.
- Relevant health, SEND, communication and safeguarding information will be shared lawfully, proportionately and on a need-to-know basis before the placement.
- The learner and parent/carer will receive accessible information and preparation, including expectations, travel, clothing, conduct, breaks, communication, how to seek help and how to report a concern.
- The learner will receive workplace induction, including health and safety, safeguarding, emergency procedures, prohibited tasks, confidentiality, and expected behaviour.

Safeguarding and DBS Considerations

The school will follow KCSIE 2026 and current regulated activity legislation and guidance when deciding whether any adult involved in a placement requires a DBS or barred-list check. Checks will not be requested automatically or where the school is not legally entitled to obtain them. The DSPL and the person responsible for safer recruitment will record the rationale for decisions where required.

Placement providers must have procedures to safeguard and promote the welfare of children. Learners will know how to contact the school and report any concern. Any disclosure, allegation, unexplained absence, unsafe practice, or concern about an adult will be reported immediately and managed under the Safeguarding and Child Protection Policy. The school may suspend or end a placement at any time where safety, suitability or welfare cannot be assured.

Monitoring and Review

- The school will maintain contact with the learner and provider at a frequency proportionate to the learner's age, needs, and placement risk.
- Accidents, incidents, safeguarding concerns, and significant changes must be reported promptly to the school.
- The learner and employer will provide feedback. The learner will be supported to reflect on skills, interests, workplace expectations, and next steps.
- Learning and outcomes from the placement will be recorded in the careers passport/tracker and used to inform future planning.

Evaluation of Careers IAG

The school ensures that all transitions as learners move on are carefully planned, managed, and monitored through a robust reporting system, which explores the outcomes attained by young people. The outcome and value for learners receiving high quality, impartial information, advice, and guidance is that they feel supported in exploring and developing their aspirations for the future.

Information, advice, and guidance can be monitored through:

- The statutory review process, where professionals linked to the child discuss the progression and development.
- Senior management conducts regular detailed observations of interactions with learners across all schools.
- The School data dashboard including destination data of learners.
- Partnership agreements.
- Tracking of IAG activity linked to careers and next step through personalised "careers trackers." (Iabacus and Gridmaker)
- The Directors will oversee the evaluation of Careers through termly analysis of data.

Safeguarding, External Visitors and Political Impartiality

All careers activities must follow the school's safeguarding procedures. External speakers, employers, providers, and visitors will be subject to proportionate due diligence, identity checks, risk assessment, and supervision arrangements. The school will consider the visitor's suitability, proposed content, commercial interests and any safeguarding or reputational risks.

Careers education must be impartial and must not promote partisan political views. Where political issues arise, staff and visitors must support a balanced presentation of opposing views. Marketing material must be age-appropriate, accurate and clearly distinguished from impartial guidance.

Online and remote encounters will use approved platforms and follow the school's online safety, filtering and monitoring, data protection and staff conduct requirements.

Information Sharing, Confidentiality and Record Keeping

Careers information is not subject to an absolute promise of confidentiality. Personal information will be processed lawfully, fairly, securely, and proportionately under UK GDPR and the Data Protection Act 2018. Information may be shared on a need-to-know basis to support transition, reasonable adjustments, safeguarding, health and safety or statutory functions.

Learners and families will be told what information is being recorded or shared, why it is needed and with whom it may be shared, unless doing so would create a safeguarding risk or conflict with another legal requirement. Records will be retained in accordance with the school's retention schedule and privacy notices.

Parents and Carers

Parents and carers are key partners in careers planning. Schools will provide timely and accessible information about the careers programme, provider encounters, post-16 routes, applications, deadlines, workplace experiences, and sources of further support. Families will be invited to contribute to annual reviews, transition planning, and evaluation of the programme.

Where the learner's views differ from those of their family, the school will remain learner-centred, consider capacity and safeguarding, and provide impartial support so that the learner's voice is understood and respected.

Staff Training and Professional Development

The Careers Leader will have appropriate training and protected time to fulfil the role. Staff involved in careers guidance, transition or work experience will receive induction and updates appropriate to their responsibilities, including SEND accessibility, impartiality, equality, safeguarding, regulated activity, labour-market information, post-16 pathways, and recording requirements.

Training needs will be reviewed through the annual evaluation of the careers programme and the school's professional development process.

Complaints and Concerns

A learner, parent, carer, provider, or employer may raise a concern about careers provision with the Careers Leader or principal. Where the matter cannot be resolved informally, it may be pursued through the school's Complaints Policy. Safeguarding concerns must be reported immediately under the Safeguarding and Child Protection Policy and must not wait for the complaints process.

Policy Availability and Review

This policy will be made available to staff, learners, and parents/carers in an accessible format on request. Each school will also publish or otherwise make available its school-specific careers programme and the contact details of the Careers Leader.

The policy will be reviewed at least annually and sooner where legislation, statutory guidance, the Independent School Standards, safeguarding requirements, or the school's provision changes. Any departure from guidance to which the school has chosen to have regard will be documented with a clear rationale.