



Careers Education and Information Advice and Guidance policy

Careers Strategy September 2026

Vision

We aim to provide an inclusive, effective and progressive careers strategy that contributes to positive outcomes for our pupils. We will work to address the needs of each pupil by providing them with an enriching careers related curriculum, educational experiences and impartial careers guidance provided by a full-time level 6 qualified careers adviser. They will be equipped with the knowledge required to enable them to make informed decisions about important life and school choices. We are committed to regular evaluation for effectiveness.

We are committed to:

- the provision of a stable careers programme that offers a range of high-quality and inspiring, progressive careers activities that enable pupils to make well-informed decisions about education, training, apprenticeship and employment opportunities.
- preparing pupils for the workplace by providing a clear understanding of the world of work including the routes to jobs and careers that they might find engaging and rewarding.
- supporting pupils to acquire the self-development and career management skills they need to achieve positive employment destinations.
- helping pupils to choose their pathways, improve their life opportunities and contribute to a productive and successful economy.
- supporting all pupils to acquire the knowledge, skills and confidence to fulfil their potential.
- acting impartially, in line with our statutory duty, and not showing bias towards any route, be that academic or technical.
- promoting a full range of technical options, including apprenticeships, traineeships, T Levels and other approved technical education qualifications
- putting in place a range of opportunities for post 16 education and training providers, to talk to all year 8 to 13 pupils about their education or training offer.
- using the Gatsby Benchmarks to develop a careers programme that increases opportunities for pupils to access everything from experiences of the workplace and personal guidance with a careers adviser, to engagement with employers, colleges, training providers and universities.
- using benchmark toolkits and resources available from The Careers & Enterprise Company
- improving careers provision through the appointment of a Careers Leader who has the skills, commitment and backing from their senior leadership team, including protected time that enables the role to be carried out effectively. The Careers Leader will be named and have their contact details published on the website.
- using Compass+, the online evaluation tool, to self-assess their careers programme and track our improvements and report on the school's careers provision.

- personalising careers interventions to the individual pupil, with the aim of supporting more targeted careers programme planning and delivery.
- actively supporting post 16 progression to positive and sustained destinations such as apprenticeships, technical routes, school sixth forms, sixth form colleges, further education colleges, universities or employment.
- supporting the Local authority statutory duties to track the destinations for young people, and to identify and support young people who are not in education, employment and training by maintaining contacts with the local authority in Thurrock.

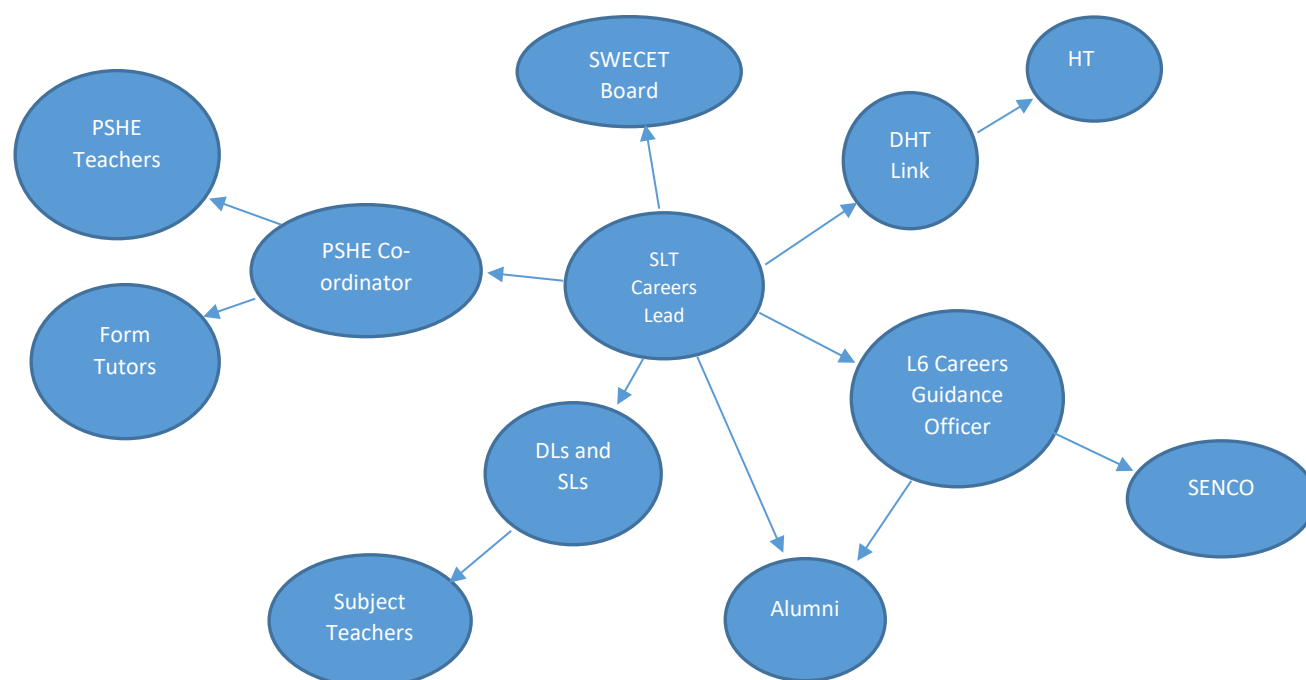
We will meet our commitments through:

- the South West Essex Trust Board providing clear advice and guidance on which the school leader can base a strategic careers plan which meets the legal or contractual requirements of the school or college.
- the development of a plan in line with the Gatsby Benchmarks that shows how the careers programme will be implemented and how its impact will be measured.
- the provision of impartial careers guidance to all 11- to- 16-year-olds that includes information on the range of education or training options, including apprenticeships and technical education routes; and promotes the best interests of the students to whom it is given.
- allowing a range of education and training providers to access all pupils in years 7 to 13 to inform them about approved technical education qualifications and apprenticeships.
- enabling pupils to understand the full range of learning opportunities that are available to them, including both technical and academic routes and learning in schools, colleges, universities and in the workplace by providing meaningful encounters with providers from sixth forms, colleges, universities and apprenticeship providers.
- publishing the 'current' careers programme on the school's website in a way that enables pupils, parents, school/college staff and employers to access and understand it.
- regularly evaluate and review of the programme with feedback from pupils, parents, school/college staff and employers as part of the evaluation process. Then using this to inform development plans to further improve the careers programme in meeting the needs of pupils.
- informing young people, teachers, parents and employers what each pupil can expect from their careers education and guidance, in each year at the school.
- publishing the following information about our careers programme on our website:
 - The name, email address and telephone number of the Careers Leader.
 - A summary of the careers programme, including details of how pupils, parents, teachers and employers may access information about the careers programme;
 - How the school measures and assesses the impact of the careers programme on pupils.

- The date of the school's next review of the information published.
- Giving every pupil, and their parents and carers, access to good quality information about future study options and labour market opportunities.
 - giving every pupil, and their parents and carers, the support of an informed adviser to make the best use of available information.
 - providing opportunities for all pupils to have guidance interviews with a level 6 career adviser, timed and tailored to meet their individual needs at least once before the application deadlines in Year 11.
 - embedding equality and diversity considerations throughout the careers programme and by actively challenging stereotypical thinking and raising aspirations, including SEND and disadvantaged pupils.
 - working in partnership with the Special Educational Needs Coordinator and inclusion teams to identify the guidance needs of all pupils with SEND and put in place personalised support and a transition plan. By helping pupils with SEND and their families to understand the full range of relevant education, training and employment opportunities, such as traineeships and apprenticeships, supported internships (for pupils with education, health and care plans) or routes into higher education.
 - keeping systematic records of the individual advice given to each pupil, and subsequent agreed decisions.
 - leading the September Guarantee process which aims to ensure that all 16 and 17-year-olds are offered a suitable place in education or training; and by paying particular attention to young people who are NEET, working with local partners to develop provision and referring those who are eligible for support.
 - maintaining accurate data for each pupil on their education, training or employment destinations after they leave school
 - subject staff linking their curriculum with careers, even on courses that are not specifically occupation-led. STEM subject staff highlighting the relevance of STEM subjects for a wide range of career paths and reflecting the importance of maths and English as a key expectation from employers.
 - delivering careers, employability and enterprise lessons through the curriculum as part of their commitment to Personal, Social, Health and Economic (PSHE) education and citizenship education, and Creative Curriculum, which includes finance education.
 - providing opportunities for pupils to learn from employers about work, employment and the skills that are valued in the workplace.
 - building and maintaining the alumni network which provides pupils with encounters with employers and employees

William Edwards Careers Strategy in practice:

- The organisation of the Careers Strategy personnel



September starts with a review of the Careers Policy to ensure that updated legal and contractual requirements are planned for and that enhancements from the end of year provision review are included. The policy is checked and signed off by the South West Essex Trust Board.

Before the end of September, the careers strategy plan is finalised to ensure it is in line with the Gatsby Benchmarks and meets the requirements of the policy. The careers strategy plan shows how the careers programme will be implemented and how its impact will be measured. To monitor the on-going work of the Careers team the Senior Careers Lead meets with the Level 6 Careers Officer once a fortnight and then with the Headteacher. At these meetings the half-termly careers advice and guidance delivery schedule is reviewed, and follow-up actions are set to ensure that all learners receive a level of service that is commensurate to their needs.

After supporting Year 11 leavers on their Exam Results day at the end of August the Careers Officer focuses on the completion of the September Guarantee process by contacting all of the cohort to find out about the progression routes they have secured and started with the aim of ensuring that all 16 and 17 year olds have taken up a suitable place in education, employment or training. Advice and guidance is offered to any learner found to be NEET and their details are passed to Thurrock Careers team for immediate Local Authority support, intervention and provision. The Careers Advisor maintains accurate data for each pupil on their education, training or employment destinations after they leave school and these are published on the Careers page on the school website which enables stakeholders to make comparisons with previous Year groups.

The Level 6 qualified Careers Advisor, (from Directions IAG), essentially delivers impartial careers guidance to all 12- to- 16-year-olds. The careers meetings include information on the range of education or training options, including apprenticeships and technical education routes; and promotes the best interests of the pupils to whom it is given because they are tailored to meet individual needs. Pupils receive their careers meeting invite via their form tutor and are expected to attend on time (meetings can be re-arranged where there are special circumstances). A typical careers

interview is 30 minutes in length and will explore the interests of the individual within the context of academic progress and personal development. A careers pathway plan is recorded which is communicated to parents/carers and is later reviewed to ensure that application deadlines will be met. Pupils are entitled to at least one interview in Year 11 but can request further meetings and are welcome to 'drop in' during break times on a Wednesday, or speak to Mr Parker throughout the week. Between Year's 9, 10 and 11 most pupils will have met with the careers advisor three times to discuss the options process, get to know and then post 16 transition advice and guidance. The careers advisor also supports with the completion of application forms and with the administration of reference requests. The Careers Advisor maintains systematic records of the individual advice given to each pupil, and subsequent agreed decisions on Compass Plus.

The Careers Advisor works in partnership with the Special Educational Needs Coordinator (SENCO) and inclusion teams to identify the guidance needs of all pupils with SEND and put in place personalised support and a transition plan that helps pupils with SEND and their families to understand the full range of relevant education, training and employment opportunities, such as traineeships and apprenticeships, supported internships (for pupils with education, health and care plans) or routes into higher education. Pupils who have been identified as being in the PP category are also prioritised and provided for in the same way as outlined above, as well as additional work centred around aspiration and goal setting.

The Careers team inform pupils, teachers, parents and employers of what they can expect from careers education and guidance, in each year at the school, by publishing the 'current' careers programme on the Careers page of the William Edwards school website. The regularly promoted webpage content gives access to good quality and up to date information about future study options and 'local' labour market opportunities, including links to the largest employers in Thurrock. There is important information explaining each of the post 16 qualifications and subsequent progression routes as well as features about the Alumni; Apprenticeships and Traineeships; Careers Management resources to assist with CV and personal statement writing; links to a range of on-line careers resources (including Unifrog, Apprenticeship website, the National Careers Service, iCloud, Careerpilot, Step into the NHS, Imiforall and businessballs); a curriculum subject careers directory covering all subjects delivered at William Edwards school; a bank of 'Discover Uni', 'Uni taster days', and 'Springpod' videos cover Higher Education; a calendar detailing post 16 college and training provider information open events, as well as links to the relevant webpages of over twenty of the most local post 16 providers; and advice and guidance materials and videos about post 14 options at William Edwards school to dovetail the subject specific 'loomed' videos on the options page on the website.

Furthermore, the following information is also included:

- The name, email address and telephone number of the Careers Leader and L6 Careers Advisor
- How the school measures and assesses the impact of the careers programme on pupils.
- The date of the school's or college's next review of the information published.

The Careers team respond to every request for information and guidance from parents, carers, teachers and employers within twenty-four hours, so they are better equipped to support their child. They also communicate electronically when important updates have been posted.

The Careers team are currently aiming to build the careers provision further by implementing the opportunities and experiences identified for development detailed throughout the rest of the career's strategy statement.

Apprenticeship, education and training providers are currently invited into the school to ensure they have accessed all pupils in years 9 to 11 to inform them about academic, vocational and approved technical education qualifications and apprenticeships. We invite local training providers to give presentations to both KS 3 and 4 to enable pupils to understand the full range of learning opportunities that are available to them. We wish to raise awareness of both the technical and academic routes available to them by providing meaningful encounters with providers from sixth forms, colleges, universities and apprenticeship providers (two meaningful encounters are provided for both KS3 and KS4). Currently there are taster days and presentations given by USP and SEC colleges for Years 8-11. A range of training providers, FE and HE providers meet with Year 11 pupils as part of mock interview day. Make Happen presentations and initiatives prove to be compelling and active opportunities for Year 9 pupils.

William Edwards school is committed to delivering careers, employability and enterprise lessons through the curriculum as part of its Personal, Social, Health and Economic (PSHE) education and citizenship education, and Creative Curriculum. Year 7 explore budgeting and spending decisions, getting a job, inflation, consumers, and budgeting for a holiday; Currently Year 8 experience a six week careers programme covering how to open a bank account, reading a statement and use a bank card, savings and managing debt; Year 9 cover options, exploring career interests, work patterns and workplaces, managing pressure and seeking support, preparing for KS4 options, showcasing personal strengths and managing online reputation; Year 10 cover transition to GCSE skills, explore post 16 qualifications and pathways, how to navigate the careers landscape, how to make a good impression, and career management skills ; Year 11 look at preparation for Mock Interview Day and skills for employment including local labour market information, post 16 qualifications and progression routes, CV and personal summary statement writing are covered. Presentations are given by local employers and alumni. In support of these activities there is a programme of careers related videos and presentations shown to Year 7 to 10 during tutor time. These cover post 16 qualifications and pathways: local labour market information, minimum wage updates, FE, training and apprenticeship providers, HE or apprenticeship, subject related careers videos from BBC careers, CareerPilot, and how to build personal experiences and CVs. All these learning opportunities embed equality and diversity whilst challenging stereotypical thinking and raising aspirations, including SEND and disadvantaged pupils. Option takes up of certain subjects would suggest that these messages have been successfully received and acted upon. Historically the Duke of Edinburgh scheme has been very popular at William Edwards school, and the activities challenge the participating pupils and enrich their learning journey. There are an abundance of leadership and responsibilities opportunities provided through the House and Pastoral systems including PALs, Prefects, Student Executive, Sports Leaders, Duke of Edinburgh.

The Careers team are developing the current provision of opportunities for pupils to learn from employers about work, employment and the skills that are valued in the workplace. Stand-alone events include Mock Interview Day for Year 11 which regularly includes thirty plus local employers and Further Education presentations from providers which inform and promote the full range of academic, vocational and technical options available; Year 9 options focuses preparing the pupils to make informed choices through speaking to subject staff and meeting and listening to presentations from alumni, further education colleges, apprenticeship providers and employers; Years 9, 10 and 11 were presented to by representatives from Balfour Beatty. The careers team have built and maintained the alumni network which has generously provided pupils with encounters with employers and employees. The school is committed to meeting the requirements of 'Benchmark 6: Experiences of workplaces' as outlined in the DfE's 'Careers guidance and access for education and training providers' and where required and appropriate, virtual experiences of the workplace will be used to replace/complement the in-person experience.

The careers team have liaised with subject staff in supporting them in linking their curriculum with careers, even on courses that are not specifically occupation led. As a result, more curriculum time is being used to cover subject specific careers and the resources generated are being shared. STEM subject staff highlighting the relevance of STEM subjects for a wide range of career paths and reflecting the importance of maths and English as a key expectation from employers. Maths produces activities for form tutors to use during tutor time. There is a subject specific section on the website which includes lots of links to resources to support staff, pupils and parents/carers

The careers team seeks to opinions and judgments of its stakeholders through regular evaluation and review of the programme. Feedback from pupils, parents, school/college staff and employers is collated as part of the evaluation process. The overview of the evaluation process is recorded on Compass Plus. Furthermore, the careers team attend on-line careers hub meetings where opportunities, experiences and resources are shared. The Careers team uses this feedback to inform development plans to further improve the careers programme in meeting the needs of its stakeholders. The careers team participate in the CPD provision offered by the Careers hub and the Careers and Enterprise Company to assist them in their work.

Review date	Signed	Reviewer	Next review due
1st September 2025		Treherne Parker - AHT	1 st September 2027
1st September 2025		Lynne Sexton - HT	1st September 2027