Thamesmead School

Careers Guidance Policy

Person Responsible	R Jones
Governors Committee	Personal Development, Behaviour & Welfare
Review Period	Every Year
Date of Review	Summer 2027
Date of Next Review	Summer 2028

Overview

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1. Vision

Thamesmead School is committed to providing a comprehensive and high-quality careers programme, to support the development of our students' ability to set, manage and achieve their personal career goals. Our programme aims to raise all students' aspirations, encompassing all ages, backgrounds, abilities and needs, whilst developing their employability skills so that they are best prepared for their future careers.

2. Aims and Purpose of Personal Development Provision

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, teachers and employers can access information about our careers programme.

- To inspire and motivate students to develop aspirational career and learning paths.
- To support students in making informed, suitable and ambitious decisions.
- To prepare students for the transition into further and higher education and the world of work.
- To provide students with a broad range of experiences and encounters with employers and employees.
- To develop students' employability skills.
- To develop students' awareness of their individual abilities, skills, qualities, needs and values and explore how these might relate to different occupations.
- To develop a positive self-image and enthusiasm about their employment prospects.

3. Statutory guidance and recommendations

Careers provision at Thamesmead School is in line with the statutory guidance developed by the Department for Education, Careers guidance and access for education and training providers; DfE guidance date to May 2025.

Thamesmead School is compliant with the Government's careers strategy which sets out a long-term plan to create a careers system that will help young people and adults choose the career that is right for them. The statutory guidance has been updated to expand on the aim set out in the strategy to make sure that all young people in secondary school get a programme of advice and guidance that is stable, structured, and delivered by individuals with the right skills and experience.

This policy is based on the Department for Education's (DfE's) statutory Careers guidance and access for education and training providers.
This guidance refers to:

- The Education Act 1997
- The Education and Skills Act 2008
- The School Information (*England) Regulations 2008 Equality Act 2010
- Education Act 2002 (s.175 safeguarding)
- Children and Families Act 2014 (SEND)

- Keeping Children Safe in Education (latest)
- Data Protection Act 2018 / UK GDPR

This policy should also be read in conjunction with the Equality Act 2010, the Children and Families Act 2014, the Education Act 2002 (s.175), and Keeping Children Safe in Education (latest version). Data Protection Act 2018 / UK GDPR also applies to the handling and sharing of student information within careers provision.

This policy is also in line with the more recent Skills and Post-16 Act 2022, which came into force on 1 January 2023. It explains that our school must provide a minimum of 6 encounters with technical education or training providers to all pupils in years 8 to 13. 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. This came into force on 1 September 2022, and amended the existing duty in The Education Act 1997, so that:

- Our school must now secure independent careers guidance from year 7 (instead of from year 8, previously)

The above guidance requires that schools publish information about their careers programme on their website. This policy includes this information and shows how our school complies with this requirement.

We also act in line with our statutory duty to the Provider Access Legislation effective from Jan 2023, 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.

Statutory guidance
Careers guidance and access for education and training providers
Updated 8 May 2025

Implementing the updated benchmarks
The benchmarks are non-statutory, but support schools and colleges in:

- meeting their legal and contractual careers requirements
- acting as an improvement tool for institutions to ensure every learner benefits from the very best careers guidance

This statutory guidance is structured around what schools, colleges and ITPs should do to deliver against the updated benchmarks. Implementing should be from September 2025.

4. Roles and Responsibilities

Assistant Head teacher: Mr P Watson
Careers Lead: Miss R Jones
Careers Admin: Mrs S Hunt
Governor with Careers Remit: Mr W Kerr
Innervate: independent career services company providing careers and personal guidance services

4.1 Careers leader

Our careers leader is Miss R Jones. To contact phone 01932 219400 or email: r.jones@thamesmead.surrey.sch.uk our careers leader works closely with the senior leadership team (SLT) and will:

- Take responsibility for developing, running and reporting on the school's career programme

- Plan and manage careers activities
- Manage the budget for the careers programme
- Support teachers to build careers education and guidance into subjects across the curriculum
- Establish and develop links with employers, education and training providers, and careers organisations
- 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
- Review our school's provider access policy statement at least annually, in agreement with our governing board

4.2 Senior leadership team (SLT)

Our SLT will:

- Support the careers programme
- Support the careers leader in developing their strategic careers plan
- Make sure our school's careers leader is allocated sufficient time, and has the appropriate training, to perform their duties to a high standard
- Allow training providers access to talk to pupils in years 8 to 11 about technical education qualifications and apprenticeships, and set out arrangements for this in our school's provider access policy statement
- Network with employers, education and training providers, and other careers organisations

4.3 The governing board

The governing board will:

- Provide clear advice and guidance on which the school can base a strategic careers plan which meets legal and contractual requirements
- Appoint a member of the governing board who will take a strategic interest in careers education and encourage employer engagement
- Make sure 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 details of our school's careers programme and the name of the careers leader are published on the school's website

- Make sure that arrangements are in place for the school to meet the legal requirements of the PAL (Provider Access Policy), including that the school has published a provider access policy statement

5. **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 does not show bias towards any particular career path and promotes a full range of technical and academic options for pupils.
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.

The principal aim of Thamesmead's careers programme is to prepare our young people for life beyond school. It is important therefore that all our students leave Thamesmead aware of the opportunities available to them, how to make the most of them and able to make important decisions about their futures.

- Students should be prepared for the transition from full time education to the world beyond. A planned progressive programme of activities throughout all years will support them in choosing pathways that suit their interests and abilities and help them to follow a careers path and sustain employability throughout their working lives.
- Careers advice and guidance at Thamesmead is impartial and unbiased, in accordance with DfE requirement and Benchmark 8 of the Gatsby Benchmarks.
- Individuals will be treated without prejudice and have an entitlement to careers education, advice and guidance, regardless of race, gender, religion, ability, social background or sexual orientation.
- Careers Policy Individuals will have equal access to accurate, up to date and impartial information free from bias and stereotyping. Individuals' personal aspirations are the most important factor in any activity and should be treated with respect.
- The school aims to raise aspirations and encourage students to consider a wide range of careers.
- Through careers education and guidance, it is hoped that students will be inspired to make the most of their talents and to go on to jobs or courses which suit their needs and abilities.

We adhere to the Department for Education guidance, 'Careers guidance and access for education and training providers' (DfE, July 2021), which stipulates that all schools must allow other educational providers access and that we must publish a provider access policy. Gatsby Benchmarks & careers essential guidance has been updated and is in effect from September 2025

Thamesmead School Careers Provision 2026 - 2027

Our careers programme is delivered through a number of methods, including:

Year 7	• Team building activity offered to all – Thames Young Marines • National Enterprise Challenge – Air products (employability skills and different jobs) • Part of the Personal Development curriculum - lessons with a careers focus
Year 8	• Brooklands Innovation Academy STEM – 20 PP pupils • Humanities Trip - Bocketts Farm, Neasden Temple, and Hampton Court including opportunities to learning about different jobs. • Part of the Personal Development curriculum - lessons with a careers focus using the online platform Xello
Year 9	• Choices assembly – Innervate Career Services • Options Evening Fair - Subject leads and Innervate Career Services • Part of the Personal Development curriculum - lessons with a careers focus using the online platform Xello
Year 10	• What next questionnaire, destinations data - Innervate Career Services • Assemblies from sixth form schools and colleges • Interviews one to one - Innervate Career Services • College taster days: Brooklands, Strode's and Woking Colleges • Part of the Personal Development curriculum - lessons with a careers focus using the online platform Xello
Year 11	• Assemblies from Sixth forms, Colleges, apprenticeship providers, independent education providers to find out more about post 16 options including technical choices as well as academic • Interviews one to one - Innervate Career Services • Y11 Mock Interview Day • Opportunities for virtual work experience, the students own time, is shared with parents and students • What next choice assistance: tutors/HOY/PM/RJO/SPI • Part of the Personal Development curriculum - lessons with a careers focus using the online platform Xello

In addition to specific careers related learning, students have access to the following:

- Thamesmead School Careers Fair (All students in year 7-10), including representation from colleges, sixth forms, Universities, Independent Education providers and a variety of industries.
- Job profiles shared weekly in the student bulletin.
- Careers Library
- Xello digital platform activities
- Career-o-meter widget from LMI (Labour Market Information) to get access to labour market information.
- Skills-o-meter widget from LMI to help students discover which jobs they might like to do in the future.
- Bi-weekly careers newsletter and monthly college events and newsletter
- Careers week assemblies
- Tutor activities for National Weeks – green careers, T-level, Apprenticeships and careers week
- Curriculum areas linking their subjects to careers – career clouds, soft skills and careers posters
- External career fair opportunities – e.g., Surrey Festival of Skills

6. Links with other policies

The careers policy supports and is itself underpinned by a range of key school policies, especially those for safeguarding, teaching and learning, assessment, and SEND. This policy must also be considered alongside the Careers Provision.

7. Monitoring and review

This policy will be reviewed annually by the Careers Lead, and every year by the Governing Body as part of their on-going cycle of review.
Signatures:

Head teacher



Chair of Governors

