ASHLEY COLLEGE

Career Education / Guidance

Date adopted: November 2026

Next review: November 2027

Legal updates may precipitate changes

Version: Final

Status: Active

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Career Guidance at Ashley College

Introduction

Ashley College provides a relevant and engaging careers curriculum which meets the differing needs and requirements of our pupils. This is developed throughout a pupil's time at our provision and is always supportive of their abilities, strengths and skills. The programme provides our pupils with the opportunity to plan and manage their careers effectively, ensuring progression which is ambitious and aspirational. It promotes equality of opportunity, celebrates diversity and challenges stereotypes. It is designed to meet the Gatsby benchmarks and we conform to statutory requirements – section 42b of The Education Act 1997 by providing a Provider Access policy to be used in conjunction with this po0licy

Aims and Purpose

In line with Ashley College's ideal of '**Building Confidence for the Future'** and promoting **resilience**, **self-confidence**, **tolerance**, **self-esteem** and **respect** we recognise our statutory duty to provide impartial and confidential careers education to all of our students.

We are committed to providing all pupils in Years 7-11 with a careers programme which is embedded into the curriculum and includes a variety of enrichment activities. The programme has been developed in line with the eight Gatsby benchmarks for ensuring best practice and to meet the requirements of the Department for Education's statutory guidance 2025.

The Gatsby Benchmarks – See appendix A



Ultimately, we want to provide current and relevant information that promotes not just our own values, but also self-awareness, personal development and provides our students with the tools to make informed choices about their future.

Through this we aim to

- broaden students' horizons
- raise their aspirations
- help students to make the most of the range of opportunities on offer during their time at Ashley College
- ensure that careers advice comes from as many sources as possible, in order to provide an impartial education that promotes equality of opportunity, diversity and inclusion and meets the varying needs of each individual student.

Our Objectives

- Prepare pupils for the transition to life beyond Ashley College and ensure they are equipped with the necessary decision-making skills to manage those same transitions
- Support pupils in making informed decisions which are appropriate for them
- Provide pupils with well-rounded experiences relating to the world of work and develop transferable skills
- Develop personal characteristics such as social skills, communication, independence and resilience and the skills and attitudes necessary for success in adult and working life
- Inspire and motivate pupils in the area of personal development
- Ensure students are aware of the range of opportunities which are realistically available to them in continued education and training at 14+, 16+ and 18+
- Help students develop an awareness of the wide variety of education, training and careers opportunities both locally and nationally
- Empower students to effectively use the paper-based, virtual and staff resources available so they can make informed and appropriate choices throughout their school journey
- Students benefit from links fostered between the school, local businesses and further education establishments
- Set students up so that, wherever possible they leave the school to enter employment, further education or training
- Create a culture of high aspirations, equality of opportunity, in which diversity is celebrated and stereotypes are challenged
- Ensure each student can recognise their individual strengths and interests and receives assistance and guidance to reach their potential

Statutory Requirements and Recommendations

This policy is based on the Department for Education's (DfE's) statutory Careers guidance and access for education and training providers – updated 2025

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 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, which you can find here.

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 under 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 here.

Provision

Careers provision is mapped against the Gatsby benchmarks. Our current careers programme pupils with access to the following:

- Ashley College's core and non-core curriculum
- careers module as part of the PSHCE programme
- visitors into school, and offsite visits, to support pupils in developing their understanding of a range of different post 16 pathways
- the school's assembly programme
- advice and guidance from our Careers Advisor
- access to regular meetings with the careers advisor to explore future pathways for all KS4 pupils
- careers information that is available both in the library and in digital format; so that students can access information on apprenticeships, universities, the labour market, career pathways and college applications.

Key Stage 3

KS3 careers curriculum includes;

- careers library research, aiming to raise pupil aspirations,
- exploring stereotypes in the workplace
- researching the history of the workplace
- developing personal, social and employability skills

- pupil pathways onto accredited and vocational courses, planned and prepared for in KS3,
- pupils take part in enterprise projects across the school year
- STEAM events and projects as a key part of the KS3 curriculum
- 1 weeks' worth of work experience activities

Key Stage 4

At Key Stage 4 pupils:

- continue to research into careers and pathways into the sixth form and higher education
- develop skills in CV and letter writing, presentations and interviews
- take part in individual interviews, held with an independent career's practitioner, who also provides guidance on apprenticeships
- if they are able can participate in vocational courses home cooking
- an opportunity to experience a live placement, if they are medically able and in conjunction with their mainstream school

Every new pupil referred to Ashley College in KS4 meets with a member of the SLT to discuss their options.

Monitoring, Recording and Evaluation

The Deputy Headteacher quality assures the work of the Careers Advisor (Prospects) through submission of a weekly update and regular discussions.

Careers and SEND provision

Every pupil with SEND follows the same programme of careers as their peers, with relevant adaption and support where appropriate. Pupils with SEND have a meeting with the internal careers leader either her at Ashley College or their mainstream school before the options process to enable early identification of any necessary adaptions or interventions according to need to support their career aspirations. If current provision cannot fully address a pupil's additional need, advice will be sought from the National Careers Service.

The SENDCO/DHT will meet with parents/carers to discuss option suitability where individual need is likely to have an impact on choices made. The SENDCO/DHT supports any work experience placements, ensuring that providers are aware of individual needs, in order to promote a positive experience.

When moving on students may be accompanied at the interview stage. Appropriate placements are sought dependent on a student's needs and the support they require e.g. Capel Manor College, The Growing Place, College of North West London, Harrow College, Uxbridge College

Roles and Responsibilities

All staff contribute to the implementation of this policy through their role as link tutors and subject teachers. Subject teachers have responsibility for embedding careers into their subject area.

Careers Leader

Careers Leader and contact details:

Name: Deputy Headteacher

Contact: 020 8937 3330

Email: admin@ashleycollege.brent.sch.uk

This person has a responsibility to ensure:

- Ashley College has a good careers programme that meets the expectations set out in the Gatsby benchmarks (more on this below)
- Ashley College has published details on the website of our careers programme and arrangements for providers of technical education or apprenticeships to talk to pupils
- The destinations of young people from our school are tracked and that this information is used to improve the effectiveness of our school's career programme

Management Committee Oversight and Engagement

The careers programme has the explicit backing of the Management Committee and senior leaders, who are actively engaged in setting the direction for a whole-institution approach to careers guidance.

The Management Committee:

- has appointed a Careers Link Governor who meets regularly with the Careers Leader
- receives regular updates on careers provision and pupil destinations
- ensures the programme meets statutory requirements and the Gatsby Benchmarks
- monitors the impact of careers provision on pupil outcomes
- challenges and supports school leaders to continuously improve the careers programme

The Careers Link Governor can be contacted via the school office.

Entitlement

Due to the nature of our service pupils are often only with us for short periods of time. We still uphold the beliefs and aims detailed in this policy and endeavour to provide ALL pupils/parents with the entitlement detailed below.

Pupils attending the School are, in their careers programme, entitled to:

- Receive a stable careers programme from Year 7 that continues until they leave Ashley College, at end of Year 11, or return to their mainstream school
- Receive relevant careers guidance and have access to independent careers information and guidance, including labour market data where relevant.

- Receive personal advice that helps them to achieve their individual careers goal – whether this is Further/Higher Education, an apprenticeship or employment.
- Be equipped with the necessary skills to prosper in FE/HE and employment.
- Have the relevant knowledge to make realistic and achievable goals based on their own interests and skills, whilst taking into account local job market information and relevant entry requirements.
- Receive up-to-date information about careers and skill-development opportunities.
- Understand how different subjects help keep different options open.
- Have access to additional help, whether this is due to a change of decision, personal circumstances or additional needs.
- Have meaningful and helpful encounters with employers, employees and other education providers.

Pupils are expected to:

- Fully engage with careers lessons and activities.
- Utilise the available careers resources
- Record careers-related skills, participation and research, reflect upon what has been learnt.
- Identify and set goals for the future.
- Actively participate in workshops, presentations and visits from external employers or providers.
- Attend informative events such as Options Evening and the Careers fair.
- Take advantage of opportunities offered outside school, such as school trips and projects.

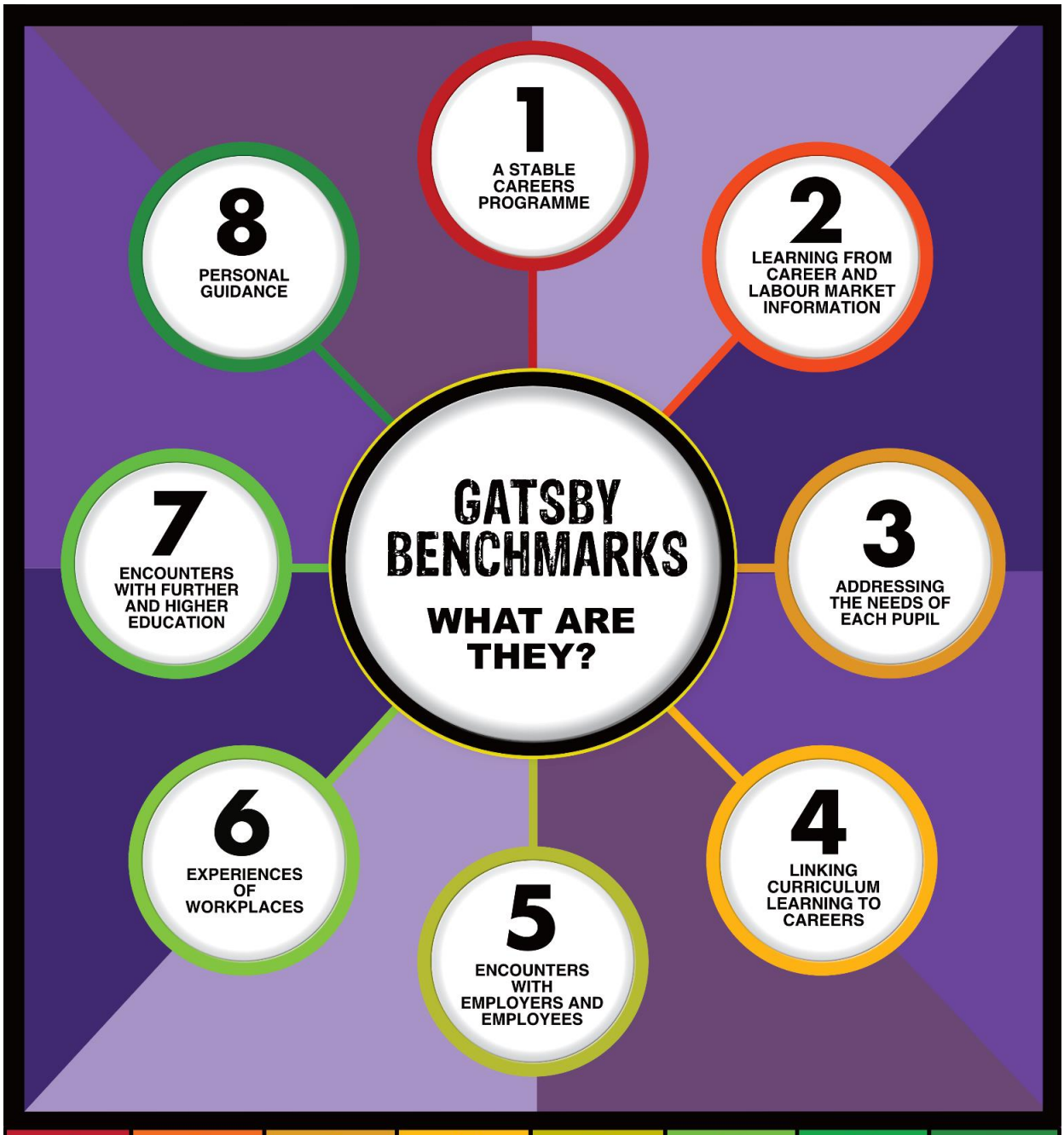
Parents are entitled to have:

- Access to the National Careers Service information and other independent websites and resources via the school website.
- The opportunity to contact the independent careers advisor, careers lead, link tutors, teachers and SLT
- Access to information and guidance through parent information evenings including choosing options.

Partnerships

The Careers Education Information and Guidance (CEIAG) programme is enhanced through links, which help to ensure that pupils' learning is current and relevant. This involvement enhances the provision of careers talks, careers fair, workplace visits and mock interviews. In addition, we work closely the local FE Colleges and mainstream schools. We always strive to expand and improve our contacts.

Appendix A: Gatsby Benchmarks and brief outline



1	2	3	4	5	6	7	8
Every school and college should have an embedded programme of career education and guidance that is known and understood by pupils, parents, teachers and employers	Every pupil, and their parents, should have access to good-quality information about future study options and labour market opportunities. They will need the support of an informed adviser to make best use of available information	Pupils have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each pupil. A school's careers programme should embed equality and diversity considerations throughout	All teachers should link curriculum learning with careers. For example, STEM subject teachers should highlight the relevance of STEM subjects for a wide range of future career paths	Every pupil should have multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace. This can be through a range of enrichment activities including visiting speakers, mentoring and enterprise schemes.	Every pupil should have first-hand experiences* of the workplace through work visits, work shadowing and/or work experience to help their exploration of career opportunities, and expand their networks.	All pupils should understand the full range of learning opportunities that are available to them. This includes both academic and vocational routes and learning in schools, colleges, universities and in the workplace.	Every pupil should have opportunities for guidance interviews with a careers adviser, who could be internal (a member of school staff) or external, provided they are trained to an appropriate level. These should be available whenever significant study or career choices are being made. They should be expected for all pupils but should be timed to meet their individual needs
Click here for further information	Click here for further information	Click here for further information	Click here for further information	Click here for further information	Click here for further information	Click here for further information	Click here for further information