



Career Guidance Policy

Approved by:

Governing Body

Date: September 2025

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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, 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
- Promote a culture of high aspirations and equality of opportunity

2. Statutory requirements

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

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 [page](#)

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 secures independent careers guidance from year 7.
- 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 [page](#)

3. Roles and responsibilities

3.1 Careers leader

Our careers leader is Liam O'Hara and he can be contacted by phoning 020 7987 4811 or emailing LO'hara@Langdonpark.org. Our careers leader is part of 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
- 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

3.2 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 13 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

3.3 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 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 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 'Baker Clause', including that the school has published a provider access policy statement

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 with a career's leader
2. Learning from career and labour market information
3. Addressing the needs of each pupil
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 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.

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

- Subject lessons, extended tutorials, displays, Character Development Days, guest speakers, assemblies and careers fayres.

Key Stage 3

Explore personal skills and qualities, explore future qualifications and pathways, exploring the labour market and structures of an organization. Our Key Stage 3 careers programme will support pupils in their planning and choices of GCSE subjects. This includes:

Money matters workshops, traineeships, apprenticeships, university assemblies, and tutor sessions on STEM careers in STEM, personal qualities and character traits, work experience skills workshops, qualifications and pathways options.

Key Stage 4

Developing personal finance capabilities and understanding their employment rights and Explore post -16 options and key recruitment documents. Our Key Stage 4 careers programme aims to help pupils research and understand their choices and routes into education and training. This includes:

1:1 personal guidance, Work experience, mentoring and Youth voice workshop, Interview, CV writing, applications and Personal statement workshops, traineeship, work, apprenticeship assemblies, Careers fayre.

Key Stage 5

Explore life beyond school. Our Key Stage 5 careers programme supports pupils in planning for their future, including university and alternative pathways. This includes:

Work experience, UCAS discovery exhibition, Taxes in the UK and Mobile Banking Apps, Finance and Money in Society, apprenticeship events.

4.1 Pupils with special educational needs or disabilities (SEND)

We expect that the majority of pupils with SEND will follow the same careers programme that meets the Gatsby Benchmarks as their classmates, with adjustments and additional support as needed.

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.

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.

4.2 Access to our careers programme information

A summary of our school's careers programme is published on our school website Appendix 2, including details of how pupils, parents, teachers and employers can access information about the careers programme.

Pupils, parents, teachers and employers can request any additional information about the careers programme by contacting Liam O'Hara on LO'hara@langdonpark.org

4.3 Assessing the impact on pupils

Our career programme is designed so pupils can give feedback, and their progress measured as they move through the Key Stages. We measure and assess the impact of the programme's initiatives by:

- Assessments, end of year careers provision survey, parents, teachers, and employers' evaluations exit surveys for school leavers.
- NEET figures
- Post-16 destinations
- Post-18 destinations

5. Links to other policies

This policy links to the following policies

Keeping Children Safe In Education

Child Protection,

Equality and Diversity, and SEND.

6. Monitoring and review

This policy, the information included, and its implementation will be monitored by the governing board and reviewed annually.

The next review date is: September 2026

Langdon Park School Provider Access Policy Statement

(To include The Department of Education, July 2021: “Baker Clause” and the Provider Access Legislation, January 2023)

Ownership: Langdon Park School

Rationale

High quality careers education and guidance in school or college is critical to young people’s futures. It helps to prepare them 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. It supports them to acquire the self-development and career management skills they need to achieve positive employment destinations. This helps students to choose their pathways, improve their life opportunities and contribute to a productive and successful economy.

As the number of apprenticeships rises every year, it becomes increasingly important that all young people have a full understanding of all the options available to them post-16 and post-18 including wider technical education options such as T-Levels and Higher Technical Qualifications.

Commitment

Langdon Park School is committed to ensuring there is an opportunity for a range of education and training providers to access students, for the purpose of informing them about approved technical education qualifications and apprenticeships. Langdon Park School is fully aware of the responsibility to set students on the path that will secure the best outcome which will enable them to progress in education and work and give employers the highly skilled people they need. That means acting impartially, in line with the statutory duty, and not showing bias towards any route, be that academic or technical.

Langdon Park School endeavours to ensure that all students are aware of all routes to higher skills and are able to access information on technical options and apprenticeships (The Department of Education, July 2021: “Baker Clause”: supporting students to understand the full range of education and training options, and the Provider Access Legislation, January 2023).

Aims

Langdon Park School policy for Access to other education and training providers has the following aims:

To develop the knowledge and awareness of our students of all career pathways available to them, including technical qualifications and apprenticeships.

To support young people to be able to learn more about opportunities for education and training outside of school before making crucial choices about their future options.

To reduce drop out from courses and avoid the risk of students becoming NEET (Young people not in education, employment or training).

Student Entitlement

Langdon Park School fully supports the statutory requirement for students to have direct access to other providers of further education training, technical training and apprenticeships. The school will comply with the new legal requirement to put on at least six encounters with providers of approved technical education qualifications or apprenticeships. This will be done in assemblies in National Apprenticeship Week and National Careers Week, Careers Fairs in addition to providers attending careers events at school.

Development

This policy has been developed and is reviewed annually by the Careers Leader and Line Manager Mr Nicholas Langham based on current good practice guidelines by the Department for Education.

Links with other policies

It supports and is underpinned by key school policies including those for Careers, Child Protection, Equality and Diversity, and SEND.

Equality and Diversity

Access to other providers is available and promoted to allow all students to access information about other providers of further education and apprenticeships. Langdon Park is committed to encouraging all students to make decisions about their future based on impartial information.

Requests for access

Requests for access should be directed to Mr L. O'Hara Careers Leader. Mr O'Hara may be contacted by telephone or email, L'Ohara@langdonpark.org, Tel 020 7987 4811

Grounds for granting requests for access

Access will be given for providers to attend during school assemblies, timetabled Careers or Life lessons, and Careers or Raising Aspirations events that Langdon Park School is arranging. Students may also travel to visit another provider as part of the trip to be organised in partnership with Langdon Park School

Details of premises or facilities to be provided to a person who is given access

Langdon Park School will provide an appropriate room or assembly hall to be agreed. All rooms have computers, projectors and screens provided. Computer rooms can also be arranged. The Careers Leader or Careers Adviser will organise this, working closely with the provider to ensure the facilities are appropriate to the audience. Appropriate safeguarding

checks will be carried out. Providers will be met and supervised by a member of the Careers Team who will facilitate.

Live/Virtual encounters

Langdon Park School will consider live online encounters with providers where requested, and these may be broadcast into classrooms or the school assembly hall. Technology checks in advance will be required to ensure compatibility of systems.

Parents and Carers

Parental involvement is encouraged, and parents may be invited to attend the events to meet the providers.

Management

The Careers Leader coordinates all provider requests and is responsible to his/her senior management line manager.

Complaints Procedure

Any complaints about this policy should be raised to Mr Liam O'Hara email: L'Ohara@langdonpark.org

Mr O'Hara will raise the complaint to Mr Nicholas Langham, Head Teacher of Langdon Park School

Monitoring review and evaluation

The Policy is monitored and evaluated annually via the Executive Leadership Team.

- Surveys with stakeholders
- Focus groups
- Progress reviews
- Discussion with Local council

Policy Coordinator: Mr Liam O'Hara

Policy Reviewed: September 2025

Appendix

Some providers who have been invited into Langdon Park School to date include:

Switch
Ask
Tower Hamlets Careers Service
Medsimple
Speakers for Schools
Working Options
Making the Leap
Synergy Bank
JP Morgan
SMBP
Dorchester

Destinations of previous pupils

New City College
Mulberry UTC
Newham Co

