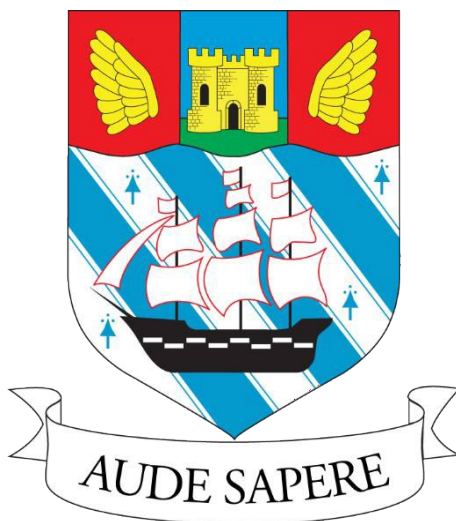




Torquay Girls' Grammar School

Careers Guidance Policy

Policy Information	
Policy Owner	SLT Careers Strategic Lead
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1. Policy Statement

Torquay Girls' Grammar School (TGGS) is committed to providing a high-quality careers programme that enables every student to make informed decisions about education, training and employment. Careers education is delivered in line with Department for Education statutory guidance (updated June 2026), the Gatsby Benchmarks and the Skills and Post-16 Education Act 2022.

2. Policy Aims

The aims of this policy are to provide a stable careers programme, raise aspirations, support social mobility, ensure impartial guidance, develop employability skills, provide access to labour market information and prepare students for higher education, apprenticeships, employment and lifelong learning.

This will be achieved through:

- A stable careers programme.
- Learning from career and labour market information.
- Linkages between curriculum learning and careers.
- Meaningful encounters with employers and employees.
- Rich experiences of workplaces.
- Meaningful encounters with further and higher education.
- High quality personal guidance.

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.

3. Statutory Framework

This policy is informed by and complies with current legislation and statutory guidance relating to careers education, information, advice and guidance (CEIAG), including the Department for Education's statutory guidance Careers Guidance and Access for Education and Training Providers.

4. Roles and Responsibilities

The SLT Strategic Careers Leader coordinates provision, strategic planning and evaluation. Trustees monitor compliance and impact. Heads of Department and teachers embed careers learning within the curriculum. Heads of Year and Tutors support reflection and progression planning. All staff are responsible for prioritising support for vulnerable groups and ensuring equitable access to careers education, information, advice and guidance (CEIAG) for students eligible for Pupil Premium (PP), Looked After Children (LAC), Previously Looked After Children (PLAC), and those with Special Educational Needs and Disabilities (SEND). The external careers adviser provides independent and impartial guidance.

Personnel

SLT Strategic Careers Lead – Ms M Wills

Assistant Careers Leader / Work Experience Coordinator – Mrs S Rolfe

Independent Careers Advisor – Ms L Morgan

Careers Trustee – Mr T Kendal

Enterprise Coordinator – Mrs Jacqueline Hobson (South West Careers Hub)

Our designated senior leader (SLT) for careers:

- Takes responsibility for developing, running and reporting on the school's careers programme.
- Plans and manages careers activities.
- Manages the budget for the careers programme.
- Supports middle leaders and teachers to build careers education and guidance into subjects across the curriculum.
- Establishes and develops links with employers, education and training providers, and careers organisations.
- Works 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.
- Works with our school's designated SLT member assigned to disadvantaged pupils, including pupil premium students (PP), looked-after children (LAC) and previously LAC to:
 - Makes sure they know which pupils are in care or are care leavers.
 - Understands their additional support needs.

- Makes sure that, for LAC/PLAC, their personal education plan can help inform careers advice.

Senior Leadership Team:

- Supports the careers programme.
- Supports the SLT careers leader in developing their strategic careers plan.
- Supports the SLT careers leader in the annual evaluation of the effectiveness of the school's careers programme.
- Ensures all staff have had appropriate careers training.
- Makes sure our school's careers leader is allocated sufficient time, and has the appropriate training, to perform their duties to a high standard.
- Allows education and 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.
- Networks with employers, education and training providers, and other careers organisations.
- Ensures that destination data will be reviewed annually to identify trends, evaluate the effectiveness of the careers programme and inform future planning.
- Ensures the completion of termly Compass+ evaluations and use the results to develop an annual careers improvement plan.

The Board of trustees:

- Provides clear advice and guidance on which the school can base a strategic careers plan which meets legal and contractual requirements.
- Appoints a member of the board who will take a strategic interest in careers education and encourage employer engagement.
- Makes sure independent careers guidance is provided to all pupils throughout their secondary education and that the information is presented impartially, includes a range of educational or training options and promotes the best interests of pupils.
- Makes sure that a range of education and training providers can access pupils from year 8 onwards to inform them of approved technical education qualifications and apprenticeships. In line with provider access legislation.
- Makes sure that details of our school's careers programme and the name of the careers leader are published on the school's website.

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 impartial independent careers guidance to pupils from year 7 onwards.

Our programme has been developed to meet the expectations outlined in the Gatsby Benchmarks:

- Benchmark 1: Stable Careers Programme
- Benchmark 2: Labour Market Information
- Benchmark 3: Addressing Individual Needs
- Benchmark 4: Curriculum Links
- Benchmark 5: Employer Encounters
- Benchmark 6: Workplace Experiences
- Benchmark 7: Encounters with Further and Higher Education
- Benchmark 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 programme actively challenges gender stereotypes and promotes participation in traditionally underrepresented sectors, including STEM, engineering and technology.

Our careers programme is mapped against the Gatsby Benchmarks and delivered through a number of methods, including explicit lessons within the taught PSHE programme. Careers is also explicitly taught through the personal development programme, including during tutor time. Careers information is readily available in school, both in paper and digital formats providing information on apprenticeships, universities, the labour market and career pathways. Several regular events are also held, for example the careers fair, involving University, apprenticeship and careers representatives, to which all pupils will attend.

The school's careers programme is enhanced through a well-established Speakers' Programme, delivered primarily for students in Key Stages 4 and 5, and extended to Key Stage 3 where appropriate. Weekly lunchtime sessions provide students with access to employers, industry professionals, higher education representatives and other external speakers, enabling them to explore a wide range of career pathways and progression routes. This provision is complemented by the school's SMSC programme, assemblies, house culture. Students are also encouraged to take an active role in their career development through participation in student-led career societies, including Medical Society 'Medsoc' and Law Society 'LawSoc', which promote leadership, independent research and informed decision-making about future educational and career pathways. Activities and engagement with TGGS alumni offer students valuable insights into further study, employment and professional experiences. Alumni share their educational and career journeys, providing authentic labour market information, raising aspirations and helping students understand a wide range of progression pathways. Such engagement enables students to see the real-

world impact of different careers while connecting curriculum learning to future opportunities.

All pupils in Years 8-13 will receive opportunities to meet a range of education and training providers, including colleges, apprenticeship providers, universities, employers and alumni, in addition to enterprise projects and virtual employer encounters. In accordance with Provider Access Legislation, all pupils will receive a minimum of six encounters with providers of technical education and apprenticeships during Years 8-13. This will include two encounters by the end of Year 9, two encounters by the end of Year 11 and two encounters during the sixth form.

At Key Stage 3, our careers programme aims to raise pupil aspirations and develop personal, social and employability skills, and provide meaningful encounters of the workplace. Assemblies and a parent and pupil information evening on choosing options are also provided, to enable informed GCSE choices.

At Key Stage 4, our careers programme aims to help pupils research and understand their choices and routes into education and training. They develop skills in CV, letter writing, presentations and interviews. This includes a mock interview with an employer; a week's work experience at a self-arranged placement; assemblies on post-16 options; and individual careers guidance.

Key Stage 5, our careers programme aims to support pupils in planning for their future, including university and alternative pathways. This includes a series of careers lectures from universities and employers. Some of these lectures, together with form time, are devoted to the topic of UCAS applications and interview skills. Students also listen to lectures on degree level apprenticeships. In addition, Year 12 has a week of work experience.

6. 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 reasonable adjustments and additional support as needed. Our SLT strategic careers lead works 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 SLT strategic careers lead 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. Where appropriate, careers guidance supports outcomes identified within Education, Health and Care Plans and contribute to preparation for adulthood.

Access to our careers programmed information

A summary of our school's careers programme is published on our school website, 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 our schools assistant careers leader. Parents and carers are recognised as key partners in supporting young people's career development and will be actively engaged through information evenings, options events, careers resources and regular communication through the careers newsletter.

Accessing 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. Implementation is monitored through both Compass+ reviews and Unifrog tracking. In addition, there are further opportunities built into the careers programme for pupils to self-evaluate and reflect on their learning at key points during the academic year, as well as at key points in their overall careers provision, such as following work experience and mock interviews during Year 10. All participants in the programme, including pupils, parents and employers, also complete surveys following key events. Leavers' destination information is also analysed each year to measure and assess the impact of the programme's initiatives.

7. Link to other policies:

This policy links to the following policies, available on our school website, including, but not limited to:

- Provider access policy statement.
- Child protection policy.
- SEND Policy

8. Appendices

Appendix A:

Careers Entitlement

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

- Receive a stable careers programme from Year 7 that continues until they leave school.
- Receive relevant careers guidance and have access to independent careers information and guidance, including regular labour market data where relevant.

- Receive personal and impartial advice that helps pupils to achieve their individual career's goal – whether this is Further Education, Higher Education, an apprenticeship or employment.
- Be equipped with the necessary skills to prosper in 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 need is generated from a change of decision, personal circumstances or additional needs.
- Have meaningful and helpful encounters with employers and other education providers.

Pupils are expected to:

- Fully engage with careers lessons and activities.
- Utilise the available careers resources, including any online platforms.
- 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.
- Use any study and research spaces appropriately and with respect for other users.
- Take advantage of opportunities offered outside school, such as school trips and projects.

Parents are entitled to have:

- Access to links to the National Careers Service information and other independent websites and resources via the school website.
- The opportunity to contact the independent careers advisor and the SLT careers strategic lead.
- Access to information and guidance through parent information evenings.

Appendix B:

Provider Access Policy Statement

The published Provider Access Policy Statement on the School's website sets out the School's arrangements for managing the access of education and training providers to pupils for the

purpose of providing information about their education, training and apprenticeship opportunities. The policy confirms the School's compliance with its legal obligations under Section 42B of the Education Act 1997, as amended by the Skills and Post-16 Education Act 2022 (effective from September 2022).

The School's 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).