



POLICY: Career Related Learning Policy

STATUTORY: Yes

DATE AGREED: May 2026

REVIEW DATE: May 2027

RESPONSIBLE MEMBER OF STAFF: A Phillips

TRUSTEE COMMITTEE: CTL Committee

SIGNED HEADTEACHER: J Holmes

SIGNED CHAIR OF TRUSTEES: M Clayton

John Masefield High School: Career Related Learning Policy

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 and carers, teachers and employers can access information about our careers programme. At John Masefield High School and Sixth Form Centre, our careers programme is designed specifically to meet the needs of our students and our local community. As an 11–18 school serving families in Herefordshire, Gloucestershire and Worcestershire, we recognise the importance of preparing students for progression into a diverse range of destinations including sixth form study, higher education, apprenticeships, employment, and self-employment.

Our careers curriculum reflects:

- The local labour market in Herefordshire and the Marches, including key sectors such as agriculture and food production, health and social care, engineering and manufacturing, digital industries, education, and public services.
- Our students' typical progression routes at 16 and 18, including transitions into our sixth form, further education colleges, higher education institutions, apprenticeships, and employment.
- The need to raise aspirations, widen participation and ensure that all students — regardless of background — can access ambitious pathways.

Grounded in the Gatsby Benchmarks and informed by the Career Development Institute (CDI) Framework, our vision is to provide a progressive, inclusive and context-driven careers curriculum that enables every student to:

- Develop self-awareness and confidence
- Understand opportunity structures locally, nationally and globally
- Make informed decisions at key transition points
- Thrive in an evolving labour market

We aim not only to inform students about careers, but to equip them with the skills, knowledge and adaptability to grow throughout life.

2. Statutory requirements

This policy is based on the statutory [Careers guidance and access for education and training providers](#) from the Department for Education (DfE).

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 [Skills and Post-16 Education Act 2022](#) (the 'provider access legislation'). It explains that our school must provide a minimum of **6 encounters** with technical education and apprenticeship providers to all pupils in years 8 to 13 about their education or training offer. For more detail on these encounters, see our provider access policy statement, which you can find on our website.

The above guidance requires that we publish information about the careers programme on our website, and that it is communicated in a way that enables learners, parents and carers, staff, and employers to access and understand it. This includes:

- The name and contact details of the careers leader
- A summary of the careers programme
- Details of how pupils, parents and carers, teachers, and employers can access information about the careers programme
- How our school measures and assesses the programme's impact on learners
- The date by which we will review information

We also act in line with our statutory duty under the provider access legislation (also known as 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 on our website.

3. Roles and responsibilities

3.1 Careers leader

Our careers leader is Ami Phillips, and they can be contacted by emailing ami.phillips@jmhs.hereford.sch.uk

Our careers leader will:

- Take responsibility for planning and delivering the careers programme and work towards meeting the Gatsby Benchmarks in a meaningful way
- Coordinate and manage careers activities and the budget for these
- Work with the SLT to make sure the careers programme is informed by a strategic careers plan aligned to the school's priorities
- Engage parents and carers throughout
- Establish and develop key relationships to drive progress and continuously improve the careers programme
- Establish and develop links with external employers, education and training providers, and careers organisations
- Use and sequence labour market information (LMI) throughout the careers programme, tailoring it to individual circumstances
- Support the careers adviser to work with relevant staff, including the SENCO, subject teachers and pastoral teams
- 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 children looked-after children (CLA) and previously CLA to:
 - Make sure they know which pupils are in care or are care leavers
 - Understand their additional support needs
 - Make sure that, for CLA, their personal education plan can help inform careers advice
 - Engage with the relevant virtual school head and ensure a joined-up approach to identifying and supporting pupils' career ambitions
- Evaluate and continuously improve the careers programme, drawing on feedback from all stakeholders and the destinations of pupils

- Review our school's provider access policy statement at least annually, in agreement with our governing board

3.2 Careers adviser

Our careers adviser is Ranah Kelly. They will:

- Support pupils to make effective career decisions
- Work with the careers leader and SENCO to identify the needs of pupils with SEND and provide personalised support
- Contribute to the overall development and evaluation of the careers programme

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
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

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 which are linked to the Career Development Institute Framework's key areas:

- Grow throughout life
- Explore possibilities
- Manage career
- Create opportunities
- Balance life and work
- See the big picture

Our careers programme is delivered through a number of methods, including: tutor time session, guest speakers, workshop, careers fairs and workplace experiences.

4.1 How we meet our requirements

All subjects link curriculum learning with careers. Additionally, our PSHE curriculum includes information on careers and employability.

Every pupil will receive at least 1 personal guidance meeting with a careers adviser by age 16.

Every pupil will receive a further meeting by age 18. Information about personal guidance support, and how to access it, will be communicated to pupils, parents and carers, and other stakeholders, including through the school website.

At Key Stage 3 (Years 7–9) students:

- Develop self-awareness, identifying strengths, interests and values.
- Challenge stereotypes and broaden aspirations.
- Learn about different sectors within the local and national labour market.
- Begin linking curriculum subjects to future pathways.
- And parents/carers are supported to choose GCSE subjects in Year 9.

We are meeting our requirements to provide:

- At least 2 encounters with providers of technical education or apprenticeships in year 8 or 9 (this is set out in more detail in our provider access policy statement, which can be found on our website).

At Key Stage 4 (Years 10–11) students:

- Apply labour market information to GCSE and post-16 decisions.
- Engage in meaningful employer encounters and work experience.
- Develop employability skills including teamwork, communication and resilience.
- Receive at least one 1:1 guidance interview with a Level 6 qualified independent careers adviser.
- Are exposed to a range of post-16 providers to ensure that they are well informed to make decisions.

We are meeting our requirements to provide:

- At least 2 encounters with providers of technical education or apprenticeships in year 10 or 11 (this is set out in more detail in our provider access policy statement, which can be found on our website).

At Key Stage 5 (Years 12–13) students:

- Refine career goals and evaluate higher education, apprenticeship and employment routes.
- Develop application skills (CVs, interviews, personal statements).
- Engage with universities, employers and apprenticeship providers.
- Receive a further 1:1 guidance interview to support post-18 progression.

This structure ensures that sixth form provision builds upon, rather than repeats, earlier learning.

We are meeting our requirements to provide:

- At least 2 encounters with providers of technical education or apprenticeships in year 12 or 13 (this is set out in more detail in our provider access policy statement, which can be found on our website).

4.2 Addressing the needs of every student (equity & targeted support)

In addition to our universal careers provision, we provide targeted support to ensure that all students can access ambitious and appropriate progression pathways.

- Disadvantaged students, including those eligible for Pupil Premium funding, are offered additional guidance interviews. This ensures they benefit from sustained support and exposure to a wide range of pathways.
- Students with special educational needs and disabilities (SEND) receive personalised transition planning tailored to their individual strengths, needs and aspirations. We work closely with families and, where appropriate, external agencies to provide coordinated support. Employer encounters and workplace experiences are adapted where necessary to ensure they are inclusive and accessible.
- Students identified as being at risk of becoming not in education, employment or training (NEET) are supported through early identification processes, intensive careers guidance, mentoring and careful destination tracking. This proactive approach helps secure sustained and suitable post-16 and post-18 outcomes.
- High-attaining students are supported to pursue aspirational pathways, including competitive university applications and higher or degree apprenticeships. This includes tailored advice on Russell Group university routes, subject selection, admissions processes and preparation for competitive entry requirements. We recognise national evidence that high-quality careers guidance has the greatest impact on students facing barriers, and we actively monitor participation to ensure equity.

4.3 Access to our careers programme information

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

Pupils, parents and carers, teachers, and employers can request any additional information about the careers programme by contacting the careers leader.

4.4 Assessing the impact on pupils

We measure impact beyond participation and activity. Our evaluation includes:

- Destinations data at 16 and 18 (sustained destinations and progression trends)
- Reduction in NEET risk indicators
- Student career readiness and confidence measures
- Student voice surveys
- Employer and parent feedback
- Gatsby Benchmark achievement data

The careers leader reports termly to trustees analysing trends and identifying priorities for continuous improvement. This ensures our programme is not only compliant but impactful, sustainable and responsive to our community.

5. Monitoring and review

This policy, the information included, and its implementation will be monitored by the Board of Trustees and reviewed annually.

The next review date is: May 2027