



Careers Guidance Policy

incorporating: Provider Access & Careers Policy





Scope and Purpose

John Hanson is committed to providing high quality Careers Guidance which is accessible to all students allowing them to manage their personal progression and career planning through a whole school approach. The basis for this is to prepare students fully so that they can progress into sustainable education, training and employment. This policy applies to all students at the school and is inclusive of all. The school employs a Careers Advisor, who is qualified to a minimum of level 6, who provides independent careers guidance to all. The policy is written in accordance with DFE guidelines below and is in alignment with the Gatsby Benchmarks (See Appendix A) which have been recently updated:

- “Careers Guidance and Access for Education and Training Providers 8 May 2025.
- ‘Careers Strategy’ – making the most of everyone’s skills and talents’ December 2017

Key Careers Staff

Our designated Careers Lead is Matt Allott (matt.allott@jhanosn.hants.sch.uk)

Our careers advisor is Michelle Seaman (michelle.seaman@jhanson.hants.sch.uk)

The Governor with responsibility for careers is Emma Brett

Strategic Outline

John Hanson aims to:

- Empower all our students to plan and manage their own futures;
- Raise aspirations and treat all our students as individuals;
- Be fully inclusive and promote equality and challenge stereotypes;
- Support students to progress and track their destinations;
- Develop and design curriculum provision that is aligned to industry and community growth and underpins increased opportunities for students;
- Provide opportunities for students to develop the skills and attributes employers are looking for;
- Challenge our students to aim high.

Principles

The key principle of John Hanson’s strategy is that careers guidance is differentiated and supports individual progression. We want to empower our students so that they make fact-based decisions that enable them to manage their life choices and sustain employability throughout their lives. Students will be offered a planned programme of activities that will help them choose pathways that are right for them and that are appropriate to the student’s learning, planning and development. This will cover Years 7-11 in order to build on learning through each activity to ensure they leave us fully prepared for life after school. Students are entitled to careers guidance that meets professional standards that is impartial and confidential.

This careers guidance will:

- Be personalised and provide opportunities to identify and respond to needs of the individual
- Be inclusive, promote equality of opportunity, challenge stereotypes and be sensitive to faith, culture and background

- Be transparent, impartial and provide opportunity for confidentiality as required by the individual
- Offer guidance to any student at risk of non-completion to either aid retention or to provide a suitable alternative destination when appropriate
- Be enhanced by strong networks with industry, local and regional employers and stakeholders
- Be underpinned by relevant labour market information (LMI).
- Contribute to raising aspiration, improving destinations and increasing employability skills
- Be underpinned by collaborative approaches involving curriculum teams and external partners
- Work in partnership with applicants, students, their parents and external partners

The benefits of careers guidance to students:

The aim is to provide students with the opportunity to explore careers choices. This will aid future decisions which is a crucial part of, ensuring a successful transition to and sustainability of employment throughout life. The expectation is that students will embrace and engage with the range of opportunities open to them whilst at John Hanson.

All students will benefit from careers guidance, for example, if they:

- Are uncertain of the KS4 courses they choose to do at John Hanson
- Do not meet the entry requirements for the course they have chosen at post 16
- Have unrealistic or no career plans
- Have low confidence / poor experiences of education

A current student may benefit from careers guidance, for example, if they:

- Need help to plan their career pathway
- Are in Years 10 or 11 and need support with their progression
- Need help applying to college, a training provider or an apprenticeship
- Would like support with job search activities like checking a CV, application and interview advice

Our programme at School:

- Further and Higher education programme of support including FE and HE taster days, information events and Careers Fair, Parent Information Evenings dedicated to progression, group sessions on CV and Personal Statement writing, application checking and understanding of Student finance
- Specific Careers guidance regarding Apprenticeships that develops the employability skills of students
- 1:1 careers guidance and support is with an appropriately qualified, impartial careers adviser who is available for all students from Years 9-11 to help them plan effectively for the learning journey and beyond
- Targeted progression planning and support to enable all students to confidently take the next step on their educational journey
- Students will have access to relevant and appropriate resources, including materials that are underpinned by labour market information and that challenge stereotypes and support opportunity for all

- Informative and engaging interactions with Employers that showcase relevant industries and sectors and the opportunities for students
- A meaningful work experience in every year group (Year 7 onwards)

Curriculum:

- Learning environment that is closely linked to the area of study that promotes and develops employability knowledge and skills
- Employability skills, including technical skills are developed and embedded throughout the study programme, monitored and tracked
- Industry linked trips and visits
- Guest speakers from relevant FE, HE, Apprenticeships and industry demonstrating available technical routes
- Competitions and skills events that showcase the best our students have to offer to the world of work
- Work experience offers (2 weeks from Year 7-11) including through the use of Unifrog
- Each faculty, and teacher, will embed careers into their teaching

We will:

- Record your careers discussion and share this with you, so that you have a record to refer back to and reflect upon
- Not share your data with a third party unless you have agreed for us to do so. (Note: we do ask all Year 11 students to sign the common Hampshire County Council data sharing agreement before they leave)
- Help with applications to further education such as personal statements, CV writing and how to research the right university for you. We will also provide guidance about Student Finance for Higher Education

Roles and responsibilities

The Governing Board will:

- Actively engage in setting the direction for a whole-school approach to careers guidance with the headteacher, to make sure it is aligned with the school's vision, priorities and development plans
- Provide clear advice and guidance on which the school can base a strategic careers plan which meets legal and contractual requirements
- Maintain strategic oversight of the school's legal and contractual requirements for careers guidance and hold senior leaders to account for delivering against those requirements
- Appoint a member of the governing board who will take a strategic interest in careers education and encourage employer engagement
- Make sure that 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 arrangements are in place for the school to meet the legal requirements of the provider access legislation, including that the school has published a provider access policy statement
- Make sure that details of our school's careers programme and the name of the careers leader are published on the school's website

The Headteacher will:

- Work with the governing board to set the direction for a whole-school approach to careers guidance, making sure it is aligned with the school's vision, priorities and development plans
- Support the careers team to deliver the school's careers programme
- Build careers into staff development for teachers and support staff, and make sure that the careers leader, careers adviser and senior leaders receive training and development to deliver high-quality careers provision
- Make sure that personal guidance is provided to pupils by a qualified careers adviser
- Network with employers, education and training providers, and other careers organisations

The Senior Leadership Team will:

- Support the careers programme
- Support the careers leader in developing their strategic careers plan
- Make sure the careers leader is allocated sufficient time and budget, and has the appropriate training, to perform their duties to a high standard
- Support the careers adviser to deliver personal guidance to pupils, making sure it's well-resourced
- Work closely with the careers leader and careers adviser in the overall development and evaluation of the careers programme
- Network with employers, education and training providers, and other careers organisations

The 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 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
 - 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

The Careers Adviser will:

- Provide impartial careers guidance to all students, with a particular focus on 1:1 appointments for Year 11s who have SEND, are Disadvantaged or HPA. All meetings will be recorded and made available to students/parents/guardians
- Link with curriculum areas to plan, develop and deliver suitable careers education activities to students
- Ensure effective and appropriate careers information and resources are updated, regularly reviewed and maintained on notice boards, with form tutors and on the website
- Co-produce an engaging calendar of activities for careers guidance with effective engagement of employers and resources to ensure all events are successful
- Keep abreast of changes within the School environment to ensure they can advise and guide students effectively, such as course changes, entry requirements, fees and fee waivers and financial support mechanisms
- Work closely with other colleagues in School, to ensure all employability development is fully embedded and supported by the Careers advisers, including apprenticeship opportunities
- Be a key point of contact for progression and ensuring students make the right next steps in education
- Ensure that gender stereotyping is avoided in all career interventions and that they adhere to School principles of equality, diversity and inclusion
- Make effective use of LMI to support careers interventions and make any resources widely available to students, and parents / carers as appropriate
- Ensure students have access to a wide range of careers and employability interactions through meaningful encounters with employers, universities and other training providers where appropriate
- Maintain own CPD and be qualified at Level 6 or higher, or be committed to working towards this level as quickly as possible

Quality Assurance, Monitoring and evaluation



The School will maintain the quality of its Careers Policy through engagement with external quality bodies as well as a robust internal review process. We will work with external agencies like the Careers and Enterprise Company (CEC) to ensure that we keep up to date with best practice in the sector and are positioned to take advantage of all support available to maintain continuous development. The standards we will undertake are:

- Use of the Compass tool for the School to analyse the strength of Careers provision
- Use of Compass Plus to track student activity

The Careers Policy will be reviewed annually by the Careers Leader and the Senior Leadership Team.

Provider Access Policy

Introduction

This policy statement sets out the school's arrangements for managing the access of providers to students at the school for the purposes of giving them information about the provider's education or training offer. This complies with the school's legal obligations under Section 42B of the Education Act 1997 and the updated guidance in the "Careers Guidance and Access for Education and Training Providers 8 May 2025 and the updated GATSBY benchmarks.

Student entitlement

Students in Years 7-11 are entitled:

- To find out about technical education qualifications and apprenticeships opportunities, as part of a careers programme which provides information on the full range of education and training options available at each transition point
- To hear from a range of local providers about the opportunities they offer, including technical education and apprenticeships – through options evenings, assemblies and group discussions and taster events
- To understand how to make applications for the full range of academic and technical courses
- Receive two weeks' worth of meaningful work experience from Years 7-11 broken down into:
 - One weeks' worth of work experience activities in years 7-9
 - One weeks' worth of work experience placement(s) in years 10-11

Management of provider access requests

Procedure

A provider wishing to request access should contact the Careers Lead.

Email: careers@jhanson.hants.sch.uk

We will also proactively contact our local feeder post 16 providers to invite them into school.

Opportunities for access

The school offers at least one provider encounter per year (7-11) required by law (marked in bold text in the table below) and a number of additional events, integrated into the school careers programme. We will offer providers an opportunity to come into school to speak to pupils or their parents or carers.

Year 7	• Study skills • LMI and Future careers assemblies • Events for National Careers and Apprenticeships week • Learning about Outdoor careers • Local careers visits and talks • Entrepreneur 'The Apprentice' task • Tutor session on an introduction to careers • Community service project • Debating Skills • Unifrog session
Year 8	• Team building



	• Working in the voluntary sector • Dream world of the future • LMI and Future careers assemblies with subject specific links • Events for National Careers and Apprenticeships week • Local careers visits and talks • One day work placement • Unifrog session
Year 9	• Finance • Cost of living • Careers Pilot • Employability and life skills • Discover your Options with SUN group • Training provider and Post-16 talks • KS4 Options process • Apprenticeships & T-levels • Local college taster sessions in school • STEM ambassadors • LMI and Future careers assemblies with subject specific links • Events for National Careers and Apprenticeships week • Local careers visits and talks • Meetings with careers advisor • Unifrog session
Year 10	• Finances • Gambling awareness • Local college taster days • LMI and Future careers assemblies with subject specific links • Events for National Careers and Apprenticeships week • Discrimination in the workplace • 1-2-1 Careers meetings • Targeted careers talks • Unifrog session
Year 11	• Futures Talk with entrepreneur • Debt awareness • Study skills • CV writing with local employer • Technologies in the workplace • Apprenticeships and T-levels • Interviews skills workshop • Mock interview day • Careers Fair • One-week work experience • Student finance • Digital footprint • Exam stress • Events for National Careers and Apprenticeships week • National Citizenship Service summer camp • Unifrog session

This is a constantly evolving plan as we add more opportunities for our students on a termly basis. Please speak to our named Careers Leader to identify the most suitable opportunity

for you. The school policy on safeguarding sets out the school's approach to allowing providers into school as visitors to talk to our students.

Destinations

Our students go on to a wide range of post-16 destinations, primarily local colleges for Level 3 study. This information can be found on the careers page of the school website.

Premises and facilities

The school will make the main hall, classrooms or private meeting rooms available for discussions between the provider and students, as appropriate to the activity. The school will also make available AV and other specialist equipment to support provider presentations. This will all be discussed and agreed in advance of the visit with the Careers Leader or a member of their team. Online facilities will also be made available to all those that require them for virtual activities and experiences.

Providers are welcome to leave a copy of their prospectus or other relevant course literature in the Careers Section of the Learning Resource Centre, which is managed by the school librarian. The Resource Centre is available to all students at lunch and break times.

John Hanson Careers Guidance Strategy

John Hanson is recognised for providing education of the highest quality to its local community. We want all of our learners to achieve their ambitions, contribute significantly to the productivity of the economy and have happy and purposeful lives. At the core of our strategy is our vision:

- Inspire
- Care
- Succeed

The careers guidance strategy has been designed to reflect the school's wider strategy but specifically falls within the scope of the pastoral care and personal development of our students.

Statutory Duty to provide careers guidance:

The careers provision at John Hanson Community is in line with the statutory guidance developed by the Department of Education, which refers to Section 42A and 45A of the Education Act 1997: as a school we provide independent careers guidance from Year 7 to Year 11. This guidance is impartial and gives information on a range of pathways and post-16 education providers, including university options, apprenticeships, other technical routes and preparation for employment college courses, and further education. It is adapted to meet the needs and interests of the individual pupils.

Our Commitment:

John Hanson recognises that it has a responsibility to provide careers education in Years 7-11 and a duty to provide these learners with access to impartial careers information, advice and guidance. It is committed to providing a planned programme of impartial careers education by a dedicated internal team of staff working with external agencies as necessary.

The school is committed to promoting the value of careers education within the school ethos in order to raise student attainment and successful progression to employment, further and/or higher education. The school aims to effectively support learners in their choices in order for them to achieve personal and economic wellbeing throughout their lives. This commitment has the full support of the Governors and the Headteacher.

Responsibility:

There is a designated member of SLT named Careers Leader, who is responsible for careers guidance and who will ensure the school careers programme charts the Gatsby Benchmarks.

Monitoring & Evaluation:

- Careers Guidance is monitored and evaluated annually through discussion with Governors and SLT
- The school follows Hampshire guidelines with regards to gathering destination data
- Student Surveys are carried out at various times of the year to assess student satisfaction of the quality of the careers provision and student experience
- Stakeholders including students, parents, teachers, Universities, and employers complete feedback forms on careers
- Events they have participated in, for example, Careers Fair, talks, work placements
- An annual development plan is developed by the Careers Lead based on the self-assessment report

Appendix A – Gatsby Benchmark

The Gatsby Benchmarks set out a framework for schools to deliver 'good career guidance'.

1. A stable careers programme	Every school should have an embedded programme of career education and guidance that is known and understood by students, parents, teachers, governors and employers.
2. Learning from career and labour market information	Every student, 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.
3. Addressing the needs of each student	Students have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each student. A school's careers programme should embed equality and diversity considerations throughout.
4. Linking curriculum learning to careers	All teachers should link curriculum learning with careers. STEM subject teachers should highlight the relevance of STEM subjects for a wide range of future career paths.
5. Encounters with employers and employees	Every student 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.
6. Experiences of workplaces	Every student 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 to expand their networks.
7. Encounters with further and higher education	All students 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.
8. Personal guidance	Every student 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.