



The Telford Langley School
ENSURING EXCELLENCE

Careers Education, Information, Advice and Guidance Policy

Approved: Autumn 2025

Careers Education, Information, Advice and Guidance Policy

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1. School Vision

- 1.1 The Telford Langley School is committed to providing all of its pupils with a varied programme of Careers Education, Information, Advice and Guidance to prepare, enrich and enable them to make informed decisions and choices at key transition points from transition and Year 7 through to Year 11 and Post- 16 destinations.

We help pupils identify, develop and build their employability skills throughout their school life. Careers Education, Information, Advice and Guidance also contributes to the school's vision and values as part of our aspirational strategy, helping students nurture and identify individual talents, enabling pupils to acquire social skills, develop confidence and build relationships as well as being ready and able to identify and find meaningful and fulfilling work. Our provision promotes equality of opportunity and challenges stereotypes and seeks to help pupils to understand and be prepared for the ever changing and challenging work and career environment.

Our Careers Education, Information, Advice and Guidance programme provides the support and impartial guidance to help all students make informed decisions throughout their school career including choosing option subjects, work experience, deciding on Post-16 destinations and learning the knowledge, skills and attributes for success in their chosen fields. It aims for engagement from every student at The Telford Langley School in working towards their targets, goals and aspirations in education, apprenticeships, employment or training as well as their life long learning.

The School's CAIEG programme is audited half termly using the Compass+ auditing tool. This audit is completed half termly and is quality assured with the Careers Lead at Telford and Wrekin Council.

- 1.2 The governing body have therefore adopted this policy to provide a clear commitment to and framework for Careers Education, Information, Advice and Guidance

2. Policy Scope

- 2.1 This policy covers Careers Education, Information, Advice and Guidance given to students in Key Stages Three and Four.
- 2.2 The policy also applies to Year 11 students after they finish their examinations in June of their final year and before they start at their next place of education, employment or training. Though not necessarily in school regularly and attending lessons in July and August of Year 11, the policy is still applicable.
- 2.3 The policy has been reviewed in line with the following legislation:

From September 2012 the Education Act 2011 placed schools under a duty to secure access to independent and impartial Careers guidance for their pupils in years 9 to 11. The Careers Guidance in Schools Regulations 2013 extended the age range to include pupils in year 8 and in years 12 and 13 from September 2013.

In December 2017 the Government published their new "Careers Strategy" which sets out a long term plan to build a world class careers system that will help young people choose a career that is right for them. To achieve this aim the 'Careers Strategy' sets out that every school and academy should use the Gatsby Charitable Foundation's eight Benchmarks which define all the elements of an outstanding careers programme.

The Government followed the 'Careers Strategy' with the publication of "Careers Guidance and Access for Education and Training Providers" in January 2018 and was updated 15th July 2021 which outlines a timeline and recommendations on how a school can implement the new Careers Strategy. The strategy sets out that every school will need a designated Careers Leader to deliver the careers programme across all eight Gatsby Benchmarks.

This policy recognises the [Skills and Post-16 Act 2022](#). The policy explains that The Telford Langley School must provide a minimum of **6 encounters** with technical education or training providers to all pupils in years 8 to 13.

- 2.4 This policy accepts the 8 Gatsby Charitable Foundation's Benchmarks as set out in the DfE guidance. They can be seen in Appendix 1 of this policy
- 2.5 This policy covers the legal duty of schools to ensure that a range of education and training providers can access pupils in Year 7 to Year 11 for the purpose of informing them about approved technical and vocational education qualifications or apprenticeships. The school must provide a minimum of **6 encounters** with technical education or training providers to all pupils in years 8 to 13.
- 2.6 This policy refers to events and opportunities in both Key Stages and in all years and these events will impact upon all students at the school.
- 2.7 All members of staff at The Telford Langley School are expected to be aware of this policy and the importance of Careers Education, Information, Advice and Guidance (CEIAG) in the education of students; CEIAG is not the sole responsibility of the Careers Leader.

3. Objectives

- 3.1 The objectives of the Careers Education, Information, Advice and Guidance policy, informed by The Gatsby Benchmarks are as follows:
 - 3.1.1 To ensure that all students at the school receive a stable careers programme
 - 3.1.2 To enable all students to learn from information provided by the career and labour market
 - 3.1.3 The CEIAG programme should be individual and address the needs of each student
 - 3.1.4 To link the curriculum learning to careers learning
 - 3.1.5 To provide students with a series of encounters with employers and employees
 - 3.1.6 To provide students with experiences of workplace(s).
 - 3.1.7 To ensure that students have a series of encounters with further and higher education.
 - 3.1.8 To provide each student with the opportunity to receive personal guidance.

4. School Responsibilities – Intent

- 4.1 The school has a series of statutory duties:

- 4.1.1 All registered pupils at the school must receive independent careers advice in Years 7 to 11. We have employed an independent Careers Advisor for this purpose (Future Focus) and students have scheduled, individualised careers advice and guidance appointments throughout their school career.
 - 4.1.2 This careers advice must be represented in an impartial manner, showing no bias towards a particular institution, education or work option.
 - 4.1.3 This advice must cover a range of education or training options
 - 4.1.4 This guidance must be in the best interests of the pupil
 - 4.1.5 There must be an opportunity for education and training providers to access pupils in Year 7 – Year 11 in order to inform them about approved technical and vocational qualifications or apprenticeships. See appendix 3 for the Provider Access Policy which is also published separately on our website.
 - 4.1.6 The school must have a clear policy setting out the manner in which providers will be given access to pupils (Appendix 3). This policy and these arrangements must be published (school website).
- 4.2 The school will base its careers provision around The Gatsby Benchmarks. A summary of these can be seen in Appendix 1, and they cross reference with the objectives of this policy and the Careers Curriculum Overview (Appendix 2).
 - 4.3 The Telford Langley School believes that good CEIAG connects learning to the future. It motivates young people by giving them a clearer idea of the routes to jobs and careers that they will find engaging and rewarding. Good CEIAG widens pupils' horizons, challenges stereotypes and raises aspirations. It provides pupils with the knowledge and skills necessary to make successful transitions to the next stage of their lives. This supports social mobility by improving opportunities for all young people, especially those from disadvantaged backgrounds and those with special educational needs and disabilities.
 - 4.4 The school will continuously monitor its CEIAG offer and seek further improvement. This will be done by the personnel involved in the design and delivery of the programme, all major stakeholders (e.g. students and parents or carers) and external stakeholders who assess the work of the school (e.g. School Improvement Partner or Ofsted).

4b. Implementation of Careers Education and Guidance

- 4b.1 Careers education is delivered throughout the academic year during timetabled PSHE sessions and uses the CDI Learning Outcomes, designated days when the timetable is collapsed across all year groups and during the weekly tutorial programme.
- 4b.2 The Careers education programme is organised by the Careers Leader for the School with support from Senior Leadership Team, teaching staff, Employers, Colleges, Universities and Training providers.
- 4b.3 The programme of activities will be delivered by employers, Further and Higher Education representatives, training providers, tutors, teaching staff and the Careers Co-ordinator. Resources and the teaching lessons are prepared and made available to staff well before the sessions are delivered. The school must provide a minimum of **6 encounters** with technical education or training providers

to all pupils in years 8 to 13.

- 4b.4 The Careers Leader can help with any issues or assistance required for staff delivering any Careers Education sessions.
- 4b.5 The independent personal guidance will be delivered to all pupils by the Careers Co-ordinator (Future Focus) with some targeted guidance support for students in Years 10 and 11 in line with the The Gatsby Benchmarks. The Careers Co-ordinator is a fully qualified and experienced Careers Adviser.

5. Governor Responsibilities

- 5.1 The governing body will ensure that The Telford Langley School has a clear policy on Careers Education, Information and Guidance (CEIAG) and that this is clearly communicated to all stakeholders. They should ensure that this policy is:
 - 5.1.1 based on the eight Gatsby Benchmarks
 - 5.1.2 meeting the school's legal requirements
- 5.2 The governing body will ensure that arrangements are in place to allow a range of educational and training providers to access pupils in Years 7 – 11. The School must provide a minimum of **6 encounters** with technical education or training providers to all pupils in years 8 to 13.
- 5.3 There will be a member of the governing body who takes a strategic interest in CEIAG and encourages employer engagement

6. Provider Access

- 6.1 Introduction - This section of the policy sets out the school's arrangements for managing the access of providers to pupils at the school for the purpose 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.
- 6.2 This policy recognises the [Skills and Post-16 Act 2022](#). The policy explains that The Telford Langley School students are entitled to a minimum of **6 encounters** with technical education or training providers to all pupils in years 8 to 13 and we aim to provide this opportunity from Year 7.

:
 - 6.2.1 to find out about technical and vocational 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;
 - 6.2.2 to hear from a range of local providers about the opportunities they offer, including technical education and apprenticeships – through options events, assemblies and group discussions and taster events;

- 6.2.3 to understand how to make applications for the full range of academic and technical courses.
- 6.3 Appendix 3 shows the way in which education and training providers should get in touch with the school in order to gain access to pupils and/or parents to inform them about further opportunities.
- 6.4 The school will then work with providers in order to identify the most effective opportunity for them to share information about education and training opportunities.

7. Monitoring, Evaluation and Review- Impact

- 7.1 The Headteacher and SLT will ensure that:
 - 7.1.1 the work of the Careers Leader and CEIAG events are supported and monitored
 - 7.1.2 a member of the Senior Leadership Team has an overview of CEIAG work and reports regularly back to the team
- 7.2 The effectiveness of this policy will be measured in a variety of ways:
 - 7.2.1 Feedback from stakeholders through mechanisms such as parent survey;
 - 7.2.2 Feedback from external visitors to the school such as the School Improvement Partner (SIP) or Ofsted;
 - 7.2.3 the number of students who are NEET in October having left the school in the previous summer. This figure can be compared to national figures as well as against the equivalent figure from similar schools both nationally and within the county.
 - 7.2.4 Student voice and feedback
 - 7.2.5 Employer and Employee feedback
- 7.3 The governors of The Telford Langley School will review this policy annually.

8. Links to other Policies and References

- Education Act 2011
- Education Act 1997
- Gatsby Charitable Foundation's Benchmarks
- The Careers Guidance in Schools Regulations 2013
- Careers Guidance and Access for Education and Training Providers

Appendix 1. The Gatsby Benchmarks

<p>1. A stable careers programme</p>	<p>Every school and college should have an embedded programme of career education and guidance that is known and understood by students, parents, teachers, governors and employers.</p>	<ul style="list-style-type: none"> • Every school should have a stable, structured careers programme that has the explicit backing of the senior management team, and has an identified and appropriately trained person responsible for it. • The careers programme should be published on the school's website in a way that enables pupils, parents, teachers and employers to access and understand it. • The programme should be regularly evaluated with feedback from pupils, parents, teachers and employers as part of the evaluation process.
<p>2. Learning from career and labour market information</p>	<p>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.</p>	<ul style="list-style-type: none"> • By the age of 14, all pupils should have accessed and used information about career paths and the labour market to inform their own decisions on study options. • Parents should be encouraged to access and use information about labour markets and future study options to inform their support to their children.
<p>3. Addressing the needs of each student</p>	<p>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.</p>	<ul style="list-style-type: none"> • A school's careers programme should actively seek to challenge stereotypical thinking and raise aspirations. • Schools should keep systematic records of the individual advice given to each pupil, and subsequent agreed decisions.

		<ul style="list-style-type: none"> • All pupils should have access to these records to support their career development. • Schools should collect and maintain accurate data for each pupil on their education, training or employment destinations.
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.	<ul style="list-style-type: none"> • By the age of 14, every pupil should have had the opportunity to learn how the different STEM subjects help people to gain entry to, and be more effective workers within, a wide range of careers.
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.	<ul style="list-style-type: none"> • Every year, from the age of 11, pupils should participate in two meaningful encounters* with an employer. <p>*A 'meaningful encounter' is one in which the student has an opportunity to learn about what work is like or what it takes to be successful in the workplace.</p>
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 expand their networks.	<ul style="list-style-type: none"> • By the age of 16, every pupil should have had at least one experience of a workplace, additional to any part-time jobs they may have. • By the age of 18, every pupil should have had one further such experience, additional to any part-time jobs they may have.
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	<ul style="list-style-type: none"> • By the age of 16, every pupil should have had a minimum of 6 meaningful encounters* with providers of the full range of learning opportunities,

	<p>vocational routes and learning in schools, colleges, universities and in the workplace.</p>	<p>including Sixth Forms, colleges, universities, technical, vocational, training apprenticeship providers. This should include the opportunity to meet both staff and pupils.</p> <ul style="list-style-type: none"> • By the age of 18, all pupils who are considering applying for university should have had at least two visits to universities to meet staff and pupils. <p>*A 'meaningful encounter' is one in which the student has an opportunity to explore what it is like to learn in that environment.</p>
<p>8. Personal guidance</p>	<p>Every student should have opportunities for guidance interviews with a career 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.</p>	<ul style="list-style-type: none"> • Every pupil should have at least one such interview by the age of 16, and the opportunity for a further interview by the age of 18.

Appendix 2. Careers Curriculum Overview

The aim of this curriculum overview is to ensure all learners at The Telford Langley School know what our Careers Education, information, Advice and Guidance provision provides and engage with the opportunities to develop enterprise and employability skills relevant to all areas of the curriculum; receive careers information and to participate in work experience. The amalgamation of these opportunities leads to students being fully prepared with the relevant experience and knowledge and skills for the next stages of their lives.

This mapping document aims to ensure learners in all year groups develop the relevant skills, experience and information in a timely manner ensuring they are adequately prepared and informed for the next stages of their education or employment.

The Telford Langley School aims to develop the following skills and experiences developed in learners through the curriculum:

- Provide students with up-to-date careers information to ensure they are signposted to different career guidance activities and information at the differing and individualised stages of their development and decision making.
- Provide students with up-to-date information that enables them to make informed decisions about their options and choices at key time periods:
 - Year 9 into 10 for GCSE options choices
 - Year 11 into Post-16 for future destinations
 - Information will be made available for students throughout their school career at The Telford Langley School.
- Raise aspirations for Post-16 choices, to inspire, motivate, build confidence and attain places that are well suited, aspirational and fulfilling in vocational, technical and academic institutions and to Higher Education establishments. Utilise: *Aspire to HE Programme; University trips, visits and workshops- Keele, Wolverhampton, Chester; ASK Apprenticeships; Steps to Success Programme- Year 9; T- Level assemblies and talks; STEM activities- Capgemini, Siemens, AstraZeneca, Fujitsu and InComm apprenticeships.*
- Understand personal finance. (*PSHE, online talks, workshops and sessions*)
- Have an understanding and an opportunity to develop STEM skills for the local and national labour markets, making students aware of wider opportunities. (*Labour Markets, Apprentice roadshow, national STEM competitions*); *STEM activities- Capgemini, Siemens, AstraZeneca, Fujitsu and InComm apprenticeships.*
- Make students aware of the wide range of careers advice that is available to them and how they can access this. (*Sign Posting, Future Focus, National Careers Service, School Website, Digital Signage*)
- Develop and have opportunity to experience skills needed for the world of work through work placement visits, work experience and industry networking with support from The Telford Langley School. (*Work Experience, Local Careers and Networking opportunities, Labour Markets, Enterprise Skills*)
- Develop work experience placements and Raising Aspirations programmes (non-placements) which complement students' curriculum. (*Work Experience, Aspire, Steps to Success*)
- Develop personal skills including determination, resilience, confidence, character, goal setting and hard work. (*Personal Skills, Curriculum, PSHE, Enrichment activities*)
- Develop enterprise skills and knowledge including managing risk, decision making, team building, problem solving, being innovative, being creative, financial awareness and

capability, an economic understanding. (*Enterprise Skills- PSHE, 'drop down days' for enterprise*)

- Develop financial capability – the ability to manage personal finances and to become critical and informed consumers of financial services. (*Financial Capability- PSHE and Curriculum; Barclays*)
- Develop economic understanding of key topics including taxation, economy, interest rates, exchange rates, EU, petrol prices, cost of university, inflation, rent and mortgages. (*Economic Understanding- PSHE and assemblies*)
- Develop subject provision and enrichment to ensure students can relate learning in school to their future development and job prospects. CPD for staff- Mapping Careers Across the Curriculum. Careers Langley Badge used in all curriculum documentation. Careers Focus inc. on each lesson PPP on lesson objective slide. Strong knowledge of the Careers Policy and Programme for all staff and its implementation into lessons.

We will achieve this by:

- Ensuring our students have excellent careers provision, enabling them to access inspiring careers education whilst preparing them for their next steps in Further Education (FE)/Higher Education (HE), training and employment.
- Providing independent, regular and individual careers guidance with a Careers Advisor (Future Focus).
- Using our strong links with FE/HE, business, and employers to support career related learning for students whilst in school and in the community.
- Having strong audit methods and systems in place including Compass+ auditing tool.
- A careers programme which is evaluated by teachers, students, parents and other stakeholders such as business representatives and employers.
- Using the individual skills and knowledge of the board members to form a strong, effective programme.
- Awareness of staff, students and parents and a deep understanding of The Telford Langley School's Careers, Education, Information, Advice and Guidance Programme in relation to the Curriculum (section 2) and how we are meeting The Gatsby Benchmarks for good careers education.

Gatsby Guidance for an Outstanding Careers Education

Gatsby	Benchmark Explanation	What it looks like at The Telford Langley School
1. A stable careers programme	Every school and college should have an embedded programme of career education and guidance that is known and understood by pupils, parents, teachers, governors and employers.	<p>Careers Policy written and shared with Governors, SLT and Staff</p> <p>Assemblies, Parents Consultation Evenings</p> <p>Careers and Enterprise Board, work in partnership with Telford and Wrekin Council- Careers Lead, work with The Career and Enterprise Company, work with local business representatives.</p> <p>Careers Programme and Learning Journey published on Website as well as resources, links, advice and opportunities.</p>

		Careers Adviser (Future Focus)
2. Learning from career and labour market information	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.	LMI Information on website LMI assemblies/ consultation evenings/Year 9 Options Evening LMI displayed - posters/ library Apprentice Roadshow Careers Adviser (Future Focus)
3. Addressing the needs of each pupil	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.	Individualised and age specific learning in PSHE curriculum and mapped across the curriculum, Careers and Enterprise activities/assemblies/days, Future Skills Questionnaire (CEC) to all students, Aspire to HE, Destinations, Student Voice, individualised careers advice from Careers Advisor (Future Focus)
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	University Outreach and participation, Medical Mavericks, Aspire to HE, STEM Club, University trips organised internally, curriculum areas have mapped careers as part of their curriculum and considered the CDI Learning Outcomes
5. Encounters with employers and employees	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. Minimum of 6 encounters- Years 8-11	Individualised and age specific learning in PSHE curriculum and mapped across the curriculum, career days, careers fairs, inspiring talks, assemblies, mock interviews with external employers (Local Business Advisor), Enterprise challenges, World of Work Day
6. Experiences of workplaces	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.	Year 10 work experience programme, work experience visits, online work experience opportunities supported by the Careers and Enterprise Company and Youth Employment UK.
7. Encounters with further and higher education	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. Minimum of 6 encounters- Years 8-11	FE/HE visits (Aspire and Internally organised)Chester, Keele, Wolverhampton, University College Birmingham, participation in school, raising aspirations, careers/ apprenticeship fairs. ASK- Apprenticeships talks and assemblies. Support from (Future Focus) to help students apply and attain apprenticeship places.

8. Personal guidance	Every pupil should have opportunities for guidance interviews with a career 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.	Independent Careers Adviser (Future Focus), PSHE package.
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Summary of curriculum overview

As part of the Careers Strategy across The Telford Langley School, subject areas are required to identify where they deliver careers information through the curriculum in their curriculum area, Intent, Implementation, and Impact documentation.

This can be through:

1. Special Careers Events: E.g. A visiting speaker / Workshop / Trip
2. Incorporating careers learning within the subject. For example:
 - a. Maths: personal financial planning skills
 - b. English: Presentation Skills
 - c. History: Analysing sources for bias
3. All subject teachers should emphasise the importance of succeeding in English and maths.
4. Discussing specific careers in lessons
5. Projects carried out with employers and employees from industry.

Departments should identify a **Careers Champion** to collate and disseminate subject and sector specific information.

Departments should develop and make use of links with industry to enrich the careers curriculum.

Careers and Work-Related Learning Skills	Enterprise Skills
<ul style="list-style-type: none"> • Determination • Resilience • Confidence • Character • Goal setting • Hard-work • Interview Skills • Employability Skills 	<ul style="list-style-type: none"> • Managing risk • Decision making • Team building • Problem solving • Being innovative • Being creative • Financial awareness and capability • Economic understanding and key topics • Leadership • Communication
Activities used to deliver these skills	
<ul style="list-style-type: none"> • Employer talks • Progression events, IAG mornings • Motivational speakers • College and university Open Days/Visits 	<ul style="list-style-type: none"> • Workplace visits • Interviews and CV clinics • Work Experience placements • Raising aspirations programmes

- | | |
|--|---|
| <ul style="list-style-type: none"> • Coaching and mentoring • Alumni | <ul style="list-style-type: none"> • Subject information fayres • Curriculum projects |
|--|---|

Resources, recording, reporting and monitoring of curriculum delivery:

- Recording – a tracking & monitoring document (spreadsheet) of all provision is maintained.
- Record of external agency and employer engagement – the tracking & recording document will show The Telford Langley School's partnerships and networking links with external agencies and employers.
- Monitoring of provision will be carried out using the following methods:
 - Compass+ Auditing Tool
 - Observations of sessions
 - Learning walks of delivery
 - Employer/external agency feedback
 - Student and staff feedback
 - Parental Feedback
- Resources:
 - Designated SLT Link- Careers and Post- 16 with responsibility for strategic delivery
 - Independent Careers Adviser – Future Focus adviser, Level 6 qualified in Careers Advice and Information
 - External Consultancy support – T&W Education, The Career and Enterprise Company and Local Business Partnerships
 - Head of PSHE and Careers/Enterprise delivery across different year groups
 - Form Tutors – involved in delivery of PSHE – CPD offered through pastoral structure to ensure high quality delivery
 - CPD – dedicated CPD time for staff delivering careers/enterprise education

Careers and Enterprise Board:

The Telford Langley School will establish a Careers Board (Headteacher, SLT Link- Careers and Post- 16 and Aspire to HE Co- Ordinator with the key responsibilities for:

- Reviewing the School Action Plan against The Gatsby Benchmarks to evaluate progress
- Review and evaluate recent activities – measuring the impact of the careers programme on pupils (via student survey)
- Provide strategic support and guidance on delivering on the School Action Plan against The Gatsby Benchmarks
- Sourcing contacts for Careers and Post- 16 delivery and supporting through delivery and providing support on various aspects of the action plan

Appendix 3. Policy for Provider Access

Introduction

This document sets out the school's arrangements for managing the access of providers to pupils at the school for the purpose 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. This policy recognises the [Skills and Post-16 Act 2022](#). The policy explains that The Telford Langley School must provide a minimum of **6 encounters** with technical education or training providers to all pupils in years 8 to 13.

Pupil entitlement

All pupils in years 7-13 are entitled:

- To a minimum of six encounters by the end of Year 11 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 events, assemblies and group discussions and taster events.
- To understand how to make applications for the full range of academic, vocational and technical courses, apprenticeships and placements.

Management of provider access requests

Procedure

A provider wishing to request access should contact: **Sam Roberts**

Telephone: **01952 386700**

Email: sam.roberts1@taw.org.uk

Opportunities for access

The school offers a comprehensive Careers Education, Information, Advice and Guidance programme and an overview of this programme can be seen in The Telford Langley School's Careers Policy and the School's Careers Curriculum Overview as part of that policy which can be seen on the school website.

Please speak to our Careers Leader (details above) or our Careers Co- Ordinator (Future Focus) jeanette.skelton@telford.gov.uk to identify the most suitable opportunity for you.

The school will make a suitable space available for discussions between the provider and students, as appropriate to the activity. The school will also make available ICT and other specialist equipment to support provider presentations. This will all be discussed and agreed in advance of the visit with the Careers Advisor or a member of their team.

Providers are welcome to leave a copy of their prospectus or other relevant course literature with the Careers Advisor so that they can be displayed in the Careers Section of the school library.