



Abbey Gate College

POLICY: Careers	
Scope	Whole College
Responsibility	Deborah Jenkinson
Reviewed & Updated	February 2026
Governor Approval	Damian Stenhouse
Board Level Approval	Gareth Lee

CONTENT HYPERLINKS

[Policy Statement \(1\)](#)

[Policy Statement \(2\)](#)

[Key Personnel](#)

[Definitions](#)

[Practice \(1\) – The Role of the College](#)

[Practice \(2\) – Careers Guidance](#)

[Practice \(3\) – Careers Activities](#)

[APPENDIX A: Careers Education \(Senior School\)](#)

[APPENDIX B: The Gatsby Benchmarks](#)

[APPENDIX C: Statement on Training Provider Access](#)

Policy Statement (1)

Abbey Gate College commits to ensure that Year 7-13 pupils are provided with independent careers guidance, to inform, inspire and motivate all pupils to fulfil their individual potential. Every pupil is encouraged to develop high aspirations and the College allows pupils to consider a broad and ambitious range of careers, by giving pupils the opportunity to access real-life contacts in the world of work; to help them understand where different choices can take them in the future.

Abbey Gate College measures the effectiveness of their careers advice and inspiration activities by considering both the attainment and the destinations of their pupils and pupil feedback. Success is measured by increasing numbers progressing to apprenticeships, universities – including selective universities – traineeships, and other positive destinations such as employment or a further education college.

The College fully acknowledges Section 42A of the Education Act 1997 that requires governing bodies to ensure that all registered pupils at the College are provided with independent careers guidance from Year 8 (12-13 year olds) to Year 13 (17-18 year olds). The governing body of Abbey Gate College supports the College Leadership Team in ensuring that the independent careers guidance provided:

- 1) is presented in an impartial manner, showing no bias or favouritism towards a particular institution, education or work option;
- 2) includes information on the range of education or training options, including apprenticeships and technical education routes;
- 3) is guidance that the person giving it considers promotes the best interests of the pupils to whom it is given.

The Technical and Further Education Act 2017 (inserted section 42B into the Education Act 1997) came into force on 2 January 2018. This new law requires the Governing body of Abbey Gate College to ensure that there is an opportunity for a range of education and training providers to access all pupils in year 8 to year 13 for the purpose of informing them about approved technical education qualifications or apprenticeships. The Gatsby Benchmarks were updated in May 2025.

Our Training Provider Access policy (*Appendix C*) sets out the circumstances in which education and training providers are given access to pupils. This policy statement includes:

- 1) any procedural requirement in relation to requests for access;
- 2) grounds for granting and refusing requests for access;
- 3) details of premises or facilities to be provided to a person who is given access.

Policy Statement (2)

- 1) This policy applies to all members of the Abbey Gate College Senior School community.

- 2) Abbey Gate College implements this policy through adherence to the procedures set out in the rest of this document.
- 3) This policy is made available to all interested parties on the College website at www.abbeygatecollege.co.uk. It should be read in conjunction with the College's Curriculum, PSHE, Safeguarding (including Peer-on-Peer Abuse), and Supervision policies.
- 4) Abbey Gate College is fully committed to ensuring that the application of this policy is non-discriminatory in line with the UK Equality Act (2010). Further details are available in the College's EDI policy document.
- 5) This policy is reviewed at least annually, or as events or legislation changes require, by the College Leadership Team and the Governing Body. The deadline for the next review is no later than 12 months after the most recent review date indicated above.
- 6) The most recent updates were made on account of personnel changes.

Key Personnel

- 1) Deborah Jenkinson: Head of Careers
- 2) Carole Houghton: Deputy Head (Pastoral)
- 3) Damian Stenhouse: Chair of Education Sub Committee
- 4) Craig Jenkinson: Head

*The Careers Leader can be contacted through admin@abbeygatecollege.co.uk or on 01244 332077.

Definitions

- 1) **Careers Guidance** is understood in this document to be the full range of activities delivered under the eight Gatsby Benchmarks. (DfE statutory guidance 2018 and updated in 2025)
- 2) **Independent** "is defined as external to the school" (DfE statutory guidance 2018). The College does not interpret this to mean that it has no role in quality assuring an independent service provided to its pupils.
- 3) **Impartial** "is defined as showing no bias or favouritism towards a particular institution, education or work option" (DfE statutory guidance 2018).
- 4) **Promote the best interests of the pupils to whom it is given** is interpreted by this College (in accordance with our aims and mission) to include a requirement that advice must not depress pupils' reasonable aspirations/possible attainment. It must take into account their potential life-long careers, not just their immediate 16+, 17+ or 18+ placements, and aims to be a 'best fit' for each individual pupil.

Practice (1) – The Role of the College

- 1) Abbey Gate College uses the Gatsby Benchmarks (Appendix B) to develop and improve their careers provision.
- 2) Through this policy, the College publishes the name, email address and telephone number of the school's Careers Leader on the College website. The College also

provides through this policy a summary of the careers programme, including details of how pupils, parents, teachers and employers may access information about the careers programme, how the college measures and assesses the impact of the careers programme on pupils and the date of the college's next review of the information published.

Practice (2) – Careers Guidance

- 1) The College secures and (when necessary) pays for independent and impartial careers guidance advice for Years 7-13, which generally helps to encourage pupils to fulfil their potential. This may take many different forms, including:
 - a. information evenings,
 - b. outside speakers in PSHE and assemblies,
 - c. career mornings,
 - d. careers fairs,
 - e. meetings with mentors,
 - f. mock interviews
 - g. transition meetings for vulnerable pupils and pupils who receive support from Learning Enrichment,
 - h. advice given on work experience programmes,
 - i. face-to-face interviews with an independent adviser.

This guidance enables pupils to make informed choices about a broad range of options. This includes timely advice to help pupils choose GCSE and post-16 courses.

- 2) The College provides information and verbal briefings on pupils to help independent advisers and mentors to understand their potential outcomes and current performance and expects this information to be given due consideration and to be used in confidence.
- 3) The College quality-assures careers guidance, including that offered independently by Mploy and Unifrog; ensuring that pupils are receiving advice that is impartial and is relevant to their needs, and raises any concerns that might emerge in good time with advisers. This is achieved by only securing careers guidance from reputable providers and by collecting feedback on these services from pupils.

Practice (3) – Careers Activities

- 1) The College provides a range of careers activities at all Key Stages. These activities promote the best interests of the pupils to whom they are given, and help to encourage pupils to fulfil their potential.
- 2) To this end, careers education enables pupils to 'know themselves':
 - a. how their strengths, weaknesses and interests relate to the world of work;
 - b. learn about different careers and opportunities;
 - c. obtain individual guidance;
 - d. have some work experience;

- e. gain information about training, education and occupations beyond school.
- 3) The College works consciously to prevent all forms of stereotyping in the advice and guidance provided, to ensure that pupils from all backgrounds and diversity groups consider the widest possible range of careers, including those which are often portrayed as primarily for a specific gender, in accordance with the Equality Act 2010.
- 4) The College provides the opportunity for all students to be exposed to the world of work, including those professions that highlight the studying of STEM subjects and the wide-ranging future career paths available to those pupils who study STEM subjects.
- 5) The College works with a range of providers, in order to ensure that pupils have access to a range of options at each stage of their education.
- 6) The College provides opportunities for all pupils to explore a full range of learning opportunities, including both academic and vocational routes.
- 7) Pupils have access from college to independent on-line advice, including Unifrog and the National Careers Service website.
- 8) The College evaluates its success in supporting pupils to take up education and training, which offers good long term prospects, through analysis of pupil destinations.

APPENDIX A: Careers Education (Senior School)

	Autumn Term	Spring Term	Summer Term
KS5	<ul style="list-style-type: none"> • Careers' Fair with External Educational Providers (Colleges and Universities) and local, national and international businesses/employers. (Year 12 and 13) • 'Spark' webinars with national and international employers. (Year 12 and 13) • ALIS testing and target setting. (Year 12 and 13) • Registration with Unifrog for all new starters • Careers built into tutor programme using Unifrog year plans • Individual Careers Interviews with Mploy – our independent external careers provider. (Year 13) to assist students in reaching their grades/HE/Apprenticeship/career aspirations as required • Virtual Work experience opportunities on Unifrog 	<ul style="list-style-type: none"> • 'Spark' webinars with national and international employers. (Year 12 and 13) • Individual Careers Interviews with Mploy – our independent external careers provider. (Year 12) • Individual internal careers support and guidance following PPE results. (Year 12 and 13) • Visit to Manchester UCAS Convention (Year 12) • Oxbridge Conference (Year 12) • 1-to-1 interviews to assist students in reaching their grades/HE/Apprenticeship/career aspirations. (Year 12 and 13) • PSHEE programme focused on University/Apprenticeships/Employment/CV writing/Gap Year/Studying Overseas. (Year 12 and 13) • Careers built into tutor programme using Unifrog year plans • Virtual Work experience opportunities on Unifrog 	<ul style="list-style-type: none"> • 'Spark' webinars with national and international employers. (Year 12 and 13) • Individual Careers Interviews with Mploy – independent external careers provider for those students not going to University/holding an apprenticeship place/ or heading for employment. (Year 13) • Business Links initiative. (Year 12 and 13) • Individual internal and external (Mploy) careers support and guidance following AS/A Level results. (Year 12 and 13) • Interview Skills PSHEE session. (Year 12) • CV updating/ writing and Mock Interviews with local employers (Year 12) • Mock Job Interviews with Mploy

	Autumn Term	Spring Term	Summer Term
			<ul style="list-style-type: none"> • Higher Education, Apprenticeships and Careers Week. (Year 12 and 13) • Visit to Edge Hill University (Example of a Campus-based University) (Year 12) • Visit to Oxbridge Open Day. (Year 12) • 'Career sampling' work experience for Year 12 – 1 week • Careers built into tutor programme using Unifrog year plans • Virtual Work experience opportunities on Unifrog •
KS4	<ul style="list-style-type: none"> • Careers' Fair with External Educational Providers (Colleges and Universities) and local, national and international businesses/employers. (Year 10 and Year 11) • 'Spark' webinars with national and international employers. (Year 10 and Year 11) 	<ul style="list-style-type: none"> • 'Spark' webinars with national and international employers. (Year 10 and Year 11) • Individual internal careers support and guidance following PPE results. (Year 11) • Personalised Work Experience – 1 week. (Year 10) • Oxbridge Conference. (Year 11) • 1-to-1 interviews to assist pupils in reaching grades to facilitate their Sixth 	<ul style="list-style-type: none"> • 'Spark' webinars with national and international employers. (Year 10 and Year 11) • Individual Careers Interviews with Mploy – independent external careers provider. (Year 11 for those uncertain as to plans for next academic year.)

	Autumn Term	Spring Term	Summer Term
	<ul style="list-style-type: none"> • Individual Careers Interviews with Mploy – independent external careers provider. (happening in both Year 10 & year 11) • Mock interviews and CV writing (Year 11) • Sixth Form Taster Day - Individual academic subject talks on advice for AS/A Level choices, what careers subjects are useful for and sample lessons. (Year 11) • Work Experience introductory talk. (Year 10) • Visit to Liverpool University (Russell Group and city University – raise aspirations/sample University)(Year 11) • CAT4 testing and target setting. (Year 10) • Registration with Unifrog for all new starters. • Careers built into tutor programme using Unifrog year plans • Virtual Work experience opportunities on Unifrog • 	<p>Form/Apprenticeship/career aspirations. (Year10 and Year11)</p> <ul style="list-style-type: none"> • Careers built into tutor programme using Unifrog year plans • Virtual Work experience opportunities on Unifrog 	<ul style="list-style-type: none"> • Individual internal and external (Mploy) careers support and guidance following GCSE Level results. (Year11) • 'Year 11 Matters' meeting. (Year10 going into Year 11) • Careers built into tutor programme using Unifrog year plans • Team Thinking Day (Year 10) • Virtual Work experience opportunities on Unifrog

	Autumn Term	Spring Term	Summer Term
KS3	<ul style="list-style-type: none"> • Careers' Fair with External Educational Providers (Colleges and Universities) and local, national and international businesses/employers. (Year 7-9) • 'Spark' webinars with national and international employers. (Year 9) • CAT4 testing and target setting. (Year 7) • Registration with Unifrog for Year 7 and all new starters • Careers built into tutor programme using Unifrog year plans 	<ul style="list-style-type: none"> • Talk on Careers/HE to support GCSE Options. (Year 9) • Full Options programme. (Year 9) • Parents Evening with Careers Advice present • Individual academic subject talks on advice for GCSE choices and what careers subjects are useful for. (Year 9) • 1-to-1 interviews to support pupils to reach their target grades and discuss career ideas. (Year 7-9) • Individual Careers Interviews with Mploy – our independent external careers provider. (Year 9) to support options choices for GCSE • Careers built into tutor programme using Unifrog year plans 	<ul style="list-style-type: none"> • Career Morning / Ikigai with external speakers from various work backgrounds and reflection on their possible choices (Year 9) • 'What will the world look like?' – Skills for the Future session. (Year 8) • Enterprise Day (Year 8) • Film Academy and Science Trip (Year 7) • Careers built into tutor programme using Unifrog year plans

APPENDIX B: The Gatsby Benchmarks

(extract from DoE – Careers guidance and access for education and training providers May 2025)

1. A stable career programme	<p>Every school should have an embedded programme of careers education and guidance that is known and understood by pupils, parents and carers, staff, governors, employers and other agencies.</p> <p>Every school should have a stable, structured careers programme that has the explicit backing of governors, the headteacher and the senior management team, and has an identified and appropriately trained careers leader responsible for it.</p>	<p>The careers programme should be tailored to the needs of pupils, sequenced appropriately, underpinned by learning outcomes and linked to the whole-school development plan. It should also set out how parents and carers will be engaged throughout.</p> <p>The careers programme should be published on the school's website and communicated in ways that enable pupils, parents and carers, staff and employers to access, and understand it.</p> <p>The programme should be regularly evaluated using feedback from pupils, parents and carers, teachers and other staff who support pupils, careers advisers and employers, to increase its impact.</p>
2. Learning from career and labour market information	<p>All pupils, parents and carers, teachers and staff who support pupils should have access to good-quality, up-to-date information about future pathways, study options and labour market opportunities. Young people with special educational needs and disabilities (SEND) and their parents and carers may require different or additional information. All pupils will need the support of an informed adviser to make the best use of available information.</p>	<p>During each Key Stage, all pupils should access and use information about careers, pathways and the labour market to inform their own decisions on study options or next steps. Parents and carers should be encouraged and supported to access and use information about careers, pathways and the labour market to inform their support for pupils in their care.</p>

3.Addressing the needs of each student	<p>Pupils have different careers guidance needs at different stages. Careers programmes should help pupils navigate their concerns about any barriers to career progression. In addition, opportunities should be tailored to the needs of each pupil, including any additional needs of vulnerable and disadvantaged pupils, young people with SEND and those who are absent.</p>	<p>A school's careers programme should actively seek to challenge misconceptions and stereotypical thinking, showcase a diverse range of role models and raise aspirations.</p> <p>Schools should keep systematic records of the participation of pupils in all aspects of their careers programme, including the individual advice given to each pupil, and any subsequent agreed decisions.</p> <p>For pupils who change schools during the secondary phase, information about participation and the advice given previously should be integrated into a pupil's records, where this information is made available. Records should begin to be kept from the first point of contact or from the point of transition.</p> <p>All pupils should have access to these records and use them ahead of any key transition points to support their next steps and career development.</p> <p>Schools should collect, maintain and use accurate data for each pupil on their aspirations, intended and immediate education, and training or employment destinations, to inform personalised support.</p>

		Schools should use sustained and longer-term destination data as part of their evaluation process and use alumni to support their careers programme
4.Linking curriculum learning to careers	As part of the school's programme of careers education, all teachers should link curriculum learning with careers. Subject teachers should highlight the progression routes for their subject and the relevance of the knowledge and skills developed in their subject for a wide range of career pathways.	Every year, in every subject, every pupil should have opportunities to learn how the knowledge and skills developed in that subject helps people to gain entry to, and be more effective workers within, a wide range of careers. Careers should form part of the school's ongoing staff development programme for teachers and all staff who support pupils.
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 opportunities including visiting speakers, mentoring and enterprise schemes, and could include pupils' own part-time employment where it exists.	Every year, from the age of 11, pupils should participate in at least one meaningful encounter* with an employer. *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</p>	<p>Every learner should have first-hand experiences of workplaces to help their exploration of career opportunities and expand their networks.</p>	<p>By the age of 16, every pupil should have had meaningful experiences of workplaces.</p> <p>By the age of 18, every pupil should have had at least one further meaningful experience.</p> <p>A meaningful experience gives the young person the opportunity to explore what it is like to work in that environment, what skills are valued in the workplace, their recruitment processes and what it takes to be successful. This could be achieved through visits to workplaces, work shadowing and/or work experience. Throughout the careers programme these experiences could be in person or a combination of in person and virtual, where appropriate.</p> <p>Both the young person and employers should be supported to prepare for the experience. Additional or different support may be needed for vulnerable and disadvantaged young people and for young people with special educational needs and disabilities (SEND).</p> <p>A meaningful experience will:</p> <ul style="list-style-type: none"> • have a clear purpose, which is shared with the employer and the young person • be underpinned by learning outcomes that are appropriate to the needs of the young person
------------------------------------	--	--

		<ul style="list-style-type: none"> • involve extensive two-way interactions between the young person and employees • include opportunities for young people to meet a range of different people from the workplace • include opportunities for young people to perform a task set by the employer or to produce a piece of work relevant to that workplace • include the employer providing feedback to the young person about their work • be followed by opportunities for the young person to reflect on the insights, knowledge or skills gained through their experience <p>Schools, colleges and independent training providers (ITPs) can take into account any part-time work a young person may have, if it genuinely offers them a meaningful experience.</p>
7.Encounters with further and higher education	All pupils should understand the full range of learning opportunities that are available to them, including academic, technical and vocational routes. This should incorporate learning in schools, colleges, independent training providers (ITPs), universities and in the workplace.	<p>By the age of 16, every pupil should have had meaningful encounters with providers of the full range of learning opportunities, including sixth forms, colleges, universities and ITPs.</p> <p>By the age of 18, all pupils who are considering applying to higher education should have had at least two visits to higher education providers to meet staff and learners.</p>

8. Personal guidance	<p>Every pupil should have opportunities for guidance meetings with a careers adviser, who could be internal (a member of school staff) or external, provided they are trained to an appropriate level. These meetings should be available for all pupils whenever significant study or career choices are being made. They should be expected for all pupils but should be scheduled to meet their individual needs. The careers leader should work closely with the careers adviser, SEND coordinator and other key staff to ensure personal guidance is effective and embedded in the careers programme.</p>	<p>Every pupil should have at least one personal guidance meeting, with a careers adviser by the age of 16, and a further meeting by the age of 18. Meetings should be scheduled in the careers programme to meet the needs of pupils.</p> <p>Information about personal guidance support, and how to access it, should be communicated to pupils and parents and carers, including through the school website.</p>
----------------------	---	---

APPENDIX C: Statement on Training Provider Access

Introduction

This policy statement sets out Abbey Gate College's arrangements for managing the access of providers to pupils at the College for the purpose of giving them information about the provider's education or training offer. This complies with the College's legal obligations under Section 42B of the Education Act 1997.

Pupil entitlement

All pupils in years 7-13 are entitled:

- 1) 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;
- 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;
- 3) to understand how to make applications for the full range of academic and technical courses.

Management of provider access requests

A provider wishing to request access should contact the Careers Leader, as detailed above. The Careers Leader may work with the Head at the Infant and Junior school in regards to any providers working with the Infant and Junior School.

Opportunities for access

A number of events, integrated into the College careers programme, offer providers an opportunity to come into College to speak to pupils and/or their parents/carers. (See *Appendix A for specific events*). Please speak to our Careers Leader to identify the most suitable opportunity for you.

Premises and facilities

The College makes the Sports Hall, Lecture Theatre, classrooms or staff offices available for discussions between the provider and students, as appropriate to the activity. The College also makes available AV and other specialist equipment to support provider presentations. This is all discussed and agreed in advance of the visit with the Careers Leader or a member of their team.

Providers are welcome to leave a copy of their prospectus or other relevant course literature at reception and this is be forwarded to pupils as appropriate.