



THE STONEHENGE

SCHOOL

CAREERS EDUCATION, INFORMATION, ADVICE AND GUIDANCE POLICY

2026

Statutory Policy	Yes
Wilts HR Model Policy	No
Review Frequency	Annual
Approving Authority	FGB
Published On School Website	YES

ACTION	DATE	COMMENT
Last Approved	July 2026	
Next Due Review	June 2027	

i. Amendment Record

VERSION	AMENDMENT	Approved
2026	throughout - update on Yr 8 to 11 v 8 to 13 para 3 reduction in compulsory encounters from 6 to 4 para 3 update on DfE Guidance 2025 para 4.3 update on Governor details	Jul 2026

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Careers Education, Information, Advice and Guidance Policy

1. Aims

The Stonehenge School is fully committed to providing all our students with a comprehensive programme of Careers Education, Information, Advice and Guidance (CEIAG) and work-related learning. We understand that learning is a lifelong journey that doesn't end when students leave in Year 11.

Beyond academic achievements, we want to equip our students to face the challenges of the world of work and set them on the path to fulfilling future career aspirations.

In line with our School Vision, careers guidance should unlock our students' potential by allowing them to recognise and build upon their unique talents. Through a rigorous careers programme, as well as a whole school commitment to careers and guidance, we ensure that all students are ready and equipped to become global citizens of the 21st century.

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

Our careers guidance aims to:

- Help pupils prepare for the workplace by building self-development and career management skills.
- Provide experience and a clear understanding of the working world.
- Develop pupils' awareness of the variety of education, training, and career opportunities available to them.
- Help pupils understand routes to careers that they're interested in and make informed choices about their next steps.
- Promote a culture of high aspirations and equality of opportunity.

2. Objectives

The objectives of the Careers Education, Information, Advice and Guidance policy are to ensure that:

- Students experience a culture that promotes high aspirations and equal opportunity, celebrates diversity and challenges stereotypes
- All students at the school receive a stable careers programme.
- Students receive a CEIAG programme that addresses the needs of each student.
- All students and parents are able to learn from information provided by the career and labour market.

- Curriculum learning is linked to careers learning, providing students with transferrable skills.
- Encounters with employers and employees are provided throughout both key stages.
- Students gain awareness of a broad range of education, training, and career opportunities, both locally and nationally.
- Students are provided with the opportunity to receive personal guidance.
- Whenever possible, students transition from school into employment, further education, or training, minimising the risk of students becoming NEET (Not in Education, Employment, or Training).

3. Statutory Requirements

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

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 Act 2022, which came into force on 1 January 2023. It explains that our school must provide a minimum of four compulsory encounters with technical education or training providers to all pupils in Years 8 to 11.

Additionally, this policy complies with the Education (Careers Guidance in Schools) Act 2022, which amended the existing duty in the Education Act 1997 to state that:

- Careers guidance must now be secured for pupils from **Year 7** onwards.

We also act in line with our statutory duty under 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. This can be found on our school website under "Policies – **Provider Access Statement**" and provides details on how providers can request access in order to provide pupils with information about their offer, and the facilities available.

In line with the latest DfE statutory guidance: Careers guidance and access for education and training providers, (updated May 2025), we are committed to ensuring that all pupils, parents, and providers have clear and accessible information about the school's careers programme and provider access arrangements, published on our website.

4. Roles and Responsibilities

4.1 Careers Coordinator

Our **Coordinator** is: **Caroline Colvin**; Email: colvinc@stonehenge.wilts.sch.uk

Responsibilities:

- To work closely with the SLT to develop, implement, and evaluate the school's **careers programme**.
- Plan and manage careers activities
- Deploy the budget to create meaningful Careers Education, Information, Advice and Guidance opportunities for all students.
- Support teachers in integrating **careers education** into the curriculum.
- Establish links with **employers, training providers, and careers organisations**.
- Work closely with the **SENCO** to ensure pupils with **SEND** receive tailored careers guidance, preparation for adulthood.
- 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

4.2 Senior Leadership Team Careers Leader

Our **SLT Link** is: **Fiona Staker**; Email: stakerf@stonehenge.wilts.sch.uk

The SLT will:

- Support the **careers programme** and strategic development.
- Analyse relevant data to ensure the careers programme remains effective
- Allocate sufficient **time and resources** to careers education.
- Ensure that all **pupils in Years 8-11** have access to technical education/apprenticeship talks
- Review our school's provider access policy statement at least annually, in agreement with our governing board
- Publish details of the careers programme and Careers Leader on the school website.
- Ensure all pupils receive at least four encounters with a provider of approved technical education qualifications or apprenticeships during Years 8 to 11, as required by the Skills and Post-16 Education Act 2022.

4.3 Governing Body

The Governor overseeing careers is **Louise Sturman**.

The governing body will:

- Appoint a **careers link governor** to oversee strategy.
- Ensure independent careers guidance is available to all students.
- Support and challenge SLT to ensure the strategic careers plan meets legal and contractual requirements
- Make sure that a range of education and training providers can access pupils in years 8 to 11 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 'Baker Clause', including that the school has published a provider access policy statement

5. Our careers programme

The Stonehenge School's careers programme is aligned with the Gatsby Benchmarks for Good Career Guidance, updated in 2025, and offers a comprehensive and well-integrated careers programme designed to inform and inspire pupils to explore their future career options. From Year 7 onwards, students receive impartial, statutory careers guidance to help them understand the range of pathways available to them and make informed decisions.

The programme is structured to align with the Gatsby Benchmarks, which include:

1. A stable careers programme led by a dedicated careers leader
2. Access to up-to-date career and labour market information
3. Tailored support to meet the individual needs of each pupil
4. Connections between curriculum learning and career opportunities
5. Regular interactions with employers and employees
6. Opportunities for meaningful workplace experiences
7. Engagements with further and higher education providers
8. Personalised careers guidance

All pupils have access to personal guidance from an appropriately qualified careers adviser before leaving Year 11. We ensure that no single career route is favoured, promoting a broad spectrum of academic and technical options. The programme is progressive, building year on year, with key aims and objectives set for each Key Stage to encourage age-appropriate reflection on future plans. Each year group follows specific aims, objectives, and activities to support this development.

Our careers programme is delivered through a variety of methods, including: Tutor Time, Assemblies, Visitors, External Visits as well dedicated curriculum time during PSHE lessons.

Please refer to Annex A.

We ensure compliance with the provider access legislation by offering all pupils a minimum of six provider encounters and clearly communicating the access arrangements on our website and through school communications

6. Monitoring, Evaluation and Review

Our Careers Programme is regularly monitored and evaluated to ensure its effectiveness, relevance, and alignment with national standards of best practice. We assess the impact of our provision on a termly basis and following key careers-related events using a range of methods, including:

- Utilisation of *Compass+* to assess our performance against the eight Gatsby Benchmarks of good careers guidance.
- Ongoing collaboration with the Swindon and Wiltshire Careers Hub to review and enhance our practice.
- Collection and analysis of student feedback through regular surveys, including annual Future Skills Questionnaires (FSQs).
- Detailed scrutiny of destination data to identify trends and inform future planning.
- Evaluation of the careers content within the PSHE curriculum at designated checkpoints.
- Feedback gathered from parents, carers, and staff to support continuous improvement.
- Feedback from external visitors to the school such as the School Improvement Advisor (SIA) or Ofsted;
- Analysing 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.

The governors of The Stonehenge School will review this policy annually.

This comprehensive approach ensures that our careers provision remains dynamic, inclusive, and responsive to the evolving needs of our students.

KS3- KS4 Careers Programme**Year 7**

Core Theme	Learning outcome	Learning Opportunities
Introduce and Inspire 	Increased Opportunity Awareness: Learners have a broad knowledge of a range of career opportunities which enables informed decision making.	Tutor Times: Careers Challenge Assembly: Futures Assemblies Careers in Maths x 10 sessions PSHE Lesson-What Is Career Pilot?
	Improved Self-Awareness: Learners are aware of their passions, skills and work preferences and understand how these could inform their career choices.	FSQ (Future Skills Questionnaire) PSHE lesson- What makes me proud? What is meant by the term Career? What Is Work-life balance?
	Inspiration: Learners are inspired and motivated by careers opportunities which they may not have otherwise considered	PSHE Lesson: What is an Entrepreneur? Work Experience 1- Work shadowing family member

Year 8

Core Theme	Learning outcome	Learning Opportunities
Introduce and Inspire 	Increased Opportunity Awareness: Learners have a broad knowledge of a range of career opportunities which enables informed decision making.	Tutor Times: Careers Challenge Careers in Maths x 10 sessions Assembly: Futures Assemblies Options assemblies PSHE Lesson- How are careers impacting on the environment? What is the workplace like?
	Improved Self-Awareness: Learners are aware of their passions, skills and work preferences and understand how these could inform their career choices.	FSQ (Future Skills Questionnaire) PSHE lesson- Have my interests changed? How do I create the life I want? How do I choose my options for next year?
	Inspiration: Learners are inspired and motivated by careers opportunities which they may not have otherwise considered	Careers Fair Modern Work Experience Day 2 TBC (from 2026/2027 academic year)

Year 9

Core Theme	Learning outcome	Learning Opportunities
Introduce and Inspire 	Increased Opportunity Awareness: Learners have a broad knowledge of a range of career opportunities which enables informed decision making.	Sparsholt College visit Careers in Maths x 10 sessions Assembly: Futures Assemblies Textiles and Photography workshops at Andover College
	Improved Self-Awareness: Learners are aware of their passions, skills and work preferences and understand how these could inform their career choices.	FSQ (Future Skills Questionnaire) Wessex Inspiration Network 1 to 1s. PSHE lesson- What do I do after Stonehenge School?
	Inspiration: Learners are inspired and motivated by careers opportunities which they may not have otherwise considered	Culture and Issues; Visit from a funeral director Careers Fair Intro to HE Workshop (Wessex Inspiration Network)
Investigate and Explore 	Career Readiness: Learners have developed essential skills which will support them to transition to the workplaces	PSHE Lesson- What Skills are Employers looking for? How do I take control of my careers journey? How do I write my CV?
	Exploration of roles and responsibilities: Learners have a deeper level of knowledge and understanding about the role responsibilities, and pathways of careers in areas of interest.	Work Experience Day 3, 4 and 5 TBC (from 2027/2028 academic year) Government Outreach talks for Modern Foreign Languages (MFL) Chemistry Festival at Bath University (Science)
	Understanding of growth sectors and the changing economy: Learners understand how the local and national labour market is changing and what this might mean for their career choices.	Tutor Times: Careers Challenge PSHE Lesson- What are Labour Market Information (LMI)?

Year 10

Core Theme	Learning outcome	Learning Opportunities
Introduce and Inspire 	Increased Opportunity Awareness: Learners have a broad knowledge of a range of career opportunities which enables informed decision making.	Apprentifest (Apprenticeship fair) Assembly: Futures Assemblies Andover Taster Day
	Improved Self-Awareness: Learners are aware of their passions, skills and work preferences and understand how these could inform their career choices.	FSQ (Future Skills Questionnaire) Work Experience Reflection
	Inspiration: Learners are inspired and motivated by careers opportunities which they may not have otherwise considered	Careers Fair
Investigate and Explore 	Career Readiness: Learners have developed essential skills which will support them to transition to the workplaces	Study Skill Workshops (Wiltshire Inspiration Network) PSHE Lesson- How do I improve my CV What are interpersonal skills? What are enterprise skills? How do I prepare for an interview?
	Exploration of roles and responsibilities: Learners have a deeper level of knowledge and understanding about the role responsibilities, and pathways of careers in areas of interest.	Government Outreach talks for MFL
	Understanding of growth sectors and the changing economy: Learners understand how the local and national labour market is changing and what this might mean for their career choices.	Tutor Times: Careers Challenge PSHE Lesson- What are LMI?
	Applying Knowledge and Skills in the workplace Learners can evidence when they have applied their knowledge and skills within the workplace, can articulate this to potential employers, and can use their experiences to make informed career decisions.	Mock Interview Day CV Workshops Work Experience -5 days

Year 11

Core Theme	Learning outcome	Learning Opportunities
Introduce and Inspire 	Increased Opportunity Awareness: Learners have a broad knowledge of a range of career opportunities which enables informed decision making.	Assembly: Higher Education Assemblies
	Improved Self-Awareness: Learners are aware of their passions, skills and work preferences and understand how these could inform their career choices.	FSQ(Future Skills Questionnaire) PSHE Lesson- Is my Career Portfolio complete?
	Inspiration : Learners are inspired and motivated by careers opportunities which they may not have otherwise considered	Careers Fair
Investigate and Explore 	Career Readiness: Learners have developed essential skills which will support them to transition to the workplaces	Live and Learn Workshops
	Exploration of roles and responsibilities: Learners have a deeper level of knowledge and understanding about the role responsibilities, and pathways of careers in areas of interest.	Q&A National Theatre Workshop (Drama) PSHE lessons- How do Apprenticeships compare to HE What are the advantages and disadvantages of various post 16 option.
	Understanding of growth sectors and the changing economy: Learners understand how the local and national labour market is changing and what this might mean for their career choices.	PSHE Lesson- How might modern technology impact on my career?