



The Ursuline Academy Ilford

Careers Education and Guidance Policy 2025

The Ursuline Academy Ilford

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1. Aims

This policy aims to set out our school's provision of impartial and informed careers guidance for our pupils. This includes the ways in which pupils, parents, teachers and employers can access information about our careers programme.

High-quality careers guidance is important for our pupils' futures, and our provision 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 careers opportunities available to them
- includes information on the range of education or training options, including apprenticeships and technical education routes.
- Help pupils to understand routes to careers that they are interested in, and to make informed choices about their next step in education or training
- Promote a culture of high aspirations and equality of opportunity
- Personal guidance that the person giving it considers will promote the best interests of the pupils to whom it is given.

2. 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 more recent [Skills and Post-16 Act 2022](#), which came into force on **1 January 2023**. It explains that our school must provide a minimum of **6 encounters** with technical education or training providers to all pupils in years 8 to 13. For more detail on these encounters, see our provider access policy statement, which you can find on the school's website: [The Ursuline Academy Ilford - Careers](#)

This policy is also in line with the Education (Careers Guidance in Schools) Act 2022. This came into force on 1 September 2022, and amended the existing duty in The Education Act 1997, so that:

Our school must now secure independent careers guidance from year 7 (instead of from year 8, previously)

As an academy in England, we're now required to provide and publish careers guidance

The above guidance requires that schools publish information about their careers programme on their website. This policy includes this information and shows how our school complies with this requirement. This policy complies with our funding agreement and articles of association.

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, and can be found [Provider Access Policy 2025.pdf](#)

3. Roles and responsibilities

3.1 Careers Leader

Our Careers Leader is **Ms. Hira Tallat (Careers & Sixth Form Enhancement Lead Practitioner)**. She can be contacted at htallat@uai.org.uk. Our careers leader is a member of the wider senior leadership team (SLT) and will:

Take responsibility for developing, running and reporting on the school's career programme

Plan and manage careers activities

Manage the budget for the careers programme

Support teachers to build careers education and guidance into subjects across the curriculum

Establish and develop links with employers, education and training providers, and careers organisations

Work with **Mrs. Julia Gardiner (Assistant Headteacher, SENDCO & Inclusion)** to ensure that students with SEND receive appropriate career support.

Work with our school's designated teacher for **looked-after children (LAC)/Children in care** and previously LAC (Mr Gary Challis, Senior deputy headteacher) 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

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

School Librarian – will liaise with the Careers leader over matters relating to the Careers Library.

Heads of year / SENCo – will liaise with the Careers leader in matters relating to identified “vulnerable” students identified for personalised support

Heads of Department – need to ensure that subject specific Careers Education and Guidance is promoted in their curriculum area

Careers Advisers from Prospects– will offer Careers Education and Guidance according to the annual Partnership Agreement with The Ursuline Academy Ilford

3.2 Senior Leadership Team (SLT)

Our SLT will:

- Support the careers programme
- Support the careers leader in developing their strategic careers plan
- Make sure our school's careers leader is allocated sufficient time, and has the appropriate training, to perform their duties to a high standard
- Allow training providers access to talk to pupils in years 8 to 13 about technical education qualifications and apprenticeships, and set out arrangements for this in our school's provider access policy statement
- Network with employers, education and training providers, and other careers organisations

3.3 The Governing Board

The governing board will:

Provide clear advice and guidance on which the school can base a strategic careers plan which meets legal and contractual requirements.

Appoint a member of the governing board who will take a strategic interest in careers education and encourage employer engagement.

Make sure 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 details of our school's careers programme and the name of the careers leader are published on the school's website.

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.

4. Our Careers Programme

Our school has an embedded careers programme that aims to inform and encourage pupils to consider their career options, and take steps to understand their choices and pathways. We provide statutory independent careers guidance to pupils from year 7 onwards.

Our programme has been developed to meet the expectations outlined in the **Gatsby Bbenchmarks**:

1. A stable careers programme with a careers leader
2. Learning from career and labour market information
3. Addressing the needs of each pupil
4. Linking curriculum learning to careers
5. Encounters with employers and employees
6. Experience of workplaces
7. Encounters with further and higher education
8. Personal guidance

Our programme doesn't show bias towards any particular career path, and promotes a full range of technical and academic options for pupils.

It is structured in a way that builds upon previous years, and the overarching aim is divided between the Key Stages so that pupils are encouraged to think appropriately about their future. We provide aims, objectives and activities for each year group.

Our careers programme is delivered through a number of methods, including:

PSHE lessons, tutor-led discussions during form time, curriculum lessons, displays, events, workshops & guest speakers, to name but a few.

Key Stage 3

Our Key Stage 3 careers programme will support pupils in their planning and choices of GCSE subjects. This includes:

- Introduction to career exploration and self-awareness.
- Support for informed GCSE subject choices.
- Careers sessions during PSHE lessons.
- Workplace visits and employer encounters.
- Access to careers software and online resources.

Key Stage 4

Our Key Stage 4 careers programme aims to help pupils research and understand their choices and routes into education and training. This includes:

- Personalised careers interviews with a qualified adviser.
- Work experience opportunities.
- Information sessions on post-16 pathways, including apprenticeships, A-levels, and vocational training.
- CV writing and interview skills workshops.
- College and university visits

Key Stage 5

Key Stage 5 careers programme supports pupils in planning for their future, including university and alternative pathways. This includes:

- One-to-one careers advice on higher education, apprenticeships, and employment.
- UCAS application support and personal statement workshops.
- University taster sessions and employer-led workshops.
- Mentoring schemes and alumni engagement.
- Targeted support for Oxbridge and Russell Group applications.

Assessing and recording progress in Careers education

There is no statutory requirement to assess, accredit or report young people's career related learning. However, as part of the PSHCE students are required to be actively involved in assessing their own progress with the help of both their teachers and tutors. Progress will be judged against the development of skills and action as well as knowledge and understanding as part of the half termly assessments in PSHE lessons.

4.1 Pupils with Special Educational Needs or Disabilities (SEND)

We expect that the majority of pupils with SEND will follow the same careers programme that meets the Gatsby Benchmarks as their classmates, with adjustments and additional support as needed.

Our careers leader will work with teachers and, where appropriate, professionals from relevant organisations, to identify the needs of our pupils with SEND and put in place personalised support and transition plans. This may include meetings with pupils and their families to discuss education, training and employment opportunities, supported internships and transition plans into higher education.

Our careers leader may, as appropriate, invite adults with disabilities to visit and share their experience and advice.

No information will be given to pupils without SEND that is not also offered to our pupils with SEND. Students with SEND receive tailored support through:

- Adjusted careers sessions to meet individual needs.
- Additional employer encounters and workplace visits.
- Personalised transition plans for post-16 and post-18 education.
- Guest speakers with disabilities sharing career experiences.

4.2 Access to our careers programme information

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

Pupils, parents, teachers and employers can request any additional information about the careers programme by contacting: **Ms Hira Tallat**; htallat@uai.org.uk

4.3 Assessing the impact of pupils

Our career programme is designed so pupils can give feedback, and their progress measured as they move through the Key Stages. We measure and assess the impact of the programme's initiatives by:

- Student, parent, and employer feedback surveys.
- Leaver destination data analysis.
- Employer and provider evaluations of school engagements.
- Annual reviews by SLT and the Governing Board.

5. Links to other Policies

This policy links to the following policies:

[Provider Access Policy 2025.pdf](#)

[Child Protection Policy - Feb19.pdf](#)

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. Providers are welcome to leave a copy of their prospectus or other relevant course literature at the library, which is managed by the school librarian. The resources area is available to all students at lunch and break times.

6. Monitoring and Review

This policy, the information included, and its implementation will be monitored by Education committee of the Governing body and reviewed annually.

The next review date is: June 2026