



Careers Education, Information, Advice & Guidance Policy

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1. Introduction

This policy is underpinned by sections 43(1) and 45(1) of the *Education Act 1997*, and has due regard to the DfE’s statutory guidance, *Careers Guidance and Access for Education and Training Providers*, which was last updated in January 2023.

Tower House School is committed to a broad all-round education from which our pupils may develop into successful, collaborative members of society. To meet these aims, a suitably challenging academic curriculum is combined with a wide range of co-curricular activities. Alongside this, we recognise that the skills for employment are crucial for equipping our students for the diverse, ever-changing and globalised world.

The main aims of careers provision at Tower House School are to contribute to the:

- Preparation of pupils for life post-education.
- Development of an understanding of different career paths and challenge stereotypes.
- Development of an understanding of the differences between school and work.
- Inspiration of pupils to chase and achieve their dreams.
- Offering of targeted support for vulnerable and disadvantaged young people.
- Instilling of a healthy attitude towards work.

2. Roles and responsibilities

All staff are responsible for:

- Ensuring that the independent careers guidance is presented in an impartial manner, showing no bias or favouritism towards a particular institution, education or work option.
- Ensuring that the guidance includes information on the range of education or training options, including apprenticeships and technical education routes.

- Ensuring the CEIAG Policy does not discriminate on any grounds, including but not limited to ethnicity or national origin, culture, religion, gender, disability or sexual orientation.
- Supporting social mobility. The school will work to raise pupils' aspirations and tackle stereotypical assumptions. Interventions will be used to tackle gender stereotypes.

The Senior Leadership Team are responsible for:

- Managing the provision of careers information.
- Implementing and maintaining effective careers guidance.
- Liaising with the PSHE leader and other subject leaders to plan careers education in the curriculum.
- Liaising with staff, parents and external contacts to establish, maintain and develop links with employers, where possible.
- Providing pupils with effective careers guidance and supporting social mobility by improving opportunities for all young people.
- Using the *Gatsby Benchmarks* (Appendix 1) of:
 - i. Addressing the needs of each pupil.
 - ii. Linking learning to careers.
 - iii. Encouraging encounters with employers and employees.
 - iv. Encounters with further and higher education.
 - v. Personal guidance.

to improve the school's careers provision and ensure compliance with legal duties, with an aim to meet all benchmarks, as appropriate to a preparatory school.

- Publishing a policy statement on our website.
- Organising workshops for pupils and actively promoting the careers service in-house, presentation days, assemblies.
- Creating a learning environment that allows and encourages pupils to tackle real life challenges, manage risks and develop skills that can be applied to the workplace.

3. Addressing the needs of pupils

- The school's careers advice will aim to raise the aspirations of all pupils whilst being tailored to individual needs. The advice will inform pupils of the range of opportunities available to them, encouraging them to aim higher and make choices relevant to what they feel they can achieve.
- All forms of stereotyping will be prohibited in the careers advice and guidance that is provided, to ensure pupils from all backgrounds, gender and diversity groups, and those with SEND, can consider the widest possible range of careers.
- The school will ensure that visitors act as role models to inspire pupils and encourage aspirational aims.
- The school will build partnerships with businesses and other employers, employment services, and disability and other voluntary organisations.

4. Curriculum

- The school will work to encompass careers education and guidance into subjects across the curriculum. All teachers will be asked to support the career development of young people in their role and through their subject teaching.
- The school will engage with local employers, businesses and professional networks, inviting visiting speakers, as appropriate.
- The school will provide events to support career choices and aspirations. These encounters will include:
 1. Careers forum in Year 8 to introduce the pupils to several different professions they could pursue.
 2. PSHE across all year groups raises ideas which relate to employment, career paths and necessary education.

Appendix 1 – The Gatsby Benchmarking Standards

The Gatsby Benchmarks were developed on behalf of the Gatsby Foundation by Sir John Holman (*Good Career Guidance*, 2014). They define what world class careers provision in education looks like and provide a clear framework for organising the careers provision at your school or college.

The benchmarks are enshrined in statutory guidance and it is the responsibility of the school to oversee the implementation of the benchmarks in the education setting.

The Gatsby Benchmarks are:

1	A stable careers programme	Every college should have an embedded programme of career education and guidance that is known and understood by learners, parents, teachers, employers and other agencies.
2	Learning from career and labour market information	Every learner, and their parents (where appropriate), 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 the best use of available information.
3	Addressing the needs of each student	Learners have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each learner. A college's careers programme should embed equality and diversity considerations throughout.
4	Linking curriculum learning to careers	All subject staff should link curriculum learning with careers, even on courses which are not specifically occupation-led. For example, STEM subject staff should highlight the relevance of STEM subjects for a wide range of future career paths. Study programmes should also reflect the importance of maths and English as a key expectation from employers.
5	Encounters with employers and employees	Every learner 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, and should include learners' own part-time employment where it exists.
6	Experience of workplaces	Every learner 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.
7	Encounters with further and higher education	All learners 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 learner should have opportunities for guidance interviews with a careers adviser, who could be internal (a member of college staff) or external, provided they are trained to an appropriate level. These should be available for all learners whenever significant study or career choices are being made. They should be expected for all learners, but should be timed to meet individual needs.

Tower House School is committed to safeguarding the welfare of children and expects all staff and volunteers to share this commitment.

Approved and Signed by Chair of Governors

Name: Antony Phillips

Signature:  _____

Date: 27th February 2026
