



**Education
Partnership
Trust**

Creating outstanding schools
which transform learning, lives
and communities

CAREERS POLICY



Document Control

This document has been approved for operation within:	All Trust Establishments
Date effective from	June 2024
Date next review due by	June 2025
Review period	Annually

CONTENTS

1.0	INTRODUCTION	4
2.0	STATUTORY REQUIREMENTS.....	4
3.0	AIMS	5
4.0	RESPONSIBILITIES	6
5.0	GATSBY BENCHMARKS.....	7
6.0	MONITORING, EVALUATION AND REVIEW.....	14
7.0	USEFUL LINKS	15
	APPENDICES.....	17

1.0 INTRODUCTION

- 1.1 The school is committed to providing outstanding Careers and Enterprise Information, Advice and Guidance (CEIAG) for all pupils. The world of work and employment is changing rapidly. Pupils face a bewildering range of career opportunities and an equally confusing amount of career information as they progress within their school career.
- 1.2 The school aims, and ethos underpin the work of the careers curriculum to encourage pupils to consider a broad and ambitious range of careers and enable individuals to make informed choices and transitions related to their personal, educational and careers development.
- 1.3 The careers programme is designed to meet the needs of all pupils. It is differentiated, inclusive and personalised to ensure progression through activities that are appropriate to the pupil's stages of career learning, planning and development.

2.0 STATUTORY REQUIREMENTS

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

- 2.2 This guidance refers to:

- The Education Act 1997
- The Education and Skills Act 2008
- The School Information (*England) Regulations 2008

- 2.3 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 website.

- 2.4 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

- 2.5 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.

- 2.6 This policy complies with our funding agreement and articles of association.

- 2.7 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.

- 2.8 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 on the school website.

3.0 AIMS

- 3.1 To enable pupils to:
- Have the skills, knowledge, and attitude to make well-informed, realistic decisions.
 - Plan their future choices and understand how to access CEIAG.
 - Understand how educational achievements are linked to maximising their potential future choices.
 - Ensure that that all pupils have access to external sources of information on the full range of education and training options.
 - Ensure that arrangements are in place for training and education providers to inform pupils of technical education and apprenticeships to ensure every pupil is well informed about their future options.
 - Make an informed choice about an academic option for those interested in going to university, and a technical route, including T levels or an apprenticeship, for those seeking to progress to the highest levels of skilled employment or technical education and training at levels 4, 5 and 6.
- 3.2 To use the Gatsby Benchmarks to develop and improve the quality of the school's careers strategy and programme.
- 3.3 To actively engage with employers to ensure that pupils have the opportunity to experience a workplace setting and offer pupils numerous encounters with employers.
- 3.4 To allow access to providers of technical education and apprenticeships so that every pupil is well-informed about their future options at every stage.
- 3.5 To promote social inclusion and improve social mobility.
- 3.6 To work towards providing equality of opportunity and access to all pupils.
- 3.7 To provide an accurate and up-to-date careers resources and careers information service for pupils and staff in line with best practice.
- 3.8 To devise and deliver staff development in careers education, information, advice, and guidance.
- 3.9 To provide relevant and accessible information to all pupils on the full range of opportunities open to them and to foster an understanding of where such choices may lead.
- 3.10 To negotiate partnerships with external providers of careers and guidance which will add value to school-based provision. Through this, to provide a well-integrated support service for pupils and staff.
- 3.11 To support the mission, vision and values of the school and Trust.

4.0 RESPONSIBILITIES

4.1 The Trust has responsibility for the development and review of the Careers Policy and for ensuring compliance with the relevant statutory framework.

4.2 The Governing body has a responsibility to ensure the fair application and success of this policy, compliance with legislation, and to enable an annual evaluation of careers within the school.

4.3 Responsibilities of the School

4.3.1 The school is committed to achieving 100% in the 8 Gatsby Benchmarks, whilst working closely with the Careers and Enterprise Company (CEC) and utilising the CEC Compass benchmark assessment tool.

4.3.2 The school is committed to providing a planned programme of careers education for all pupils in the school from KS2 – Year 11 with independent information, advice, and guidance.

4.3.3 The school endeavours to follow the statutory guidance for governing bodies, school leaders and school staff as outlined in the Careers Statutory Guidance of (Jan 2018). The advice provided covers the full range of education and training options, including apprenticeships and technical routes.

4.3.4 The school will have a stable, structured careers programme and Provider Access Statement that is published on its website.

4.3.5 The school will have a Careers Leader in post to lead the careers programme. The name and contact details of the Careers Leader will be published on the school website.

4.3.6 The school will work in partnership with their commissioning schools and local authorities, as well as post-16 providers, to provide support and advice on transitional pathways into further education or training and pathways beyond education into employment.

4.4 Roles in School:

4.4.1 SLT Member: To enable an annual evaluation of careers within the school ensuring a clear strategy for advice and guidance, this is appropriately resourced and meets the school's legal requirements.

4.4.2 Careers Leader: To plan a strategic approach in line with the School Improvement Strategy. To oversee the Careers team with specific focus on vulnerable groups within the school's cohort.

4.4.3 Careers Advisor: To ensure that the school maintains its high level of Careers provision and advice for all pupils at all times, to be a main point of contact for advice to Staff, Parents and Pupils.

4.4.4 Pastoral and SEND team: To oversee the teams they hold responsibility for and ensure appropriate Careers guidance is delivered to all pupils within their managed areas in collaboration with the Careers Leader.

4.4.5 Heads of Departments: To oversee the teams they hold responsibility for and ensure appropriate Careers guidance is delivered to all pupils within their managed areas in

collaboration with the Careers Leader.

- 4.4.6 Tutors and Teachers: To deliver appropriate Careers guidance to all pupils and signpost pupils to the Careers Advisor where specialist/further information is required.

5.0 GATSBY BENCHMARKS

5.1 Benchmark 1: A stable careers programme

- 5.1.1 The school will have its own career programme in place which meets the requirements of the Gatsby benchmarks, showing how they come together into a coherent strategy that is embedded in school structures.
- 5.1.2 The school will designate a named individual with the appropriate skills and experience to ensure the leadership and coordination of a high-quality careers programme. This role is distinct from the Careers Adviser, who provides careers guidance to pupils. The Careers Leader may be a teaching or non-teaching member of staff but should have the time, authority, knowledge, skills, and backing from the Governors and Senior Leadership team.
- 5.1.3 The name and contact details of the Careers Leader will be published on the school website.
- 5.1.4 The school will publish information about their careers programme on their website to help pupils, parents, teachers, governors, and employers understand the offer.
- 5.1.5 The published information will demonstrate how the school is meeting all eight Gatsby Benchmarks.
- 5.1.6 The school will invite pupils, parents, teachers, governors, and employers to provide feedback as part of their formal evaluation of the careers programme.

5.2 Benchmark 2: Learning from career and labour market information

- 5.2.1 Every pupil, and their parents/carers, will have access to good quality information about future study options and labour market opportunities. The National Careers Service offers information and professional advice about education, training and work to adults and pupil aged 13 years and over. Pupils and their parents/carers can access support via a website, helpline, and web chat.
- 5.2.2 The school will ensure that pupil and their parents/carers will have access to information about careers paths to inform their decisions on study options.
- 5.2.3 Labour Market Information (LMI) will be used to help pupil and their parents/carers to understand the salaries and promotion opportunities for different jobs, and the volume and location of vacancies across different sectors. The school will explain the value of finding out about the labour market and support pupil and their parents/carers to understand and access this information.
- 5.2.4 LMI will be accessed from a range of sources. Including 'LMI for All' which is used by a number of providers, including the National Careers Service.

- 5.2.5 DWP, through the Jobcentre Plus ‘Support for Schools’ programme will be used to provide information to pupils, teachers and parents on the local labour market and employer expectations.
- 5.2.6 Good career and labour market information will be used to support social mobility by raising pupil’s aspirations and tackling stereotypical assumptions that certain jobs are ‘not for people like me’.
- 5.2.7 Interventions to address gender stereotypes and raise pupils’ awareness of STEM careers and qualifications will be used, for example by arranging for pupils to talk to men and women who work in non-stereotypical jobs.
- 5.3 **Benchmark 3: Addressing the needs of each pupil**
- 5.3.1 The school’s careers programme will be tailored to individual needs and raise the aspirations of all pupils.
- 5.3.2 The school will consciously work to ensure that all pupil regardless of gender, background and diversity group including those with special educational needs and disabilities will consider the widest possible range of careers.
- 5.3.3 Comprehensive and accurate records will be kept by the school to support the career and enterprise development of pupils to ensure an effective means of maintaining consistent advice and helping pupils, parents/carers, and advisers to keep track of agreed actions and next steps. It can also help pupil to showcase their skills to employers.
- 5.3.4 The school will assess their success in supporting pupils to take up education or training which offers good long-term prospects through:
- Collection and analysis of destination data from the school and Department for Education
 - Building and maintaining alumni networks with employers and further/higher education providers
- 5.3.5 The school will collect and maintain data for each pupil for at least three years after they leave school or from the end of key stage 4, whichever is the earlier.
- 5.3.6 Schools should also publish the percentage of pupils that enter the [English Baccalaureate](#) (EBacc) staying in education or going into employment after key stage 4 (pupil destinations).
- 5.4 **Targeted support for vulnerable and disadvantaged pupils**
- 5.4.1 The Local authority has a range of duties to support pupil to participate in education or training which are set out in statutory guidance on the participation of pupil.
- 5.4.2 The school will work in partnership with their Local authority to ensure that 16- and 17-year-olds have agreed post-16 plans and have received an offer of a suitable place in post-16 education or training under the ‘September Guarantee’, and that they are assisted to take up a place.

- 5.4.3 The school will work with the Local authority, particularly children’s social care, to identify pupil who need targeted support or who are at risk of not participating post-16. This includes:
- Pupils with particular vulnerabilities or who are receiving support to safeguard them and promote their welfare, such as Children in Need (including those who are on child protection plans or who are looked after)
 - Pupils with additional needs, such as special educational needs and disabilities
 - Pupils who may leave care between the ages of 16 and 18
- 5.4.4 The School will need to agree how these pupils can be referred for support drawn from a range of education and training support services available locally. This may require multi-agency working with other professionals involved in supporting the young person, such as social workers.

Careers guidance for pupils with special educational needs or disabilities (SEND)

- 5.6.1 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.
- 5.6.2 The school will work with families of pupils with SEND to help them understand what career options are possible, with the right support, for their child.
- 5.6.3 The school will support every pupil, whatever their level or type of need, to fulfil their potential. Careers guidance for pupils with SEND should be based on the pupils’ own aspirations, abilities and needs.
- 5.6.4 Careers guidance for pupils with SEND will take account of the full range of relevant education, training, and employment opportunities, such as traineeships and apprenticeships, supported internships (for young people with Education, Health and Care plans) or routes into higher education.
- 5.6.5 Careers guidance will be well informed about ways in which adults with SEN or disabilities can be supported in the workplace (e.g., supported employment, ways in which jobs can be “carved” to fit a person’s abilities, job coaching, reasonable adjustments for disabled people in the workplace and Access to Work (DWP support)). Advice on self-employment (e.g., micro-enterprise) may also be relevant.
- 5.6.6 The school will build partnerships with businesses and other employers, employment services, and disability and other voluntary organisations, to help broaden the pupil’s horizons.
- 5.6.7 The school will facilitate opportunities for pupils to experience different work sectors, supporting pupils to prepare well for these experiences, so they know what to expect and what is expected of them, matching them carefully to each employer and providing any special support the pupil may need to benefit fully from the experience.

- 5.6.8 The school will ensure that careers guidance for pupils does not simply focus on finding a post-16 destination to meet their immediate needs. Support will focus on the pupil's longer term career aspirations, and the post-16 options which are most likely to give the pupil a pathway into employment, or higher education, and give them the support they need to progress and succeed.
- 5.6.9 The school will make use of the SEND local offer published by the local authority. Where pupils have EHC plans, their annual reviews must, from year 9 at the latest, include a focus on adulthood, including employment. Schools will ensure these reviews are informed by good careers guidance.
- 5.6.10 The school will co-operate with the local authority, who has an important role to play through their responsibilities for SEND support services, EHC plans and the promotion of participation in education and training.
- 5.7 **Benchmark 4: Linking curriculum learning to careers**
- 5.7.1 Subject teachers will support the school's approach to careers education and guidance.
- 5.7.2 The curriculum will offer excellent opportunities for developing the knowledge and skills that employers need and subject teachers will be powerful role models to attract pupils towards their subject and the careers that flow from it.
- 5.7.3 The school will ask all teachers to support the career development of young people in their tutorial role and through their subject teaching.
- 5.7.4 The school will deliver careers, employability, and enterprise lessons through the curriculum as part of their commitment to Personal, Social, Health and Economic (PSHE) education.
- 5.7.5 The school will work towards weaving careers education and guidance in to subjects across the curriculum, including PSHE.
- 5.7.6 The school will ensure that:
- Pupils understand that good maths skills are a necessary element of citizenship, and that studying maths and science can lead to a wide range of career choices
 - By the age of 14, every pupil is exposed to the world of work. This will include meeting a range of professionals from occupations which require maths and science qualifications, as well as highlighting the importance of maths to all jobs
 - The meetings with professionals will emphasise the opportunities created for young people who choose maths and science subjects at school and college. The school is aware of the need to do this for girls, in particular, who are statistically much more likely than boys to lack confidence in their own ability in maths and science and be put off studying those subjects at an early age
- 5.7.7 The school will ensure that pupils study the core academic subjects at the appropriate level to meet their needs. The school will support pupils to understand that these are the subjects which provide a sound basis for a variety of careers beyond the age of 16 and can also enrich

pupils' studies and give them a broad general knowledge that will enable them to participate in and contribute to society.

5.7.8 The school will make clear to pupils that if they do not achieve a grade 4 or better in GCSE maths and English by the end of key stage 4, they will be required to continue working towards this aim as part of their 16-19 study programme. For some pupils this can mean taking steppingstone qualifications to support them as they work towards a GCSE. There are exemptions for some students with Education, Health and Care plans who may not be able to take any of these qualifications, although all students must continue to study maths and English at an appropriate level. This is because of the vital importance and powerful labour market value of securing a good standard in maths and English.

5.8 **Benchmark 5: Encounters with employers and employees**

5.8.1 The school will help pupils gain the confidence to compete in the labour market by providing opportunities to gain the practical know-how and attributes that are relevant for employment. This will include the opportunity for pupils to develop entrepreneurial skills for self-employment.

5.8.2 The school will engage fully with local employers, businesses, and professional networks to ensure real-world connections with employers lie at the heart of the careers strategy. Visiting speakers can include junior employees, or apprentices, particularly alumni, with whom pupils can readily identify.

5.8.3 The school will work with The Careers & Enterprise Company to identify an Enterprise Adviser appropriate for the school. An Enterprise Adviser is an experienced business volunteer who can support the school to connect to the labour market.

5.8.4 Every year from the age of 11, pupils will participate in at least one meaningful encounter with an employer – this means at least one encounter each year from years 7 to 13. Different encounters will work for different schools and pupils, but it could mean in practice:

- Careers events and fairs
- Careers talks
- Employability workshops delivered by employers
- Skills workshops e.g., CV writing
- Business games and enterprise competitions
- Mentoring

5.8.5 Because of the high returns to STEM careers, and the increasing need for many jobs to have greater quantitative skills in future, the school will make sure one of the encounters their pupils experience before year 11 is with a STEM employer or workplace, or one of their careers events is focused on STEM.

5.9 **Benchmark 6: Experience of workplaces**

5.9.1 In addition to school-based encounters with employers, pupils should have first-hand experience of the workplace. This is particularly valuable for pupils from disadvantaged backgrounds who may not have access to a diverse range of role models.

- 5.9.2 The school will ensure that by the age of 16, every pupil has had at least one experience of a workplace, and one further such experience by the age of 18.
- 5.9.3 The school will pay particular attention to work placements for pupils with SEND. Some pupils with SEND may find work placements particularly helpful, especially where pupils find it difficult to imagine a work context, or to counter low aspirations.
- 5.9.4 When arranging work placements for pupils with SEND, the school will carefully match the placement to the abilities, needs and aspirations of the pupil. The school will consider whether pupils with SEND need additional support in the work placement to make sure it is a valuable and positive experience, and secure that support where needed, working with the employer.
- 5.9.5 High quality and meaningful work experience forms a required part of 16-19 study programmes. A more flexible approach can be adopted for younger pupils and does not necessarily have to involve a traditional placement. Options could include:
- workplace visits
 - work experience (1-2 weeks)
 - volunteering
 - job shadowing
- 5.10 **Benchmark 7: Encounters with further/higher education**
- 5.10.1 The school will encourage young people to consider what career options different educational choices open and close, including a focus on further and higher education where appropriate. Under raising the participation age (RPA) requirements, all young people in England are required to continue in education or training until at least their 18th birthday. The school will ensure that pupils are clear about this requirement and what it means for them. They must be clear that young people are not required to stay in school. They can choose how to participate which might be through:
- full time study in a school, college, or training provider
 - an apprenticeship, traineeship or supported internship
 - full time work or volunteering (20 hours or more) combined with part time accredited study
- 5.10.2 The school will encourage pupils to use information tools such as websites and apps which display information about opportunities via a national course directory on the National Careers Service website which can be presented on careers information websites and apps to help young people make choices effectively.
- 5.10.3 The school will support year 11 pupils in particular to use these information tools as part of their careers education and guidance. In consultation with a careers professional, schools may recommend good quality websites and apps, whether national or local in scope, that present the full range of opportunities in an objective way, which will help pupils make good choices about post-16 options.
- 5.11 **New legal duty: access to providers of technical education and apprenticeships**
- 5.11.1 The school will enable providers to access to all pupils in years 8 to 13 to inform them about the varied career options open to them and courses and qualifications they offer and what each option entails. This will allow:

- pupils to consider how the opportunity to study or train in different ways, and in different environments, might suit their skills, interests, and aptitudes
- every pupil to build up a full picture of the options available to them at important transition points by hearing directly from providers about alternatives to academic and school-based routes
- better-informed choices and help to reduce the risk of dropping out of courses

5.11.2 There are opportunities for providers of approved technical education qualifications and apprenticeships to visit the school to speak to all pupils in years 8 to 13. This will include visits from a range of providers:

- Further Education Colleges
- Studio Schools
- University Technical Colleges
- Apprenticeships and technical options

5.11.3 The school will make provider visits available to all pupils in the relevant year group. The school should not do anything which might limit the ability of pupils to attend. Unacceptable behaviour would include restricting invitations to selected groups of pupils or holding events outside of normal school hours.

5.11.4 The school will also provide a range of opportunities for providers offering academic options, including sixth form and tertiary colleges and higher education institutions, to visit the school to talk to pupils. This will help all pupils to develop a comprehensive picture of the education and training options available beyond the school.

5.11.5 Provider access will include:

- any procedural requirements in relation to requests for access e.g., the main point of contact at the school to whom requests should be directed
- grounds for granting and refusing requests for access e.g., details of timetabled careers lessons, assemblies, or careers events which providers may attend; and should include the safeguarding policy
- details of premises or facilities to be provided to a person who is given access e.g., rooms and resources to be made available in support of a provider visit

5.11.6 By carefully considering the frequency and scale of opportunities to offer to providers, the school can minimise the burden of dealing with unsolicited requests. For example, the school may decide to arrange an annual assembly for a whole year group and invite multiple providers, or work with a group of providers to deliver one presentation covering multiple further education or apprenticeship opportunities in the local area.

5.11.7 Persons acting on behalf of a provider may represent the provider, or accompany the provider, if they are particularly well placed to engage and inform pupils about the options available. For example, a University Technical College or an apprenticeship provider may ask to bring a key employer with them on a provider visit. The school will consider such requests and consent cannot be withheld unreasonably.

5.11.8 The school may wish to consult the Amazing Apprenticeships resource as well as the register of apprenticeship training providers to inform decisions about whom to invite in. The school

may wish to enlist locally available support, for example the Apprenticeship Support and Knowledge for Schools (ASK) programme which delivers free traineeship and apprenticeship information and activities to young people in years 10 to 13, or the Jobcentre Plus Support for Schools programme, which also provides this service for years 8 to 13.

5.12 Benchmark 8: Personal guidance

- 5.12.1 Every pupil will have opportunities for personal guidance interviews with a qualified careers adviser whenever significant study or career choices are being made. Careers advisers can help pupils to locate ambitious education and career options, by identifying opportunities and assessing pupils' abilities, interests, and achievements.
- 5.12.2 Every pupil will have at least one such interview by the age of 16, and the opportunity for a further interview by the age of 18.
- 5.12.3 The school will integrate this guidance within the pastoral system so that personal careers interviews can be followed up by the form tutors or their equivalent. The personal guidance will be clearly connected with the wider careers programme.
- 5.12.4 Careers advisers working with young people with special educational needs or disabilities will use the outcome and aspirations in the Education, Health and Care plan, where they have one, to focus the discussion.
- 5.12.5 Careers advisers working with looked after children or care leavers, will use their Personal Education Plan or pathway plan to help focus the discussion. Pupils will have a named adviser who can build a relationship with them and better understand their individual needs.
- 5.12.6 The school will use a qualified careers professional, who can be an appropriately trained member of school staff, to provide personal guidance interviews.
- 5.12.7 The school will use the Career Development Institute's (CDI) Professional Register of advisers holding Level 6 or higher qualifications and follow their guidelines on how advisers can develop their own skills and gain higher qualifications. The school will view the Professional Register to search for a career development professional who can deliver a particular service or activity.
- 5.12.8 The school may wish to access an online register of accredited organisations to commission face-to-face support from an organisation which holds the Matrix Standard. This includes all contractors engaged in delivering the National Careers Service, which have undergone an assessment of their delivery of advice and support services on careers, training, and work.

6.0 MONITORING, EVALUATION AND REVIEW

- 6.1 Evaluation of the school's career programme is an on-going and cyclical process, and all aspects are regularly reviewed and monitored to inform future policy planning.
- 6.2 The school will use the compass tool to self-evaluate and improve the quality of careers provision against the 8 Gatsby Benchmarks.
- 6.3 Formal monitoring of the impact of the careers programme will be carried out through:

- lesson observations and learning walks
- onward destinations information and data
- review meetings with external partners and evaluation of the impact of services provided

6.4 Evaluation also includes the views of employers, training providers, governors, pupils, and parents. Their views are elicited via, discussions, surveys, and questionnaires.

6.5 The Governing Body, Headteacher and assigned programme leader will monitor the operation and effectiveness of arrangements referred to in this policy at each school.

6.6 The Trust will review this policy annually in consultation with each school.

7.0 USEFUL LINKS

7.1 This policy supports and is underpinned by key school policies and guidance, including those for teaching and learning, assessment, recording and reporting achievement, PSHE, work related learning and enterprise, equal opportunities and diversity, health, and safety, gifted and talented, and special needs. It forms a significant part of the school's development of the 'Every Child Matters' agenda: makes a positive contribution and prepares for economic well-being.

7.2 The Careers policy should be read in conjunction with 'Careers guidance and access for education and training providers' document [DfE October 2018].

7.3 Website links:

- [Gatsby Good Career Guidance](#). A report on improving career guidance in secondary schools which includes the Gatsby Benchmarks.
- [Gatsby Good Practice](#). A website which shares good practice from the North East pilot of the Gatsby Benchmarks, and other information and support for schools.
- [Compass](#). A self-evaluation tool to help schools to evaluate their careers and enterprise provision and benchmark against the Gatsby Benchmarks and compare it with other schools.
- [State of the Nation](#). An annual report on the careers and enterprise provision in secondary schools in England. It examines how schools are performing in relation to the Gatsby Benchmarks, based on data from responses to the Compass tool.
- [Careers & Enterprise Company](#). The Careers & Enterprise Company coordinates collaboration between employers, schools, and colleges in order to ensure that young people aged 12-18 get the inspiration and guidance they need for success in working life.
- [Careers & Enterprise Company: Guide for new Careers Leaders in schools](#). Essential information, helpful resources, and practical tools to help newly appointed Careers Leaders get started in the role.
- [National Careers Service](#). The National Careers Service provides information, advice, and guidance to help people make decisions on learning, training, and work

- opportunities. The service offers confidential and impartial advice delivered by qualified careers advisers.
- [Amazing Apprenticeships](#). A website to make it easy for teachers and careers advisers to access the latest information about apprenticeships.
 - [Apprenticeships Support and Knowledge for Schools \(ASK\)](#). A network of teachers, careers advisers and ambassadors who will promote apprenticeships and traineeships in positive ways to year 10-13 pupils in the North, Midlands, London, and the South.
 - [Baker Dearing Educational Trust](#). Information on University Technical Colleges.
 - [Career Development Institute](#). The Career Development Institute is the single UK-wide professional body for everyone working in the fields of careers education, career information, advice and guidance, career coaching, career consultancy and career management. It offers affiliate and individual membership to schools which includes free CPD webinars, regular digital newsletters, a quarterly magazine, online networking groups and training at a preferential rate.
 - [Career Development Institute Framework for careers, employability, and enterprise education](#). A framework of learning outcomes to support the planning, delivery and evaluation of careers, employability and enterprise education for children and young people.
 - [Career Development Institute Careers Guidance in Schools and Colleges: A Guide to Best Practice in Commissioning Independent Career Guidance Services](#). This guide provides practical advice, information and templates to help schools commission independent and impartial personal careers guidance for pupils.
 - [UK Register of Career Development Professionals](#). The single national point of reference for ensuring and promoting the professional status of career practitioners.
 - [Quality in Careers Standard](#). The Quality in Careers Standard in the national quality award for careers education, information, advice, and guidance.
 - [Find an Apprenticeship](#). Search and apply for an apprenticeship in England.
 - [LMI for All](#). An online data portal, which connects and standardises existing sources of high quality, reliable labour market information (LMI) with the aim of informing careers decisions. This data is made freely available via an Application Programming Interface (API) for use in websites and applications.
 - [Not Going to Uni](#). A resource providing options and advice on alternatives to University.
 - [STEM Ambassadors](#). A nationwide network of over 30,000 volunteers from a wide range of employers, who engage with young people to provide stimulating and inspirational informal learning activities in both school and non-school settings
 - [Studio Schools Trust](#). The organisation that unites all Studio Schools, acting as a linking point between Studio Schools, enabling the sharing of best practice as well as providing advice and curriculum support.
 - [Unistats](#). The official website for comparing UK higher education course data. The site includes information on university and college courses, Teaching Excellence and Student Outcomes Framework (TEF) ratings, student satisfaction scores from the

National Student Survey, employment outcomes and salaries after study and other key information for prospective students.

- [Your Daughter's Future](#). A careers toolkit for parents.

APPENDICES