



## **Careers Education Information Advice and Guidance Policy**

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| <b>Reviewed by</b>       | <b>Nathan Slater, Headteacher</b>                                   |
| <b>Checked by</b>        | <b>Daniel Pallett, Executive Headteacher</b>                        |
| <b>Date reviewed:</b>    | <b>September 2026</b>                                               |
| <b>Next Review date:</b> | <b>September 2027, or sooner if legislation or guidance changes</b> |

## **Contents**

1. Purpose and school values
2. Legal framework
3. Careers guidance entitlement
4. Delivery of careers education
5. Personal guidance
6. Workplace experiences and safeguarding
7. Provider access and education encounters
8. Pupil next steps
9. Employer partnerships
10. Labour market information
11. Useful resources
12. SEND and preparation for adulthood
13. Roles and responsibilities
14. Monitoring complaints and review

## **Related school policies**

- Provider Access Policy Statement
- Curriculum and PSHE Policies
- SEN and Inclusion Policy
- Assessment Recording and Reporting Policy
- Safeguarding and Child Protection Policy
- Educational Visits and Work Experience Procedures
- Safer Recruitment Policy and Visitor Procedures
- Equality and Accessibility Policies
- Complaints Policy

## **1. Purpose and school values**

**1.1** Jasmine Hall provides personalised, inclusive and aspirational careers education for all pupils aged 11–18 across Croft House, Cedar House and Markeaton House. Our values are Feel Safe, Feel Valued and Feel Inspired. Pupils build knowledge of the opportunities open to them and the confidence, communication and skills to make informed choices.

**1.2** Careers provision links learning to the pupil's interests, strengths and aspirations and promotes a broad range of futures. SEND, previous attainment, sex, family background or the courses currently offered by the school must not unnecessarily limit ambition. Families and pupils help shape the programme.

## **2. Legal framework**

**2.1** As an independent school, Jasmine Hall's careers duty arises from paragraph 2(2)(e) of the Education (Independent School Standards) Regulations 2014, as amended. Pupils receiving secondary education must have access to accurate, current, impartial guidance that supports informed choices across a broad range of options and encourages them to fulfil their potential. The curriculum also supports preparation for life in British society and appropriate provision above compulsory school age.

**2.2** The independent careers guidance and provider-access duties under sections 42A and 42B of the Education Act 1997 apply to the institutions specified in that legislation; they are not automatically duties on this non-academy independent school. Jasmine Hall uses the June 2026 DfE careers guidance and updated Gatsby Benchmarks as good-practice frameworks and maintains a Provider Access Policy Statement as its school arrangement.

**2.3** The school applies the Equality Act 2010, relevant Children and Families Act 2014 and SEND arrangements, safeguarding requirements and data protection law as amended. It has regard to KCSIE 2026 and current Independent School Standards guidance and uses Ofsted's September 2026 independent school toolkit when evaluating provision. Jasmine Hall School is not currently approved under Section 41 of the Children and Families Act 2014.

**2.4** The school distinguishes legal requirements, benchmark expectations and its own programme commitments. Announced qualifications or work-experience reforms are checked for implementation and eligibility before being presented as available options or current statutory duties.

## **3. Careers guidance entitlement**

**3.1** All pupils, including Year 7, receive accessible careers learning through a planned programme. Pupils in Years 8–13 continue to receive meaningful careers, employer and provider encounters. Support is tailored to EHC outcomes, needs and aspirations, while broadening the options pupils can consider.

**3.2** Guidance is impartial and includes academic, vocational and technical education, apprenticeships, employment and supported routes, with current entry requirements explained. Remaining at Jasmine Hall is one option to consider alongside others; recommendations must serve the young person's interests rather than recruitment or retention.

**3.3** Pupils can revisit choices, ask questions and receive additional help at transitions. Staff use visual information, preparation visits, smaller groups, repeat encounters and suitable

processing time. A communication difficulty or absence does not remove entitlement; missed activity is followed up with an accessible alternative.

#### **4. Delivery of careers education**

**4.1** The school delivers timetabled careers learning, PSHE with embedded careers topics and links through subjects, enterprise, vocational learning and practical experiences. The Careers Lead coordinates a sequence that builds on prior learning and identifies what pupils should know and be able to do.

**4.2** On-site and college-based qualifications and taster opportunities are selected according to pupil needs, aspirations and availability. The annually updated careers programme confirms the current vocational courses, qualifications and entry requirements. KS5 provision links careers education with employability, work experience, Functional Skills and independent living.

**4.3** Teaching helps pupils identify strengths, practise communication and teamwork, understand work routines and explore how curriculum skills are used in different occupations. Learning includes safe use of online careers tools, recruitment and employment rights, realistic application processes and recognising misleading offers or exploitation.

#### **Using the updated Gatsby Benchmarks**

- 1. A stable careers programme- A stable planned programme with leadership oversight and an accessible published summary.
- 2. Learning from career and labour market information- Current careers and labour market information used with pupils and families.
- 3. Addressing the needs of each young person- Individual needs aspirations and intended destinations informing support.
- 4. Linking curriculum learning to careers- Curriculum learning linked to a broad range of careers.
- 5. Encounters with employers and employees- Meaningful encounters with employers and employees.
- 6. Experiences of workplaces- Meaningful experiences of workplaces.
- 7. Encounters with further and higher education- Encounters with further and higher education and training routes.
- 8. Personal guidance- Personal guidance supporting informed decisions and next steps.

The Careers Lead evaluates provision against the updated benchmarks each term using an appropriate tool, such as Compass+, and records evidence and improvement actions. Activity is meaningful when pupils are prepared, participate, can ask questions and reflect on what they have learned; attendance counts alone do not establish impact.

#### **5. Personal guidance**

**5.1** KS3 group guidance introduces choices and skills, with individual support where needed. KS4 and KS5 pupils receive one-to-one personal guidance and accessible action plans. Every pupil will be offered at least one personal guidance meeting with an appropriately qualified careers adviser by age 16 and a further meeting by age 18. Meetings are scheduled at significant decision points and additional meetings are available according to individual need. Missed meetings are followed up and rearranged.

**5.2** Personal guidance is provided by an appropriately qualified careers adviser, normally with a relevant Level 6 or higher careers guidance qualification, with any trainee contribution

supervised by a qualified adviser. Careers leader training alone does not qualify a person to provide personal guidance. The Headteacher and Careers Lead verify competence and impartiality and supplement school advice with external information and encounters.

**5.3** The pupil is prepared for the meeting, supported to communicate and given a clear record of options, actions, named support and review dates. Families contribute appropriately, with the pupil's wishes and decision-making rights respected. The Careers Lead follows up agreed actions and links the plan to transition and EHC reviews.

## **6. Workplace experiences and safeguarding**

**6.1** KS4 and KS5 pupils are supported to access suitable local work placements. Experiences are planned across earlier years as well, including employer-led projects, workplace visits, supported tasters and practical tasks. Staff seek varied real-world opportunities, with in-person activity wherever accessible and meaningful remote activity supplementing it.

**6.2** The June 2026 government approach to two weeks' worth of work experience informs programme development, including earlier exploration and later placements. Jasmine Hall plans progressive opportunities adapted to individual needs and resources, records delivery and gaps and works to broaden access. Pupils are offered meaningful workplace experiences by age 16 and further experience by age 18, with preparation, practical participation, employer feedback and reflection adapted to their needs.

**6.3** Before an experience, staff assess the activity, location, employer arrangements, supervision, travel, communication, sensory and medical needs, safeguarding and emergency contacts. Relevant health and safety and young-person risk assessments, insurance and placement agreements are checked. Staff agree adjustments and support with the pupil, family and provider and confirm who to contact if the pupil feels unsafe.

**6.4** Supervision is proportionate to the pupil and activity, supports increasing independence and is agreed before attendance. Staff maintain contact and attendance arrangements and check the pupil's welfare. Before approval, the Headteacher or DSL confirms and records the safeguarding checks required for each role, taking account of the pupil's age, the activity, frequency and current DBS eligibility. Placement providers must have suitable policies and procedures to protect pupils from harm. A DBS certificate alone does not establish that a placement is safe.

**6.5** Staff prepare pupils for tasks and expectations, provide safe ways to report concerns and review the experience with them afterwards. A pupil is not automatically excluded because of SEND or because a parent cannot accompany them. Where one placement is unsuitable, staff arrange an appropriate alternative and review barriers.

**6.6** The school applies the KCSIE 2026 changes to regulated activity introduced by the Crime and Policing Act 2026. Supervision does not provide an exemption for regular volunteers whose teaching, training, instruction or supervision meets the regulated-activity conditions. Appropriate enhanced DBS checks with children's barred-list information are obtained for relevant volunteers, and barred-list status is checked for existing volunteers newly brought into regulated activity. Decisions and checks follow the Safeguarding and Child Protection and Safer Recruitment Policies.

**6.7** For work experience involving pupils under 16, staff assess whether the adult's teaching, training, instruction, care or supervision is frequent, exceeds three days in a 30-day period or is overnight, and arrange checks appropriate to regulated activity and current eligibility. A barred person must not undertake regulated activity. Other employees who do not provide

these activities are not automatically in regulated activity because a pupil is present. For pupils aged 16–17, the school does not request an enhanced DBS check with children's barred-list information for workplace employees solely because they supervise those pupils on work experience; other eligible checks and safeguarding arrangements are considered as appropriate.

**6.8** Where a pupil aged 16 or over undertakes work experience in a specified place such as a school and their duties may themselves constitute regulated activity with children, the receiving provider considers the appropriate enhanced DBS check. DBS checks cannot be requested for pupils under 16. Staff confirm arrangements with the provider before the placement begins.

**6.9** Careers advisers, employers, providers, mentors and visiting speakers are assessed according to their actual role and activity. Professional visitors' identity is checked and the school obtains assurance of appropriate checks, including employer confirmation where applicable; certificates are not requested where KCSIE says employer confirmation is sufficient. Visiting speakers' suitability, materials and educational value are checked in advance, and supervision and safeguarding reporting arrangements are agreed. A one-off visitor is not automatically treated as a regular volunteer. Regular mentoring or instruction is assessed for regulated activity. Detailed arrangements follow the Safeguarding and Child Protection, Safer Recruitment and visitor procedures.

## **7. Provider access and education encounters**

**7.1** The school welcomes further education, higher education, apprenticeship, technical education and specialist providers to help pupils compare options, including T Levels where suitable and available. Requests follow the Provider Access Policy Statement, including suitability, safeguarding, resources, timetable and contact arrangements. Visits are not restricted simply because a provider offers a pathway outside the school.

**7.2** As a school planning commitment, the Careers Lead seeks at least two provider encounters in Years 8–9, two in Years 10–11 and two in Years 12–13 for pupils remaining in those phases. This mirrors the six-encounter provider-access model as good practice, rather than asserting a statutory PAL duty on Jasmine Hall. Encounters are adjusted to pupils' needs and recorded with preparation, participation and reflection.

**7.3** Encounters cover the provider's offer, relevant entry and support requirements, progression and what learning or working on that route is like, with opportunities for pupil questions. Staff evaluate usefulness and arrange follow-up or alternative encounters for pupils who miss them. Pupils explore a broad range of pathways rather than only the courses delivered on site.

**7.4** In working towards Gatsby Benchmark 7, every pupil is supported to have meaningful encounters with providers covering the full range of learning opportunities by age 16, including sixth forms, colleges, universities and independent training providers. Pupils considering higher education are supported to undertake at least two visits to higher education providers by age 18 to meet staff and learners. Activities are prepared and adapted to individual needs, with appropriate combinations of in-person and virtual encounters. Provider encounters include opportunities to understand the learning environment and interact with staff and learners or trainees. The six-encounter planning commitment does not replace these broader benchmark expectations.

## **8. Pupil next steps**

**8.1** Pupils are supported to explore careers and required skills, including suitable Prospects resources, and reflect on skills gained through lessons, extracurricular activity and workplace experience.

**8.2** Teaching develops confidence, teamwork, communication and other transferable skills. Pupils attend PSHE and careers learning to build life and employability skills, with accessible alternatives where needed.

**8.3** Action plans identify suitable courses or training, applications, visits, travel and support needs, deadlines and a named adult. Staff help pupils compare entry requirements, costs and financial or disability support and check that an application has led to an appropriate offer; an application alone is not a secured destination.

## **9. Employer partnerships**

**9.1** The school welcomes employer partnerships for events, workshops, projects, work placements, tasters, talks and assemblies. Activities are inclusive, appropriate to pupils and coordinated through the Careers Lead.

**9.2** Employer contact: Jade Stacey, Careers Lead. Email: [jade.stacey@smoothstoneeducation.co.uk](mailto:jade.stacey@smoothstoneeducation.co.uk). Telephone: 01332 412546.

**9.3** Employers receive relevant information about arrangements and adjustments, shared securely and proportionately. Partners work with staff to prepare accessible tasks, support safe participation and give useful feedback. Commercial promotion must not replace impartial guidance.

**9.4** In working towards Gatsby Benchmark 5, every pupil from age 11 is offered at least one meaningful employer encounter each year. Encounters introduce employers of different sizes and sectors, including self-employment, and reflect local and national opportunities. Each has a clear purpose, appropriate learning outcomes, two-way interaction and time for reflection. The Careers Lead records participation, follows up missed encounters and evaluates what pupils learned.

## **10. Labour market information**

**10.1** Pupils use current information about vacancies, sectors, skills, qualifications, local opportunities and national employment trends to inform plans. Staff check the date and source and explain that labour markets and entry requirements change.

**10.2** Information is adapted through examples, visuals, workplace tasks and discussion. Staff distinguish a current vacancy or pay estimate from a guaranteed job or income and consider transport, accessibility and support without lowering ambition. Families receive help to interpret information and compare options.

## **11. Useful resources**

**11.1** Interview preparation may use Prospects and Totaljobs. Wider resources include the National Careers Service and current government jobs-and-careers resources, apprenticeship services, icould and Success at School. Staff verify links, age suitability and current service arrangements before use.

**11.2** Sector resources include Discover Creative Careers, NHS careers, Careers in Sport and CITB construction information. These examples supplement encounters and personal guidance; they do not narrow the careers pupils may explore.

## **12. SEND and preparation for adulthood**

**12.1** Careers planning contributes to preparation for adulthood from Year 9 EHC reviews, covering further learning or employment, independent living, community participation and health. Pupils help develop a vocational profile describing aspirations, strengths, interests, support and experiences; it is revisited as they learn more.

**12.2** Staff explore supported internships, supported employment, job coaching, further or higher education and apprenticeships where suitable and available, explaining eligibility and current requirements. Employment remains an ambition for pupils with complex needs; staff avoid deciding early that disability rules it out.

**12.3** The Careers Lead, Inclusion Lead and class team work with families, the LA and receiving providers on transition. Year 11 reviews are normally held before Christmas so information supports the LA's 31 March deadline for post-16 EHC amendments. School advice informs the process but does not itself name a placement or secure LA funding.

**12.4** Where a young person may disengage or have no suitable destination, staff arrange early coordinated support and follow up offers and attendance. Records distinguish intended, initial and sustained destinations. Information is shared lawfully with the LA and receiving setting, and the school follows up within its agreed arrangements rather than guaranteeing an outcome it cannot control.

## **13. Roles and responsibilities**

**13.1** The proprietor ensures suitable resources and oversight. Headteacher Nathan Slater is accountable for effective implementation and impartiality, staff competence and annual review. Headteacher contact: [nathan.slater@smoothstonecare.co.uk](mailto:nathan.slater@smoothstonecare.co.uk); 01332 412546.

**13.2** Careers Lead, Jade Stacey plans and coordinates the programme, provider and employer links, guidance, family communication, records and evaluation. The Inclusion Lead, Leanne Slater, links careers to EHC and IEP outcomes, communication, therapy advice and preparation for adulthood. Teachers connect curriculum learning to careers and support accessible participation.

**13.3** The Careers Policy and Provider Access Policy Statement are available on the school website. Pupils and families can contact the Careers Lead for information about the careers programme, personal guidance and support at transition points. Accessible information is available on request. Families can contribute views and discuss plans through school communications and careers events. Pupils can seek advice or raise concerns through the Careers Lead or a trusted adult.

## **14. Monitoring complaints and review**

**14.1** Termly evaluation considers pupil and parent views, encounters, guidance actions, adjustments, access for different groups and transition outcomes, alongside progress against the updated Gatsby Benchmarks. Leaders record gaps, actions, leads and review dates and report to the proprietor or those responsible for governance.

**14.2** Careers and destination records are accurate, secure and shared on a need-to-know basis under the school's data protection and retention procedures. Private guidance

information is not displayed or released to an employer without a lawful basis. Safeguarding concerns follow the safeguarding policy.

**14.3** Concerns about careers provision or provider access are considered through the published Complaints Policy. The Headteacher reviews this policy annually with the Careers Lead, Inclusion Lead, pupils, families and proprietor. Next scheduled review: September 2027, or sooner if requirements change. Approval is recorded by the proprietor.

## **Source references**

### **Independent School Standards guidance April 2026**

<https://www.gov.uk/government/publications/regulating-independent-schools>

### **KCSIE 2026**

<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

### **Ofsted independent school inspection toolkit September 2026**

<https://www.gov.uk/government/publications/independent-school-inspection-toolkit-operating-guide-and-information>

### **DfE Careers guidance and access for education and training providers June 2026**

<https://www.gov.uk/government/publications/careers-guidance-provision-for-young-people-in-schools>

### **Updated Gatsby Benchmarks and SEND resources**

<https://www.gatsbybenchmarks.org.uk/understanding-the-gatsby-benchmarks/>

### **Gatsby personal guidance benchmark**

<https://www.gatsbybenchmarks.org.uk/guide-to-gatsby-benchmark-8/>

### **Gatsby experiences of workplaces benchmark**

<https://www.gatsbybenchmarks.org.uk/guide-to-gatsby-benchmark-6/>

### **Education Independent School Standards Regulations 2014 as amended**

<https://www.legislation.gov.uk/uksi/2014/3283/contents>

### **Education Act 1997 careers and provider access provisions**

<https://www.legislation.gov.uk/ukpga/1997/44/contents>

### **DfE SEND Code of Practice January 2015**

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

### **SEND Regulations 2014**

<https://www.legislation.gov.uk/uksi/2014/1530/contents>

### **HSE Young people at work**

<https://www.hse.gov.uk/young-workers/>

### **Equality Act 2010**

<https://www.legislation.gov.uk/ukpga/2010/15/contents>