



POLICY FOR	Careers Policy - The Malling School
PERSON RESPONSIBLE	Careers Lead – Mark Burrows
REVIEW DATE	November 2025
NEXT REVIEW DATE	November 2026
APPROVED BY	Governing Body

Vision and Values

This policy is underpinned by our long-term vision and core values. All young people need a planned program of activities to help them choose 14-19 pathways that are right for them and be able to manage their careers and sustain employment throughout their lives.

At The Malling School, our vision is to empower all students to make informed decisions about their future pathways and to support them in developing the skills, knowledge, and confidence to succeed in an ever-changing world. We are committed to providing a comprehensive and inclusive careers education that equips our students with the tools they need to thrive in their personal and professional lives.

Our careers programme is designed to inspire ambition, foster resilience, and prepare students for the diverse range of opportunities available to them, whether that be higher education, apprenticeships, or the world of work. We aim to ensure that every student has access to high-quality careers guidance and support, so they can leave The Malling School ready to contribute meaningfully to society and take the next steps in their journey with clarity and purpose.

Statutory requirements and expectations

The Malling School has a statutory duty to provide careers education in Years 7-13, secure access to independent careers guidance for our pupils in years 9-11 (1997 Education Act, 2003 Education Regulations, Section 29 of the Education Act 2011) and to give pupils access to careers information, advice and guidance, to follow the National Framework for CEG 11-19 in England (DfE, 2003)

The school is committed to fulfilling its statutory duty in relation to the 2002 Education Act which requires schools to provide a balanced and broadly-based curriculum which: a) promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and b) prepares pupils at the school for the opportunities, responsibilities and experiences of later life.

The statutory career guidance duty (2011 Education Act, subsequently extended) requires schools to ensure that all students are provided with independent careers guidance from year 8 to year 11 which is presented in an impartial manner, provides information on the range of education or training options, including apprenticeships and other vocational pathways and is guidance that the person giving it considers will promote the best interests of the students to whom it is given.

This policy is also in line with the more recent Careers guidance and access for education and training

providers and 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 learners in years 8 to 13. The school must have a clear policy setting out the manner in which providers will be given access to pupils. This policy and these arrangements must be published. For more detail on these encounters, see our Provider Access Legislation Policy [download.asp](#)

Every school is expected to publish information about their careers programme, including the name of their Careers Leader, and the last date of review (Statutory Guidance, 2018).

Ofsted - Schools are expected to be accountable to Ofsted for their performance. In full inspections, inspectors are required to make judgements about careers. Inspectors are legally required to comment on the careers guidance provided to learners at schools.

Gatsby - The DfE's guidance to schools and colleges states that all schools and colleges should aim to meet the Gatsby Foundation's Benchmarks of "Good Career Guidance". The Malling School use the Gatsby Benchmarks as a marker of good practice which we can be measured against. [Good Career Guidance | Education | Gatsby](#)

Learner Entitlement

The careers programme is specifically designed to meet the needs of students at The Malling School. It is differentiated and personalised to ensure progression through activities that are appropriate to pupils' stages of career learning, planning and development.

Students are entitled to CEIAG which meets professional standards of practice and which is person-centered, impartial and confidential. It will be integrated into pupils' experience of the whole curriculum and be based on a partnership with pupils and their parents or carers. The programme will raise aspirations, challenge stereotyping and promote equality and diversity. Pupil Entitlement Statement available to view on the school website.

Implementation – Management and delivery

Management

Staff

Specialist Careers Advisor for years 7-11 Angela Willis
Specialist Careers Advisor for Years 12 & 13 Lisa Alexander
Specific Link Careers Governors appointed.
Careers Leader Mark Burrows, SLT

All staff contribute to and deliver careers education through their roles as tutors and subject teachers. The CEIAG programme is planned, monitored and evaluated by the Careers Leader and Specialist Careers Advisors.

Senior Leadership - Careers Leader Fiona Turner, SLT

The Careers Leader leads the careers programme and is responsible for policy and strategic plans. The careers team liaise with the governors and headteacher regularly.

- Support the careers team by ensuring there is a comprehensive overview of the requirements, resources and priorities of the careers programme
- Support the development of the strategic careers plan alongside the whole school

development plan

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

The Careers Team

Specialist Careers Advisor for years 7-11

Angela Willis Specialist Careers Advisor for

Years 12 & 13 Lisa Alexander

- deliver 1-2-1 guidance at key transition phases
- Take responsibility for the leading, managing, co-ordinating and networking of the careers programme, ensuring compliance with Gatsby Benchmarks
- Plan and manage careers activities
- Manage the budget for the careers programme
- Support teachers to build careers education and guidance in subjects across the curriculum
- Establish and develop links with employers, learning providers and careers organisations
- Work closely with relevant staff, including our special educational needs coordinator (SENCO) and careers adviser, to identify the guidance needs of all of our learners with special educational needs and/or disabilities (SEND) and put in place personalised support and transition plans
- Work with our school's designated teacher for looked-after children (LAC) and previously LAC and put in place personalised support and transition plans if required
- Review our school's provider access policy statement at least annually, in agreement with our governing Board
- Quality assures the careers programme, along with SLT, to ensure continuous improvement
- Work with the Kent & Medway Careers Hub to support continuous improvement using the free digital tools to self-evaluate (Compass Evaluations and Internal Leadership Review)

The governing board

- Appoint a member of the governing board who will take a strategic interest in careers education and encourage employer engagement
- Make sure the school has a clear policy on delivering Careers Education, Advice and Guidance and this is clearly communicated to all stakeholders.
- Make sure independent careers guidance is provided to all learners throughout their secondary education and that the information is presented impartially, includes a range of educational or training options and promotes the best interests of learners
- Make sure that a range of education and training providers can access learners in years 8 to 13 to inform them of approved technical education qualifications and apprenticeships, the Provider Access Policy, to support this can be found – [download.asp](#)
- Make sure that the careers pages on the school website are compliant and up to date
- Make sure measuring & assessing impact and evaluation of the careers programme is in place.

Delivery (curriculum):

The careers programme includes careers education sessions for all year groups in term 6 of each academic year, planned and targeted group works, individual interviews, information and research activities, and the use of careers software such

as UniFrog. Careers lessons are part of the school's personal development programme within Period 1, and embedded within the school curriculum (Benchmark 4)

Each department includes their careers input into their curriculum plans and this is reassessed each year. Departments take students on work-related trips and employers are brought into school to deliver presentations and sessions related to academic subjects.

Assessment and accreditation

Assessment of our careers provision is through the Compass+ platform. Results of these assessments are shared with SLT, Governors and the Careers Enterprise company and published on our website for parents to view.

Partnerships:

The Malling School CEIAG team have partnerships with numerous external agencies and educational providers including Careers and Enterprise Company (CEC), The Education People, Kent Training and Apprenticeships, Catch22, Grow19, Bemix, Kleek apprenticeships, local further and higher education providers and the CEIAG Network. The Malling School has also become a member of the local Careers Hub.

We remain committed to building strong links with local employers and know the benefits of this. We work in partnership regularly with NIAB (East Malling Research Centre), Gallagher, SouthEast Water and the NHS to name but a few. We visit their place of employment and invite them into school to promote various pathways into their industries.

We want to ensure that all our students are aware of a wide range of opportunities. We know that our students have a broad range of needs and therefore require us to work with a multitude of partners to ensure that their needs are properly met.

Monitoring, review and evaluation:

The Careers Strategic plan is reviewed annually and aligned to whole school priorities, by the Careers Leader and Careers Team. Last review: September 2025.

Data and feedback are collected and analysed throughout the year to ensure ongoing development of the careers programme.

The following methods are used to collect data:

- Compass+ reports are submitted to the senior leadership team and governors.
- Curriculum reviews are completed each year.
- Student evaluations of individual interviews and events are completed.
- Regular review meetings take place between advisers and SLT
- Feedback is invited from parents and employers following careers related activities and via our website.
- Governor monitoring meetings are held throughout the academic year.
- Destination data on results days
- Future Skills Questionnaires
- Keeping in touch with Alumni via LinkedIn

Approvals:

Headteacher..... Date.....

