

UTC PLYMOUTH

UTC Plymouth

**Careers Education, Information, Advice and Guidance Policy
and Provider Access Statement**

2025/26

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Summary of Updates for 2025/26

Area	Update
Statutory Guidance	References updated to DfE (May 2025) guidance, replacing 2018 version.
Gatsby Benchmarks	Benchmarks updated to 'Good Career Guidance: The Next Ten Years' (2025).
Scope	Extended to Year 7–13 entitlement and transition to post-16; explicit Year 11, 12 and 13 leavers support.
Whole-School Responsibility	Greater emphasis on governors, SLT, subject teachers, all staff.
Equity & Inclusion	Enhanced focus on disadvantaged and SEND students; anti-stereotyping commitment.
Parental Engagement	New section outlining strategy for engaging and informing parents/carers.
Encounters & Work Experience	Updated definitions of 'meaningful encounters' and workplace experience; commitment toward two weeks' work experience.
External Guidance	Clarity that school commissions and quality assures independent, impartial careers advice.
Quality Assurance	Policy references the Quality in Careers Standard for external validation.
Governance	Named governor oversight and annual reporting strengthened.
Monitoring & Review	More robust evaluation using destination data, stakeholder feedback, external QA.

1.0 School Vision

1.1 UTC Plymouth seeks to maximise the life chances of all our young people. It is crucial to prepare them for life beyond school and post-16 study. This policy, adopted by the governing body, demonstrates our commitment to providing high-quality Careers Education, Information, Advice and Guidance (CEIAG), in line with statutory guidance (DfE, May 2025) and the updated 2025 Gatsby Benchmarks.

2.0 Policy Scope

2.1 This policy covers CEIAG for students in Years 7–13, including those transitioning after final examinations. All pupils, regardless of background or need, are entitled to careers guidance that is impartial, inclusive, and tailored to their individual circumstances.

2.2 The policy also applies to students preparing for post-16 destinations and ensures provider access in line with statutory duties.

3.0 Objectives

3.1 The overarching objective of this policy is to deliver a coherent, stable and progressive programme of careers education for all pupils.

3.2 The programme is intended to equip pupils with the information, skills and confidence to make informed choices at key transition points and beyond.

3.3 It seeks to provide pupils with access to accurate, up-to-date labour market information and future study options, supported by the expertise of trained staff and external advisers.

3.4 The programme addresses the individual needs of pupils, embedding equity and inclusion at its core, with particular attention to the support of disadvantaged learners, those with SEND and those at risk of becoming NEET.

3.5 Careers education is integrated into curriculum learning, with subject teachers making explicit links between their disciplines and future pathways.

3.6 Pupils are provided with multiple opportunities to engage with employers, employees and workplace environments, enabling them to develop insight into the world of work.

3.7 Encounters with further and higher education providers are built into the programme, ensuring that pupils understand the full range of post-16 opportunities available.

3.8 Personal guidance is a key entitlement, and every pupil will have the opportunity for at least one interview with a qualified adviser by age 16 and a further opportunity by age 18.

3.9 Parents and carers are actively engaged in their child's career development, recognising their influence and role in supporting decisions about progression.

4.0 School Responsibilities

4.1 The school has a statutory duty to secure independent and impartial careers guidance for pupils in Years 7–13.

4.2 This duty is discharged through a structured programme based on the Gatsby Benchmarks (2025), which serve as a framework for delivery and evaluation.

4.3 The school ensures that pupils are exposed to the full breadth of education, training and employment pathways, with clear information about technical education, apprenticeships and academic routes.

4.4 Provider access is safeguarded by a published access statement, ensuring that all legitimate providers have the opportunity to engage with pupils.

4.5 Independent guidance is commissioned from qualified practitioners and subject to rigorous quality assurance to guarantee impartiality and professional standards.

4.6 Careers education is embedded across the curriculum and supported by pastoral systems, ensuring that all pupils encounter careers learning in multiple contexts.

4.7 Provision is evaluated continuously through destination data, stakeholder feedback and external validation, enabling the school to adapt provision to emerging needs and opportunities.

4.8 The school explicitly seeks to challenge stereotypes, raise aspirations and broaden horizons, ensuring that every pupil can pursue ambitions free from prejudice or limitation.

5.0 Governor Responsibilities

5.1 The governing body ensures that CEIAG provision is compliant with statutory requirements and reflective of the Gatsby Benchmarks.

5.2 A named governor holds strategic responsibility for oversight of CEIAG and works in partnership with school leaders to monitor the quality and impact of provision.

5.3 Governors receive annual reports on CEIAG, including evaluation against benchmarks, destination data and stakeholder feedback.

5.4 They play an active role in promoting employer engagement and community links, supporting the school to extend opportunities for pupils.

5.5 Governors also ensure that CEIAG aligns with the school's strategic development priorities and reflects the values of equity, inclusion and aspiration that underpin the work of Reach South Academy Trust.

6.0 Provider Access

6.1 UTC Plymouth recognises its legal duty under Section 42B of the Education Act 1997 (as amended) to provide opportunities for a range of education and training providers to access pupils.

6.2 All pupils are entitled to learn about the full spectrum of opportunities, including apprenticeships, technical qualifications, further education and higher education.

6.3 Providers are invited to participate in a range of activities, including careers fairs/careers 'pop-ups', assemblies, curriculum lessons, lunchtime sessions and parents' evenings.

6.4 The school provides appropriate facilities for such events, including access to classrooms, ICT and large spaces where required.

6.5 Providers are encouraged to supply prospectuses, guides and digital resources, which are distributed to pupils and families through the Careers Leader.

6.6 The detailed arrangements for provider access are set out in our Provider Access Policy Statement, ensuring transparency and compliance with statutory guidance.

7.0 Monitoring, Evaluation and Review

7.1 The Headteacher has overall responsibility for ensuring that CEIAG provision is of high quality and meets statutory expectations.

7.2 A designated senior leader oversees strategic planning, delivery and evaluation of the careers programme, working in partnership with the Careers Leader.

7.3 Evaluation is multi-layered, drawing on pupil voice, parental feedback, staff surveys, employer feedback, and analysis of destination data.

7.4 The school seeks external validation through frameworks such as the Quality in Careers Standard to assure stakeholders of the programme's robustness.

7.5 Governors receive an annual report on CEIAG provision, including evaluation outcomes and planned improvements.

7.6 This policy will be reviewed annually, with updates communicated to staff, pupils, parents and carers, ensuring alignment with evolving statutory guidance and local needs.

7.7 The review process will pay particular attention to equity and inclusion, ensuring that the needs of disadvantaged learners and those with SEND remain central to our approach.

Appendix 1 Gatsby Benchmarks (2025)

Benchmark	Summary	Criteria
1. A Stable Careers Programme	Every school should have an embedded programme of careers education and guidance that is known and understood by pupils, parents and carers, staff, governors, employers and other agencies.	<ul style="list-style-type: none"> • Every school should have a stable, structured careers programme that has the explicit backing of governors, the headteacher and the senior management team, and has an identified and appropriately trained careers leader responsible for it. • The careers programme should be tailored to the needs of pupils, sequenced appropriately, underpinned by learning outcomes and linked to the whole-school development plan. It should also set out how parents and carers will be engaged throughout. • The careers programme should be published on the school's website and communicated in ways that enable pupils, parents and carers, staff and employers to access, and understand it. • The programme should be regularly evaluated using feedback from pupils, parents and carers, teachers and other staff who support pupils, careers advisers and employers to increase its impact.
2. Learning from Career and Labour Market Information	All pupils, parents and carers, teachers and staff who support pupils should have access to good-quality, up-to-date information about future pathways, study options and labour market opportunities. SEND pupils and parents may require different or additional information.	<ul style="list-style-type: none"> • During each Key Stage, all pupils should access and use information about careers, pathways and the labour market to inform their own decisions on study options or next steps. • Parents and carers should be encouraged and supported to access and use information about careers, pathways and the labour market to inform their support for pupils in their care.

<p>3. Addressing the Needs of Each Young Person</p>	<p>Pupils have different careers guidance needs at different stages. Careers programmes should help pupils navigate barriers to career progression. Opportunities should be tailored to the needs of each pupil, including those who are vulnerable, disadvantaged, SEND or absent.</p>	<ul style="list-style-type: none"> • A school's careers programme should actively seek to challenge misconceptions and stereotypical thinking, showcase a diverse range of role models and raise aspirations. • Schools should keep systematic records of the participation of pupils in all aspects of their careers programme, including the individual advice given to each pupil, and any subsequent agreed decisions. • For pupils who change schools during the secondary phase, information about participation and the advice given previously should be integrated into a pupil's records, where this information is made available. • All pupils should have access to these records and use them ahead of any key transition points to support their next steps and career development. • Schools should collect, maintain and use accurate data for each pupil on their aspirations, intended and immediate education, and training or employment destinations to inform personalised support. • Schools should use sustained and longer-term destination data as part of their evaluation process and use alumni to support their careers programme.
<p>4. Linking Curriculum Learning to Careers</p>	<p>All teachers should link curriculum learning with careers. Subject teachers should highlight progression routes and the relevance of their subject knowledge and skills for a wide range of careers.</p>	<ul style="list-style-type: none"> • Every year, in every subject, every pupil should have opportunities to learn how the knowledge and skills developed in that subject helps people to gain entry to, and be more effective workers within, a wide range of careers. • Careers should form part of the school's ongoing staff development programme for teachers and all staff who support pupils.

5. Encounters with Employers and Employees	Every pupil should have multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace.	<ul style="list-style-type: none"> • Every year, from the age of 11, pupils should participate in at least one meaningful encounter with an employer.
6. Experiences of Workplaces	Every pupil should have first-hand experiences of workplaces to help their exploration of career opportunities and expand their networks.	<ul style="list-style-type: none"> • By the age of 16, every pupil should have had meaningful experiences of workplaces. • By the age of 18, every pupil should have had at least one further meaningful experience.
7. Encounters with Further and Higher Education	All pupils should understand the full range of learning opportunities available, including academic, technical and vocational routes, through schools, colleges, ITPs, universities and workplaces.	<ul style="list-style-type: none"> • By the age of 16, every pupil should have had meaningful encounters with providers of the full range of learning opportunities, including sixth forms, colleges, universities and ITPs. • By the age of 18, all pupils considering higher education should have had at least two visits to higher education providers to meet staff and learners.
8. Personal Guidance	Every pupil should have opportunities for guidance meetings with a trained careers adviser, internal or external. Meetings should be available whenever significant study or career choices are being made.	<ul style="list-style-type: none"> • Every pupil should have at least one personal guidance meeting with a careers adviser by age 16, and a further meeting by age 18. • Information about personal guidance support and access should be communicated to pupils and parents/carers, including on the school website.

Appendix 2 Arrangements for Provider Access

Aspect	Details	Schedule
Contact	Careers Leader: Scott Sheldon Tel: 01752 284250 Email: scott.sheldon@utcplymouth.org	Available throughout the academic year by appointment
Opportunities for Access	Providers of technical education, apprenticeships, FE and HE are welcome to contribute to: <ul style="list-style-type: none"> • careers fairs/careers 'pop-ups' • Assemblies • Lunchtime drop-in sessions • Curriculum lessons • PSHE sessions • Parents' Evenings 	Termly schedule of events plus ad-hoc opportunities
Facilities	Appropriate spaces will be provided (classrooms, hall, meeting rooms). ICT and AV resources available on request.	Year-round, as requested and agreed
Materials	Providers may supply prospectuses, course guides, posters, digital materials. These will be made available via the Careers Leader and careers section of the school website.	Continuously available, refreshed termly
Annual Programme	Providers are invited to participate in scheduled events across all year groups: <ul style="list-style-type: none"> • Year 7–8: careers fairs/careers, employer encounters, assemblies • Year 9: Options Evening, employer events, careers adviser presence • Year 10: careers fairs/careers, industry mentoring, University visits, Next Steps South West workshops, Work experience • Year 11: Mock interviews, apprenticeship workshops, Post-16 evening, work experience preparation • Year 12–13: Mock interviews, UCAS application support, Careers talks, 	Autumn: careers fairs/careers 'pop-ups', Post-16 Evening Spring: Mock interviews, apprenticeship workshops Summer: Work experience, university visits

	careers fairs, University preparation planning.	
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