



QUEEN'S CROFT
INSPIRING GREATNESS

QUEEN'S CROFT HIGH SCHOOL

CAREERS EDUCATION, INFORMATION AND GUIDANCE POLICY

Policy Information

Document Title	Careers Education, Information and Guidance Policy
School	Queen's Croft High School
Trust	Primitas Learning Partnership
Policy Lead	Careers Leader
Governing Committee	Local Governing Body
Review Date	May 2027

Introduction

To ensure all our young people gain quality careers education, information, advice and guidance at Queen's Croft High School, the careers experience has been developed in consultation with all stakeholders. The offer is constantly reviewed to provide all students with the ability to make well informed choices about their futures, career choice, training or educational pathways.

Queen's Croft High School complies with its CEIAG responsibilities through an aspirational Careers curriculum (Aspire), Talent and Enrichment programme as well as working closely with the Careers and Enterprise Company.

Queen's Croft High School first gained the Quality in Careers Award in December 2022. It was reassessed on 24 March 2026 and judged to be fully meeting the Standard.

Key Principles

Queen's Croft High School has the following Careers key aims for every student:

Aspire Curriculum	
Goals	Our young people will be confident to move into education, employment, training or alternative post 16 provision when they leave year 11
Readiness	Our young people will gain an insight into the possibilities open to them and be able to make informed decisions about their future
Education	Our young people will identify their skills and strengths through a range of curricular and extra-curricular activities, visits, speakers, work opportunities and experience to match their individual wants and needs
Achievement	Our young people will gain confidence, independence, resilience and develop their communication skills within the local community
Talent	Enterprise, Work Experience, Visitors in school, Visits within the community, Volunteering, Careers events, Working with local employers and educational establishments

Queen's Croft High School is committed to promoting inclusivity and diversity across all aspects of our career's education, information, advice, and guidance.

We ensure that all students, regardless of gender, ethnicity, special educational needs and disabilities, or socio-economic background, have equal access to a broad range of career opportunities.

Our programme actively challenges stereotypes, raises aspirations, and promotes the value of diversity in the workplace.

We strive to provide tailored support and guidance to meet the unique needs of disadvantaged and vulnerable students, empowering them to make informed and ambitious choices about their future pathways.

Statutory Requirements

It is the legal duty of Queen's Croft High School to provide independent careers advice for students from Year 7 onwards.

Queen's Croft High School has a duty to provide a range of opportunities within our career education strategies; E.g. employer, college, university talks and visits, mentoring from internal and external agencies, parent talks and workshop sessions, together with extra-curricular opportunities and work experience.

Queen's Croft High School is encouraged to build links with employers, offer high quality work experience and widen access to advice on options available post-16 such as apprenticeships, internships entrepreneurialism or other vocational routes alongside the more traditional GCSE's and academic routes.

Queen's Croft High School has a duty to work with the Local Authority to identify our most vulnerable young people, including those at risk of being NEET (not participating post-16), and the services that are available to support them.

Queen's Croft High School will also provide information to students about the financial support (Post-16 Bursary) that may be available to help them stay in education post-16.

Queen's Croft High School has a duty to consciously work to prevent all forms of stereotyping in the advice and guidance they provide, to ensure that boys and girls from all backgrounds and diversity groups consider the widest possible range of careers, including those that are often portrayed as primarily for one or other of the sexes.

OFSTED will take careers guidance into account when judging leadership and management. Queen's Croft High School should measure the effectiveness of our careers and inspiration activities by considering both the attainment and the destinations of our students. Queen's Croft works closely with the Careers and Enterprise Company to monitor and evaluate the effectiveness of our Careers programme.

Queen's Croft continually makes students aware of out of school opportunities and encourages the development of entrepreneurial and key skills for their future aspirations.

Queen's Croft High School ensures that careers guidance should occur within all curriculum areas.

Key Responsibilities

These statutory requirements mean that Queen's Croft High School is expected to:

- To comply with the statutory framework
- To provide all information necessary for completion of the September Guarantee and activity report

- To administer the Participation Plans for Year 11 and to pass them on to the Careers and Participation Skills and Employability Team at Staffordshire County Council
- To liaise with the independent careers adviser to ensure that vulnerable students on the Risk of NEET (Not in Education, Employment or Training at post-16) Index (RONI) and Pupil Premium students are identified and supported
- To plan and deliver a comprehensive careers education and guidance programme that inspires and informs students

Gatsby Benchmarks

The eight Gatsby Benchmarks are eight indicators of a school/college's ability to provide students with good preparation for the working world. Queen's Croft aspires to meet all 8 Gatsby Benchmarks.

Benchmark 1 A Stable Careers Programme

Summary

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.

Criteria

- 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.

Benchmark 2 Learning from Career and Labour Market Information

Summary

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. Young people with special educational needs and disabilities (SEND) and their parents and carers may require different or additional information. All pupils will need the support of an informed adviser to make the best use of available information.

Criteria

- 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.

Benchmark 3 Addressing the Needs of Each Young Person

Summary

Pupils have different careers guidance needs at different stages. Careers programmes should help pupils navigate their concerns about any barriers to career progression. In addition, opportunities should be tailored to the needs of each pupil, including any additional needs of vulnerable and disadvantaged pupils, young people with SEND and those who are absent.

Criteria

- 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. Records should begin to be kept from the first point of contact or from the point of transition.
- 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 long-term destination data as part of their evaluation process and use alumni to support their careers programme.

Benchmark 4 Linking Curriculum Learning to Careers

Summary

Every pupil 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 opportunities, including visiting speakers, mentoring and enterprise schemes, and could include pupils' own part-time employment where it exists.

Criteria

- Every year, from the age of 11, pupils should participate in at least one meaningful encounter with an employer.

Benchmark 5 Encounters with Employers and Employees

Summary

Every pupil 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 opportunities, including visiting speakers, mentoring and enterprise schemes, and could include pupils' own part-time employment where it exists.

Criteria

- Every year, from the age of 11, pupils should participate in at least one meaningful encounter with an employer.

Benchmark 6 Experiences of Workplaces

Summary

Every pupil should have first-hand experiences of workplaces to help their exploration of career opportunities and expand their networks.

Criteria

- 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.

Benchmark 7 Encounters with Further and Higher Education

Summary

All pupils should understand the full range of learning opportunities that are available to them, including academic, technical and vocational routes. This should incorporate learning in schools, colleges, independent training providers (ITPs), universities and in the workplace

Criteria

- 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 who are considering applying to higher education should have had at least two visits to higher education providers to meet staff and learners.

Benchmark 8 Personal Guidance

Summary

Every pupil should have opportunities for guidance meetings with a careers adviser, who could be internal (a member of school staff) or external, provided they are trained to an appropriate level. These meetings should be available for all pupils whenever significant study or career choices are being made. They should be expected for all pupils but should be scheduled to meet their individual needs. The careers leader should work closely with the careers adviser, SEND coordinator (SENDCO) and other key staff to ensure personal guidance is effective and embedded in the careers programme.

Criteria

- Every pupil should have at least one personal guidance meeting with a careers adviser by the age of 16, and a further meeting by the age of 18. Meetings should be scheduled in the careers programme to meet the needs of pupils.
- Information about personal guidance support and how to access it should be communicated to pupils and parents and carers, including through the school website.

Baker Clause

The Baker Clause stipulates that all school must allow colleges and training providers access to every pupil in Years 8 to 13 to inform them about approved technical education, qualifications and apprenticeships.

All pupils in years 7-13 are entitled:

- to find out about technical education qualifications and apprenticeships opportunities, as part of a careers programme which provides information on the full range of education and training options available at each transition point;
- to hear from a range of local providers about the opportunities they offer, including technical education and apprenticeships – through options events, assemblies and group discussions and taster events;
- to understand how to make applications for the full range of academic and technical courses. Any provider wishing to request access should contact Jane Bradbury (Assistant Headteacher and Careers Leader) through the school office. This complies with the school's legal obligations under Section 42B of the Education Act 1997

Queen's Croft High School encourages all colleges and training providers access to the students and parents of the school within the Provider Access Policy which can be found on the school website.

CEIAG Provision

The careers education, information and guidance are provided through a wide range of interventions led by Jane Bradbury (Assistant Headteacher).

Careers Leader: Jane Bradbury (Assistant Headteacher). Jane can be contacted through the school office on 01543 227245 or at office@queenscroft.staffs.sch.uk.

As part of this, Queen's Croft provides:

- Careers and Future Skills Questionnaire
- A bespoke Careers curriculum to meet the needs of young people
- A Talent and Enrichment Friday offer to widen student experiences and development of skills
- Careers links within all curriculum subjects
- Career focused assemblies
- Work Experience opportunities in Year 10, Year 11, Year 12, Year 13 and Year 14
- Support for Year 9 students with option / pathway choices
- Mock interviews and applications
- Volunteering and opportunities to work within the local community
- Information and support evenings for parents and carers
- Annual Reviews for all students from Year 7 to Year 14
- Support for students in Year 11 and Year 14 to prepare them for college, apprenticeships, internships, volunteering or other career paths.
- Opportunities to attend Apprenticeship shows, Careers Fairs and college visits
- Vocational support for those most risk of being NEET
- Invitations into school for businesses, parents and alumni to support events

Partnerships

Queen's Croft works with a range of partners to deliver careers provision:

Staffordshire County Council report against the September Guarantee and Annual Activity Survey to the Department for Education.

The September Guarantee requires that all leavers in Year 11 and year 12 receive an offer of learning by the September of the year in which they leave education. The annual Activity Survey shows the situation of year 11 Leavers at the 1st November in the year they leave statutory education.

The September Guarantee is reported from the end of May to the end of October. The Annual Activity Survey is reported at the end of January, for Year 11 leavers from the previous September.

The Careers and Participation Service will request cohort data and offer data from schools to set the September Guarantee cohort. The September Guarantee cohort is fixed at the end of May, and this is the cohort against which the Activity Survey is reported.

School offer data is used to populate the offers of their cohort. Good practise through the Gatsby Benchmarks is for schools to monitor the offer status of their cohorts to ensure that all students have an offer of learning.

The Careers and Participation Service will follow up all young people without an offer of learning and will aim to secure an offer of learning for those young people.

Once we reach September, the Careers and participation Service will contact schools with Sixth Forms and FE Colleges to request enrolment data. This data is used to monitor post 16 participation. Any young person who is not in learning is contacted by the Careers and Participation Service and offered support to enable them to engage in post-16 learning.

To target those young people not in learning, it is important that we are able to quickly identify young people who are in learning, so we can target our resources on contacting those young people who have not started in learning. For this reason, we request enrolment data be provided at the earliest opportunity.

Monitoring, Review and Evaluation

Queen's Croft, work closely with the Careers and Enterprise Company to ensure the best possible outcomes for students are in place and all statutory requirements are in place.

Queen's Croft High School are part of the Stoke on Trent and Staffordshire Careers Hub who provide:

- Provide day-to-day support tailored to your education institution's needs
- Give advice on the careers programme providers, activities and resources that have been proven to work
- Share up-to-date information on the skills local and national employers need
- Liaise with local employers to coordinate work encounters for your students

The Careers and Enterprise Company conduct an Internal Leadership Review every year and a school self-evaluation every term.

The self-review and leadership evaluation highlight the areas for development and what is working well. The internal/external review, staff, student and parent views identify and inform future professional development.

Measuring the Impact of Our Careers Programme

Queen's Croft High School evaluates the impact of its careers programme by looking at what pupils learn and experience, and at where they go when they leave. We use the following evidence.

- **Destinations and NEET data:** We record the destination of every Year 11 and post 16 leaver and share this with Staffordshire County Council to monitor September Guarantee offers and actual leaver destinations. We also monitor retention after pupils move on. In both summer 2025 and summer 2026, 0% of our leavers were NEET. Our destinations are published on the Destinations page of our website.
- **Career related learning outcomes:** Careers learning is assessed through Evidence for Learning, which links pupils' progress to their EHCP outcomes. Pupils also record their encounters and learning in their own Learning Journals, which show progression year on year.
- **Gatsby Benchmarks:** We use Compass+ to map encounters and experiences against the Gatsby Benchmarks and to track progress over time.
- **Pupil, parent, and carer feedback:** We gather views through Future Skills questionnaires, Learning Journal feedback, annual reviews, and parent and carer feedback.
- **External review:** Our careers programme was assessed against the Quality in Careers Standard on 24 March 2026 and judged to be fully meeting the Standard in all eight areas, with no actions required. Pupils and parents who took part in the review were positive about the programme.

How we use this evidence

The Careers Leader meets fortnightly with the Senior Leadership Team to review progress. Destination and retention data is analysed to identify areas for development, which are recorded in the School Improvement Plan. The careers section of the School Improvement Plan is reviewed half termly by the Senior Leadership Team and the governing body, and termly by the Trust. Governors receive a Careers and Personal Development report each term, and the link governor meets regularly with the school to evaluate the impact of current initiatives.

Current priorities

Following the Quality in Careers Standard assessment in March 2026, our priorities include:

- offering more meaningful employer encounters, and encounters with further and higher education providers, to Year 7 and Year 8 pupils
- linking opportunity providers to Key Stages of learning
- continuing to develop work experience assessment so that it is recorded in Evidence for Learning
- strengthening engagement with parents and carers, including families who travel from outside the local area

June 2025	Document created in line with DfE guidance.
	Next Review: May 2027