

# The Ellesmere Port C of E College



## Careers Guidance Policy

### Policy Information:

Date prepared	Autumn 2025
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Review Date	Autumn 2026

### Approved by Chair of Governors:

### Approved by Principal:

Cath Green

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## Aims

This policy aims to set out our school's provision of impartial and informed careers guidance for our pupils. This includes the ways in which pupils, parents, teachers and employers can access information about our careers programme.

**High-quality careers guidance is important for our pupils' futures, and our provision aims to:**

- Help pupils prepare for the workplace, by building self-development and career management skills
- Provide experience and a clear understanding of the working world
- Develop pupils' awareness of the variety of education, training and careers opportunities available to them
- Help pupils to understand routes to careers that they're interested in, and to make informed choices about their next step in education or training
- Promote a culture of high aspirations and equality of opportunity

## Statutory requirements

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

**This guidance refers to:**

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

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 [www.epcollege.org/policies-procedures](http://www.epcollege.org/policies-procedures)

**This policy is also in line with the Education (Careers Guidance in Schools) Act 2022. This came into force on 1 September 2023, and amended the existing duty in The Education Act 1997, so that:**

- Our school must now secure independent careers guidance from Year 7
- As an academy in England, we're now required to provide and publish careers guidance

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.

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

We also act in line with our statutory duty under the Provider Access Legislation, 'Baker Clause', to be impartial and not show bias towards any route, be that academic or technical. 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 [www.epcollege.org/policies-procedures](http://www.epcollege.org/policies-procedures)

These encounters are mandatory and there will be a minimum of two encounters for pupils during the 'first key phase' (year 8 to 9) and two encounters for pupils during the 'second key phase' (year 10 to 11). For pupils in the 'third key phase' (year 12 to 13), particularly those that have not yet decided on their next steps, there are two more provider encounters available during this period, which are optional for pupils to attend.

## Roles and responsibilities

### Careers leader

Our careers leader is Liz Connolly (Director of Standards) who is a member of the senior leadership team, and they can be contacted by phoning 0151 350 6000 or emailing [LConnolly@epcollege.org](mailto:LConnolly@epcollege.org). Our KS5 Learning Coach has a responsibility for careers also [apitt@epcollege.org](mailto:apitt@epcollege.org)

- Take responsibility for developing, running and reporting on the school's career programme
- Plan and manage careers activities
- Manage the budget for the careers programme
- Support teachers to build careers education and guidance into subjects across the curriculum
- Establish and develop links with employers, education and training providers, and careers organisations
- Work closely with relevant staff, including our special educational needs co-ordinator (SENDCO) and careers adviser, to identify the guidance needs of all of our pupils 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 to:
  - Make sure they know which pupils are in care or are care leavers
  - Understand their additional support needs
  - Make sure that, for LAC, their personal education plan can help inform careers advice
- Review our school's provider access policy statement at least annually, in agreement with our governing board

### Senior leadership team (SLT)

Our SLT will:

- Support the careers programme
- Support the careers leader in developing their strategic careers plan
- Make sure our school's careers leader is allocated sufficient time, and has the appropriate training, to perform their duties to a high standard
- Allow training providers access to talk to pupils in years 7 to 13 about technical education qualifications and apprenticeships, and set out arrangements for this in our school's provider access policy statement
- Network with employers, education and training providers, and other careers organisations

### The governing body

The governing board will:

- Provide clear advice and guidance on which the school can base a strategic careers plan which meets legal and contractual requirements
- Appoint a member of the governing board who will take a strategic interest in careers education and encourage employer engagement

- Make sure independent careers guidance is provided to all pupils throughout their secondary education (11- to 18-year-olds) and that the information is presented impartially, includes a range of educational or training options and promotes the best interests of pupils
- Make sure that a range of education and training providers can access pupils in years 7 to 13 to inform them of approved technical education qualifications and apprenticeships
- Make sure that details of our school's careers programme and the name of the career's leader are published on the school's website
- Make sure that arrangements are in place for the school to meet the legal requirements of the Provider Access Legislation, 'Baker Clause', including that the school has published a provider access policy statement

## Our careers programme

Our school has an embedded careers programme that aims to inform and encourage pupils to consider their career options and take steps to understand their choices and pathways. We provide statutory independent careers guidance to pupils from year 7 onwards.

Our programme has been developed to meet the expectations outlined in the **Gatsby Benchmarks**:

1. A stable careers programme with a career's leader
2. Learning from career and labour market information
3. Addressing the needs of each pupil
4. Linking curriculum learning to careers
5. Encounters with employers and employees
6. Experience of workplaces
7. Encounters with further and higher education
8. Personal guidance

Our programme doesn't show bias towards any particular career path and promotes a full range of technical and academic options for pupils.

It is structured in a way that builds upon previous years, and the overarching aim is divided between the Stages within the BE MORE curriculum so that pupils are encouraged to think appropriately about their future. We provide aims, objectives and activities for each year group.

**Our careers programme is delivered through a number of methods, including:**

- A sequenced, age-appropriate curriculum from Year 7 to 13. (See Appendix 1)
- One hour timetabled lesson Year 7 to 13 each Learning Programme within PSHE, tutor-led discussion, displays, events, guest speakers, visits, experience of the world of work (Year 10), work experience Year 12, 1 to 1 interviews Year 9 to 12.

Raising aspirations is extremely important to us and we aim to develop the understanding that learning (and the experiences that take place within and around this learning) are the route to enhanced opportunities. The mission of our College is such that all are encouraged to develop the virtues and skills which will lead to choice filled lives.

**We aim to deliver a high-quality education that will ensure that all children gain the social capital that enables them to have:**

- unlimited ideas and dreams
- a vision of what they want to achieve in life and how to achieve it
- a strong sense of duty, responsibility and service
- care and compassion towards each other and an understanding of themselves
- choice filled lives and a zest for life

## Pupils with special educational needs or disabilities (SEND)

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.

Our careers leader may, as appropriate, invite adults with disabilities to visit and share their experience and advice.

No information will be given to pupils without SEND that is not also offered to our pupils with SEND.

## Access to our careers programme information

A summary of our school's careers programme is published on our school website <https://epcollege.org/epc-careers/> including details of how pupils, parents, teachers and employers can access information about the careers programme.

Pupils, parents, teachers and employers can request any additional information about the careers programme by contacting Liz Connolly [lconnolly@epcollege.org](mailto:lconnolly@epcollege.org) or Anthony Pitt [apitt@epcollege.org](mailto:apitt@epcollege.org)

## Assessing the impact on pupils

Our career programme is designed so pupils can give feedback, and their progress measured as they move through the Key Stages. We measure and assess the impact of the programme's initiatives by:

- surveys; leavers' information; feedback from pupils, parents, teachers and employers; evaluations, student council

## Monitoring and review

This policy, the information included, and its implementation will be monitored by the governing body and reviewed annually.

## Links to other policies

This policy links to the following policies:

- [Child Protection and Safeguarding Policy](#)
- [Provider Access Careers Procedures](#)
- [Careers Information \(Year Group\)](#)
- [Equality and Diversity](#)

# Appendix 1

## Providing an exceptional provision securing the Gatsby Benchmarks for all students (2024-2025)

At EPC, we are committed to providing the highest quality information, advice, guidance and inspiring opportunities to all students in order to ensure they are fully supported and empowered to shape their future careers. As part of this, we are proud to be able to meet the national Gatsby careers benchmarks, and this document outlines our whole-school provision. Our careers programme sits within our 'Be More Curriculum'.

Gatsby Benchmarks								
1. A stable careers programme	Every school and college should have an embedded programme of career education and guidance that is known and understood by pupils, parents, teachers and employers.	EPC is committed to securing the best possible opportunities for all students to be informed and empowered to shape their own career pathways. This provision is underpinned by a strong careers team including the Senior leader responsible for careers, Liz Connolly. The work of the team is supported by the Heads of Learning and the schools dedicated Careers Governor, Mike Maynell. The programme is evaluated through feedback from students, families, teachers and employers.						
2. Learning from careers and labour market information	Every pupil, and their parents, should have access to good-quality information about future study options and labour market opportunities. They will need the support of an informed adviser to make best use of available information.	All students are provided with a dedicated careers opportunity at least once per year. Through meeting representatives from colleges, universities, apprenticeship providers and employers, students build their knowledge of the careers and labour market. Students are encouraged to carry out their own research on career pathways, and this is recorded through Synergy, the school's careers platform. Sessions in PSHE are designed to support students to learn about careers and labour market information. In Sixth form, students are provided with up-to-date opportunities in the local area and virtual opportunities. Labour Market information is accessible on the website, and the link is texted with each update to parents.						
		Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
		Inspirational Learning Group. Oct 2024.  PSHE lessons (see below).	Inspirational Learning Group. Oct 2024.  PSHE lessons (see below).  NHS Apprenticeship Assembly. Jan 2025.	GCSE Information Evening. Feb 2024  PSHE lessons (see below).  NHS Apprenticeship	Ellesmere Port Careers Fair. Sept 2024.  Bank of America Mentoring Programme. Nov 2024-Jan 2025.	PSHE lessons (see below).  Assembly from Army. Oct 2024.  1-2-1 guidance with careers advisor.  NEET Meetings with YPS. Ongoing.	PSHE lessons (see below).  Assembly from Army. Oct 2024.  1-2-1 guidance with careers advisor.  NHS Apprenticeship	Ellesmere Port Careers Fair. Sept 2024.  PSHE lessons (see below).  Assembly from Army. Oct 2024.  NHS Apprenticeship

				Assembly. Jan 2025.  TTE Apprenticeship Assembly. Jan 2025.	PSHE lessons (see below).  1-2-1 guidance with careers advisor.  NHS Apprenticeship Assembly. Jan 2025.  Cyber Choices session North West Organised Crime Unit		Assembly. Jan 2024.  TTE Apprenticeship Assembly. Jan 2024.	Assembly. Jan 2025.  TTE Apprenticeship Assembly. Jan 2024.
3. Addressing the needs of each student	Pupils have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each pupil. A school's careers programme should embed equality and diversity considerations throughout.	Through 1-2-1 guidance interviews with students (once a year in year 10-12) and with the support of outside agencies we ensure that students have access to the independent information, advice and guidance. This is provided through access to the library where there are resources aimed at careers both generally and also more specifically linked to subject areas. In addition to the range of careers events listed for all students, we provide specific support and events for targeted groups. Students with SEND are supported through the SEND department in guidance and support meetings and also further supported through additional personal guidance sessions. Students identified as high ability are provided with opportunities to meet representatives from Oxbridge. All students have access to Synergy which records their engagement with the school's career programme and all careers research they have undertaken. The UCAS personal statement and subject reference process is also conducted through this platform, leading to clear integration of information sources and personalised planning for future destinations.						
		Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
		PSHE lessons (see below).	PSHE lessons (see below).	1-2-1 interview with senior member of staff about post-14 options.  GCSE Information Evening. Feb 2025. PSHE lessons (see below).	1-2-1 guidance with careers advisor.  Bank of America Mentoring Programme. Nov 2024-Jan 2025.  PSHE lessons (see below).	1-2-1 guidance with careers advisor.  NEET Meetings with YPS. Ongoing.  1-2-1 interview with senior member of staff about post-16 options.	1-2-1 guidance with careers advisor.  PSHE lessons (see below).	Apprenticeship Fair. Jan 2024.  PSHE lessons (see below).

					Secondary College Experience: CCSW. OCT 24	PSHE lessons (see below).		
4. Linking careers learning to the wider curriculum	All teachers should link curriculum learning with careers. For example, STEM subject teachers should highlight the relevance of STEM subjects for a wide range of career pathways.	We are committed to providing students with opportunities to develop their knowledge of careers through the school's curriculum. This is embedded within all subjects. In addition, across the school, there are displays in curriculum areas to promote relevant careers.						
		<b>Year 7</b>	<b>Year 8</b>	<b>Year 9</b>	<b>Year 10</b>	<b>Year 11</b>	<b>Year 12</b>	<b>Year 13</b>
		PSHE lessons (see below).  Apprenticeship Week 10 <sup>th</sup> Feb – subject specific curriculum information  Inspirational Learning Group. Oct 2024.	Airbus STEM Event. Oct 2024.  PSHE lessons (see below).  Apprenticeship Week 10 <sup>th</sup> Feb – subject specific curriculum information  Inspirational Learning Group. Oct 2024.	PSHE lessons (see below).  Apprenticeship Week 10 <sup>th</sup> Feb – subject specific curriculum information	Bank of America Mentoring Programme. Nov 2024-Jan 2025.  PSHE lessons (see below).  Apprenticeship Week 10 <sup>th</sup> Feb – subject specific curriculum information	PSHE lessons (see below).  Apprenticeship Week 10 <sup>th</sup> Feb – subject specific curriculum information	PSHE lessons (see below).  Apprenticeship Week 10 <sup>th</sup> Feb – subject specific curriculum information	PSHE lessons (see below).  Apprenticeship Week 10 <sup>th</sup> Feb – subject specific curriculum information
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. This can be through a range of enrichment activities including visiting speakers, mentoring and enterprise schemes.	Each year group has high quality opportunities to engage with employers as outlined below:						
		<b>Year 7</b>	<b>Year 8</b>	<b>Year 9</b>	<b>Year 10</b>	<b>Year 11</b>	<b>Year 12</b>	<b>Year 13</b>
		Inspirational Learning Group. Oct 2025.	Inspirational Learning Group. Oct 2025.  NHS Apprenticeship Assembly. Jan 2025.	NHS Apprenticeship Assembly. Jan 2025.  TTE Apprenticeship	Virtual careers talk from NW regional organised crime unit. Jan 2025.  Bank of America Mentoring Programme.	NHS Allied Health Professionals Careers discovery session.	Assembly from Army. Oct 2025.  NHS Apprenticeship Assembly. Jan 2026.  TTE Apprenticeship	Apprenticeship Fair. OCT 25.  Assembly from Army. Oct 2025.  NHS Apprenticeship

				Assembly. Jan 2026.	Nov 2025-Jan 2026.  NHS Apprenticeship Assembly. Jan 2026.  NHS Allied Health Professionals Careers discovery session.		Assembly. Jan 2026.  NHS Allied Health Professionals Careers discovery session.	Assembly. Jan 2026.  TTE Apprenticeship Assembly. Jan 2025.  NHS Allied Health Professionals Careers discovery session.
6. Experience of workplaces	Every pupil should have first-hand experiences of the workplace through work visits, work shadowing and/or work experience to help their exploration of career opportunities and expand their networks.	Experience of the workplace is carried out in Year 10, and Work Experience Week takes place in Year 12.						
		Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
		N/A	N/A	N/A	Experience of the workplace day in Experience week. 2026  Bank of America Mentoring Programme. Nov 2025-Jan 2026.	N/A	Work Experience Week. June 2026.	N/A
7. Encounters with further and higher education providers	All pupils/learners should understand the full range of learning opportunities that are available to them. This includes	We provide students with a range of opportunities to meet further and higher education providers. Students attend local careers fairs which gives them the opportunity to discuss their post 16 and post 18 options. Careers week in Year 12 gives students the opportunity to visit Edge Hill University. Students in Year 12 also attend the UK University and Apprenticeship Search Event annually.						
		Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13

	both academic and technical and vocational routes and learning in schools, colleges, universities and in the workplace.	Visit from Fitz-William College Cambridge JAN 26	University Visit. TBC  Visit from Fitz-William College Cambridge JAN 26	NHS Apprenticeship Assembly. Jan 2026.  University Visit. TBC	Ellesmere Port Careers Fair Trip. OCT 2026.  NHS Apprenticeship Assembly. Jan 2026.  TTE Apprenticeship Assembly. Jan 2026.  Secondary College Experience: CCSW. July 2026.		Visit to Edge Hill University. June 2026.  UK University and Apprenticeship Search Event Trip. April 2026.  Oxbridge talk. Feb 2026.  NHS Apprenticeship Assembly. Jan 2026.  TTE Apprenticeship Assembly. Jan 2026.	NHS Apprenticeship Assembly. Jan 2026.  TTE Apprenticeship Assembly. Jan 2026.
8. Personal guidance	Every pupil should have opportunities for guidance interviews with a career's adviser, who could be internal (a member of school staff) or external, provided they are trained to an appropriate level. These should be available whenever significant study or career choices are being made. They should be expected for all pupils but should be timed to	All students from Year 10 onwards, have the opportunity to receive 1-2-1 guidance from an independent career advisor. Students at risk of becoming NEET in the future meet 1-2-1 with a mentor through the 'Journey First' programme funded by Cheshire West County Council. The Synergy platform support students to independently research their own career pathway and to stay informed of current developments and opportunities. Students also are able to attend live webinars through Synergy on a variety of career topics.						
		<b>Year 7</b>	<b>Year 8</b>	<b>Year 9</b>	<b>Year 10</b>	<b>Year 11</b>	<b>Year 12</b>	<b>Year 13</b>
				1-2-1 interview with senior member of staff about post-14 options	1-2-1 guidance with careers advisor - MPloy	1-2-1 guidance with careers advisor - MPloy  1-2-1 interview with senior member of staff about post-16 options  NEET Meetings with YPS. Ongoing.	1-2-1 guidance with careers advisor - MPloy  1-2-1 guidance with 6 <sup>th</sup> form staff for HE  1-2-1 guidance with Learning Coach for apprenticeship applications	1-2-1 guidance with 6 <sup>th</sup> form staff for HE  1-2-1 guidance with API for apprenticeship applications

	meet their individual needs.							
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## PSHE Career Focused Lessons

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
<b>LP1</b>	<p>Pupils will know what a career is and the things that are important to choosing a career. They will know about the Synergy and will be able to access information on a wide range of careers. (GB: 2, 3, 4) Pupils will know what skills are relevant within the context of careers. They will know how to them apply these skills to themselves. (GB: 3, 4)</p>	<p>Pupils will know how to explore their aspirations and motivational factors. They will know how to explore their concept of success.</p>	<p>Pupils will know the attributes of good leadership. They will be able to evaluate themselves against the attributes identified.</p>	<p>Pupils will research and record their findings; logging details of companies they wish to pursue a placement with.</p>	<p>Pupils will know how to explore post 16 choices.</p>	<p>Pupils will know how to engage with Synergy and use it to support their career pathways. They will complete an external careers interview.</p>	<p>Pupils will understand how they can curate their online presence to represent them best in the workplace. They will be aware of the potential risks of using social media and how to avoid them.</p>
<b>LP2</b>	<p>Pupils will know what skills are relevant within the context of careers using Synergy. They will know how to them apply these skills to themselves. (GB: 3, 4)</p>	<p>Pupils will know what skills are relevant within the context of careers. They will know how to them apply these skills to themselves.</p>	<p>Pupils will know how competencies apply to their own skill sets and why it is important to record their findings. Careers advice during Year 9 Information Evening with LMI focus.</p>	<p>Ellesmere Port Careers Fair Pre Work</p> <p>Pupils have confidence in approaching prospective work experience employers over the phone and over email!</p>	<p>Pupils will know what BTECs are and the various levels / subjects available post 16.</p>	<p>Pupils will know how to engage with Synergy and use it to support their career pathways. They will complete an external careers interview. Pupils will know what the Mploy self-placement form is and how to fill it in.</p>	<p>Pupils will know how to explore and locate course information for Uni, College, Apprenticeships, T levels and the world of work. They will know how to complete a personal statement and make informed choices. Pupils will know how to work with Alta Higher in order to support their application process.</p>

<b>LP3</b>	Pupils will know how to explore some careers that are of interest to them using the Holland Codes.	Pupils will know how to use the careers library to explore a range of careers that interest them.	Pupils will know how to explore specific subject areas that interest them and record their findings.	Pupils will know the process for contacting employers positively and confidently and the skills required to do so.	Pupils will know how to use potential careers, degree subjects, and interests that will help them to identify A-Level options.	Pupils will know a range of courses that are available to them. They will understand what UCAS is. Pupils will know how to approach places of employment to seek their work experience position.	They will know how to prepare for interviews.
<b>LP4</b>	Pupils will know how to use Synergy to record the activities they take part in. They will know that this act of recording is important in their careers journey within the college.	Pupils will know how to use Synergy to record the activities they take part in. They will know that this act of recording is important in their careers journey within the college.	Pupils will know what self-care means and how to incorporate this into their routines.	Pupils will know how to use the search engine to explore a range of jobs, salaries and range of qualifications needed.	Pupils will know how to gain information about apprenticeships and T levels.	Pupils will know when to complete their Mploy self-placement form and return to LCO. Pupils will know to review the courses they have looked at so far, refine their ideas and log on Synergy.	Pupils will know how to keep motivated in examination contexts to help them achieve the career choices.
<b>LP5</b>	Pupils will know how to explore their concept of a “dream job” and the significance of high aspirations from year 7.	Pupils will know what skills and competencies are and how they can apply them to themselves. They will know how to record them on the Synergy platform.		Pupils will know the skills required to contribute as a team. They will know the roles and skills needed to successfully collaborate positively.	Pupils will know how to record their destinations post 16.	Pupils will know how to use Mploy planning to finalise their work experience placements.	Pupils will know how to seek guidance and support on results day.