

POLICY / PROCEDURE / ACADEMY DOCUMENT:	Careers and Transition Policy	
POLICY REF:	S-CTP-001	
POLICY STATUS:	Recommended	Statutory
THIS VERSION APPROVED (DATE):	Date 2026	
SIGNED: (CHAIR OF MEETING)		
MINUTED (DATE):	9th February 2026	
REVIEW DATE:	January 2027	
COMMITTEE:	Standards Committee	
RESPONSIBLE OFFICER:	Headteacher	

Contents

1. Introduction and Rationale.....	3
2. Statutory Requirements	3
3. Careers and Transition Provision at The Ashley School Academy Trust.....	4
Strategic Aim	4
Entitlement.....	5
Pupil Offer.....	5
4. EHCP Reviews	5
5. Organisation, management and staffing	5
6. Outcomes: monitoring, review and evaluation.....	6
Appendix 1 Definition of terms used in this policy.....	7

1. Introduction and Rationale

The provision of a well-structured and progressive Careers and Transition programme makes a major contribution in preparing young people for the opportunities, responsibilities and experiences of life, in order to help them make a successful transition to adulthood.

High quality provision should include the following elements:

- A planned progressive programme of career, enterprise and employability education from age 11 onwards that is firmly embedded in the curriculum and link with curriculum learning
- Access to good quality information about future study options and labour market opportunities for pupils and parents/carers
- Opportunities for advice and support tailored to the needs of each pupil
- Every pupil should have multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace along with first-hand experiences of the workplace through work visits, work shadowing and/or work experience
- Opportunities for pupils and parents to understand the full range of learning opportunities and pathways, including academic and vocational routes and learning in schools, colleges, universities and in the workplace
- Professional career guidance opportunities especially at key transition points. Pupils will receive independent guidance at least once a year from years 10 - 11

The purpose of this policy is to explain how the Ashley School Academy Trust prepares pupils for transition to Further Education, training (apprenticeships) and the world of work.

2. Statutory Requirements

Schools are required to ensure that there is an opportunity for a range of education and training providers to access pupils in years 7 – 11 for the purposes of informing them about approved technical education, qualifications or apprenticeships. Schools must also have a policy statement that outlines the circumstances in which education and training providers will be given access to these pupils. *This can be found on our website in the careers section.*

More information can be found in the [Government Statutory Guidance for Schools](#)

In addition, good careers and transition provision should support the wider agendas of attainment, achievement and participation in learning, widening horizons and challenging stereotypes, and follow closely the Gatsby Benchmarks for Good Career Guidance as recommended by the Department for Education.

1. A Stable Careers Programme
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. Experiences of workplaces
7. Encounters with further and higher education
8. Personal careers guidance

The Ashley School Academy Trust Careers Programme illustrates how the school follows the Gatsby Charitable Foundation's Benchmarks to develop and improve the careers and transition provision.

This can be found on our website in the careers section.

3. Careers and Transition Provision at The Ashley School Academy Trust

Strategic Aim

Our strategic aim is to provide a personalised approach to careers education that inspires every pupil to achieve their best possible outcomes. We will do this by:

- Helping pupils to understand themselves and develop their own skills and abilities
- Encouraging pupils to investigate careers and career opportunities
- Supporting pupils to formulate and implement their own career plans
- Meeting pupils' entitlement to careers guidance as set out in 'Careers guidance and access for education and training providers - Statutory guidance for schools and guidance for further education colleges and sixth form colleges January 2023, Updated 8 May 2025'
- Providing information in a format that is accessible to pupils and their families/carers
- Supporting pupils to develop the skills, understanding and knowledge that enables them to fully and actively participate in the adult world
- Providing impartial advice and guidance to pupils and their families/carers
- Informing and responding to pupils' needs as identified in the annual review process.

- Preparing pupils for the transition to college or training provider after The Ashley School

Entitlement

The Careers Programme is co-ordinated by Miss Clare Hinchliffe (Careers and Transition Support Worker) and delivered through bespoke sessions from employers, visits to work places, supported work experience and transition to colleges and training providers.

In addition, subjects such as PSHE, Citizenship and Vocational Learning give pupils the opportunity to learn about careers and work and develop many of the personal characteristics such as social and communication skills, that will equip pupils for their future lives beyond school.

Pupil Offer

Pupils are offered the following:

- 2 College/Apprenticeship Provider contacts in Key Stage 3 and in Key stage 4
- 1 Employer encounter in school and/or out of school per Key Stage
- One-to-one Careers interview with Level 6 qualified Careers Adviser in Years 10 and 11
- Work experience in Year 10 and Year 11 where suitable, including provision on site
- Involvement in Local Authority and Community activities wherever possible
- Support with making applications to the full range of Further Education and training opportunities in Year 11

4. EHCP Reviews

As part of each pupil's annual review their future aspirations will be discussed and the support network surrounding the young person will endeavour to offer careers guidance in line with this. A representative from the transitioning College/training provider will participate in the Year 11 review meeting wherever possible.

Transition planning is part of the EHCP Review Process from Year 9.

5. Organisation, management and staffing

Careers and Transition Leader: Clare Hinchliffe

Enterprise Co-ordinator: Ashley Cooper

Careers Adviser: Clare Hinchliffe

This is reported to the relevant governing body / trustees committee (presently *Standards Committee*)

6. Outcomes: monitoring, review and evaluation

Careers provision is reviewed and evaluated once a term using the Compass Report. Careers activities are regularly monitored through the use of surveys, focus groups and feedback from employers, pupils and parents. In Year 11 we monitor destinations data to ensure every student is in education or training post 16.

Approval and review

Approved 9th February 2026 by the Local Governing Body

Next review: January 2027

This is reported to the linked Governor for Careers and Transition annually and the chair of the Standards Committee.

Appendix 1 Definition of terms used in this policy

Government Definition

“Careers guidance refers to services and activities, intended to assist individuals of any age and at any point throughout their lives, to make education, training and occupational choices and to manage their careers. The activities may take place on an individual or group basis and may be face-to-face or at a distance (including help lines and web-based services). They include careers information provision, assessment and self-assessment tools, counselling interviews, careers education programmes, taster programmes, work search programmes and transition services.”

(Department of Education. *Statutory Guidance: The duty to secure independent and impartial careers guidance for young people in schools:* March 2015)

For purposes of planning a service, it might still be helpful to think of provision in these areas.

Careers Education - planned progressive provision by learning providers for all young people that enables them to learn about careers, learning and work so that they can manage their development, make life choices and decisions that will benefit their own personal and economic well being.

Employer Encounters – opportunities and experiences for learners to develop knowledge and understanding

of work and enterprise, to develop skills for enterprise and employability and to learn through direct experiences of work and enterprise. This could be through employer visits to schools, careers fairs, employer mentoring, business and enterprise competitions that generally take place on the school premises.

Experiences of the Workplace -opportunities and experiences for learners to develop knowledge and understanding of work and enterprise, to develop skills for enterprise and employability and to learn through direct experiences of work and enterprise outside the school environment. This could include work experience, work shadowing, visits to employer premises.

Enterprise - means more than just the ability to become an entrepreneur or being self-employed. It is that quality that gives an individual a positive outlook and to be able to look for opportunities and is a valuable attribute for the whole of life.

Employability - is about understanding and developing the skills that employers look for in potential employees as well as the tools and techniques to secure and keep a job.

Specialist Careers Guidance – a personalised service, delivered by a specialist and qualified careers guidance practitioner that assists young people make educational, training and occupational choices and manage their careers. This would usually be in a 1:1 interview but may take place in small groups.

Information, Advice and Guidance (IAG)

IAG can be delivered by a number of people in and out of the school/college environment – for example;- careers co-ordinators, tutors, teachers, mentors, external visitors or agencies and employers. Some of these people may be trained, whilst others may not

Independent is defined as external to the school. External sources of careers guidance and inspiration could include employer visits, mentoring, website, telephone and helpline access. Taken together, these external sources could include information on the range of education and training options, including apprenticeships.

Impartial is defined as showing no bias or favouritism towards a particular education or work option.