TOWERS SCHOOL

AND SIXTH FORM CENTRE

CAREERS EDUCATION, INFORMATION, ADVICE AND GUIDANCE POLICY

Last Reviewed: May 2026

Next Review: May 2027

Leadership Responsibility: Careers Lead**:** Kevin Murray

Approved By: Principal

Audit Log		
Section of policy	**Update**	**Date**
All	None	May 2026

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This policy aims to set out our school's provision of impartial and informed careers guidance for all our learners.

This includes the ways in which learners, parents, teachers and employers can access information about our Careers Programme.

1. **Setting Vision & Intent**

We are committed to implementing a careers programme that:

- Raises students' aspirations and broadens their horizons.
- Inspires and empowers students to make informed, realistic decisions at key transition points in learning and work.
- Provides good quality independent and impartial careers advice to students which inspires and motivates them to fulfil their potential.
- Provides impartial advice and guidance which is in the best interests of the students.
- Develops enterprise and employability skills including skills for self-employment.
- Supports inclusion, challenges stereotyping and promotes equality of opportunity.
- Provides opportunities to work in partnership with employers, training providers, local colleges, universities and others.
- Inspires students through real-life contact with the world of work.
- Ensures that students are equipped with the skills and knowledge to investigate, research and enter their chosen professions.
- Supports students in making well-informed decisions by providing access to differentiated, impartial and independent information and guidance about the range of options (including academic, vocational, apprenticeships) that is most likely to help them achieve their ambitions.
- Helps students with decisions at crucial stages, informing them of all their options and introducing and preparing them to the world of work, whichever pathway they choose.

2. Statutory Requirements

This policy is based on the Department for Education's (DfE's) Statutory guidance:
Careers guidance and access for education and training providers updated 8th May 2025

This guidance refers to:

- The Education Act 1997, Sections 42A, 42B, 45 and 45A
- The Education and Skills Act 2008, section 72
- The School Information (England) Regulations 2008, schedule 4 (15)

This policy is also in line with the 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 and apprenticeships to all learners in years 8 to 13, acting impartially and not showing bias towards any route. For more detail on these encounters, see our Provider Access Legislation Policy - https://www.towers.kent.sch.uk/docs/Policies/2024_Provider_Access_Policy.pdf

As a maintained school/academy in England we must have regard to the Statutory Guidance when carrying out our duty to ensure that a range of providers are able to access and inform our pupils about technical education and apprenticeships.

This policy accepts the 8 Gatsby Charitable Foundation's benchmarks (updated and published Nov 2024) as set out in the DfE guidance. They can be seen in Appendix 1 of this policy.

Definition - 'Careers guidance' covers the full range of activity delivered under the 8 Gatsby Benchmarks.

3. Roles and Responsibilities

Management and delivery

We have a whole school approach to careers with all staff supporting the delivery of careers through the pastoral system and within curriculum areas. We have a designated Careers Team led by our Careers Leader Mr Kevin Murray who manages, coordinates and monitors the delivery of the School's Careers Plan:

Mike Chapman	SLT responsible for Careers	m.chapman@towers.school 01233 634171
Kevin Murray	Careers Leader	k.murray@towers.school 01233 634171 ext 243
Vickie Elson	Careers Advisor	v.elson@towers.school 01233 634171 ext 267
Charlotte Harrison	Careers Administrator	c.harrison@towers.school 01233 634171 ext 265
Suzy Carter	6th Form Personal Development Lead	s.carter@towers.school 01233 623171
Katie Taylor-White	Director of 6th Form	k.taylor@towers.school 01233 634171
Caroline Ross	Trustee Responsible for Careers	c/o reception@towers.school

3.1 School Responsibilities:

The school has a series of statutory duties:

- All registered pupils at the school must receive careers guidance in Years 7 to 13.
- This careers guidance must be represented in an impartial manner, showing no bias towards a particular institution, education or work option. This advice must cover a range of education or training options. This guidance must be in the best interests of the pupil.
- Schools are required to publish (a) the name, email address and telephone number of the school's careers leader; (b) a summary of the careers programme including details as to how pupils, parents, staff and employers may access information regarding the careers programme; (c) how the school measures and assesses the impact of the careers programme on pupils; (d) the date of the school's next review of the information.
- There must be opportunities for education and training providers to access pupils in Year 8 – Year 13 in order to inform them about approved technical qualifications and apprenticeships. Cf. Section 6 of this policy. The school must have a clear policy setting out the manner in which providers will be given access to pupils. Cf. Section 6 and Appendix 2. This policy and these arrangements must be published on the schools website.
- The school will base its Careers Programme around the Gatsby Benchmarks. A summary of these can be seen in Appendix 1, and they cross reference with the objectives of this policy.
- The school will regularly measure and analyse its CEIAG offer to inform evaluation, reporting and continuous improvement of the careers provision.
- Where learners have EHCPs, their annual reviews from Year 9 onwards must include a focus on preparing for adulthood, including employment.
- The school should keep parents and carers informed at key decision points, help them understand the importance of their role, and ensure their diverse needs are considered throughout the learner's journey. See Appendix 3.
- Ensure all learners gain meaningful workplace experiences to explore career options and build networks — at least one by age 16 and another by age 18.

3.2 Careers Leader

Our Careers Leader is/will be appropriately trained to develop and direct the Careers Programme in line with the Gatsby Benchmarks. Ongoing CPD to support the continuous development of the Careers Leader is accessed through the CEC Academy.

Our Careers Leader will:

- embed a programme of careers education and guidance, structured around the eight Gatsby Benchmarks, that is known and understood by learners, parents and carers, staff, those in governance roles, employers and other agencies. This information will be available on the school website
- ensure that careers education is embedded within the institution's ongoing staff development programme, including training for teachers, subject staff, and all staff who support learners
- support teaching staff to highlight the progression routes for their subject and the relevance of the knowledge and skills developed in their subject for a wide range of career pathways and future career paths
- plan and manage the Careers Learning Journey and ensure it is progressive and responsive to leaner need
- plan and manage a strategy for how to engage with parents and carers throughout the Careers Learning Journey
- take responsibility for the leading, managing, co-ordinating and networking to develop the Careers Programme
- establish and develop links with employers, learning providers and careers organisations
- work closely with relevant staff, including our special educational needs co-ordinator (SENCO) and Careers Adviser, to identify the guidance needs of all 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 staff member for looked-after children (LAC) and previously LAC and put in place personalised support and transition plans if required
- plan and manage the delivery of PAL compliant encounters to learners and review our school's Provider Access Policy statement at least annually, in agreement with our Governing Board/Trustees
- quality assure the Careers Programme, along with SLT, to ensure continuous improvement; this should include regular evaluation from stakeholders including learners, staff, parents and carers and employers, alongside reviewing progression data. This quality assurance includes the completion of the CEC Internal Leadership Review

- manage and deliver the CEC Future Skills Questionnaire to all students. Use the data to support the improvement of the Careers Learner Journey, targeting support to groups and individuals where knowledge gaps are found
- manage the budget for the Careers Provision
- work towards the strengthened Gatsby Benchmark 6 to ensure learners access multiple experiences of the workplace
- work with the Kent & Medway Careers Hub to support continuous improvement using the free digital tools to self-evaluate (Compass Evaluation and Internal Leadership Review)

3.3 Senior leadership team

- Undergo appropriate training via fully funded learning providers and CEC Learning Academy
- Support strategic careers planning embedding it across whole-school development planning that is in-line with the Academy Improvement Plan.
- Measure and analyse impact evaluation and quality assurance to inform continuous improvement in line with the vision, intent and priorities of the Careers Provision and share this information with governance and wider school staff.
- Ensure the school's Careers Leader is allocated sufficient capacity, appropriate training and budget to deliver a strategic Careers Provision and regularly meet to review progress and provide ongoing support.
- Support the delivery of whole-school CPD to equip all staff — including teachers, subject specialists, and learner support roles — with the knowledge and confidence to understand and apply impartial careers guidance, as part of the Academy Improvement Plan
- Allow providers access to talk to learners in years 8 to 13 about technical qualification and apprenticeships and set out arrangements for this in the schools Provider Access Policy.
- Network with employers, education and training providers, and other careers organisations.

3.4 All teachers and subject staff

- Proactively link curriculum content to relevant careers, regardless of whether the course is explicitly occupation focused.
- Consistently highlight how subject-specific knowledge and skills apply to a broad range of future career pathways.
- Communicate clear progression routes within the subject, including further education, training, and employment opportunities.

- Ensure that, each academic year, every pupil in every subject receives opportunities to explore how their learning supports career readiness and workplace effectiveness.
- Embed discussions of employability and transferable skills as part of regular teaching and learning practices across the curriculum.

3.5 Board of Trustees

The trustees must ensure that:

- independent careers guidance is provided to all learners throughout their secondary education (for all 11 - 18 year olds), learners aged up to 25 with an EHCP
- learners in years 8 to 13 receive at least 6 encounters with a provider of technical education or apprenticeships.

Careers guidance should:

- be impartial, showing no bias or favouritism towards a particular institution, education or work option
- include information on the range of education or training options, including apprenticeships and technical education routes
- consider the best interests of the students to whom it is given.
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The trustees will:

- appoint a member of the board of trustees who will take a strategic interest in careers education and encourage employer engagement
- undergo appropriate training via the CEC Learning Academy and other available training, such as the Governor Hub
- oversee the development and clear communication of the school's Careers Education, Information, Advice and Guidance and that it is clearly communicated to all stakeholders
- ensure independent careers guidance is provided to all learners throughout their education and that the information is presented impartially, includes a range of educational or training options and promotes the best interests of learners
- support the arrangements that allow 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 Legislation policy can be found Cf. Section 6 and Appendix 2

- monitor and uphold compliance by ensuring the school's careers webpages are accurate, up-to-date, and meet statutory requirements
- champion the implementation of systems to measure, assess, and evaluate the impact of the Careers Provision to drive ongoing improvement.

Our Careers Programme (Careers Learning journey)

This is a summary of our Careers Plan

Year 7 & 8 - The focus is about introducing careers and thinking about the vast number of careers and jobs available. This is achieved during daily reflection time, lead lessons, university visits, employers visiting the school and the use of the Unifrog software.

Year 9 - The focus is self-assessment, identifying skills and future career paths. This is achieved during tutor time, lead lessons, university visits, employers visiting the school, the use of the Unifrog software and parent workshops for year 9 KS4 options.

Year 10 – The main focus is to prepare for a weeks work placement in the summer term. Support is given during tutor time, lead lessons, the use of the Unifrog software, parent meetings and CV and mock interview workshops.

Year 11 - The focus is to investigate the knowledge and skills that people need at work and to find out about post-16 choices of education, training and apprenticeships. Support is via daily reflection time, lead lessons, the Unifrog software, parent meetings, producing a careers action plan, one to one/group sessions with a Careers Advisor and applying for post-16 options via the Kent Choices website.

Year 12 - The focus is on ensuring students are aware of the facilities and resources available within the school. Students produce a Careers Action Plan. Support is provided in daily reflection time, timetabled enrichment lessons, university and employer visits. CV and mock interview workshops. Work experience.

Year 13/14 - The focus is post-18 options, UCAS Application process, School Leaver Programmes, Apprenticeships and Employment. Support is provided in daily reflection time, timetabled enrichment lessons, university and employer visits. CV and mock interview workshops.

4. Our Careers Programme is delivered via several methods:

By having fully qualified Careers advisors available to students, parents and staff at all times

By specialist Careers staff

By subject staff who link the curriculum to careers

By subject staff delivering Careers sessions as part of PSHE/PD/in replace of normally timetabled lessons

By holding an in-school Careers Fair every year

By celebrating National Apprenticeship Week

By celebrating National Careers Week

By supporting students in Yr10 and 12 to have a week of work experience

By supporting Yr12/13/14 students to gain a placement as part of their individual program of study

By arranging external visitors to come into school to speak to targeted students

By arranging external visits to organisations so that targeted students can gain experience of the workplace

By meeting the requirements of the PAL

4.1 Learners with special educational needs or disabilities (SEND)

We expect that the majority of learners with SEND will follow the same careers programme that meets the Gatsby Benchmarks, with adjustments and additional support as needed.

Our Careers Leader will work with staff and, where appropriate, professionals from relevant organisations, to identify the needs of our learners with SEND and put in place personalised support and transition plans. This may include meetings with learners and their families to discuss education, training and employment opportunities, supported internships, transition plans into higher education or preparing for adulthood.

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

4.2 Access to our Careers Programme information

A summary of our school's Careers Programme is published on our website, providing details on how learners, parents, staff, and employers can access information, resources, and opportunities to support and engage with the programme. To further support parents and carers in guiding their child through key careers education milestones, we have also published a Parent/Carer Careers Roadmap, see Appendix 3, which outlines important decision points and the support available to help them effectively support their child's journey.

Learners, parents/carers, staff and employers can request any additional information about the Careers Programme by contacting one of the careers team.

For learners with special educational needs or disabilities there may be bespoke provision and encounters with specialist provisions that the school have identified as suitable for those learners.

Our Careers Programme meets the Provider Access Legislation:

For pupils of compulsory school age 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.

See our Provider Access Legislation Policy Cf. Section 6 and Appendix 2

5. Monitoring, Review and Evaluation:

The implementation of the careers programme will be monitored and reviewed by the Senior Leadership Team and the Trustee responsible for Careers at the beginning of the Autumn term. We will evaluate and report on the programme to the Senior Leadership Team at the end of the Summer term.

We will use Compass - an online self-evaluation tool for schools to use to assess how their careers support compares against the Gatsby Benchmarks and the national average. This will allow us to track our progress against the Benchmarks over time. Monitoring the programme will be achieved through recordkeeping, tracking and observation. Feedback will be sought from students and staff to identify improvements to be made.

We review our destination data for years 11, 12, and 13 at the beginning of the Summer term. Reviewing our destination data enables the school to understand our students' career paths and shape the future careers programme and curriculum. As part of addressing the needs of all students the school will collect and maintain accurate data for each student for at least three years after they leave the school or from the end of Key Stage 4, whichever is earlier.

It is the aim of the careers team to develop alumni networks. By doing so we hope to forge links with former students who can pass on their work and training experiences to current Towers students.

Institutions should ensure the quality assurance and continuous improvement of their Careers Programme; we do this by:

Our school systematically measures and assesses the impact and quality of our provision as part of the whole school annual review in line with the development of the Academy Plan, through:

- **Recording:** The school systematically records careers activities and events using UniFrog (Careers platform) and Compass+. Up-to-date information from recording systems and related data on all learners is used by the Careers Leader and senior leaders to measure impact of the Careers programme and to inform continuous improvement and planning of careers.
- **Feedback:** All relevant stakeholder voices are systematically evaluated by the Careers Leader to inform impact evaluation, strategic development planning of careers and whole school or special school development planning, impact evaluation and reporting. Learners' perception of their career readiness is measured through the Future Skills Questionnaire and considered by the Careers Leader and senior leaders to inform whole school or special school development planning, impact evaluation and reporting.

- **Monitoring and Quality Assurance:** The school annually completes the Careers Impact System- Internal Leadership Review to continuously measure and develop the quality of the Careers Programme. The provision is structured with reference to relevant frameworks, policies, and statutory guidance (e.g. Gatsby Benchmarks, CDI Framework, Careers Strategy, Provider Access Legislation, etc.). The provision and compliance is reviewed within internal (learning walks, etc.) and external quality assurance processes.
- **Sharing evaluation data:** provide information to parents and other relevant stakeholders on the strengths and development areas of the Careers Provision highlighted from the monitoring, reviewing and evaluation processes.

6. Links to Other Policies and Documents

This policy links to the following policies which can be found on the school's website (see 'Policies' page) :

- Provider Access Policy
- Child Protection Policy

- Curriculum

Appendix 1 - The Gatsby Benchmarks

1. A stable careers programme: Every school and college 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.	- 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.	**How We Meet This Benchmark – July 2025** At Towers School, we have a well-established and structured careers education and guidance programme, which is supported by our governors, headteacher and senior leadership team. Our programme is led by a trained Careers Leader and is tailored to the needs of all pupils. It is carefully sequenced across year groups and aligned with our whole-school development plan. We actively engage parents and carers through events and regular communication, and we publish our careers programme on the school website for easy access by all stakeholders. The programme is continuously evaluated using feedback from pupils, parents, staff, careers advisers and employers. Our current 94% score for Gatsby Benchmark 1 reflects our strong commitment to providing a stable and effective careers

		programme that supports every pupil's aspirations and future success
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. 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.	- 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.	**How We Meet This Benchmark – July 2025** At Towers School, we ensure that all pupils, parents, carers, and staff have access to high-quality, up-to-date career and labour market information. Throughout each Key Stage, pupils use this information to make informed decisions about their study options and future pathways. We also provide tailored resources and guidance to support young people with SEND and their families. Parents and carers are actively encouraged and supported to engage with labour market information through events, communications and our online resources. Our trained staff and careers advisers help pupils and families make sense of this information, ensuring it is used effectively. Our 100% score for Gatsby Benchmark 2 reflects our strong commitment to preparing every pupil for their next steps with the right knowledge and support.

4. Addressing the needs of each young person: 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.	- 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	**How We Meet This Benchmark – July 2025** At Towers School, we deliver a careers programme that is fully inclusive and tailored to meet the individual needs of every pupil. We actively challenge stereotypes, raise aspirations and showcase diverse role models to help pupils explore a wide range of career options. We maintain detailed records of each pupil's engagement with the careers programme, including individual advice, agreed decisions and intended destinations. These records are accessible to pupils to support key transition points, and we integrate information for pupils joining us mid-phase where possible. We also collect and use accurate data on pupils' aspirations and destinations to inform personalised support and continuously improve our programme. Our alumni network helps inspire current pupils and contributes to our ongoing evaluation. Our 100% score for Gatsby Benchmark 3 reflects our commitment to providing every young person with the

	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.	tailored guidance and opportunities they need to achieve their goals.
4.Linking curriculum learning to careers: As part of the school's programme of careers education, all teachers should link curriculum learning with careers. Subject teachers should highlight the progression routes for their subject and the relevance of the knowledge and skills developed in their subject for a wide range of career pathways.	- 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.	**How We Meet This Benchmark – July 2025** At Towers School, we ensure that careers education is embedded across the curriculum. In every subject and every year group, pupils are given opportunities to understand how the knowledge and skills they are developing relate to a wide range of career pathways and future opportunities. Subject teachers highlight relevant progression routes and demonstrate the practical application of their subject in the world of work. Careers education is also included in our staff development programme, ensuring that all teachers and support staff are confident in linking their subject learning to future careers.

		Our 100% score for Gatsby Benchmark 4 reflects our strong commitment to helping every pupil make meaningful connections between their learning and their future
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 opportunities including visiting speakers, mentoring and enterprise schemes, and could include pupils' own part-time employment where it exists.	- Every year, from the age of 11, pupils should participate in at least one meaningful encounter with an employer. A meaningful encounter will: - have a clear purpose, which is shared with the employer and the young person - be underpinned by learning outcomes that are appropriate to the needs of the young person - have opportunities for two-way interactions between the young person and the employer - be followed by time for the young person to reflect on the insights, knowledge or skills gained through the encounter	**How We Meet This Benchmark – July 2025** At Towers School, we provide every pupil with multiple meaningful encounters with employers and employees. These encounters are designed to develop pupils' understanding of work, employment, and the skills valued in the workplace. We run a highly successful annual Careers Fair, and organise a wide range of internal and external talks, visits and employer-led workshops. We also celebrate both National Apprenticeship Week and National Careers Week across the whole school, providing further opportunities for pupils to engage with a diverse range of employers. Each encounter is purposeful, underpinned by clear learning outcomes and includes two-way interaction and reflection, helping pupils to gain valuable insights and inform their future choices.

		Our 100% score for Gatsby Benchmark 5 reflects our strong commitment to ensuring that all pupils benefit from regular and meaningful employer engagement.
6.Experiences of workplaces: Every learner should have first-hand experiences of workplaces to help their exploration of career opportunities and expand their networks.	- 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. A meaningful experience will: - have a clear purpose, which is shared with the employer and the young person - be underpinned by learning outcomes that are appropriate to the needs of the young person - involve extensive two-way interactions between the young person and employees - include opportunities for young people to meet a range of different people from the workplace - include opportunities for young people to perform a task set by the employer or to produce a piece of work relevant to that workplace - include the employer providing feedback to the	**How We Meet This Benchmark – July 2025** At Towers School, we ensure that all pupils gain first-hand experience of the workplace to support their career exploration and skill development. As part of our curriculum, we provide a dedicated week of work experience for all pupils in Year 10 and again in Year 12. These experiences are designed with clear learning outcomes and give pupils the opportunity to interact meaningfully with a range of employees, perform relevant tasks, receive feedback, and reflect on what they have learned. Our programme is structured to ensure that all experiences are purposeful, diverse, and supportive of pupils' career development. Our 100% score for Gatsby Benchmark 6 reflects our strong commitment to providing every young person with valuable and meaningful experiences of the workplace.

	young person about their work - be followed by opportunities for the young person to reflect on the insights, knowledge or skills gained through their experience	
7.Encounters with further and higher education: 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.	- 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. A meaningful encounter will: - have a clear purpose, which is shared with the provider and the young person - be underpinned by learning outcomes that are appropriate to the needs of the young person - involve a two-way interaction between the young person and the provider	**How We Meet This Benchmark – July 2025** At Towers School, we ensure that all pupils have meaningful encounters with a wide range of further and higher education providers. Pupils explore academic, technical and vocational routes through a carefully planned programme that meets the requirements of the Provider Access Legislation (PAL) each year. By the age of 16, all pupils engage with sixth forms, colleges, universities and independent training providers (ITPs). By 18, all pupils considering higher education have at least two visits to higher education providers, where they meet staff and students and learn about course options and career pathways. These encounters are purposeful, interactive, and underpinned by clear learning outcomes. Pupils are supported

	- include information about the provider, such as their recruitment and selection processes, the qualifications that provider offers and the careers these could lead to - describe what learning or training with the provider is like - be followed by opportunities for the young person to reflect on the insights, knowledge or skills gained through the encounter.	to reflect on what they learn to help inform their future decisions. Our 100% score for Gatsby Benchmark 7 demonstrates our commitment to ensuring every young person fully understands the wide range of learning and training opportunities available to them.
8.Personal guidance: 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.	- 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.	**How We Meet This Benchmark – July 2025** At Towers School, we provide all pupils with high-quality personal guidance from fully qualified careers advisers. We employ two in-house careers advisers, both of whom hold Level 6 qualifications and are registered with the CDI (Career Development Institute). They are available daily to support pupils, parents, carers and staff. Every pupil in Years 11, 12 and 13 has a scheduled 1:1 personal guidance meeting, ensuring all pupils are seen at least once during these key transition stages. In addition, every pupil

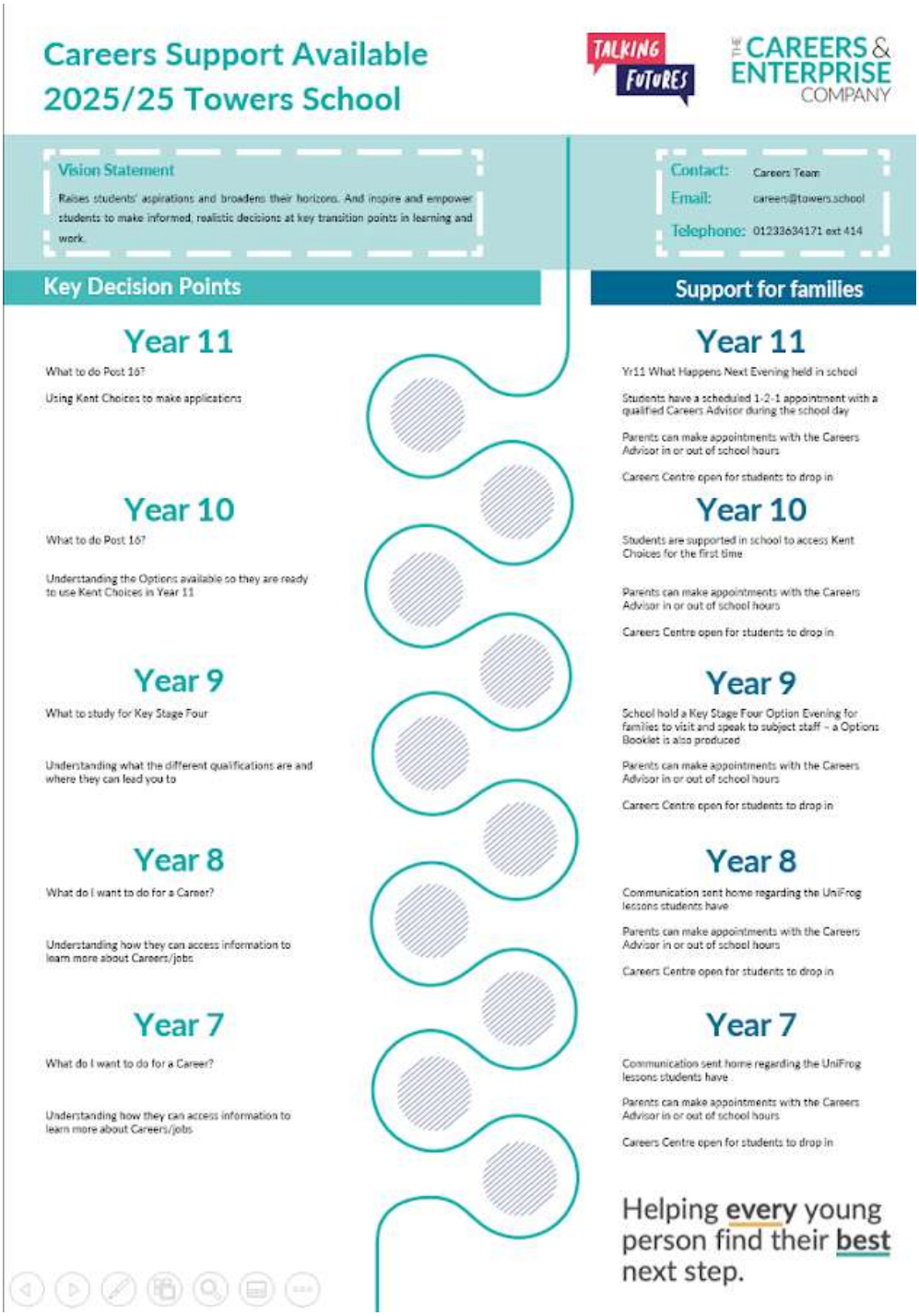
They should be expected for all pupils but should be scheduled to meet their individual needs. The careers leader should work closely with the careers adviser, SEND coordinator and other key staff to ensure personal guidance is effective and embedded in the careers programme.		receives at least one personal guidance meeting by age 16 and a further meeting by age 18, with additional opportunities available as needed. For pupils with an Education, Health and Care Plan (EHCP), a careers adviser attends all EHCP reviews to provide tailored advice and guidance. This ensures that personal guidance is fully aligned with each young person's wider support and progression planning. Our careers advisers work closely with the Careers Leader, SENDCo and other key staff to ensure that personal guidance is fully embedded in the careers programme and personalised to the needs of each pupil. Information about personal guidance and how to access it is clearly communicated through the school website and other channels. Our 100% score for Gatsby Benchmark 8 reflects our strong commitment to ensuring every young person — including those with additional needs — receives expert, personalised careers advice and guidance.

Appendix 2:

Provider Access Policy

See school website – 'Policies' page

Appendix 3:



https://docs.google.com/presentation/d/1yR4cOtIGYqszgV5vmvU4P7AcE4XSWpr1/edit?usp=sharing&ouid=102567104206305841545&rtpof=true&sd=true

Appendix 4:

Careers Programme/Careers Learning Journey



https://drive.google.com/file/d/1J8un3xNV6XnHU33Iaz6bVmS2xtZ4fd_E/view?usp=sharing