

Careers Advice & Post-16 Progression Policy

Effective Date: October 2025

Review Date: October 2026

This policy will be reviewed annually by: Lindsey Townsend, Operations Director

Policy overview

The purpose of the policy is to ensure that all staff and learners are aware of Network Learning Pathway's careers strategy and practices. We provide high quality, independent and impartial, stable careers education, information and guidance to motivate our young people and provide them a clear idea of the routes to jobs and careers available. This careers policy also aims to widen young people's horizons, challenge stereotypes and raise aspirations to support learners to make successful transitions to the next stage of their life.

Principles

Careers policy and practice will benefit all learners and potential learners by ensuring that:

- Delivery and management of service is consistent.
- Learners and potential learners receive high quality, independent and impartial careers education, information advice and guidance that provides learners with a variety of training options including but not limited to apprenticeship and technical education routes.
- Awareness of the service is raised through providing information to all learners.
- Services promote equality of opportunity for individuals and groups and reflect a diversity of learner needs which considers issues connected with race, religion, sexual orientation, age, disability and gender. Learners are provided with impartial, external sources of information.

Roles and responsibilities

The Head of Service and wider management will:

- Maintain overall responsibility for the Careers Policy and its implementation.
- Provide staff delivering the careers strategy with opportunities to develop and maintain competence through continual professional development opportunities.
- Publish details of the Network Learning Pathways careers programme on the provision website.
- Ensure that accurate progression data for each learner is kept for at least three years after learners leave school.
- Engage with the Virtual School to identify learners who are Looked After and to ensure that their additional needs are being supported and that their personal educational plan helps inform their careers advice.
- Ensure that learners with Education, Health and Care Plans (EHCPs) have annual reviews with a focus on adulthood, including employment.
- Identify young people who are in need of more targeted support or who are at risk of not participating post-16. This will include learners who are looked after, known to social care or on an EHCP. Schools will support these learners by referring for further support and training offered locally.
- Embed careers throughout the curriculum in line with The Gatsby Benchmarks.

Staff will:

- Ensure that they have the skills and knowledge to look after learners' needs.
- Take responsibility for the front-line delivery of the careers strategy.
- Log and monitor all careers related work, in line with the requirements of local Learning and Skills Councils, by completion of:
 - IEDP
 - Progress Review

Confidentiality

All Careers advice and guidance will be delivered, recorded and monitored as detailed within the provision's Confidentiality Policy.

Careers strategy

Career and Labour Market Information

- All learners have access to labour market information to inform their decisions on study options. We will explain the value of researching the labour market to both learners and parents/carers and will support them in accessing and understanding this information.

Addressing the Needs of Each Learner

Personalised plans are in place for learners with SEND and that support is provided in helping learners with SEND to understand different career paths, and the ways in which adults with SEND or disabilities can be supported in the workplace.

We will:

- Build relationships with businesses, employers, employment services, and disability and other voluntary organisations to help broaden learners' horizons.
- Ensure that learners are aware of and prepared for the costs associated with staying in post-16 further education (for example, transport, accommodation, books, equipment and childcare). Advice and guidance on available bursaries and funding will be made available to learners.
- Raise learner aspirations by providing impartial careers guidance that is tailored to individual needs to ensure that learners from all backgrounds, gender and diversity groups, including those with special education needs and disabilities, consider the widest possible range of careers.
- Ensure that careers advice and guidance for all learners, particularly around girls and STEM, is focused on tackling gender stereotypes (for example, by providing learners with opportunities to meet with men and women in non-stereotypical jobs).

Linking Curriculum Learning to Careers

- We have an ambitious curriculum which provides learners with several opportunities to access careers provision through individual development and training on the skills and progression necessary to achieve their goals. Learners are provided with opportunities to achieve a variety of vocational qualifications.

Encounters with Employers, Employees and Workplaces

- All learners are provided with several encounters with employers and these opportunities include STEM and technical trade employers.
- All learners are exposed to the world of work so learners gain the confidence needed to compete in the labour market. This includes providing opportunities for learners to develop entrepreneurial skills for self-employment and establish real world connections with local employers and professional networks.

Encounters with Further and Higher Education

- We will work closely with post-16 providers to support learners in transitioning to post-16 training and education.
- We will support providers in understanding learner needs and ways to best support our learners in their transitions.
- We will provide learners with opportunities to visit local colleges and/or will arrange for local colleges to attend the school and hold information sessions.