



CEIAG Policy

Date of Review: September 2026

Date of Next Review: September 2027

Signed: *J Simpson*

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1. Statement of intent

At Invested Education, careers education is an integral part of the school curriculum, and our wider Preparation for Adulthood offer. We aim to ensure that every pupil develops the knowledge, confidence, skills and experiences needed to make informed choices about their future education, training, employment and adult life.

As a registered independent specialist school, Invested recognises that pupils may require highly personalised careers support. Careers education is therefore not limited to one subject or one lesson. It is embedded through PSHE, Personal Development, King's Trust, vocational and practical curriculum areas, subject teaching, enrichment, commissioned alternative provision, community learning, employer encounters, college links, work-related learning, EHCP planning and one-to-one guidance.

The school is committed to raising aspirations, challenging stereotypes, promoting independence and supporting successful transitions. Careers guidance will be impartial, inclusive and tailored to individual needs, aspirations and EHCP outcomes.

2. Policy aims

- Provide a stable, embedded and carefully planned careers programme for all pupils in Years 7 to 11.
- Support pupils to understand the full range of education, employment, training, technical and apprenticeship pathways.
- Use Preparation for Adulthood as a framework for developing employment, independent living, community inclusion and good health outcomes.
- Ensure pupils with SEND receive personalised, ambitious and practical careers education that links to EHCP outcomes.
- Provide meaningful encounters with employers, employees, FE providers, technical education providers and apprenticeship providers.
- Support pupils to develop employability skills including communication, resilience, teamwork, problem solving, confidence and self-management.
- Use Compass+ alongside internal trackers to monitor Gatsby Benchmarks, destinations, impact and areas for improvement.
- Work collaboratively with parents/carers, Local Authorities, colleges, alternative providers and employers.
- Reduce the risk of pupils becoming NEET by providing effective transition planning and post-16 support.

3. Statutory framework and guidance

As a registered independent specialist school, Invested Education meets the requirements of the Independent School Standards, including paragraph 2(2)(e), which requires pupils

receiving secondary education to have access to accurate, up-to-date and impartial careers guidance that enables them to make informed choices about a broad range of career options. Invested also takes account of relevant DfE careers guidance and uses the Gatsby Benchmarks as a framework for developing good practice.

This policy has due regard to legislation and statutory requirements that apply to Invested Education as an independent school. It also draws on relevant DfE guidance and careers frameworks as good practice where these do not apply directly to independent schools, including:

- Education and Skills Act 2008.
- Apprenticeships, Skills, Children and Learning Act 2009.
- Equality Act 2010.
- Children and Families Act 2014.
- Technical and Further Education Act 2017.
- Skills and Post-16 Education Act 2022.
- The School Information (England) (Amendment) Regulations 2018.
- DfE (2026) 'Careers guidance and access for education and training providers' – used by Invested Education as relevant good-practice guidance.
- DfE (2026) 'Independent school standards guidance'.
- DfE (2026) 'Keeping Children Safe in Education'.
- The Gatsby Benchmarks for Good Career Guidance, including the updated framework implemented from September 2025.

4. Scope and pupil entitlement

This policy applies to all pupils at Invested Education in Years 7 to 11. All pupils are entitled to careers education and guidance that is impartial, inclusive, accessible and appropriate to their age, stage, SEND profile, EHCP outcomes and aspirations.

- Access careers learning through the curriculum and wider school offer.
- Receive information about education, training, apprenticeship, technical and employment pathways.
- Engage with employers, employees and workplace experiences where appropriate.
- Access encounters with further education, technical education and apprenticeship providers.
- Receive tailored one-to-one guidance at key transition points.
- Be supported to understand their strengths, interests, needs and next steps.
- Have careers learning recorded and reviewed using school systems, including Earwig, Compass+ and internal trackers.

5. Roles and responsibilities

Careers education is a whole-school responsibility at Invested Education. The Careers Leader coordinates the careers programme, but all staff contribute to pupils' preparation for adulthood through curriculum delivery, pastoral support, intervention, enrichment, transition planning and evidence gathering. Strategic accountability sits with the Headteacher and Directors.

Directors are responsible for:

- Ensuring that all registered pupils in Years 7 to 11 have access to impartial careers guidance.
- Ensuring that the school meets the Independent School Standards relating to careers guidance and implements its careers programme and Provider Access Statement effectively.
- Ensuring that, as a matter of good practice, arrangements are in place to give pupils meaningful access to a range of education and training providers, including providers of technical education and apprenticeships.
- Ensuring that careers guidance is presented impartially and does not promote one provider, pathway or route more favourably than another.
- Ensuring that careers guidance includes information about a full range of education, employment, apprenticeship, technical, vocational and training pathways.
- Ensuring that careers provision promotes the best interests, aspirations and individual needs of pupils.
- Ensuring that this policy is implemented fairly and does not discriminate on any grounds.
- Reviewing careers provision through reports from the Headteacher and Careers Leader.
- Ensuring that any complaints regarding careers provision are handled in line with the school's Complaints Policy.
- Approving and reviewing the CEIAG Policy.

The Headteacher is responsible for:

- Ensuring careers education is embedded across the school curriculum and the wider Preparation for Adulthood offer.

- Ensuring the Careers Leader has appropriate time, support and access to senior leaders to carry out the role effectively.
- Ensuring that careers provision is linked to the school improvement plan, curriculum planning and quality assurance processes.
- Supporting the Careers Leader to develop and review the annual careers programme.
- Ensuring staff understand their role in supporting careers education, employability and Preparation for Adulthood.
- Monitoring the quality and impact of careers provision alongside the Careers Leader.
- Ensuring provider access requests are considered appropriately and in line with the school's Provider Access Statement and relevant guidance.
- Reporting to Directors on the effectiveness of careers provision where required.

The Careers Leader is responsible for:

- Leading, coordinating and evaluating the school's careers programme.
- Developing and reviewing the annual careers programme and careers development plan.
- Maintaining oversight of the Gatsby Benchmarks and using Compass+ to support evaluation and improvement.
- Updating and reviewing the Gatsby Benchmark Tracker to monitor planned provision, evidence, gaps and actions.
- Overseeing the Destination Data Tracker to monitor intended destinations, confirmed destinations, enrolment, retention and next steps.
- Coordinating provider access requests in line with the school's Provider Access Statement and careers framework.
- Arranging meaningful encounters with employers, employees, further education providers, training providers, apprenticeship providers and other relevant organisations.
- Supporting the planning and coordination of workplace experiences, work-related learning and enterprise activities.
- Ensuring that careers information published by the school is accurate, accessible and reviewed at least annually. Invested Education chooses to publish careers information on its website as a matter of transparency and good practice.

- Working with the Headteacher, SENCO, curriculum staff and pastoral staff to embed careers education across the curriculum.
- Ensuring careers provision reflects pupils' EHCP outcomes, aspirations, barriers, strengths and Preparation for Adulthood needs.
- Monitoring careers evidence through systems such as Compass+, internal trackers and Earwig.
- Collecting and reviewing feedback from pupils, parents/carers, staff, employers and providers.
- Reporting strengths, areas for development and impact to the Headteacher and Directors.

The Careers Adviser is responsible for:

- Providing impartial, personalised careers guidance to pupils.
- Supporting pupils to explore a range of education, employment, apprenticeship, training and vocational pathways.
- Ensuring guidance is adapted to meet the communication, emotional, sensory, learning and SEND needs of each pupil.
- Using pupils' EHCP outcomes, aspirations, strengths and barriers to inform guidance conversations.
- Supporting pupils to develop realistic and aspirational next steps.
- Producing careers action plans following guidance meetings where appropriate.
- Supporting Year 11 pupils with transition planning, college applications, interviews and post-16 preparation.
- Liaising with parents/carers, colleges and external agencies where appropriate.
- Keeping accurate records of guidance meetings, actions and follow-up support.
- Engaging in relevant CPD and working in line with professional careers guidance standards.

The SENCO / SENCO assistant is responsible for:

- Ensuring careers education and guidance is informed by pupils' EHCP outcomes and annual review information.

- Supporting the Careers Leader and Careers Adviser to understand individual SEND needs, barriers and support strategies.
- Ensuring Preparation for Adulthood outcomes are considered within careers planning.
- Supporting transition planning for pupils moving into post-16 education, training, employment, supported internships or other appropriate pathways.
- Liaising with Local Authorities, SEN caseworkers, parents/carers and post-16 providers where required.
- Ensuring pupils with SEND receive appropriate support to access employer encounters, provider encounters, work-related learning and guidance.

Curriculum and teaching staff are responsible for:

- Embedding careers learning, employability skills and Preparation for Adulthood opportunities within their subject areas.
- Helping pupils understand how curriculum learning links to future education, employment, training and adult life.
- Challenging stereotypes and promoting high aspirations for all pupils.
- Supporting pupils to develop transferable skills including communication, teamwork, independence, resilience, problem-solving and self-management.
- Recording relevant careers and Preparation for Adulthood evidence where appropriate.
- Taking part in relevant careers-related CPD and contributing to whole-school careers planning.

Pastoral, intervention and support staff are responsible for:

- Supporting pupils to develop confidence, independence, emotional regulation, communication and social skills that contribute to Preparation for Adulthood.
- Reinforcing careers learning and employability skills during tutor time, interventions, enrichment and wider school activities.
- Sharing relevant information with the Careers Leader, Careers Adviser and SENCO to support personalised careers planning.
- Supporting pupils to access visits, employer encounters, provider encounters, work-related learning and transition activities.

- Recording relevant evidence of pupil engagement, progress and skill development where appropriate.

Parents and carers are encouraged to:

- Support pupils to explore future education, training and employment options.
- Engage with careers information, transition planning and EHCP annual reviews.
- Attend careers meetings, college discussions, provider events or transition meetings where appropriate.
- Share relevant information about pupils' aspirations, interests, strengths and support needs.
- Support pupils with applications, interviews, visits and preparation for post-16 pathways.

Pupils are supported to:

- Take part in careers education, employer encounters, provider encounters and work-related learning.
- Explore a range of future pathways, including further education, apprenticeships, training, employment, supported internships and vocational options.
- Reflect on their strengths, interests, skills and aspirations.
- Use careers guidance and support to make informed decisions about their next steps.
- Develop the skills, confidence and independence needed for adulthood.

6. Careers curriculum and delivery model

Invested careers programme is delivered as a whole-school approach. The current timetable demonstrates that careers-related learning is woven through PSHE, King's Trust, Options, Digital Functional Skills, Creative Media, IT, Humanities, Science, Maths, English, PE, Enrichment, Interventions and Tutor Time. Careers education is supported through formal lessons, practical experiences, therapeutic interventions, community learning and one-to-one support.

Curriculum area	Contribution to Careers and Preparation for Adulthood
PSHE / Personal Development	Preparation for Adulthood: employability, independence, health, relationships, decision-making, and transition skills.

Curriculum area	Contribution to Careers and Preparation for Adulthood
King's Trust	Recognised personal development and employability skills such as teamwork, confidence, enterprise, communication and community participation.
Options / DFS / Creative Media / IT	Vocational and practical learning linked to possible sectors, workplace behaviours, problem solving and skills development.
Core curriculum	English, maths, science and humanities support communication, numeracy, STEM awareness, functional skills and knowledge for future pathways.
Tutor time, assemblies and current affairs	Reflection, discussion, labour market awareness, citizenship, aspirations and preparation for adulthood.
Enrichment	Whole-school opportunities to develop social skills, confidence, interests, teamwork, community inclusion and employability.
Interventions such as Thrive, Lexonic and Lego Therapy	Targeted support for communication, literacy, emotional regulation, collaboration, confidence and readiness to learn.
Alternative provision and community learning	Specialist or vocational experiences such as Forest School, outdoor learning, therapeutic provision or other commissioned pathways.
Personal guidance	One-to-one careers guidance, action planning, college applications, transition support and post-16 planning.

7. Preparation for Adulthood

Preparation for Adulthood is central to Invested careers offer. Careers education supports pupils to develop knowledge and skills across the four Preparation for Adulthood themes:

PfA theme	How careers education supports this
Employment	Understanding jobs, workplaces, skills, qualifications, interviews, applications, technical routes, apprenticeships and supported employment pathways.

PfA theme	How careers education supports this
Independent Living	Travel, money management, decision making, routines, self-care, personal organisation and confidence in everyday tasks.
Community Inclusion	Accessing the local community, understanding services, developing social confidence, volunteering, enrichment and positive participation.
Good Health	Emotional regulation, physical health, mental wellbeing, safety, relationships, confidence and readiness for learning or work.

8. Gatsby Benchmarks

Invested Education uses the Gatsby Benchmarks as a framework for planning, evaluating and improving careers provision. The school recognises the updated benchmarks from September 2025, including stronger emphasis on inclusion, leadership, use of data and parental engagement.

Benchmark	Invested Education evidence and approach
1. Stable careers programme	Policy, annual program, curriculum mapping, Compass+, Gatsby Benchmark Tracker and leadership review.
2. Learning from career and labour market information	LMI in lessons, assemblies, displays, careers activities, local sector information and parent/carer support.
3. Addressing the needs of each pupil	EHCP-informed planning, differentiated guidance, action plans, destinations tracking and targeted intervention.
4. Linking curriculum learning to careers	Subject careers links are recorded through planning and evidence, including practical and vocational curriculum areas.
5. Encounters with employers and employees	Employer talks, visits, enterprise, work-related learning and community partnerships.
6. Experiences of workplaces	Workplace visits, supported work experience, job shadowing, volunteering, vocational tasters and virtual experiences where suitable.

Benchmark	Invested Education evidence and approach
7. Encounters with further and higher education	College visits, provider sessions, technical route information, apprenticeship information and transition support.
8. Personal guidance	Impartial one-to-one guidance, action planning, transition meetings and additional guidance for pupils at risk of NEET.

9. Labour market information

The school will ensure pupils and parents/carers have access to clear and accessible information about future study options, technical pathways, apprenticeships, supported internships, employment routes and local labour market opportunities. Information will be adapted so that pupils with SEND can understand and use it meaningfully.

- Local and regional employment sectors, including Tees Valley opportunities, where relevant.
- Job roles, skills, qualifications, pay, working patterns and progression routes.
- Technical education, T Levels, apprenticeships, supported internships and FE courses.
- The importance of English, maths, employability, attendance, communication and independence.
- Ways to challenge stereotypes and raise aspirations.

10. SEND, EHCPs and personalised support

Invested Education is a specialist setting, and careers guidance is therefore personalised, aspirational and accessible. Career planning will be informed by each pupil's EHCP, strengths, needs, barriers, aspirations, communication preferences, sensory profile, attendance, emotional wellbeing and family context.

- Use EHCP outcomes and Preparation for Adulthood priorities to shape careers conversations.
- Adapt guidance resources using visuals, scaffolding, accessible language and practical activities where needed.
- Support pupils to identify strengths, interests, skills and realistic next steps.
- Work with parents/carers, Local Authorities, SEN caseworkers, progression advisers and post-16 providers.
- Provide additional guidance and transition support for pupils who are anxious, vulnerable, at risk of NEET or not accepted onto their first-choice pathway.
- Support college applications, visits, interviews and transition meetings.

- Help pupils understand reasonable adjustments and support available in education, training and employment.

11. Alternative provision and community partnerships

As part of the personalised curriculum, some pupils may access high-quality commissioned alternative provision as part of their weekly timetable.

Placements are selected according to individual need, EHCP outcomes, risk assessment, safeguarding considerations and Preparation for Adulthood priorities. Alternative provisions may include Forest School, outdoor education, therapeutic programs, vocational learning, animal care, sport or other specialist providers.

These placements complement the school curriculum and provide opportunities to develop independence, resilience, communication, teamwork, problem-solving, employability skills, confidence and community inclusion. Staff will work with providers to monitor attendance, safeguarding, engagement, progress and impact.

12. Employer encounters and experiences of workplaces

The school will provide pupils with meaningful opportunities to learn from employers and employees. Encounters will be planned, age-appropriate and adapted to meet individual SEND needs. From Year 7, pupils will have the opportunity to participate in at least one meaningful encounter with an employer or employee each year, appropriately adapted to their individual needs and stage of development.

- Employer talks, workplace visits, careers carousels or careers fairs.
- Enterprise and project-based learning.
- Mock interviews, CV activities and application support.
- Visits to businesses, community organisations or vocational providers.
- Virtual employer encounters where this supports access or preparation.
- Reflection activities to help pupils understand what they have learned.

13. Encounters with further education, technical education and apprenticeships

Pupils will be supported to understand the requirement to remain in education or training until their 18th birthday. This does not mean they must remain in school; options may include full-time education, an apprenticeship or supported internship, or employment/volunteering combined with appropriate part-time education or training. The school will not promote one pathway as better than another and will ensure pupils have access to impartial information about FE, technical education, apprenticeships, supported internships, training providers and other appropriate routes.

- College visits, tours and open event support.
- Provider presentations and workshops.
- Technical education and apprenticeship information.
- Supported internship information where suitable.
- Applications, interviews, transition meetings and panel support where needed.
- Additional support when a pupil is not accepted onto their first-choice course or requires an alternative pathway.

14. Personal guidance

All pupils will have access to impartial personal guidance at key points. Guidance will be delivered by a suitably trained careers adviser or practitioner working within professional boundaries and safeguarding procedures. Guidance will be adapted to meet the needs of pupils with SEND and will focus on aspirations, strengths, barriers, options and agreed next steps. All pupils will normally receive personalised careers guidance during Key Stage 4, with additional guidance provided according to individual need and at significant transition points.

- Year 10 and Year 11 guidance interviews and action planning.
- Additional one-to-one guidance for pupils requiring enhanced transition support.
- Guidance linked to EHCP outcomes and annual reviews.
- Support for parents/carers where required.
- Records of guidance, actions and follow-up support are stored securely.

15. Provider Access Statement

Although the statutory provider access duty under section 42B of the Education Act 1997 does not apply to Invested Education as an independent school, the school recognises the educational value of ensuring pupils have meaningful access to further education, technical education, apprenticeship and training providers. Invested Education therefore adopts this Provider Access Statement as good practice and makes it clearly available to providers, parents/carers and pupils.

15.1 Purpose

Invested Education will ensure that pupils in Years 7 to 11 have opportunities to learn about technical education qualifications, apprenticeships and other post-16 pathways from a range of appropriate providers. As an 11-16 independent school, Invested Education voluntarily adopts a structured programme of provider encounters as part of its careers offer. If the school extends to post-16 provision in future, these arrangements will be reviewed and expanded as appropriate.

15.2 Provider access opportunities

Pupil group	Minimum approach	Example focus
Year 8/9	School aim: at least two encounters across the first key phase, planned as part of Invested Education's careers programme.	Technical education, FE, apprenticeships, skills, sectors and future option awareness.
Year 10/11	School aim: at least two encounters across the second key phase, planned as part of Invested Education's careers programme.	Post-16 applications, FE pathways, apprenticeships, supported internships, vocational routes and transition planning.
Additional	Additional encounters may be arranged where they meet pupil needs.	Small group sessions, one-to-one meetings, SEND transition work, provider visits or online encounters.

15.3 Making a request

Providers wishing to request access should contact:

Contact field	Details
Careers Leader	Joshua Simpson
Email	Josh.Simpson@invested-education.com
Telephone	01642 502224
Postal address	Invested Education, Marske-By-The-Sea, Redcar Cleveland, TS11 6AB

15.4 How requests will be considered

Requests will be considered against the needs of pupils, the school timetable, safeguarding requirements, relevance to the careers programme, provider quality, accessibility for pupils with SEND and availability of staffing and facilities. Providers will be expected to share information about the provider, technical qualifications or apprenticeships offered, career routes linked to the qualifications, what learning with the provider is like, entry requirements and opportunities for pupil questions.

15.5 Grounds for refusal or rearrangement

- the request does not support the careers programme or pupil needs;
- the timing would significantly disrupt learning, safeguarding or staffing arrangements;
- the provider cannot meet safeguarding or accessibility expectations;
- the information is not impartial or is inappropriate for the age, stage or needs of pupils;
- the school has already provided equivalent encounters and offers an alternative date or format.

15.6 Facilities and support available

The school may provide suitable rooms, IT equipment, display facilities and staff support where available. Providers should discuss access needs, group size, resources and safeguarding requirements with the Careers Leader in advance. The school may arrange smaller groups or supported sessions to ensure pupils with SEND can access the encounter meaningfully.

15.7 Complaints about provider access

Any complaint relating to provider access should first be raised with the Careers Leader or Headteacher. If unresolved, complaints will be managed through the school's Complaints Policy.

16. Work experience and workplace learning

Invested Education recognises the importance of meaningful workplace learning. For some pupils, this may include traditional work experience; for others, a staged or supported approach may be more appropriate. Invested recognises that, due to the individual SEND, EHCP outcomes, communication needs, emotional regulation, readiness and support needs of pupils, workplace experience may not always be appropriate as a continuous block placement. Experiences may therefore be delivered progressively and flexibly through individual days, half-days, staggered placements and experiences across different settings. As an Invested Education curriculum ambition, across Years 10 and 11 the school will work towards providing pupils with the equivalent of five days of meaningful workplace placement experience where appropriate to their individual needs and circumstances. This is a school commitment rather than a statutory minimum for independent schools. Work-related learning may also include internal work experience, Forest School, ASDAN Life Skills activities, vocational learning, enterprise, enrichment, community learning, workplace visits, job shadowing and volunteering. These activities contribute to pupils' employability skills and Preparation for Adulthood and may provide important steppingstones towards external workplace experiences.

- Workplace visits and tours.
- Vocational tasters and practical projects.

- Supported work experience placements.
- Job shadowing.
- Volunteering or social action.
- Enterprise activities.
- Virtual workplace experiences where this supports preparation or accessibility.

Placements and activities will be risk assessed and planned in line with safeguarding, SEND, health and safety and employer suitability considerations. Pupils will be supported to prepare for, reflect on and learn from workplace experiences.

17. Recording, monitoring and impact

Invested Education uses Compass+ alongside internal tracking systems to monitor the quality, coverage and impact of careers provision. The Gatsby Benchmark Tracker and Destination Data Tracker provide additional evidence for leaders, directors, inspectors, commissioners and parents/carers.

Tool/evidence source	Purpose
Compass+	Used to support Gatsby Benchmark review, pupil-level careers planning and monitoring of careers activities.
Gatsby Benchmark Tracker	Records planned activities, staffing, timing, evidence and RAG-rated progress against Gatsby Benchmarks. It includes a dashboard and required actions sheet so leaders can identify strengths, gaps and next steps.
Destination Data Tracker	Tracks intended destination, confirmed destination, course, level, EHCP support, enrolment, next steps, 6-week RAG, retention at 3, 6 and 12 months, qualification achievement and next destination.
Earwig/school evidence systems	Used to evidence careers learning, employer encounters, curriculum links, community experiences, reflection, photos, videos and progress.
Student, parent/carer and provider voice	Used to evaluate accessibility, engagement, understanding, quality and impact.
Careers action plans	Used to record guidance outcomes, agreed actions, follow-up support and transition planning.

The Careers Leader will review tracking information regularly with the Headteacher and/or senior leaders. Findings will inform the careers development plan, provider engagement, targeted interventions, transition support and annual reporting to directors.

18. Destinations and transition support

The school will support pupils to secure and sustain appropriate destinations. Destination information will be collected, monitored and used to evaluate the impact of careers provision.

- Intended and confirmed destinations;
- Applications, interviews and transition support.
- EHCP support and placement panel outcomes where relevant.
- Enrolment and early transition checks.
- Retention at 3, 6 and 12 months.
- Qualification achievement where known.
- Next destination and NEET risk monitoring.

Where pupils are not accepted onto their first-choice course or placement, the school will work with parents/carers, schools, colleges, progression advisers, SEN caseworkers and Local Authorities to identify suitable alternatives and reduce the risk of NEET.

19. Equality, inclusion and safeguarding

Careers education will be delivered in line with the school's equality and safeguarding duties. The school will challenge stereotypes and ensure pupils are supported to consider the widest possible range of future pathways. All careers activities involving external providers, employers, workplace experiences, alternative provision and community-based learning will be planned in accordance with Keeping Children Safe in Education 2026 and the school's safeguarding procedures. Appropriate checks, risk assessments, supervision and information-sharing arrangements will be determined according to the nature of the activity and the individual needs and vulnerabilities of pupils.

- Guidance will be impartial and in the best interests of pupils.
- Resources and delivery will be adapted to support pupils with SEND.
- Provider and employer encounters will be planned with safeguarding, supervision, consent, transport and risk assessment in mind.
- Personal information will be handled in line with data protection requirements.
- Careers records will be stored securely and shared only where appropriate and lawful.

20. Complaints

Concerns or complaints about careers provision, personal guidance or provider access should be raised with the Careers Leader or Headteacher in the first instance. Formal complaints will be managed in line with the school's Complaints Policy.

21. Monitoring and review

This policy will be reviewed annually by the Careers Leader, Headteacher and Directors, or sooner if statutory guidance, school structure or provision changes. Review will consider Compass+ data, 'Gatsby Benchmark Tracker' outcomes, destination data, pupil voice, parent/carer feedback, provider feedback, employer engagement, quality assurance and inspection priorities.

Review area	Frequency	Responsible person
Policy review	Annually	Careers Leader / Headteacher / Directors
Compass+ and Gatsby review	Termly / half-termly where appropriate	Careers Leader
Destination data review	Termly and after key transition points	Careers Leader / Headteacher
Provider Access Statement review	Annually	Careers Leader / Headteacher
Careers programme website publication (school commitment)	Annually and following major changes	Careers Leader / Headteacher

