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**Careers policy and information, including provider access policy**

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Careers Education, Information, Advice And Guidance Policy

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## Introduction

This policy is written in line with the Department for Education document Careers guidance and access for education and training providers: statutory guidance for schools, colleges and independent training providers, updated in 2025.

This policy also reflects:

- The requirements of section 42B of the Education Act 1997, commonly known as the Baker Clause
- The updated Gatsby Benchmarks of Good Career Guidance
- The Careers & Enterprise Company guidance and Compass / Compass+ tools
- The SEND Gatsby Benchmarks Toolkit
- The Equality Act 2010
- The Children and Families Act 2014
- The SEND Code of Practice
- Ofsted expectations for personal development, inclusion, leadership and preparation for adulthood
- ISI expectations relating to quality of education, pupil wellbeing, safeguarding, leadership, personal development and preparation for life beyond school

All learners at Hopebright will have the opportunity to access a Careers Education, Information, Advice and Guidance programme which meets professional standards of practice, is delivered by trained staff and is impartial, inclusive, person-centred and responsive to individual need.

The careers programme will raise aspiration, challenge stereotypes, promote equality, support inclusion and prepare learners for future education, employment, training and adulthood. It is an essential part of the curriculum and personal development offer at Hopebright.

Learners will be guided to recognise their own strengths, interests, capabilities and aspirations. They will be supported to make well-informed decisions and plans about their future, including post-16, post-18, further education, training, employment, supported internships, apprenticeships, volunteering and independent living where appropriate.



## Rationale

Careers Education has an important contribution to make to the education of all learners, enabling them to make effective transitions from school or alternative provision to adulthood, further education, employment and training.

To enable learners to make this effective transition, Hopebright provides a structured programme of careers guidance, education and advice.

This incorporates all aspects of the 8 Gatsby Benchmarks and is updated in line with the 2025 refreshed Gatsby framework, which places greater emphasis on inclusion, leadership, use of data, parental engagement and meaningful high-quality experiences for every young person.

Learners are provided with a curriculum for careers that includes:

- Discreet careers programmes
- Encounters with employers
- Access to independent careers advice
- Work experience
- Workplace visits
- Encounters with further education providers
- Encounters with higher education providers where appropriate
- Access to apprenticeship and technical education providers
- Labour market information
- Curriculum learning linked to careers
- Personal development and character education
- Enterprise opportunities
- Preparation for adulthood
- Transition planning through EHCP reviews where applicable

The careers programme is further supported by Hopebright's provision for character education within the personal development offer.

Positive personal traits and employability skills such as integrity, resilience, self-confidence, cooperative working, communication, independence, perseverance, problem-solving and responsibility are addressed through careers programmes and across the wider curriculum.



Careers advice, guidance and education is designed to meet the needs of learners at Hopebright. Activities are differentiated, personalised and adapted to ensure progression in careers learning and development.

Hopebright recognises that many learners may have SEND, EHCPs, social, emotional or mental health needs, additional vulnerabilities, gaps in education, anxiety around transition, or previous negative experiences of education. Careers provision will therefore be individualised, accessible, ambitious and practical.



## Aims and Objectives

### Hopebright aims:

- To prepare learners for the opportunities, responsibilities and experiences of adult life
- To develop career awareness and enable learners to manage their own personal career choices
- To help learners understand what they need to do to reach the career, training pathway or adult outcome they aspire to
- To enable learners to understand and apply careers research when making informed choices
- To support learner transitions when choosing, applying to and visiting FE colleges, HE providers, sixth forms, training providers, supported internships, apprenticeships and post-16 provision
- To support readiness for the next phase of education, employment or training
- To ensure learners are equipped to make successful transitions
- To ensure all learners have equal access to impartial careers advice, education and training in line with the Equality Act 2010
- To promote social mobility, inclusion and aspiration
- To challenge stereotypes linked to gender, disability, race, socio-economic background, care status or SEND
- To ensure learners and families understand the full range of academic, technical and vocational routes available
- To prepare learners for work experience and employer encounters in a safe, supported and meaningful way
- To ensure careers education supports EHCP outcomes and preparation for adulthood



### Pupil / Learner Entitlement

All learners in Years 7–13, and learners up to age 25 with an EHCP where applicable, are entitled to high-quality careers education, information, advice and guidance.

All learners are entitled:

- To find out about technical education qualifications and apprenticeship opportunities
- To access a careers programme which provides information on the full range of education and training options available at each transition point
- To hear from a range of local providers about the opportunities they offer
- To learn about technical education, apprenticeships, supported internships, traineeships, FE, HE and employment routes
- To access provider encounters through options events, assemblies, group discussions, taster events, visits and individual guidance
- To understand how to make applications for academic, vocational and technical courses
- To receive impartial advice that is in their best interests
- To have careers guidance adapted to their SEND, communication needs, emotional needs and preferred learning style
- To be supported to participate in work-related learning, employer encounters and workplace experiences
- To understand labour market information and how it links to future choices
- To have transition planning built into EHCP reviews from Year 9 onwards where applicable
- To receive support with CVs, applications, interviews, travel training, workplace expectations and employability skills



## Reporting and Recording

Hopebright has a cycle of auditing, monitoring and evaluating progress against the Gatsby Benchmarks to ensure statutory requirements and excellent practice are being met.

Progress is reviewed through:

- Compass or Compass+
- Internal careers tracking systems
- Learner destination data
- EHCP review outcomes
- Work experience records
- Employer encounter records
- Provider access records
- Learner voice
- Parent and carer feedback
- Staff feedback
- Local authority and external professional feedback
- Quality assurance by senior leaders

Progress updates are shared with:

- Senior Leadership Team
- Careers Leader
- SENDCo
- Designated Safeguarding Lead
- Governors / proprietor / responsible body where applicable
- Local authority partners where appropriate

Hopebright will use data to identify:

- Gaps in provision
- Learners who require additional support
- Participation by SEND, gender, care status and other protected characteristics
- Access to STEM, vocational and technical pathways
- Employer encounter coverage
- Work experience participation



- Destination outcomes
- Impact of the careers programme

#### A Stable Careers Programme at Hopebright – Gatsby Benchmark 1

Hopebright provides a stable careers programme to prepare learners for the opportunities, responsibilities and experiences of later life as a core statutory responsibility.

The careers programme enables learners to make well-informed decisions about:

- Education
- Training
- Apprenticeships
- Supported internships
- Employment
- Volunteering
- Independent living
- Preparation for adulthood
- Community participation

The careers programme at Hopebright is regularly reviewed by the Careers Leader as part of a rigorous cycle of self-evaluation and action planning.

Careers Education and Guidance is delivered through three main aims:

- Learners' understanding of themselves and developing their capabilities
- Investigating careers, pathways and opportunities
- Implementing individual career action plans

The main topics included within the programme include:

- Work experience
- Interview techniques
- Budgeting
- CV writing
- Post-16 options
- Post-18 options where appropriate
- Banking and loans



- Jobs and skills
- Why we make decisions
- Employability skills and what employers are looking for
- Communication in the workplace
- Travel training
- Workplace behaviour
- Rights and responsibilities at work
- Health and safety at work
- Apprenticeships
- Technical education
- Supported internships
- College applications
- Personal presentation
- Enterprise
- Labour market information
- Independent living skills
- Personal strengths and talents

From Key Stage 3 onwards, careers work is delivered in line with government expectations for secondary education and preparation for adulthood.

Hopebright continues to develop academic, vocational and personal development opportunities that allow learners to follow a wide range of options suited to differing aptitudes, needs, interests and abilities.

The courses and programmes provide access to employment as well as further and higher education where appropriate. They aim to motivate learners and encourage achievement through the development of essential practical skills for life and work.

From Year 9 onwards, learners are supported to consider subject options, qualification pathways and transition routes. Where GCSEs are appropriate, learners will be supported to access them. Where GCSEs are not accessible or not the most suitable route, Functional Skills accreditation in English, Maths and ICT / Digital Skills may be offered.



In addition, Hopebright may offer or facilitate access to vocational courses, alternative qualifications and accredited personal development programmes.

Flexible accreditation routes may be used to support learners who need personalised pathways, including learners who:

- Are unsure which vocational pathway to choose
- Would benefit from exploring different vocational areas
- Have gained some qualifications at entry level
- Have disengaged from traditional curriculum routes
- Need support to re-engage with learning
- Require different learning and assessment styles
- Benefit from practical, portfolio-based or skills-based learning

Hopebright will ensure that any qualification offer is appropriate, ambitious, meaningful and linked to future destinations.

#### Example Careers Curriculum Themes

Autumn	Spring	Summer
What makes me proud?	What is important to my local community?	How can I be independent?
Investigating and exploring	Enterprise	Change and growth
What is the world of work?	What are my goals?	What's next?

#### Learning from Career and Labour Market Information – Gatsby Benchmark 2

Learners are taught how to find, understand and use careers and labour market information from Year 7 onwards.

They use objective information about local, regional and national labour markets to make decisions that support their future careers and transitions.

ICT and digital skills are developed to enable learners to research careers information with progressive independence.

Learners will be supported to:

- Search and retrieve information on courses and training
- Gather and analyse self-data to create occupational choices



- Research jobs, training and apprenticeships in their local area
- Research educational institutions, courses, qualifications, entry requirements and costs
- Compare academic, vocational and technical routes
- Understand local employment sectors
- Understand growth sectors and skills shortages
- Explore realistic routes into chosen careers
- Identify support needed to access opportunities
- Understand salary expectations, working hours and workplace expectations

ICT skills are used for:

- Planning
- Research
- Re-drafting
- Presenting written tasks
- CV writing
- Application letters
- Enquiry emails
- Action plans
- Digital portfolios
- Job searches
- College applications

All stakeholders are signposted to labour market information by Hopebright.

Parents and carers are encouraged to discuss labour market information at:

- Parents' evenings
- Open days
- EHCP reviews
- PEP reviews
- Transition planning meetings
- Careers interviews
- Annual reviews
- Post-16 planning meetings



Hopebright will ensure that labour market information is accessible to learners with SEND, including through simplified language, visual resources, supported research, one-to-one guidance and family engagement.

#### Addressing the Needs of Each Learner – Gatsby Benchmark 3

Learners have different careers guidance needs at different stages.

Hopebright understands that opportunities for advice and support should be tailored to each stage, with diversity, equity, inclusion and equality embedded throughout the careers programme.

Hopebright recognises the importance of improving social mobility by identifying each learner's barriers and the support they need to maximise their life chances.

Hopebright does this through a number of pathways, including:

- Teachers, tutors and careers advisers maintaining comprehensive records of individual advice and subsequent decisions
- Integrating careers actions into EHCP systems, where applicable
- Recording agreed actions and next steps
- Providing learners and parents / carers with ongoing support
- Ensuring staff understand learners' careers education and guidance needs
- Discussing career planning through staff meetings, team meetings and transition planning
- Strengthening learners' self-advocacy skills
- Encouraging learners to access and take ownership of their career development records
- Recording work experience
- Recording employer encounter insights
- Recording learning points from visits, interviews and activities
- Recording planning and research notes
- Monitoring uptake of STEM placements and courses for gender, SEND or socio-economic bias
- Monitoring participation in college, vocational and apprenticeship placements for gender, SEND and socio-economic bias
- Monitoring the progression of CLA and PCLA learners
- Monitoring learners with EHCPs and those with social workers
- Identifying learners at risk of becoming NEET



- Providing additional support where barriers are identified

Hopebright has a named Careers Leader:

Careers Leader: [Insert Name]

Designated Safeguarding Lead: [Insert Name]

SENDCo: [Insert Name]

Director / Head of Provision: Arshad Ashraf

Independence Skills

Some learners will require an independence-training programme and will need help and support to ensure they have the same career opportunities as other learners.

Depending on individual level of need, Hopebright will work closely with parents, carers, guardians, social workers, local authorities and external professionals to support independence programmes.

Where relevant, independence outcomes will be recorded in:

- EHCPs
- Annual reviews
- Transition plans
- Personal development plans
- Careers action plans
- Risk assessments
- Work experience plans

Independence skills may include:

- Travel training
- Communication
- Self-advocacy
- Timekeeping
- Personal organisation
- Managing money
- Personal safety
- Workplace routines
- Understanding instructions
- Asking for help



- Managing anxiety
- Problem-solving
- Understanding rights and responsibilities

## Linking Curriculum Learning to Careers – Gatsby Benchmark 4

### Careers Education

The three main ways careers is delivered within the curriculum are:

#### 1. Career learning as a subject in its own right

This is delivered as part of PSHE / personal development and supported through:

- Independent careers advice and guidance
- College encounters
- Work experience
- Employer encounters
- Assemblies
- Tutor sessions
- One-to-one guidance
- Transition planning

#### 2. Incorporating career learning within other subjects

Hopebright promotes the development of STEAM education and provides opportunities for learners to explore future career paths within these areas.

All subject teachers emphasise the importance of succeeding in English, Maths and digital skills as a core foundation for achieving the college course, apprenticeship, employment route or career learners aspire to.

Teachers will make explicit links between curriculum learning and future pathways, including:

- English and communication in the workplace
- Maths and budgeting, wages, measurement and finance
- Science and health, environment, engineering and technology careers
- ICT and digital industries
- Art and creative industries
- Food, hospitality and catering



- Sport, health and fitness
- Humanities and public services
- Enterprise and business
- Life skills and independent living

### 3. Organised career learning through enrichment

Hopebright will provide career learning through:

- Enrichment activities
- Careers fairs
- Employer encounters
- Industry encounters
- Enterprise projects
- College visits
- Workplace visits
- Guest speakers
- Community projects
- Work-related learning
- Vocational tasters

These activities will be strongly connected to subjects within the curriculum.



## Teaching Strategies

Teaching strategies will aim to meet the needs and reflect the learning style of each learner.

A high level of individual support may be provided by:

- Teachers
- Tutors
- Teaching assistants
- Pastoral staff
- Careers advisers
- SEND staff
- External professionals

Learners are encouraged to draw on their own experiences, beliefs and feelings while learning about and understanding the experiences of others.

Learners are supported to develop respect for other views and to challenge stereotypes.

Activities are used that encourage the development of key skills recognised by employers, colleges and training providers.

Key skills include:

- Communication
- Speaking and listening
- Following instructions and advice
- Using ICT
- Using English and mathematical skills
- Working with others as part of a team
- Problem-solving
- Improving individual learning and performance
- Budgeting skills
- Life skills
- Transport training
- Application skills
- Personal talents and skills
- Resilience



- Timekeeping
- Reliability
- Organisation
- Workplace behaviour
- Self-presentation
- Confidence
- Independence

Teachers are responsible for:

- Ensuring schemes of work contribute to work-related aims
- Identifying careers-related activity at relevant points in schemes of work
- Identifying appropriate learning outcomes, including skills, attitudes, concepts and knowledge
- Planning strategies to achieve careers-related learning outcomes
- Clarifying how activities support progression within work-related learning
- Making links between subject learning and future education, employment and training routes
- Promoting high aspirations for all learners

#### Encounters with Employers and Employees – Gatsby Benchmark 5

Hopebright aims to provide opportunities for all learners to participate in at least one meaningful encounter with an employer each year between Years 7–13, adapted to need, age, readiness and individual circumstances.

Employer encounters provided by Hopebright are progressive and build knowledge and understanding over time.

These encounters help to develop learner confidence, communication, aspiration and understanding of the workplace.

Hopebright ensures that encounters with employers and employees are progressive through key stages and support delivery of career learning outcomes within the careers programme.

The pathway allows learners to build on:

- Interests
- Strengths
- Maturity



- Confidence
- Communication skills
- Personal investment
- Employability skills
- Understanding of workplace expectations

The focus of encounters is broadly linked to age and stage, while remaining flexible to support individual SEND and EHCP outcomes.

- In Years 7 and 8, the focus is around learner interests, motivations and understanding the world of work
- In Year 9, the focus moves to exploring career opportunities, options and aspirations
- In Year 10, the focus is on what employers want from a prospective employee, self-presentation and planning for post-16
- In Year 11, the focus is on making plans and applications for post-16, using employer encounters to develop self-awareness and articulate skills
- In Years 12 and 13, where applicable, the focus is on transition into employment, supported internships, apprenticeships, further education, higher education, volunteering or training

Employer encounters may include:

- Visiting speakers
- Workplace visits
- Careers fairs
- Mock interviews
- Enterprise activities
- Mentoring
- Work shadowing
- Work experience
- Virtual employer encounters
- Sector-specific workshops
- Employer-led projects



## Experiences of Workplaces – Gatsby Benchmark 6

Experiences of workplaces are part of a progressive programme of work-related encounters at each stage of a learner's education.

They are not treated as a bolt-on arrangement.

Every learner should have first-hand experiences of the workplace through:

- Work visits
- Work shadowing
- Work experience
- Supported work experience
- Internal work-related projects
- Employer-led activities
- Virtual workplace experiences where appropriate

These experiences help learners explore career opportunities and expand their networks.

Hopebright ensures that workplace opportunities are tailored to individual learner needs.

A learner's SEND is supported through careful planning to ensure that accessibility, safeguarding, health and safety, and equality of opportunity are always promoted.

Workplace experiences are important because they enable learners to:

- See a work environment first-hand
- Observe work processes
- Talk to staff about their roles
- Develop understanding of different workplaces
- Understand different roles within organisations
- Develop interpersonal skills linked to workplace culture
- Improve self-awareness
- Improve awareness of the world of work
- Encounter and challenge stereotypes
- Develop and apply skills learned at Hopebright
- Access FE establishments and other potential training providers
- Build confidence in unfamiliar environments
- Practise communication and independence



- Understand expectations around punctuality, dress, behaviour and safety

Hopebright will ensure that all work experience is appropriately planned, risk assessed and monitored.

This includes:

- Employer suitability checks
- Health and safety checks
- Safeguarding expectations
- Employer risk assessments
- Individual learner risk assessments
- Parental / carer consent
- Preparation activities
- Placement induction
- Monitoring arrangements
- Review and evaluation



### Encounters with Higher and Further Education – Gatsby Benchmark 7

Hopebright ensures that encounters with further and higher education are part of an overall approach that includes personalised and small-group information, advice and guidance.

Learners will be supported to access carefully selected sources of information, including digital and print-based materials.

Hopebright provides opportunities for a range of education and training providers to speak to learners in Years 8 to 13.

This includes information about:

- Technical education qualifications
- Apprenticeships
- Supported internships
- Further education
- Higher education
- Vocational qualifications
- A levels
- BTECs
- T Levels
- Entry level pathways
- Foundation learning
- Life skills programmes
- Employment and training routes

Learners are informed of all higher and further education pathways, including academic, vocational, technical and supported routes.

The Careers Leader works closely with local institutions and agencies through a collaborative approach.

Partners may include:

- Colleges
- Universities
- Local authorities
- Careers guidance providers
- Parents and carers



- Employers
- Training providers
- Apprenticeship providers
- Supported internship providers
- Voluntary and community organisations

All partners should have a shared understanding of learner needs and appropriate solutions.

#### Management of All Vocational Qualifications

A senior member of staff is responsible for:

- The management and coordination of qualifications
- The range of activities in each key stage
- How effectiveness and benefits of work-related activities are measured
- Monitoring and evaluating work-related learning
- Assessment procedures
- Strategies for learner evaluation of activities and learning outcomes
- Systems to secure balance, progression and continuity
- Quality assurance of vocational pathways
- Ensuring qualifications are appropriate to learner needs and future destinations
- Ensuring awarding body requirements are met where applicable
- Ensuring qualifications support transition planning and preparation for adulthood



## Personal Guidance – Gatsby Benchmark 8

Career conversations are an ongoing part of a learner's Hopebright experience.

Personal guidance is an integrated part of the overall careers programme.

The advice provided is impartial and always in the best interests of the learner.

Hopebright will ensure that learners receive personal guidance from a suitably trained careers adviser.

External careers advisers may work with learners from Year 8 upwards during the academic year.

They provide learners with action plans to inform career choices and offer high-quality educational support including:

- Careers advice
- Educational resources
- Engagement with parents and families
- Post-16 planning
- Application support
- Interview preparation
- Transition support

This provision supports learners to make successful transitions and achieve positive outcomes.

Close links with local authorities and external careers providers may provide additional support for learners from Year 8 onwards.

Learners have access to a named member of staff who is Hopebright's Careers Leader.

The Careers Leader will hold regular meetings with senior leaders and relevant staff to ensure careers provision is effective, inclusive and responsive.



## Implementation Management

Hopebright's Careers Adviser works with staff to support and enhance the careers education programme.

The role is to help learners make informed decisions and overcome barriers they may face.

This is done through:

- Impartial careers guidance
- Information and advice
- One-to-one support
- Transition planning
- Parent and carer engagement
- Signposting to relevant providers
- Support with applications
- Support with interviews
- Support with education, employment and training destinations

The service can also help young people find a place in education, training or employment when they leave Hopebright.

For further information, please contact:

Careers Leader: [Insert Name]

Email: [Insert Email]

Telephone: [Insert Telephone]

From Year 9 onwards, there will be a transition plan which considers future education, training and employment choices for each learner, in line with the SEND Code of Practice.

Transition plans will be raised at EHCP meetings, giving learners, parents, carers, Hopebright staff and advisers the opportunity to contribute.

Transition planning will include consideration of:

- Education
- Employment
- Training
- Independent living
- Community inclusion



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- Health and wellbeing
- Social care support where applicable
- Travel training
- Work experience
- Supported internships
- Apprenticeships
- Further education
- Higher education where appropriate



## Resources

Careers information will be available through Hopebright's careers resource area and digital platforms.

Learners will be involved in the planning and evaluation of careers activities.

Resources include:

- Access to independent careers advice and guidance provider
- Access to labour market information
- Access to college and university visits, physical and virtual
- Employer encounter opportunities
- Work experience resources
- CV templates
- Application templates
- Interview preparation resources
- Apprenticeship information
- Supported internship information
- Technical education information
- Careers websites
- Visual resources for learners with SEND
- Parent and carer information
- Destination planning documents

Training and development for staff will be determined by senior leadership and linked to the Hopebright improvement plan.

Staff training may include:

- Gatsby Benchmark implementation
- Careers in the curriculum
- SEND and careers guidance
- Labour market information
- Provider access duties
- Employer engagement
- Work experience planning
- Safeguarding in workplace learning



- Ofsted / ISI readiness
- Destination data and evaluation

## Hopebright Provider Access Policy

### Introduction

This policy statement sets out Hopebright's arrangements for managing the access of providers to learners for the purpose of giving them information about the provider's education or training offer. This complies with Hopebright's legal obligations under Section 42B of the Education Act 1997, commonly known as the Baker Clause.

Hopebright will ensure that learners are able to hear from a full range of providers, including:

- Further education colleges
- Sixth form providers
- Training providers
- Apprenticeship providers
- Technical education providers
- Supported internship providers
- Employers
- Higher education providers where appropriate

Provider access will be impartial, meaningful and planned within the wider careers programme.

### Management of Provider Access Requests

A provider wishing to request access should contact:

Careers Leader: [Insert Name]

Director / Head of Provision: Arshad Ashraf

Telephone: [Insert Telephone]

Email: [Insert Email]

Providers should include:

- Name of organisation
- Contact details
- Target year groups
- Nature of provision



- Preferred dates
- Safeguarding information
- Any resources or equipment required

Hopebright will consider requests in line with:

- Learner needs
- Curriculum planning
- Safeguarding requirements
- Equality and accessibility
- Relevance to pathways
- Timetabling
- Gatsby Benchmark coverage

#### Opportunities for Access

A number of events integrated into the Hopebright careers programme will offer providers an opportunity to speak to learners and/or parents and carers.

These may include:

- Careers events
- Assemblies
- PSHE / personal development sessions
- Options events
- Transition events
- Provider presentations
- Small group workshops
- One-to-one guidance sessions
- Parent / carer information sessions
- EHCP annual reviews where appropriate
- College taster sessions
- Apprenticeship information sessions
- Technical education workshops
- Supported internship presentations



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- Virtual provider sessions

Providers should speak to the Careers Leader to identify the most suitable opportunity.



### Premises and Facilities

Hopebright will make suitable spaces available for discussions between providers and learners, as appropriate to the activity.

This may include:

- Classrooms
- Meeting rooms
- Group rooms
- Private guidance spaces
- Digital / virtual meeting access
- Larger spaces for presentations where available

Hopebright will also make available AV and other specialist equipment where possible to support provider presentations.

This will be discussed and agreed in advance with the Careers Leader or a member of the senior leadership team.

Providers are welcome to leave copies of prospectuses or relevant course literature.

These may be made available to learners in the careers resource area or through digital platforms.

Provider materials must be accessible, age-appropriate and suitable for learners with SEND.



## Appendix: The 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 learners, parents, teachers, governors, employers and other agencies.

At Hopebright, the careers programme will be planned, sequenced, evaluated and reviewed annually.

### 2. Learning from Career and Labour Market Information

Every learner, and their parents or carers, should have access to good-quality information about future study options and labour market opportunities.

They will need support from an informed adviser to make best use of available information.

Hopebright will ensure information is accessible, current and linked to local and national opportunities.

### 3. Addressing the Needs of Each Learner

Learners have different career guidance needs at different stages.

Opportunities for advice and support need to be tailored to each learner.

Hopebright's careers programme will embed equality, diversity, inclusion and SEND considerations throughout.

### 4. Linking Curriculum Learning to Careers

All teachers should link curriculum learning with careers.

Hopebright will ensure that subject learning supports preparation for education, employment, training and adulthood.

### 5. Encounters with Employers and Employees

Every learner should have multiple opportunities to learn from employers about work, employment and the skills valued in the workplace.

This may be through visiting speakers, mentoring, enterprise schemes, workplace visits, employer projects, work experience and virtual encounters.

### 6. Experiences of Workplaces

Every learner should have first-hand experiences of the workplace through work visits, work shadowing and/or work experience to help exploration of career opportunities and expand networks.

Hopebright will ensure experiences are safe, meaningful, inclusive and adapted to learner needs.



#### 7. Encounters with Further and Higher Education

All learners should understand the full range of learning opportunities available to them.

This includes academic, vocational and technical routes, and learning in schools, colleges, universities, training providers and the workplace.

#### 8. Personal Guidance

Every learner should have opportunities for guidance interviews with a careers adviser who is trained to an appropriate level.

These should be available whenever significant study or career choices are being made and should be timed to meet individual needs.

Hopebright will ensure guidance is impartial, personalised and recorded.