ST DOMINIC'S GRAMMAR SCHOOL

CAREERS EDUCATION, INFORMATION, ADVICE AND GUIDANCE AND WORK EXPERIENCE POLICY

Academic Year 2026-2027

Inspiring growth in mind, body and spirit

Document control	Details
Policy owner	Headmaster
Operational lead	Careers Leader / Careers and Work Experience Coordinator – M Binfield
Safeguarding lead	DSL
Accountable body	Proprietor, supported by the Governing Body
Applies to	Whole School: EYFS to Sixth Form
Effective from	1 September 2026
Review date	August 2027, or earlier following material change

Approval

Approved by	Date
Authorised Governing Body – Sir M Griffiths	30-8-2026

Policy statement and pupil entitlement

St Dominic's Grammar School provides a planned and progressive programme of careers education, information, advice and guidance (CEIAG) and meaningful experiences of work. The programme supports the School's mission by helping pupils understand themselves, recognise the relevance of learning, explore opportunity and make informed transitions into education, training and employment.

Every pupil is entitled to careers learning that is accurate, current, age-appropriate, inclusive and impartial; presents academic, technical, vocational, apprenticeship, employment and higher-education routes without bias; challenges stereotypes and low expectations; draws on reliable labour-market information; and is tailored where necessary to the pupil's interests, abilities, SEND, disability, circumstances and aspirations.

1. Purpose and aims

- Embed career learning from EYFS to Sixth Form, with the statutory independent-school entitlement fully met for pupils of secondary age.
- Help pupils develop self-awareness, career-management and employability skills, including communication, teamwork, creativity, problem-solving, adapting, planning and leadership.
- Link curriculum learning to careers, future study and the changing world of work.
- Ensure pupils and parents understand the full range of post-14, post-16 and post-18 options and application routes.
- Provide meaningful encounters with employers, employees, education and training providers, and workplaces.
- Give each secondary-age pupil appropriate personal guidance at key decision points.
- Remove barriers and promote high aspirations for pupils with SEND, disabilities or other vulnerabilities.
- Support sustained positive destinations and use evaluation to improve the programme.

2. Legal, regulatory and good-practice framework

This policy has regard to:

- Education (Independent School Standards) Regulations 2014, paragraph 2(2)(e): secondary-age pupils must have access to accurate, up-to-date careers guidance presented impartially, enabling informed choices from a broad range of options and helping them fulfil their potential;
- Equality Act 2010, Children and Families Act 2014 and SEND Code of Practice: 0 to 25 years, including reasonable adjustments, preparation for adulthood and non-discriminatory access;
- Keeping Children Safe in Education 2026, particularly safeguarding arrangements for external organisations, alternative provision and adults supervising children on work experience;
- Management of Health and Safety at Work Regulations 1999, Health and Safety at Work etc. Act 1974, relevant child-employment rules and HSE work-experience guidance;
- UK GDPR and Data Protection Act 2018 for sharing pupil information with advisers, employers and providers;
- current ISI inspection framework, including leadership, risk management, curriculum, pupils' social and economic wellbeing, preparation for future lives and safeguarding; and
- DfE Careers Guidance and Access for Education and Training Providers (2026) and the updated Gatsby Benchmarks as relevant good-practice benchmarks.

The statutory provider-access duties in sections 42A and 42B of the Education Act 1997 apply to specified state-funded institutions rather than ordinary fee-paying independent schools. Nevertheless, St Dominic's adopts the underlying principle: pupils will have meaningful, impartial access to a broad range of technical, vocational, apprenticeship and academic providers.

3. Responsibilities

Role	Responsibilities
Proprietor	Ensures the School meets the Independent School Standards and that leadership has suitable knowledge, resources and oversight.
Governing Body	Provides challenge and assurance; reviews programme impact, destinations, inclusion, safeguarding and improvement priorities.
Headmaster	Has executive accountability; appoints and supports the Careers Leader; ensures careers provision is embedded across the School.
Careers Leader / Coordinator	Plans and publishes the programme; coordinates guidance, encounters and work experience; keeps records; tracks participation and evaluates impact.
DSL	Advises on external speakers, employers, placements, vulnerable pupils and allegations or concerns; ensures KCSIE processes are followed.
SENCo	Works with the Careers Leader on accessible, ambitious, person-centred preparation for adulthood and transition support.
Heads of phase / tutors / mentors	Deliver planned learning, identify guidance needs, support applications and record agreed actions.
Subject teachers	Highlight career pathways and how subject knowledge and skills connect to further study, work and enterprise.
Pupils and parents	Engage with opportunities, provide relevant information, meet deadlines and raise support or adjustment needs early.

4. Programme design and the Gatsby Benchmarks

The Careers Leader maintains a written annual programme and uses the updated Gatsby Benchmarks as a quality framework:

1. A stable careers programme.
2. Learning from career and labour-market information.
3. Addressing the needs of each pupil.
4. Linking curriculum learning to careers.
5. Encounters with employers and employees.
6. Experiences of workplaces.
7. Encounters with further and higher education.
8. Personal guidance.

The programme will identify learning outcomes, year groups, timing, delivery responsibility, provider or employer involvement, resources, accessibility arrangements and evaluation evidence. One event may contribute to several benchmarks but must have a clear educational purpose and meaningful pupil participation.

5. Progressive whole-school programme

Phase	Core entitlement and emphasis
EYFS and Nursery	Age-appropriate exploration of people who help us, roles in the community, interests, teamwork and the language of work through play, visitors and stories. No premature career choice.
Prep: Years 1-6	Broadening horizons; challenging stereotypes; recognising strengths; enterprise and teamwork; meeting adults from varied occupations; linking subjects to the wider world.
Years 7-8	Career-management skills through PSHE and Citizenship; employer encounters; introduction to Labour Market Information, pathways and subject relevance; and reflection.
Year 8-10	Option choices informed by interests, strengths and possible routes; technical, vocational and academic pathways; personal guidance where needed; preparation-for-adulthood focus in EHCP review. Found in mentoring and subject choices

Phase	Core entitlement and emphasis
Year 10	Curriculum links, employability preparation, CVs and applications found in citizenship sessions, employer encounters and the School's principal work-experience placement at the end of Year 10.
Year 11	Weekly PSHE/Citizenship and designated careers learning; impartial post-16 comparison; applications fooud in discussion through the mentoring process, interviews, LMI, workplace rights and responsibilities; personal guidance and transition follow-up.
Year 12	Next-steps audit; higher education, apprenticeships, employment and gap-year routes; super-curricular and work-related opportunities; UCAS and provider events; personal guidance.
Year 13	Applications and interviews; finance and transition; contingency planning; confirmation of intended destination and targeted support through results and enrolment.

The existing use of academic tutors and mentors, the Senior Library, external resources, assemblies, subject displays and direct communication with pupils and parents forms part of this programme. C3B4Me, CARS and study-skills support may contribute to independence and employability where their career-learning purpose is explicit.

6. Impartial information, advice and personal guidance

- Advice must put the pupil's best interests first and must not favour the School's Sixth Form, a university route or any provider because of institutional interest.
- Information must cover A levels, applied and vocational qualifications, apprenticeships (including higher and degree apprenticeships), technical education, further education, higher education, employment, supported internships where relevant and other lawful routes.
- Pupils should receive personal guidance before significant transition decisions and whenever a need is identified. Agreed actions should be recorded and revisited. To be taken place during mentoring.

7. Labour-market information and curriculum links

Pupils are taught to locate, interpret and question current local, regional, national and international labour-market information, including employment trends, skills shortages, qualification requirements, pay, working patterns, automation and emerging sectors. This to be addressed during PSHE/Citizenship and mentoring

Subject leaders identify meaningful career links in schemes of work. Teachers should avoid presenting tenuous lists of jobs: pupils should understand how subject knowledge, disciplinary thinking and transferable skills are used in further study and work. Encounters with alumni, employers and professional bodies should broaden rather than narrow aspiration.

8. Employers, education and training providers

The School seeks a broad and balanced range of encounters with employers, employees, the self-employed, universities, further-education colleges, apprenticeship and technical-training providers, public services and professional bodies. Encounters should include different sectors, organisation sizes and routes, and should not be limited to existing parental networks.

The Careers Leader will consider requests from suitable providers and arrange access where it contributes to the programme. Providers should be given reasonable facilities and pupils should be able to ask questions. Promotional content must be accurate, age-appropriate, transparent and free from discriminatory or unsafe material.

9. External speakers and safeguarding

- The educational value, age appropriateness, impartiality, reputation and proposed content must be considered before approval.
- Identity and professional capacity must be checked. The School will obtain assurance about appropriate safeguarding checks where the activity requires them, without routinely requesting or copying DBS certificates where this is not lawful or necessary.

- Visitors are signed in, briefed, appropriately supervised and must follow the School's safeguarding, conduct, photography and data-protection rules.
- Pupils must know how to report something worrying. Any disclosure or concern is passed to the DSL immediately.

10. Inclusion, equality and targeted support

Careers provision must be ambitious and accessible for every pupil. The Careers Leader, SENCo, DSL and pastoral staff identify pupils who may require additional or earlier support, including pupils with SEND or disabilities, pupils with an EHCP, looked-after or previously looked-after children, young carers, pupils with health needs, those at risk of becoming NEET and those facing financial, cultural or other barriers.

- Reasonable adjustments may include accessible formats, additional preparation, supported visits, adapted placement hours or duties, travel planning, communication support and closer liaison with employers.
- Careers learning will challenge stereotypes related to sex, race, disability, religion or belief, sexual orientation, gender reassignment, socio-economic background or any other status.
- EHCP reviews from Year 9 must include preparation for adulthood, with careers and employment outcomes considered in a person-centred way.
- No pupil will be steered towards or away from a route because it is easier for the School to arrange.

11. Work experience principles

St Dominic's provides a principal work-experience placement at the end of Year 10. Sixth Form pupils are encouraged to undertake further shadowing, short placements or ongoing experience linked to their subjects or career interests, with prior School approval for any absence. Earlier workplace experiences may include workplace visits, employer-led projects, simulations, enterprise and work shadowing.

Every experience must have a clear purpose, appropriate learning outcomes, meaningful interaction, preparation, a task or insight into real work where practicable, employer feedback and pupil reflection. Virtual activity may supplement but should not routinely replace suitable in-person experience.

12. Approval and placement selection

Pupils may identify their own placement, but a placement is not approved merely because a parent arranged it or the employer is known to the family. No pupil may start until the School has completed and recorded proportionate suitability checks and issued confirmation.

9. Pupil proposes the placement and identifies learning aims, travel arrangements and any relevant support needs.
10. Parent or carer provides consent and confirms emergency and medical information.
11. Employer supplies the named supervisor, activities, hours, location, contact details, risk-management and insurance information, and agrees the School's safeguarding and emergency expectations.
12. The Careers Leader completes a proportionate assessment, consulting the DSL, SENCo or competent health-and-safety adviser where needed.
13. The School approves, approves with conditions, requires changes or declines the placement, and records the decision.
14. Pupil and employer receive final information, reporting routes and contact details before the placement begins.

13. Employer suitability and health and safety

The placement provider has primary responsibility for the pupil's health and safety while at work and must manage significant risks. The School checks that suitable arrangements are in place without duplicating competent employers' assessments unnecessarily.

Check	Minimum evidence / decision
Employer and placement	Genuine organisation; suitable environment, activities, hours, supervision and learning value.
Risk management	Employer confirms risk assessment and induction arrangements, including young-person factors and any necessary adjustments.
Insurance	Current employers' liability insurance unless a lawful exemption applies; public liability considered where relevant.
Higher-risk activity	Enhanced scrutiny for construction, agriculture, manufacturing, vehicles, animals, healthcare, laboratories, kitchens, lone work, travel, remote locations or overnight activity.
Prohibited / unsuitable tasks	No work beyond the pupil's capability; no unlawful hours; no avoidable exposure to hazardous substances, machinery, violence, adult-only environments or unsupervised high-risk activity.
Travel and expenses	Safe, realistic arrangements agreed with parents; financial barriers identified and addressed where practicable.
Emergency arrangements	Named contacts, first aid, accident reporting, fire and evacuation, absence and safeguarding reporting routes confirmed.

14. Safeguarding and DBS decisions for work experience

The School will confirm that the provider has policies and procedures to protect children from harm. DBS decisions are made lawfully and proportionately under KCSIE 2026; checks are not requested as a blanket condition of every placement.

- For a pre-16 pupil, a person who will teach, train, instruct, care for or supervise the pupil frequently, on more than three days in a 30-day period, or overnight may be engaging in regulated activity. A barred person must not undertake regulated activity.
- Other workplace staff who do not undertake those functions are not in regulated activity merely because a pupil is present.
- For pupils aged 16 or 17, the School and employer cannot request an enhanced DBS check with children's barred-list information solely because a person supervises them in work experience; other lawful checks may be considered where justified.
- If a pupil aged 16 or over is placed in a specified setting such as a school and their own activity gives opportunity for contact with children, the placement provider must assess whether a DBS check for the pupil is appropriate. A DBS check cannot be requested for a child under 16.
- Lone working, home working, overnight stays, intimate or personal care, access to service users, transport by one adult and online one-to-one contact require specific assessment and DSL approval.

The pupil must know who to contact at the employer and at School, how to withdraw to a safe place, and that they will be listened to if something feels unsafe. Any allegation or safeguarding concern is reported immediately to the DSL and managed under KCSIE and the School's safeguarding procedures.

15. During the placement

- The employer provides induction covering duties, boundaries, supervision, hazards, emergency procedures, confidentiality, data protection and reporting concerns.
- The pupil follows reasonable instructions, behaves professionally, protects confidential information and does not take photographs or post workplace content without permission.
- The School maintains a proportionate contact and monitoring plan. A visit is not mandatory for every low-risk placement; telephone, video or written checks may be more appropriate. Higher-risk or vulnerable-pupil placements receive closer monitoring.
- Absence, accident, significant change, safeguarding concern or placement breakdown must be reported promptly to the School and parent or carer.

- The School may amend, suspend or terminate a placement if it is unsafe, unsuitable or no longer educationally worthwhile.

16. Accidents, incidents and emergencies

15. Protect life and call 999 where necessary. The employer applies its emergency and first-aid arrangements.
16. Notify the School emergency contact and parent or carer as soon as practicable.
17. The DSL leads safeguarding action; the employer and School preserve relevant information and avoid compromising police or regulatory enquiries.
18. The employer considers its statutory accident-reporting duties, including RIDDOR where applicable. The School records the incident under its own procedures.
19. The School reviews the pupil's welfare, placement status, support needs and lessons for future placements.

17. Pupils placed with relatives, abroad or in unusual arrangements

A family connection does not remove the need for approval, learning outcomes, insurance, risk management or safeguarding arrangements. Placements abroad, residential placements, placements involving homestay, self-employment, private homes, remote working or substantial travel require enhanced assessment and express Headmaster and DSL approval. The School will not approve an arrangement where it cannot obtain sufficient assurance or respond effectively to an emergency.

18. Preparation, reflection and recognition

Before placement, pupils receive guidance on applications, communication, workplace conduct, equality, harassment, health and safety, safeguarding, confidentiality, online conduct, travel and raising concerns. Afterward they evaluate what they learned, record skills and evidence, consider employer feedback and identify next steps. The Careers Leader uses feedback to decide whether the employer should be invited to host future pupils.

19. Data protection and confidentiality

Only information necessary to arrange a safe and effective activity will be shared with an adviser, provider or employer. Health, disability, safeguarding or support information will be handled sensitively and shared on a lawful, need-to-know basis. Privacy information will explain purposes, retention and rights. Providers may not use pupil details for unrelated marketing or contact pupils privately without authorisation.

20. Recording, evaluation and destinations

The Careers Leader maintains proportionate records of the planned programme, pupil participation, personal-guidance actions, employer and provider encounters, placement approvals, adjustments, incidents and evaluation. Pupil voice, parent and employer feedback, destination information, participation gaps and Gatsby Benchmark review are used to improve provision.

The School follows up intended and sustained destinations where reasonably possible and provides targeted support where a pupil has no secure pathway or a destination breaks down. Destination data is analysed carefully: it informs improvement but must not create pressure towards routes that enhance headline figures rather than serve the pupil's best interests.

21. Governance assurance and policy review

At least annually, the Governing Body receives feedback on destinations and any concerns in terms of safeguarding or health and safety from career events. The Chair ensures that identified weaknesses lead to timely action.

This policy is reviewed annually and earlier after a serious incident, significant guidance or legal change, inspection finding or material change in School provision.

22. Related policies

- Safeguarding and Child Protection Policy
- Educational Visits Policy
- Health and Safety Policy
- First Aid, Medical, Allergy and Anaphylaxis Policy
- SEND Policy
- Equality, Equal Opportunities and Accessibility Policy
- Data Protection Policy and privacy notices
- Online Safety and Acceptable Use Policy
- Behaviour, Discipline and Uniform Policy
- Admissions and Transition Policy

Appendix 1 - Annual careers programme framework

Year / phase	Planned learning and encounters	Evidence / evaluation
EYFS-6	Age-appropriate career learning, visitors, enterprise and curriculum links	Pupil work, teacher review, participation
7	PSHE career learning; employer and workplace encounter; reflection	Learning record; pupil feedback
8	Pathways and LMI; technical/vocational/academic provider exposure	Quiz/reflection; provider record
9	Options guidance; personal support; preparation for adulthood where relevant	Options evaluation; guidance action
10	Employability preparation; employer encounters; approved work placement	Placement record; employer/pupil feedback
11	Post-16 comparison; applications; interviews; personal guidance	Offer/destination plan; action record
12	Next-steps audit; HE/apprenticeship/employment activity; further workplace experience	Individual plan; encounter records
13	Applications, finance, transition and contingency planning	Confirmed destination and follow-up

Appendix 2 - Work-experience placement approval checklist

Check	Complete / evidence
Pupil aims, dates, hours, activities and location	
Parent / carer consent and emergency details	
Employer identity, contact and named supervisor	
Educational value and age suitability	
Employer risk-management and induction confirmation	
Employers' liability insurance / lawful exemption	
Safeguarding procedures and KCSIE / DBS decision recorded	
SEND, medical, disability and reasonable adjustments	

Check	Complete / evidence
Travel, cost, meals and accessibility	
Lone work, transport, online contact, home or overnight issues	
School contact and monitoring plan	
Emergency, absence, accident and concern routes	
Approval decision, conditions, approver and date	

Appendix 3 - Employer placement information and agreement

Field	Details
Organisation and address	
Placement contact / supervisor	
Dates, hours and breaks	
Proposed activities and learning opportunities	
Risk assessment and young-person controls	
Induction, first aid, fire and emergency arrangements	
Insurance details	
Safeguarding policy / reporting route	
Adjustments or support agreed	
Restrictions / prohibited activities	
Absence and accident contacts	
Employer confirmation and date	

Employer confirmation: We will provide suitable supervision, induction, meaningful activity and feedback; manage health and safety risks; protect the pupil from harm; notify the School of significant changes, absence, accident or concern; and cooperate with proportionate School monitoring.

Appendix 4 - Pupil reflection and employer feedback

Prompt	Response
What did I learn about this workplace and sector?	
Which tasks did I complete?	
Skills I used or developed	
What feedback did I receive?	
What surprised or challenged me?	
How has this affected my next-step thinking?	
My next action	
Employer: strengths demonstrated	
Employer: development point	
Employer / pupil / School review date	

Appendix 5 - Principal sources

- Education (Independent School Standards) Regulations 2014: https://www.legislation.gov.uk/uksi/2014/3283/schedule/paragraph/2
- Keeping Children Safe in Education 2026: https://www.gov.uk/government/publications/keeping-children-safe-in-education--2
- DfE Careers Guidance and Access for Education and Training Providers (2026): https://www.gov.uk/government/publications/careers-guidance-provision-for-young-people-in-schools
- HSE, Young people at work - work experience: https://www.hse.gov.uk/young-workers/employer/work-experience.htm
- SEND Code of Practice: 0 to 25 years: https://www.gov.uk/government/publications/send-code-of-practice-0-to-25

Before formal issue, confirm the named Careers Leader, programme calendar, personal-guidance provider, placement approval records, emergency contact arrangements and approval date.