CAREERS POLICY

Impartial choices, meaningful encounters and preparation for adulthood

EFFECTIVE: SEPTEMBER 2026 | REVIEW: SEPTEMBER 2027 | IMPACT AP

1 | PURPOSE AND AP STATUS

Enable learners to make informed, realistic and ambitious choices about education, training and employment. This policy applies to current commissioned AP, including vocational and preparation-for-adulthood sessions. Agree with each commissioner which careers activities Impact delivers and which remain with the school, college or local authority; AP attendance does not transfer all statutory responsibilities to Impact.

2 | LEADERSHIP AND ACCESS

Kate Willis coordinates programme planning, staff deployment and external links. Identify a named mentor for each learner. Provide accessible careers learning matched to age, aspirations, starting points and communication needs. Learners and families must know how to request guidance, discuss barriers and obtain information in a format they can use.

3 | STARTING POINTS AND PERSONAL GOALS

At induction explore interests, strengths, previous experiences, qualifications, EHCP outcomes and destination preferences. Record personal goals and practical barriers such as travel, anxiety, literacy or access needs. Revisit goals at termly reviews and after meaningful encounters; do not assume a diagnosis determines a learner's employment potential.

4 | PROGRAMME AND PROGRESSION

Build from recognising personal strengths and different jobs to comparing routes, practising applications, interviews and workplace communication. Link subject learning to real tasks and labour-market information. Post-16 programmes should strengthen independent living, community participation and employment readiness alongside qualifications. Record what the learner has understood and what support remains necessary.

5 | IMPARTIAL INFORMATION

Present a balanced range of options including further education, apprenticeships, employment, supported routes and other appropriate training. Explain entry requirements and support arrangements accurately. Do not steer learners towards Impact or a commercial partner because it benefits the provider. Distinguish a learning activity from a guaranteed job, qualification or placement offer.

6 | EXTERNAL ENCOUNTERS AND GUIDANCE

Arrange relevant employer, college or training-provider encounters and access to suitably qualified impartial personal guidance through agreed commissioning arrangements. Prepare learners with questions and accessible background information; follow up what changed in their understanding. Check visitor suitability, supervision and accuracy of information. Keep cancellations and replacement opportunities under review.

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7 | PRACTICAL EXPERIENCE AND SAFETY

Use visits, simulations, enterprise and work-related projects to practise relevant skills. Before work experience, confirm roles, hours, supervision, insurance, safeguarding, risk controls and reasonable adjustments with the host and commissioner. Prohibit hazardous or inappropriate tasks. Explain reporting arrangements to the learner and make an agreed contact and review plan.

8 | SEND AND TRANSITION PLANNING

Connect careers targets to relevant EHCP outcomes and professional advice. Offer supported visits, visual information, rehearsal and repeated practice. Include the learner's views in review meetings. Identify who will arrange destination applications, travel support and handover; record deadlines rather than assuming another agency has completed them.

9 | ASSESSMENT AND DESTINATION EVIDENCE

Maintain an individual careers record: goals, activities, guidance, learner response, applications and next actions. Use demonstrations, discussion and accessible portfolios to assess learning. With appropriate permissions, seek destination information from commissioners and families. Distinguish confirmed destinations from intentions and follow up unresolved transitions.

10 | QUALITY AND CONCERNS

Each term review participation, accessibility, learner feedback and missed opportunities. Check that learners receive a range of credible options and that support reaches those at risk of disengagement. Record improvements and responsibility for action. Concerns about fairness or access follow the Complaints Policy; safeguarding concerns go directly through safeguarding routes.

11 | POLICY CONTROL AND REVIEW

Policy owner: Kate Willis, Principal and Proprietor. Effective date: September 2026. Scheduled review: September 2027, or sooner after relevant changes, incidents or feedback. Record actual governance approval and implementation decisions and brief staff on their duties. These policy dates do not assert that approval, staff training or operational checks have already occurred. Use the Complaints or independent reporting route for concerns about implementation.

12 | SOURCES AND RELATED DOCUMENTS

DfE: Careers guidance and access for education and training providers (June 2026).

gov.uk/government/publications/careers-guidance-provision-for-young-people-in-schools

Check current versions and apply according to Impact's legal and commissioning status.