



Tuition, Medical and Behaviour Support Service

Careers Guidance Policy

Adopted:	27 November 2025
Next Review:	September 2026
Governing Committee:	27 November 2025
Responsibility:	Lisa Garside

Contents	Page
1. Aims	3
2. Statutory requirements	3
3. Roles and responsibilities	4
4. Our careers programme	6
5. Links to other policies	8
6. Monitoring and review	9

1. Aims

This policy aims to set out our Service's provision of impartial and informed careers guidance for our students. This includes the ways in which students, parents and carers, teachers and employers can access information about our careers programme.

High-quality careers guidance is important for our student's futures, and our provision aims to:

- Help students prepare for the workplace, by building self-development and career management skills
- Provide experience and a clear understanding of the working world
- Develop students' awareness of the variety of education, training and careers opportunities available to them
- Help students to understand routes to careers that they're interested in, and to make informed choices about their next step in education or training
- Take into account the individual needs of all students to tailor the programme accordingly and provide the right level of support
- Promote a culture of high aspirations and equality of opportunity

2. Statutory requirements

This policy is based on the statutory [Careers guidance and access for education and training providers](#) from the Department for Education (DfE).

This guidance refers to:

- [The Education Act 1997](#)
- [The Education and Skills Act 2008](#)
- [The School Information \(England\) Regulations 2008](#)

This policy is also in line with the [Skills and Post-16 Education Act 2022](#) (the 'provider access legislation'). It explains that our Service must provide a minimum of **4 encounters** with technical education and apprenticeship providers to all students in years 8 to 11 about their education or training offer. For more detail on these encounters, see our provider access policy statement, which you can find on the TMBSS website.

This policy is also in line with the [Education \(Careers Guidance in Schools\) Act 2022](#), which amends the existing duty in The Education Act 1997, so that:

- Our Service must now secure independent careers guidance for students from year 7 (instead of from year 8, previously)
- We also act in line with our statutory duty under the provider access legislation (also known as the 'Baker Clause'), to be impartial and not show bias towards any route, be that academic or technical. This policy should be read in conjunction with our provider access policy statement, which sets out how our Service meets this duty, and can be found on the TMBSS website.

3. Roles and responsibilities

3.1 The governing body

The governing body will:

- Actively engage in setting the direction for a whole-Service approach to careers guidance with the headteacher, to make sure it is aligned with the Services vision, priorities and development plans
- Provide clear advice and guidance on which the Service can base a strategic careers plan which meets legal and contractual requirements
- Maintain strategic oversight of the Service's legal and contractual requirements for careers guidance and hold senior leaders to account for delivering against those requirements
- Appoint a member of the governing body who will take a strategic interest in careers education and encourage employer engagement
- Make sure that independent careers guidance is provided to all students throughout their secondary education (11 to 16 year-olds) and that the information is presented impartially, includes a range of educational or training options and promotes the best interests of students
- Make sure that a range of education and training providers can access students in years 8 to 11 to inform them of approved technical education qualifications and apprenticeships
- Make sure that arrangements are in place for the Service to meet the legal requirements of the provider access legislation, including that the Service has published a provider access policy statement
- Make sure that details of our Services's careers programme and the name of the careers manager are published on the Service's website.

3.2 Executive Headteacher

The Executive Headteacher will:

- Work with the governing body to set the direction for a whole-Service approach to careers guidance, making sure it is aligned with the Service's vision, priorities and development plans
- Support the careers team to deliver the Services's careers programme
- Build careers into staff development for teachers and support staff, and make sure that the careers leader, careers advisor and senior leaders receive training and development to deliver high-quality careers provision
- Make sure that personal guidance is provided to students by a qualified careers advisor.
- Network with employers, education and training providers, and other careers organisations

3.3 Senior Leadership Team (SLT)

The SLT will:

- Support the careers programme
- Support the careers leader in developing their strategic careers plan
- Make sure the careers leader is allocated sufficient time and budget, and has the appropriate training, to perform their duties to a high standard

- Support the careers advisor to deliver personal guidance to students, making sure it's well-resourced.
- Work closely with the careers leader and careers advisor in the overall development and evaluation of the careers programme
- Network with employers, education and training providers, and other careers organisations

3.4 Careers Manager

Our Careers Manager is Gemma Parkes and she can be contacted by phoning 07890 642 674 or emailing parkes.g@tmbss-shropshire.org.uk. Our careers leader will:

- Take responsibility for planning and delivering the careers programme and work towards meeting the Gatsby Benchmarks in a meaningful way
- Coordinate and manage careers activities and the budget for these
- Work with the SLT to make sure the careers programme is informed by a strategic careers plan aligned to the Service's priorities
- Engage parents and carers throughout
- Establish and develop key relationships to drive progress and continuously improve the careers programme
- Establish and develop links with external employers, education and training providers, and careers organisations
- Use and sequence labour market information (LMI) throughout the careers programme, tailoring it to individual circumstances
- Support the careers advisor to work with relevant staff, including the SENCO, subject teachers and pastoral teams
- Work closely with relevant staff, including our special educational needs co-ordinator (SENCO) and careers advisor, to identify the guidance needs of all of our students with special educational needs and/or disabilities (SEND) and put in place personalised support and transition plans
- Work with our Service's designated teacher for looked-after children (LAC) and previously LAC to:
 - Make sure they know which students are in care or are care leavers
 - Understand their additional support needs
 - Make sure that, for LAC, their personal education plan can help inform careers advice
 - Engage with the relevant virtual school head and ensure a joined-up approach to identifying and supporting student's career ambitions
- Evaluate and continuously improve the careers programme, drawing on feedback from all stakeholders and the destinations of students
- Review our Service's provider access policy statement at least annually, in agreement with our governing body.
- Support students to make effective career decisions
- Work with the SLT and SENCO to identify the needs of students with SEND and provide personalised support
- Contribute to the overall development and evaluation of the careers programme

4. Our careers programme

Our Service has an embedded careers programme that aims to inform and encourage students to consider their career options, and take steps to understand their choices and pathways. We provide statutory independent careers guidance to students from year 7 onwards.

Our programme has been developed to meet the expectations outlined in the **Gatsby Benchmarks**:

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

Our programme doesn't show bias towards any particular institution, education or career path, and promotes a full range of technical and academic options for students. We consider the best interests of the student to whom the career guidance is given.

Where possible it is structured in a way that builds upon previous years, and the overarching aim is divided between the Key Stages so that students are encouraged to think appropriately about their future. However, TMBSS has a dynamic, transient student population with students joining and leaving the Service at any point during the academic year. We design our programme with the flexibility to ensure that it meets the specific needs of our students.

4.1 How we meet our requirements

All subjects link curriculum learning with careers. Additionally, our PSHE curriculum includes information on careers and employability.

Our Careers Manager will aim to:

- Have at least one short introductory meeting with all students from year 7 upwards on joining the Service
- Arrange for year 8 or 9 to have at least 2 encounters with providers of technical education or apprenticeships and 1 week's worth of work experience activities. This is set out in more detail in our provider access policy statement, which can be found on the TMBSS website.
- Arrange for years 10 and 11 to have at least 2 encounters with providers of technical education or apprenticeships and 1 week's worth of work experience placement(s). This is set out in more detail in our provider access policy statement, which can be found on the TMBSS website.
- Ensure all year 10 students have the opportunity to have at least one session of careers support with the careers advisor and follow up with students, parents and staff any actions identified
- Ensure all year 11 students have the opportunity to have at least one face to face meeting with the careers advisor and follow up with students, parents and staff any actions identified
- Provide opportunities for providers of technical education and apprenticeships to talk to all year 8 to 11 students

- Work in conjunction with Centre Managers on progress reviews for year 11 students
- Work with year 11 students to produce careers action plans
- Provide more intensive mentoring and support to the most vulnerable students according to need across year groups.
- Work closely with Shropshire Youth Information and Guidance Advisors with SEN students, and those at risk of becoming NEET.
- Contribute to the career's element of the PSHE programme as appropriate, by providing resources.
- Produce an annual careers plan for the Service.

TMBSS also uses learning mentors extensively to support year 11 students. The learning mentors will:

- Accompany students on work experience, college or training provider visits and other work-related learning activities
- Work intensively on barriers to engagement such as confidence, independence skills, communication skills, behaviour expectations
- Undertake specific pieces of work at the request of the Centre Manager and Careers Advisor

In addition, TMBSS uses a number of external sources of advice and guidance including:

- National Careers Service website and helpline
- The Marches careers hub – a member of the network which provides opportunities for shared good practice and resources
- Local colleges – through visits, open evenings and events
- Local training providers – through talks, open evenings and events
- Local employer networks
- A variety of web-based resources
- Government apprenticeship website

Information about personal guidance support, and how to access it, will be communicated to students, parents and carers, and other stakeholders, including through the Service website.

4.2 Students with special educational needs or disabilities (SEND)

All students with SEND will be supported with a careers programme that follows the Gatsby Benchmarks. We expect that the majority of students with SEND will follow the same careers programme as their classmates, with adjustments and additional support as needed. Information, opportunities and support will be personalised and sequenced to meet the needs of each student with SEND and their families.

Our careers leader will work with teachers and, where appropriate, professionals from relevant organisations, to identify the needs of our students with SEND and put in place personalised support and transition plans. This may include meetings with students and their families to discuss education, training and employment opportunities and transition plans into further education.

Our careers leader may, as appropriate, invite adults with disabilities to visit and share their experience and advice.

No information will be given to students without SEND that is not also offered to our students with SEND.

4.3 Access to our careers programme information

A summary of our Services's careers programme is published on the TMBSS website, including details of how students, parents and carers, teachers and employers can access information about the careers programme.

Students, parents and carers, teachers, and employers can request any additional information about the careers programme by contacting Gemma Parkes – parkes.g@tmbss-shropshire.org.uk.

4.4 Access to student participation records

We measure the progress of students and keep records as they move through the Service. We collect, maintain and use accurate data for each student on their aspirations, intended and immediate education, and training or employment destinations, to inform personalised support. We also keep records for each student of their participation in the careers programme, the individual advice given to them and subsequent agreed decisions.

Students have access to these records to support them during transition points and in their career development.

These records will be kept in line with our data protection policy, which can be found on the TMBSS website.

4.5 Assessing the impact on students

Our careers programme is designed so students and parents/carers can give feedback throughout the course of the programme. We measure and assess the impact of the programme's initiatives by student and parent surveys.

This evidence will feed into the overall development plans to make it easier to evaluate, improve and adapt our careers programme to ensure it meets the needs of all students.

5. Links to other policies

This policy links to the following policies

- Provider access policy statement
- Off-site Alternative provision
- Child protection policy
- Curriculum policy
- Data protection policy

6. Monitoring and review

This policy, the information included, and its implementation will be monitored by the TMBSS governing body.