

This document provides an overview of the responsibilities of schools outlined in the publication '[Careers guidance and access for education and training providers](#)'.

Role and responsibilities of schools

Requirement:

Every school **should** appoint a named Careers Leader who has the skills, commitment and backing from their senior leadership team, including protected time that enables the Careers Leader to carry out the role effectively.

Have you appointed a Careers leader and resourced them adequately with the skills, commitment and backing from their senior leadership team, to carry out the role effectively?

CEC Resources and Support:

- [Support your Careers Leader to access our funded training offer](#)
- [Access our support for Education Leaders](#)
- [Access our support for Governors](#)
 - [School Governors](#)
 - [College Governors](#)
- [Understanding the role of a Careers Leader: A Guide for secondary schools](#)

Requirement:

Every school **must** publish:

The date of the school's next review of the information published.

[Does your website have a clear review date published to review the information?](#)

Requirement:

Every school **must** publish how they measure the impact of the careers programme on students.

Have you published a statement around how you measure and assess the impact of your careers programme on students?

CEC Resources and Support:

- [Careers Leader Impact Evaluation Toolkit](#)
- [Impact Evaluation Resource and Support: Survey Questions](#)

Requirement:

Schools **must** name their Careers Leader and publish their contact details on the website.

Have you published your Careers Leader details on your website? (the name, email address and telephone number)

CEC Resources and Support:

- [Direct your Careers Leader to review our website guidance resource](#)

Requirement:

Every school **must** publish a summary of their careers programme that can be accessed by students, parents, teachers and employers and should include the following information:

Delivery of independent careers guidance; how they are working towards achieving the eight Gatsby benchmarks; aims, objectives and activities provided for each year group.

Has your Careers Leader developed a progressive careers programme which is accessible to students, parents, teachers and employers?

CEC Resources and Support:

- [Direct your Careers Leader to the Resource Directory for guidance and templates](#)
- [Career Programme worked example](#)

Requirement:

Every school **must** ensure that students are provided with independent careers guidance from Year 8 to 13

Are you engaging with the Enterprise Adviser Network and Careers Hub to ensure that you are bringing in external sources of careers support?

CEC Resources and Support:

- [Engage with the Enterprise Adviser Network & your local Careers Hub](#)
- [Join the network](#)

Requirement:

The updated provider access legislation (PAL) specifies schools must provide at least six encounters for all their students:

- Two encounters for pupils during the 'first key phase' (year 8 or 9) that are mandatory for all pupils to attend
- Two encounters for pupils during the 'second key phase' (year 10 or 11) that are mandatory for all pupils to attend
- Two encounters for pupils during the 'third key phase' (year 12 or 13) that are mandatory for the school to put on but optional for pupils to attend

Do you have links with the full range locally of training providers to ensure that all pupils are informed about approved technical education qualifications or apprenticeships?

CEC Resources and Support:

- [Engage with the Enterprise Adviser Network & your local Careers Hub for support in connecting with local training providers](#)
- [Find out more about the provider access legislation here](#)

Requirement:

Every school **must** publish a policy statement setting out their arrangements for provider access and ensure that it is followed.

Do you have a provider access policy in place to ensure that ALL students have an opportunity to learn about approved technical qualifications or apprenticeships?

CEC Resources and Support:

- [Encourage your Careers Leader to utilise the Resource Directory to access exemplar policies and resources](#)

Requirement:

Every school **should** be using the Gatsby Benchmarks to develop a careers programme that increases opportunities for students to access everything from experiences of the workplace and personal guidance with a careers adviser, to engagement with colleges, training providers and universities.

Does your school carry out a regular review of the careers programme to ensure that all students have access to a range of opportunities?

CEC Resources and Support:

- [Encourage your Careers Leader to utilise the Resource Directory to access exemplar policies and resources](#)
- [Support your Careers Leader to upgrade to Compass + to enable tracking at an individual student level](#)

Requirement:

Schools **should** continue to track student destinations for 3 years post KS4. Schools should work with their local authority as they collect and collate destinations data, and establish an effective data-sharing agreement.

Does your school have a system in place for tracking students' destinations for 3 years post KS4?

CEC Resources and Support:

Engage with your local authority and FE providers to collect and collate destinations data and establish an effective data-sharing agreement:

- [Read our published report 'Review of local destinations data'](#)
- [Read our report 'The benefits of Gatsby Benchmark achievement for post-16 destinations'](#)
- [Here is an example of a timeline to support the tracking of destinations data](#)
- [Encourage your Careers Leader to use the destination tracking function on Compass+](#)
- [Here is an example of a destinations report to governors](#)