



MONKSEATON HIGH SCHOOL

CAREERS POLICY

Career education, information, advice and guidance (CEIAG)

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Assistant Headteacher (SRH)	September 2024	2.0	Final approved version for publication. Updated to reflect current guidance and practice.
Careers Lead (RO)	September 2025	3.0	Section on Gatsby Benchmarks added Updated references to year groups so that it only refers to Years 11 and 13 Reference to careers lead updated to reflect change in staff

Careers Education, Information, Advice & Guidance

MHS Careers Policy 2025-26

Purpose of this Policy

This careers policy is designed to explicitly outline our vision for careers (CEIAG) at Monkseaton High School. It serves as the basis for our careers programme and details the key processes we will follow to ensure we offer the best support for all our students.

As outlined by Barnes (2019) in the CDI's Briefing Paper Developing a careers policy: A briefing for schools, special schools, and colleges:

"A careers policy is a concise and accessible statement of the guiding principles which underpin the school's approach to the career learning and development of its students. It should cover the school's commitments in five key areas:

- values and vision
- statutory requirements and expectations
- learner entitlement
- management and delivery
- engagement of stakeholders and partners."

This careers policy does not work in isolation. The policy and our vision for careers fit within the whole school vision. To give additional context to this policy the following documents should be viewed;

MHS School Improvement Plan
MHS Careers Strategy
MHS Work Experience Policy
Careers Education Scheme of Work

Introduction and Context

The value and importance of careers within school is outlined in the DfE guidance document – "Careers guidance and access for education and training providers Statutory guidance for schools and guidance for further education colleges and sixth form colleges" (**Published** 25 March 2015; **Last updated** 8 May 2025)

"...High quality careers education and guidance in school or college is critical to young people's futures. It helps to prepare them for the workplace by providing a clear understanding of the world of work including the routes to jobs and careers that they might find engaging and rewarding. It supports them to acquire the self-development and career management skills they need to achieve positive employment destinations. This helps students to choose their pathways, improve their life opportunities and contribute to a productive and successful economy. The COVID-19 pandemic has had an unprecedented impact on the economy, education and the opportunities open to students. Research has shown that school and college leaders recognise that careers guidance has become more important than ever as a result of the COVID-19 pandemic. The department urges senior leaders to back their careers team, especially their Careers Leader, and to invest in personal guidance provided by a qualified careers adviser. This will allow the continued delivery of high-quality, progressive

careers programmes that support all students to acquire the knowledge, skills and confidence to fulfil their potential.”

The Careers programme at Monkseaton High School remains strong and an integral part of everyday life for our staff and students. We are excited to continue this in 2025-26 and give our students a diverse range of careers focused experiences. We were delighted to have been re-accredited with the nationally recognised Quality in Careers Standard following assessment in July 2024. Feedback following our re-accreditation assessment has been really positive and the areas identified for development continue to be used as the basis for our CEIAG strategy.

Gatsby Benchmarks

Everything we do in relation to careers at MHS is centred around achieving the 8 Gatsby Benchmarks. In 2014, Lord Sainsbury's Gatsby Charitable Foundation published a report by Professor Sir John Holman, Adviser in Education at the Gatsby Charitable Foundation, titled "Good Career Guidance." The report identified eight benchmarks that are the core dimensions of good careers and enterprise provision in schools. These benchmarks are a central component of the DfE "Careers Strategy" that was first published in December 2017 and are what we as a school strive to achieve every day for all students at Monkseaton High.

1. **A stable careers programme** – a programme that is backed by the SLT, adequately funded and resourced, published on the website and systematically evaluated.
2. **Learning from career and labour market information** – students and parents/carers must be aware of current trends and patterns within local and national contexts.
3. **Addressing the needs of each pupil** – student detentions should be tracked for 3 years after year 11, accurate records kept of students' experiences, and career stereotypes challenged.
4. **Linking curriculum learning to careers** – careers should be a golden thread across all curriculum areas.
5. **Encounters with employers and employees** – all students should have meaningful encounters with employers on an annual basis.
6. **Experiences of workplaces** – all students should have 2 experiences of workplaces by the end of year 13.
7. **Encounters with further and higher education** – all students should be aware of all routes open to them, have encounters with HE/FE providers and visit HE/FE facilities.
8. **Personal guidance** – all young people should have access to impartial careers advice from year 8 onwards.

Update to Gatsby Benchmarks (2025)

In May 2025, the Department for Education published updated statutory guidance confirming that all secondary schools, colleges, and independent training providers (ITPs) are expected to adopt the revised Gatsby Benchmarks from September 2025. These updates reflect the evolving educational and employment landscape and include a strengthened definition of meaningful workplace experiences (Benchmark 6), aligned with the government's new Work Experience Guarantee. The updated benchmarks continue to serve as the foundation for high-quality careers guidance and now place greater emphasis on whole-school collaboration, leadership support, and inclusive provision for all learners. The core of the 8 Gatsby Benchmarks remains the same, but important changes include:

equality

opportunity

inclusion

achievement

- careers at the heart of education and leadership so that careers guidance is both a whole-staff and a whole-institution endeavour. Updates emphasise:
 - linking careers and the institution's vision and strategic plans
 - acknowledging the importance of staff development
 - including distinct responsibilities for leadership, governors, careers leaders and advisers
- inclusion and impact for every young person. Updates to multiple benchmarks emphasise:
 - tailoring to the needs of each young person
 - paying particular attention to any additional or different support that may be needed by vulnerable or disadvantaged young people, or those with SEND
- meaningful and varied encounters and experiences. Updates emphasise:
 - the importance of offering a variety of encounters and experiences
 - giving young people time to prepare and reflect
 - using technology alongside, but not instead of, in-person activity
- focusing on the use of information and data. Updates emphasise:
 - all young people must be able to explore all future pathways equitably
 - using information to inform decision-making
 - refocusing data collection to include aspirations and intended destinations, to help tailor support
 - keeping longer-term and sustained destinations data as part of the evaluation process
- engagement of parents and carers. Updates emphasise:
 - embedding parent and carer engagement into planning, as parents and carers are one of the biggest influences on young people's career decision-making
 - sharing information with parents and carers and supporting them in using it with their children

A detailed overview of the benchmarks can be found in the [DfE's careers guidance document](#) (updated May 2025). Additionally, there is the [CEC's Gatsby Benchmark Toolkit](#) which details what good practice looks like for each benchmark within a school setting

Statutory requirements

This section gives an overview of the statutory responsibilities of schools outlined in the publication '[Careers guidance and access for education and training providers](#)' published in May 2025.

- **Provide independent careers guidance** to all pupils from **Year 8 to Year 13**.
- Ensure careers guidance is **impartial**, includes information on **apprenticeships and technical education**, and is external to the school (though personal guidance can be internal if staff are appropriately trained).
- **Allow access** to a range of education and training providers to inform pupils about technical education and apprenticeships (known as the **Baker Clause**).
- Provide **at least six provider encounters** for pupils in Years 8–13 under the **Skills and Post-16 Education Act 2022**.
- Publish a **provider access policy** on the school website.
- Ensure the careers programme is **aligned with the Gatsby Benchmarks**.

- Comply with **funding agreement requirements** (for academies and colleges).
- Ensure **governing bodies** support and oversee careers provision.

It also details recommended good practice for high quality careers provision in schools:

- Use the **updated Gatsby Benchmarks** from September 2025 to structure careers provision.
- Embed careers guidance into the **school's strategic vision and leadership**.
- Provide **personal guidance** from a **qualified careers adviser**.
- Tailor careers provision to meet the needs of **vulnerable, disadvantaged, and SEND learners**.
- Offer **meaningful and varied encounters** with employers, workplaces, and further/higher education.
- Use **technology** to enhance (not replace) in-person careers activities.
- Collect and use **aspirations and destination data** to inform and evaluate careers provision.
- Engage **parents and carers** actively in careers planning and decision-making.
- Join a **local careers hub** and work with **enterprise advisers** and **cornerstone employers**.
- Use **Compass or Compass+** to benchmark and track careers provision.
- Use the **Future Skills Questionnaire (FSQ)** to assess learner career readiness.
- Work towards the **Quality in Careers Standard** to demonstrate excellence in careers education.

Provider Access Legislation (introduced Jan 2023)

[CEC guidance](#) + [DfE Careers Guidance](#)

The **updated provider access legislation (PAL)** has now been enacted. It specifies schools must provide at least six encounters with approved providers of apprenticeships and technical education 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

This new legislation will become a key mechanism to further help learners understand and take-up, not just apprenticeships, but wider technical education options such as T-Levels and Higher Technical Qualifications.

What is the governing body expected to do?

In schools and colleges, the governing body should provide clear advice and guidance on which the school or college leader can base a strategic careers plan which meets the legal or contractual requirements of the school or college. The plan should be developed in line with the Gatsby Benchmarks and informed by the requirements and expectations set out in this document. This plan should show how the careers programme will be implemented and how its impact will be measured. Every school and college should have a member of their governing body who takes a strategic interest in careers education and guidance and encourages employer engagement. The governing body must make sure that independent

careers guidance is provided to all 12- to- 18-year-olds and students aged up to 25 with an education, health and care plan, and that it is:

- presented in an impartial manner, showing no bias or favouritism towards a particular institution, education or work option;
- includes information on the range of education or training options, including apprenticeships and technical education routes;
- guidance that the person giving it considers will promote the best interests of the students to whom it is given.

In schools, the governing body must also make sure that arrangements are in place to allow a range of education and training providers to access all students in years 8 to 13 to inform them about approved technical education qualifications and apprenticeships, and that a policy statement setting out these arrangements is published (the legal requirements of the 'Baker Clause'). This should be part of a broader approach to ensuring that students are aware of the full range of academic and technical routes available to them at each transition point. The governance handbook provides information on governors' other legal duties, for example making sure the careers programme and name of the Careers Leader are published on the website.

Vision and Values:

MHS Core CEIAG Aims

- To help students develop the skills and confidence to make realistic and informed decisions about their futures and to manage the transitions from one stage of their education, training and work to the next.
- To ensure that students develop the skills and attitudes necessary for success in adult and working life.
- To make students aware of the range of opportunities which are realistically available to them in higher education and training
- To equip students with the necessary decision-making skills to manage those same transitions.
- To develop in students an awareness of the wide variety of education, training and careers opportunities both locally and nationally.
- To foster links between the school, local businesses and further/higher education establishments.
- To enable students to experience the world of work and develop transferable skills, for example; independence; resilience; personal learning and thinking skills.
- To ensure that wherever possible, all young people leave the school to enter employment, further education or training.
- To maintain a culture of high aspirations.
- To promote equality of opportunity, embrace diversity, challenge stereotypes and ensure all students who require any extra assistance and guidance to reach their potential.

Management and Delivery

Roles and Responsibilities

Governing body	Appointed Careers Governors: 1) Angela Towes (angela.towes@monkseaton.org.uk) 2) Beverley Oliver • Review and approve the CEIAG Policy on an annual basis • Ensure that the school meets the statutory CEIAG requirements as stipulated by the DfE • Offer suggestions for improving the CEIAG provision in place at MHS • Encourage employer engagement in CEIAG programme and ensure education and training providers can access students.
SLT	• Hold the careers lead to account • Assist in the review and evaluation of the CEIAG provision in place • Offer suggestions for improving the CEIAG provision in place at MHS
Careers Leader	Appointed Careers Lead: Rachel Orr (rachel.orr@monkseaton.org.uk) • Co-ordinate CEIAG provision across the school • Co-ordinate staff careers CPD • Liaise with internal staff and external providers who contribute to the school careers programme • Monitor, review and evaluate CEIAG programme
Faculty Leaders	• Promote careers opportunities within their subject area(s) - ensure careers is regularly added and discussed as an agenda item in faculty meetings • Hold faculty staff to account if they are not delivering CEIAG in line with faculty and school plans • Assist in the delivery of CEIAG in subject areas (BM4 – careers in the curriculum) • Organise careers related trips and guest speakers
Year Leaders	• Organise careers related trips and guest speakers • Promote careers opportunities with year groups • Plan and oversee the effective delivery of the KS4 and KS5 careers tutorials
All staff	• Organise careers related trips and guest speakers • Promote careers within their subject area and outline links between subject curriculum and the world of work • Provide careers focused opportunities within subject area through trips, visits and/or guest speakers • May be required to deliver careers education within Personal Development (PSHE) • May be required to deliver careers tutorials within tutorial programme at KS4 and/or KS5.

Staff Development (Continued Professional Development):

All staff are expected to contribute to the career learning and development of students in their different roles. To meet the training needs that arise from this, we will offer *at least* annual whole staff CPD on careers.

- CPD may be delivered by internal staff and/or external providers.
- Additional opportunities for CPD will be signposted and shared with staff when available.
- An annual record of staff CEIAG training will be maintained.

Funding and Resourcing

The budget for careers is allocated annually. The budget is determined by the Local Authority, Headteacher (Deon Krishnan) and Business Manager (Simon Peel).

In addition to allocated school funds, the programme will utilise funding available from external sources including the North Tyneside Learning Trust and the North East University Connect Programme.

The careers leader is responsible for the deployment of funding and/or resources – although approval for use of funds will be confirmed by the Headteacher and/or Business Manager.

Monitoring, Reviewing and Evaluating

The implementation and effectiveness of the careers programme will be monitored and reviewed by the appointed careers lead. This will be done on-going throughout the academic year but also annually, at the end of the academic year. This process is vital to ensure the careers provision in place at MHS is relevant and meets the needs of our students.

To assist in the monitoring and evaluation of our careers provision we will use the following systems;

1. **Compass+** - this is an online system that enables the input and tracking of careers events and activities. It links with SIMS and can provide an accurate overview of the career's experiences of all students.
2. **Microsoft Forms Surveys** – Microsoft Forms will be used to collect feedback from a range of stakeholders. This will include students, parents, teachers and external partners. These surveys will be used to determine the effectiveness and enjoyment of the careers provision in place at MHS.

We believe that it is important that robust measurement, monitoring and review procedures be put in place to provide a framework for on-going improvements. These will form the foundations for not only what we do, but how we do it and what we must endeavour to improve.

	Focus	Method	Due Date
1	Business Engagement	Businesses involved in NTLT events complete surveys – shared with MHS through Angie Paterson. Samples of business asked for feedback e.g. following work experience.	Ongoing across 2025-26
2	Faculty Contribution	A review of each faculty SEF to analyse the contribution to the whole school CEIAG program & completion of department audits.	Termly – through whole school QA processes
3	Student Needs	Survey at the end of each year group activity to understand how well we met our student's needs and to identify improvements	Ongoing across 2025-26
4	Parent/Carer Needs	Selected sample of Parents/carers survey to complete annual CEIAG evaluation survey.	Final Half Term of 2025-26
5	Staff	Staff feedback to be collected after careers events. PD staff and tutors provide feedback on delivery of careers education lessons/sessions.	Ongoing across 2025-26
6	Compass Evaluations	Careers lead to complete termly compass evaluations to highlight strengths and areas for development against benchmarks standards	Termly

External Assessment of CEIAG at MHS

In addition to the internal processes we use for reviewing our careers programme, there are also external processes in place.

Quality Awards – Quality in Careers Standard

The Quality in Careers Standard (QiCS) is a nationally recognised award that schools can achieve based on external assessment of their careers programme and provision. The QiCS award considers and assesses schools against the four main aspects of a CEIAG; careers education, careers information, careers advice and careers guidance. As stated by the DfE in their careers guidance document (May 2025) all state-funded secondary schools are “strongly recommended” to work towards, achieve, and maintain this national Standard as part of its ‘careers strategy’.

MHS undertook external assessment as part of the QiCS in June 2021 and successfully met the criteria for the second outcome;

“Making good progress towards fully meeting the Standard = Evidence of good progress in this section of the Standard and robust plans in place to fully meet this section of the Standard within two-three years. Has met or partially met the expectations of the relevant Gatsby benchmark indicators.”

This is the summary comments from our QiCS assessor;

“Monkseaton High School demonstrates a whole school commitment to CEIAG. Key to its achievements has been the professionalism and drive of its Careers Lead and the support of the senior leadership team, governors and staff. The school is making excellent development

and has fine examples of good practice. I am delighted to say that Monkseaton High School is making good progress towards fully meeting the Standard (incorporating the Gatsby Benchmarks)."

The award is valid for 3 years.

A progress review will be undertaken annually.

Re-assessment took place in 2024.

Following our re-accreditation assessment in July 2024 we have once again successfully achieved the QiCS for our CEIAG programme. The assessor's summary following our assessment is included below:

"...There is a very good careers programme in place at Monkseaton High School led by Careers Leader, Sean Hay, who is proactive, very committed and supported by senior management, Governors and Key Staff. It has been a pleasure to carry out the assessment for the Quality in Careers Standard at Monkseaton where students are enthusiastic about the CRL opportunities they have and are excited about their future.

The strategic and operational planning is comprehensive and strong – the Careers Strategy and written Careers Programme are clear and have enabled the school to further develop of what is already a good careers programme.

There is a commitment at the school to embedding careers in the curriculum – staff value CRL and understand the role they play in shaping students' understanding of how classroom learning links to the wider world of work. They are enthusiastic about contributing to students' careers learning and development.

There is a strong evaluation framework in place – a commitment to reflection and continuous improvement in the quality of the school's CEIAG provision has been evidenced.

The school have excellent links with employers, and their employer encounter programme is impactful, and they work well with the WOW Team at NTLT who offer fantastic opportunities for employer encounters. Students were very positive about the Speed Networking event and how it had helped them to develop an awareness of sectors and careers they had never thought of previously. There is also a solid work experience programme in place – students were overwhelmingly positive about work experience and spoke of how the experience had helped them to develop skills and/or their understanding of the world of work.

The careers section of the school website is informative and easy to navigate; there is also an excellent Careers Newsletter sent to stakeholders which is informative and offers them some insight into school's response to feedback they have had about the careers programme. The use of Unifrog to support the careers programme is a positive addition to the career's resources available to the students."

Ofsted

Due to the importance of careers education in preparing young people for their future, Ofsted have increased their focus on careers (CEIAG) within their education inspection framework and have detailed this in the [schools inspection handbook](#). Careers, and CEIAG, falls within the personal development judgement – see specific sections from handbook included below.

Personal Development:

336. The curriculum provided by schools should extend beyond the academic, technical or vocational. Schools support pupils to develop in many diverse aspects of life. The personal development judgement is used by inspectors to evaluate leaders' (including trust leaders') intent to provide for the personal development of all pupils, and the quality with which the school implements this work. Inspectors will recognise that the impact of the school's provision for personal development will often not be assessable during pupils' time at school.

337. At the same time as the school is working with pupils, those pupils are also being influenced by other factors in their home environment, their community and elsewhere. Schools can teach pupils how to build their confidence and resilience, for example, but they cannot always determine how well young people draw on this. Schools are crucial in preparing pupils for their adult lives, teaching them to understand how to engage with society and providing them with plentiful opportunities to do so. In this judgement, therefore, inspectors will seek to evaluate the quality and intent of what a school provides (either directly or by drawing on high-quality agencies and providers, for example the Duke of Edinburgh's Award scheme, Cadet Forces and the National Citizenship Service) and whether pupils know and understand what they are taught as part of the school's personal development curriculum, but will not attempt to measure the impact of the school's work on the lives of individual pupils.

Careers provision on graded inspections

352. All schools providing secondary education are expected to provide effective CIEAG, in line with the statutory ['Careers guidance and access for education and training providers'](#), to encourage pupils to make good choices and understand what they need to do to succeed in the careers to which they aspire.

353. As part of this, it is important that schools understand and meet the requirements of section 42B of the Education Act 1997 (referred to in DfE guidance as 'provider access legislation'), which came into force in January 2018. Both maintained schools and academies are required by law to:

- provide opportunities for a range of education and training providers to speak to pupils in Years 8 to 13 to inform them about technical education qualifications and apprenticeships
- publish a policy statement setting out the arrangements the school has in place for pupils to access education and training providers
- make sure the policy statement is followed so that all pupils in Years 8 to 13 receive information about the full range of education and training options

354. In assessing a secondary school's personal development offer, inspectors will assess the quality of careers provision and how well it benefits pupils in choosing and deciding on their next steps. This will include looking at:

- the quality of the unbiased careers advice and guidance provided to pupils
- the school's implementation of the provider access arrangements to enable a range of education and training providers to speak to pupils in Years 8 to 13
- how the school provides good-quality, meaningful opportunities for pupils to encounter the world of work
- the school's use of the [Gatsby Benchmarks](#)

- the school's published information about its careers provision (as required by the School Information Regulations) and the school's statement on its provider access arrangements (as required by section 42B of the Education Act 1997)

355. If a school is not meeting the requirements of section 42B of the Education Act 1997, inspectors will state this in the inspection report. They will consider what impact this has on the quality of careers provision and the subsequent judgement for personal development.

School inspection handbook - GOV.UK (www.gov.uk) [Date Accessed: 30/09/25]

Stakeholders and Partners

Parents/Carers	At MHS we recognise the important role that parents/carers have in their child's future pathways and decisions. We therefore aim to support our parents/carers to feel confident and informed about assisting their child. Tailored support can be found via the careers section of the school website https://www.monkseaton.org.uk/parents .
Careers Support Agencies	The school has an annual agreement with Connexions who provide our students with impartial information, advice and guidance relating to next steps, pathways and future careers. Please refer to the Connexions Service Level Agreement for more detail.
Employers, Community Partners and Learning providers	To ensure we offer a career programme that meets the need of our students we work with a vast range of employers and external providers. An annual record of the external providers we work with is maintained. In addition, we have an appointed enterprise advisor (Paul Nixon , formerly of Henry Riley Construction LLP) who assists in the review and effective implementation of the MHS CEIAG programme.
North of Tyne Combined Authority (formerly the Northeast Local Enterprise Partnership)	The school is part of the NE careers hub. Through this we work with an enterprise co-ordinator (Kathryn Henderson) to ensure our programme meets all statutory and recommended guidance. Through this there are also staff CPD opportunities throughout the academic year.
North Tyneside Careers Network	The school is an active member of the North Tyneside careers network. Through this network the school careers lead attends half termly meetings where they hear from external providers, get local and national CEIAG updates, are able to share good practice around the Gatsby Benchmarks and network with local colleagues.

Destinations

As part of the Gatsby Benchmarks – the guidance for schools on providing quality careers education, information, advice and guidance – it is proposed that;

"Schools should collect and maintain accurate data for each student on their education, training or employment destinations for at least three years after they leave school."

To meet this proposal, we will do the following;

- On GCSE and A-Level results days the school will collect all next step destinations for students at post-16 and post-18. This will be shared with the SLT, school data manager, year leaders and connexions.
- Any NEET students will be supported by the school and assigned connexions advisor.
- MHS is further supported by the North Tyneside Connexions Service who track destinations of students for 3 years (where student permission has been granted). MHS receive termly and annual updates for previous cohorts.

equality

opportunity

inclusion

achievement

Careers Provision: Learner Entitlement

Year 11 Careers Entitlement

- Students are helped with post 16 choices and encouraged to consider all their options including further study in 6th form and apprenticeships. Interview techniques further developed.
- Students should use careers interviews to help understand different career pathways and entry requirements and encouraged to make contingency plans should results be better/worse than expected and set personal targets for development.
- Specific mock interviews for those with a particular career path in mind also available.
- Students are encouraged to think about the kind of behaviour potential employers look for.
- Students attend careers talks and fairs with employers and FE providers.
- Students are assisted further with CV writing and encouraged to have a completed a CV and cover letter.
- Students are kept up to date with post 16 deadlines.
- Students have optional access to independent and impartial advisers via drop-in sessions. They are also encouraged to use careers resources available and informed where to find out more about specific courses/careers.

Year 13 Careers Entitlement

- Students are given specific help with preparing UCAS/applying for apprenticeships.
- Sessions on understanding school leaver and graduate job markets and how to look and apply for jobs.
- Students should start to understand how world of work is changing and how it might affect individuals.
- Students learn how to manage a career in terms of progression, budgeting and planning for the future.
- Students are reminded of different options including higher education, jobs, gap years and apprenticeships.
- Students are encouraged to attend university open days, mock interviews, careers interviews and meet potential employers to discuss future options.
- Students have optional access to independent and impartial advisers via drop-in sessions. They are also encouraged to use careers resources available and informed where to find out more about specific courses/careers.