



St Paul's School  
FOUNDED 1509

# Careers Policy

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This policy is available on the Handbook page of the School Intranet and policies page of the School website and can be made available in large print or other accessible format if required; such requests can be made by email to the [policyquery@stpaulsschool.org.uk](mailto:policyquery@stpaulsschool.org.uk)

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## Introduction and Policy Statement

- 1.1 St Paul's School is committed to providing an outstanding and extensive Careers Education, Information and Guidance programme for all pupils.
- 1.2 The policy is reviewed and developed annually through discussions with pupils, teachers, careers advisors, parents and Old Paulines. It is guided by the 'Gatsby' benchmarks to ensure best practice and to conform to statutory requirements.
- 1.3 This policy supplements and should be read alongside:
  - SPS Curriculum Policy
  - SPJ Curriculum Policy
  - SPS PSHE Policy
  - SPJ PSHE Handbook and Audits
  - SPS SMSC Policy
  - SPJ SMSC Policy
  - SPS Well-being and mental health policy

### Context

- 2.1 From September 2013, the Education Act of 2001 placed schools under a duty to ensure that all registered pupils in Years 8-13 have access to independent, accurate and impartial careers information, advice and guidance.
- 2.2 Careers guidance under this duty will:
  - be presented in an impartial manner,
  - include information on the full range of post-16 education or training options,
  - promote the best interests of the pupils to whom it is given.
- 2.3 In October 2018, the DfE updated its statutory careers guidance in line with the Government's careers strategy to make sure that all young people in secondary school get a programme of advice and guidance that is stable, structured and delivered by individuals with the right skills and experience. The government also expects Governing Boards to ensure that the schools careers strategy is developed in line with the Gatsby Benchmarks and informed by the requirements set out in statutory guidance.

The careers strategy can be read online at:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/664319/Careers\\_strategy.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/664319/Careers_strategy.pdf)

The statutory guidance for state schools, updated May 2025, is available at

<https://www.gov.uk/government/publications/careers-guidance-provision-for-young-people-in-schools/careers-guidance-and-access-for-education-and-training-providers>

- 2.4 In July 2021, the DfE further updated its statutory careers guidance to make it clear that schools and colleges should not promote Higher Education as a better or more favourable route than FE and apprenticeships; and should inform pupils when evidence suggests that courses they are considering lead to poor career outcomes.

**2.5 The Skills for Jobs white paper** - The DfE also explain the importance of the skills and technical education reforms set out in the department’s white paper, ‘Skills for Jobs: Lifelong Learning for Opportunity and Growth’ and how schools and colleges should highlight the opportunities these reforms will create for pupils.

The DfE’s white paper; ‘Skills for Jobs: Lifelong Learning for Opportunity and Growth’ is available here:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/957856/Skills\\_for\\_jobs\\_lifelong\\_learning\\_for\\_opportunity\\_and\\_growth\\_web\\_version\\_.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/957856/Skills_for_jobs_lifelong_learning_for_opportunity_and_growth_web_version_.pdf)

St Paul’s School recognises that university is not the only choice for pupils and that apprenticeships can offer better outcomes. The school understands the importance of continuing to improve careers guidance so that pupils can make an informed choice between technical and academic options.

**2.6 The ‘Gatsby’ Benchmarks** – St Paul’s School uses the Gatsby Benchmarks to guide the Careers Provision because they are judged to be a best practice system for career guidance. From July 2021, the Government regards “Careers guidance” as the full range of activity delivered under the eight Gatsby Benchmarks.

<https://www.gatsby.org.uk/uploads/education/reports/pdf/gatsby-sir-john-holman-good-career-guidance-2014.pdf>

[in May 2025, the Department for Education published updated guidance confirming that, from September 2025, all secondary schools, colleges and independent training providers \(ITPs\) will be expected to use the updated Gatsby Benchmarks to shape their careers programmes. The updated guidance can be found here:](#)

<https://www.gatsbybenchmarks.org.uk/app/uploads/2024/11/good-career-guidance-the-next-10-years-report.pdf>

**2.7 Baker clause** – State schools and academies must give education and training providers the opportunity to talk to pupils in years 8 to 13 about approved technical qualifications and apprenticeships from 2nd January 2018. The DfE has issued two guidance documents: *Technical education and apprenticeships: raising awareness in schools* and *Example policy statement on provider access*, which sets out what schools need to have in place to meet the requirements of the amendment to the Technical and Further Education Act.

State schools and academies must act impartially and not show any bias towards any route, be that technical or academic, and must promote the full range of technical options.

St Paul’s School Provider Access Policy is available in Appendix 2.

**2.8 Independent Schools Standards -**

ISI requires that independent schools should provide pupils with access to accurate, up-to-date careers guidance that–

- (i) is presented in an impartial manner;
- (ii) enables them to make informed choices about a broad range of career options;
- (iii) helps to encourage them to fulfil their potential;
- (iv) is not stereotyped; and

- (v) is effective in preparation of pupils for the opportunities, responsibilities and experiences of life in British society.

**2.9** With the government’s reforms to technical education and skills and the impact that a pandemic may have on the labour market, St Paul’s School recognises there will be an increasing need to work in partnership with employers and other education and training providers to support pupils to prepare for the workplace and to make informed choices about the next step in their education or training.

### **Aims and Objectives**

**3.1** The aim of the Careers programme is to provide impartial, extensive and current career and labour market information to all pupils to allow them to make informed decisions about their future.

#### **3.2 Objectives of the Schools’ careers provision:**

- 3.2.1 To provide an outstanding careers programme for every pupil
- 3.2.2 To enable all pupils to learn from careers and labour market leaders
- 3.2.3 To ensure the programme is addressing the need of each pupil
- 3.2.4 To link curriculum learning to careers
- 3.2.5 To provide opportunities for encounters with employers and employees
- 3.2.6 To provide opportunities for experiences of work places
- 3.2.7 To provide opportunities for encounters with further and higher education
- 3.2.8 To ensure every pupil has personal guidance on careers

**3.3** The provision is structured around the model of ‘Explore, develop, prepare, connect, inspire’. See *Appendix 1*.

## **4. Provision Overview vs. Gatsby Benchmarks**

This section provides an overview of the St Paul’s Careers provision against the ‘Gatsby’ benchmarks.

### **4.1 Benchmark 1: A stable careers programme**

- People:
  - The Head of Careers is responsible for leading and developing the SPS careers programme and is line managed by the Director of Careers and Universities.
  - The Director of Careers and Universities is responsible for universities information and guidance and is line-managed by the Deputy Head Academic.
  - The Careers and Universities Advisor provides the opportunity for any pupil, at any stage of their careers journey, to schedule a bespoke 1-1 meeting with a careers advisor. The Careers and Universities Advisor helps support the implementation and development of the careers programme.
  - The Careers and Universities Administrator supports and helps manage the careers and universities programmes.
  - There is a team of Careers Advisors, who report into the Head of Careers, and are responsible for completing careers interviews and reports for all Sixth Form pupils.

- The Head of PSHE is the primary person responsible for the careers programme in SPJ, supported by the Head of Entrepreneurship and the Head of Third Years.
- The careers programme overview and the name and contact details of the Careers Leader is published on the school's website.
- The careers statement of intent is linked on the school website. (See appendix 4)
- The careers programme is evaluated and revised annually through formal and informal feedback by the leadership team, teachers, careers advisors, pupils, parents and Old Paulines and audited against best practice.
- Unifrog, the careers and destinations platform, is used by all year groups for careers activity tracking and careers education.

#### **4.2 Learning from careers and labour market leaders**

- Labour Market Information (LMI) is dispersed through the Careers and Universities bulletin which is circulated to pupils, teachers and parents each half-term.
- Our Careers and Universities Advisor and team of Careers Advisors provide independent, one-to-one careers guidance to individual pupils and the outcomes are shared via a careers report with tutors and parents.
- All pupils have access to Unifrog and are taught how to use it for their independent careers and Higher Education research. This programme incorporates up-to-date LMI.
- Parents are contacted to provide information on specific careers events such as: CV workshops, mock interview opportunities and non-university routes information.
- Parents also have the opportunity to create a Unifrog account. Through this they can access and use information about labour markets and future study options to inform their support to their children.
- The Eighth Form have the opportunity to attend industry specific network evenings and engage and learn from market leaders through our Professional Networks Programme and St Paul's Connect, our online professional networking platform.

#### **4.3 Addressing the needs of each pupil**

- The Careers Advisors are trained on providing one-to-one careers guidance to each pupil, in an impartial manner whilst challenging stereotypical thinking on career pathways.
- A careers report is written by the careers advisors which outlines discussions from the careers interviews and agreed actions and next steps. Reports are then shared with tutors and parents.
- Each pupils' Unifrog account will follow them throughout their St Paul's career.
- All parents will receive information about EmployAbility – an organisation that can support Learning Support pupils when applying for undergraduate work experience e.g. internships or graduate and first year programmes.
- Information and guidance given to all pupils about university alternatives such as apprenticeships and technical qualifications through organisations such as the National Apprenticeship Service.
- Unifrog allows the Head of Careers, the Careers and Universities advisor, Careers Advisors, tutors, teachers and pupils to track keep systematic records of engagement with careers activities and individual advice given. Pupils therefore have access to these records to support their career development.

- Opportunities for pupils to be mentored by industry leaders through SPS Connect – our online professional networking platform for pupils, parents, alumni and our wider community.

#### **4.4 Linking curriculum learning to careers**

- Careers education is linked to the curriculum in three main ways: (i) through careers lesson content delivered as part of the PSHE curriculum, in Lower Eighth University classes, and as part of the Lower Eighth carousel; (ii) through academic lessons; and (iii) through co-curricular activities.
- Employability skills are embedded into lessons and co-curricular activities in every year group, for example:
  - Interpersonal skills such as the ability to mobilise systems, develop relationships and work effectively in teams (through, e.g., sports and group exercises / projects).
  - Cognitive skills such as the ability to think critically, plan and adopt effective ways of working, be mentally flexible and to communicate (through, e.g., creative, scientific and mathematical problem solving, accountability for punctuality, prompt completion and submission of work, meeting deadlines and taking on leadership and team roles in groups).
  - Self-leadership skills and attributes such as self-awareness and self-management, entrepreneurship, and goals achievement (through, e.g., entrepreneurship activities, pastoral interactions with the tutor and undermaster team, feedback from peers and oral and written feedback and reports from tutors and teachers).
  - Digital skills and traits such as digital fluency and citizenship, software use and development, and understanding digital systems (through, e.g. ICT and PSHE lessons)
- Enterprise skills developed by Fifth Form Enterprise Day, Sixth Form Entrepreneurship Course which all pupils participate in and reinforced through societies such as FinSoc and competitions such as Young Enterprise.
- Upper Third Year Business Week (SPJ).
- Fourth and Fifth Form Get Creative activities.
- All pupils in Lower Eighth attend a Universities Day and Higher education fair, complete a CV Writing Workshop and participate in a competency based mock interview.
- The PSHE curriculum includes a personal finance course and embeds careers related learning in all years.

#### **4.5 Encounters with employers and employees**

- All pupils will:
  - receive information on opportunities of mentoring, workplace visits, work experience, work shadowing, enterprise activities and employer talks and higher education presentations through the Careers and Universities Bulletin, specific school societies and year group talks.
  - attend a careers fair.
  - attend a universities fair.
  - have the opportunity to speak to an Army representative, should they wish.
  - have a one-to-one careers interview and report before they choose their A-Level options.

- Eighth Form pupils have the opportunity to sign up to St Paul's Connect to find mentorship and attend industry specific networking evenings through our Professional Networks Programme.

#### **4.6 Experiences of workplaces**

- All pupils will have access to information on work experience opportunities (both physical work experience and virtual work experience) opportunities.
- All pupils are able to schedule a 1-1 meeting with a trained careers advisor to discuss the details and receive bespoke support regarding work experience and internship applications.
- Lower Eighth pupils receive a work experience preparation lecture, CV workshop, and mock interview.

#### **4.7 Encounters with further and higher education**

- All pupils will receive information and guidance on universities, and university alternatives, such as degree apprenticeships in Eighth Form.
- All pupils will attend:
  - A careers fair
  - Universities fair
  - Universities day
- All pupils will have one-to-one support sessions should they be pursuing a non-university route.

#### **4.8 Personal guidance**

- All pupils are assigned a careers advisor.
- All pupils are assigned a universities advisor.
- All pupils will have a one-to-one careers interview and report which is shared with their tutor and parents.
- All pupils in the Eighth Form have the opportunity to have a further careers meeting.
- All pupils in the Eighth Form have the opportunity to have a mentor via SPS Connect.

### **5. Careers programme overview by year group**

#### **5.1 All year groups**

- Option to book a 1-1 careers meeting with a careers advisor at any time in order to access bespoke support.
- Careers information and employability skills embedded into our curriculum
- An extensive range of societies & speakers
- Trips & visits
- Annual Careers Fair
- Work Experience opportunities and application support
- Super-curricular competitions and events (e.g. YE)
- Regular Careers & Universities Bulletin
- Army liaison visit
- National Careers Week activities
- National Apprenticeship Week activities
- Use Unifrog, the careers and destinations platform
- Have access to regularly updated gap year, degree apprenticeship and work experience support packs

## **5.2 Lower and Upper Third Year**

- 3x 3 Challenge (all SPJ year groups)
- Unifrog access & lessons throughout year
- Business Week (Upper Third) culminating in charity fete
- Termly careers assemblies (including for Lower and Upper Second Year)
- 8BillionIdeas workshop (Lower Third)
- Business Club

## **5.3 Fourth Form**

- 'Get Creative Week'
- Fourth Form societies

## **5.4 Fifth Form**

- 'Get Creative Week'
- Fifth Form societies
- Enterprise Day

## **5.5 Sixth Form**

- Interests / personality profiling
- One-to-one careers interviews and careers report / action plan
- A Level choice evening
- Work experience assembly
- Entrepreneurship programme

## **5.6 Lower Eighth**

- Opportunity to compete in Young Enterprise
- CV Writing Workshop
- Interview skills (in person and digital interview skills) seminar
- Networking skills seminar
- Mock interview afternoon
- Voluntary Service games-half opportunity
- Academic Enrichment programme (Friday afternoon rotation programme)
- Universities Day
- Careers and universities assemblies
- 'University alternatives' seminar
- Professional Networks Programme
- Opportunity to join SPS Connect
- Gap Year seminar

## **5.7 Upper Eighth**

- Interview skills (both physical and digital interview skills) seminar
- Networking skills seminar
- Careers and universities assemblies

- 'University alternatives' seminar
- Professional Networks Programme
- Opportunity to join SPS Connect
- Gap Year seminar

#### **5.8 Alumni**

- Access to SPS Connect to network with and mentor other alumni, parents, pupils.

This is also presented in a term-by-term format in Appendix 3.

## **6. Equal Opportunities**

- 6.1** St Paul's is committed to ensuring that the careers provision is relevant to our pupils, and that the advice and guidance is appropriate, impartial, unbiased and independent of ability, social and cultural background, religion, sexual orientation, as well as physical and emotional needs.

## **7. Monitoring the Success of the Careers Provision**

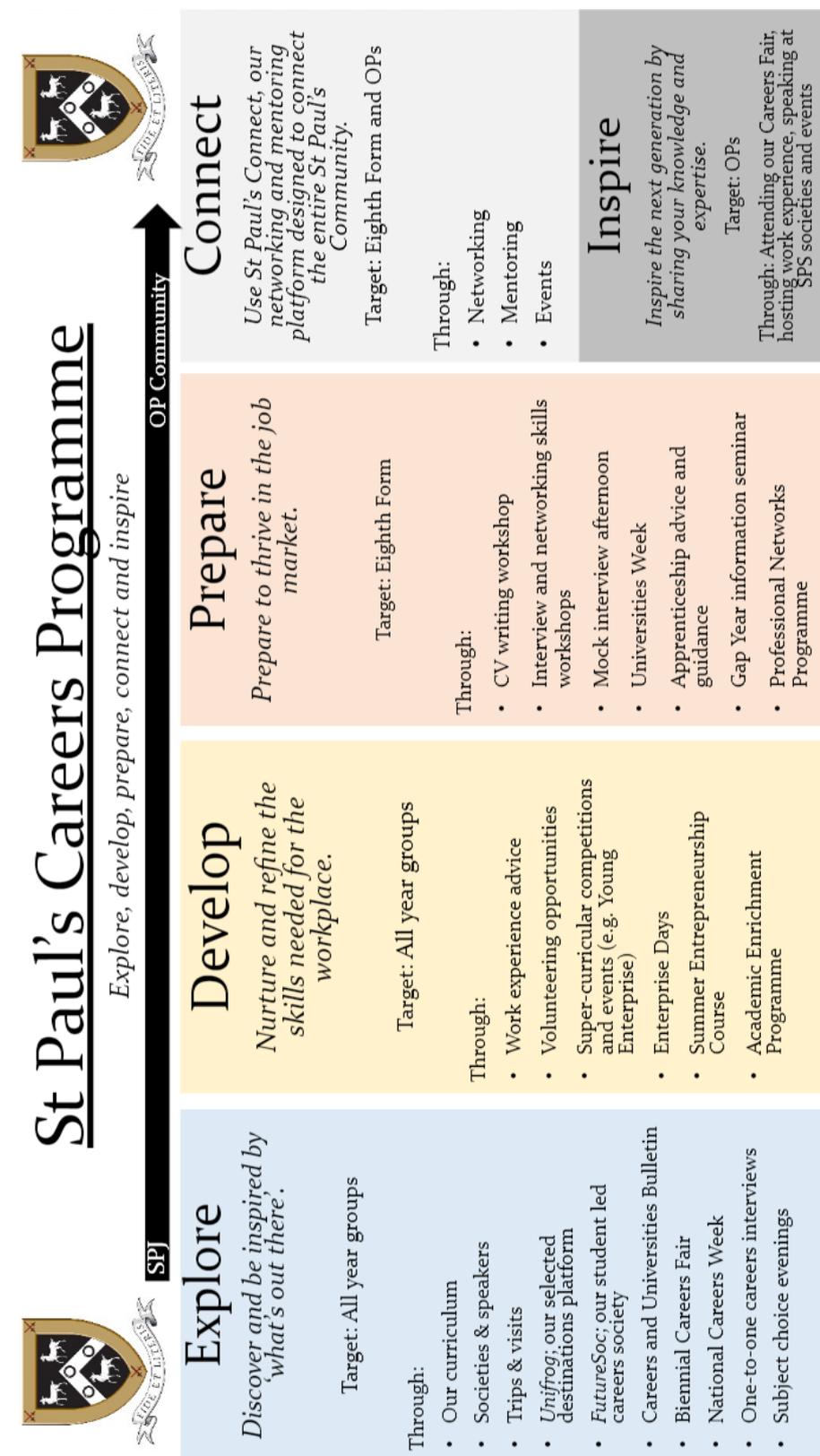
- 7.1** Pupils are offered the opportunity to give formal feedback on all Careers seminars (e.g. Lower Eighth CV Workshop, Sixth Form Interests Questionnaire) through anonymous surveying. This data is reviewed annually by the Head of Careers. Additionally, the School will consider the impact of Careers in the annual pupil satisfaction surveys.

- 7.2** Qualitative feedback will also be sought using established pupil voice mechanisms (e.g. the Pupil Voice) and consultation with members of staff (e.g. Careers Advisors).

- 7.3** The careers programme is audited against the Gatsby Benchmarks annually using the Careers & Enterprise Company Compass Tool. The first audit was in September 2020.

8. Appendices

Appendix 1. SPS/SPJ Careers Programme



## **Appendix 2: Provider Access Policy**

### **Introduction**

This policy statement sets out the school's arrangements for managing the access of providers to pupils at the school for the purpose of giving them information about the provider's education or training offer.

### **Management of provider access requests**

Procedure: A provider wishing to request access should contact Dr Daniel Brigham, Head of Careers, [djb@stpaulsschool.org.uk](mailto:djb@stpaulsschool.org.uk).

Opportunities for access: A number of events, integrated into the school careers programme, will offer providers an opportunity to come into school to speak to pupils or their parents or carers. Our term-by-term careers programme is outlined in Appendix 3.

Please speak to our Careers Leader to identify the most suitable opportunity for you.

Providers are welcome to leave a copy of their prospectus or other relevant course literature at the main school. Items will be reviewed by the Head of Careers and made available to all pupils at if appropriate.

### Appendix 3. Careers Programme – Term by term

	Autumn	Spring	Summer
<b>Third Years (SPJ)</b>	<ul style="list-style-type: none"> <li>● Business Club</li> <li>● Careers Assemblies (Second and Third Years)</li> <li>● Unifrog sessions</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> 3 x3 Challenge (all SPJ year groups)</li> <li>● Careers assemblies (Second and Third Years)</li> <li>● Unifrog sessions</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Business Week and Charity Fete (Upper Third)</li> <li>● Careers lessons in Second Year and Third Year PSHE</li> </ul>
<b>All SPS year groups</b>	<ul style="list-style-type: none"> <li>● FutureSoc – Career Conversations</li> <li>● Unifrog activities / updating ‘lockers’</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> FutureSoc – Career Conversations</li> <li><input type="checkbox"/> Unifrog activities / updating ‘lockers’</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> FutureSoc – Career Conversations</li> <li><input type="checkbox"/> Unifrog activities / updating ‘lockers’</li> </ul>
<b>Fourth Form</b>	<ul style="list-style-type: none"> <li>● Fourth Form societies</li> <li>● Unifrog onboarding</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Fourth Form societies</li> <li><input type="checkbox"/> Careers Fair / National Careers Week</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> ‘Get creative’ week</li> </ul>
<b>Fifth Form</b>	<ul style="list-style-type: none"> <li>● Fifth Form societies</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Fifth Form societies</li> <li><input type="checkbox"/> Careers Fair / National Careers Week</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Enterprise Day</li> <li><input type="checkbox"/> ‘Get creative’ week</li> </ul>
<b>Sixth Form</b>	<ul style="list-style-type: none"> <li>● Careers assembly</li> <li>● One to one careers interviews and reports</li> <li>● Interests / personality profiling</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Careers Fair / National Careers Week</li> <li><input type="checkbox"/> Careers reports sent home</li> <li><input type="checkbox"/> Work experience assembly</li> <li><input type="checkbox"/> A Level choice evening and briefing week</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Entrepreneurship course</li> </ul>
<b>Lower Eighth</b>	<ul style="list-style-type: none"> <li>● Careers assembly</li> <li>● Academic enrichment programme and voluntary service games half option (all year)</li> <li>● Professional Networks Programme (all year)</li> <li>● Networking seminar</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Careers Fair / National Careers Week</li> <li><input type="checkbox"/> Interview skills seminar</li> <li><input type="checkbox"/> ‘University alternatives’ seminar</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> CV writing workshop</li> <li><input type="checkbox"/> Mock interview afternoon</li> <li><input type="checkbox"/> Gap Year seminar</li> </ul>
<b>Upper Eighth</b>	<ul style="list-style-type: none"> <li>● Careers assembly</li> <li>● Academic enrichment programme and voluntary service games half option (all year)</li> <li>● Professional Networks Programme (all year)</li> <li>● Networking seminar</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Careers Fair / National Careers Week</li> <li><input type="checkbox"/> Interview skills seminar</li> <li><input type="checkbox"/> ‘University alternatives’ seminar</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Gap Year seminar</li> </ul>

## **Appendix 4: Careers Curriculum intention policy**

### Careers Curriculum Intention Policy

May 2025

#### **Intent**

St Paul's School is committed to providing an outstanding, extensive and impartial Careers Education, Information and Guidance programme for all pupils. The school's CEIAG programme, structured around the model of 'Explore, develop, prepare, connect and inspire', aims to support pupils with making informed choices about their futures in order to support lifelong flourishing. Our CEIAG programme will be guided by the Gatsby Benchmarks.

Within our careers programme:

- Pupils will have access and be encouraged to explore the world of work and their next steps through a progressive careers programme from Fourth Form to Upper Eighth, with up-to-date, relevant information and activities, delivered in a logical progression.
- Pupils will develop their knowledge and understanding of their options as well as their motivation and self-confidence through impartial careers advice and support from a range of different career activities such as 1:1 career meetings and group sessions with fully a careers adviser, employer encounters, careers fairs, lunchtime career conversations, visits from Higher Education and Further Education visits, apprenticeship talks, and support with finding and securing work experience.
- Pupils and parents will have access to a wide range of careers and labour market information as well as a good understanding of the school's Careers policy, programme and intentions through a clear and easy to use school careers webpage and access to an industry leading careers platform, Unifrog, as well as the school intranet page.
- Pupils will be and feel fully supported in their preparation for adulthood and the working world through expanding their skillset, building on their confidence and providing them with a wealth of direct and indirect careers experiences.
- Internal and external stakeholders will be connected to create a holistic approach to careers provision, encouraging further engagement and more opportunities for pupils to help inspire them

#### **Implementation**

The above aims are and will be delivered through a variety of methods, ensuring we meet the needs of every pupil through an age and ability appropriate programme that develops alongside the pupil, and that has the support and backing of our governors, SLT and stakeholders that is routinely monitored and evaluated to ensure it is fit for purpose.

- A dedicated, fully trained careers advisor available to all pupils for bespoke 1-1 meetings at any point in their careers journey
- Access to Unifrog, an industry leading careers and destinations platform
- Regular professional networking events connecting current pupils, alumni, and industry professionals

- Annual careers fair
- Employability skills and careers information embedded into our curriculum
- An outstanding range of societies and programme of visiting speakers
- Trips & visits
- Work Experience opportunities and application support
- Super-curricular competitions and events (e.g. YE)
- Regular Careers & Universities Bulletin
- National Careers Week and National Apprenticeships Week activities

### **Impact**

- Pupils having a successful transition from sixth form to eighth form, and then to their chosen higher education institution, feeling empowered and confident about their choices.
- Pupils and parents having a clear understanding of the support on offer in terms of the careers provision, and making use of it.
- Pupils knowing and understanding the importance and impact of work experience opportunities and feeling confident and supported in finding such opportunities.
- Staff feeling confident in linking their subject to careers and careers advisers in their ability to provide careers guidance through their CPD.
- Destination data showing positive outcomes as students feel confident in their decision-making and transition successfully throughout school and after.
- Students seen as at risk of failing or becoming NEET are more engaged in the curriculum, and connected with their teachers as they are able to see the relevance of subjects and how they relate to the wider range of career options and pathways.
- Positive engagement with all stakeholders (pupils, staff, parents, alumni) via a range of communication methods.

### Notes

ISI requires: “gives pupils of secondary age (11+) access to accurate, up-to-date, impartial careers guidance so that they are able to make informed choices about a broad range of careers options and which helps them to fulfil their potential.”