



Etone College
www.etonecollege.co.uk

Etone College Careers Minimum Entitlement document

Updated: July 2026

(Part of the Matrix Academy Trust)

1. Purpose of the Document

This document sets out Etone College provision in careers. It includes the arrangements for managing the access of education and training providers to students, for the purpose of informing them about the full range of post-14, post-16, and post-18 options available.

2. Vision and Values

Etone College, as part of the Matrix Academy Trust, is committed to providing a planned, progressive programme of Careers Education, Information and Guidance for all pupils in Years 7–13. Our aim is to:

- Raise aspirations and increase motivation
- Improve academic attainment
- Promote equality of opportunity
- Challenge stereotypical thinking
- Ensure all learners progress onto appropriate 16–19 pathways

The careers programme is designed to:

- Broaden horizons by introducing pupils to inspiring people and careers
- Embed careers education across the curriculum and development plan
- Be sequenced and underpinned by clear learning outcomes
- Be personalised to ensure progression in career planning and development

We aim to give every pupil the best chance of progressing onto their chosen career pathway through an exciting range of events and access to **well-informed, up-to-date and impartial advice**. With sustained support, pupils learn to manage their careers in a changing world.

Our programme helps pupils:

- Recognise their own strengths and interests
- Develop employability and life skills
- Make successful applications for their next steps
- Thrive through a wide range of extra and super-curricular opportunities

3. School Development Plan

The careers programme is closely aligned with Etone College's School Development Plan and Matrix Academy Trust's strategic vision. Careers education contributes to whole-school improvement, particularly in raising achievement, inclusion, and pupil engagement.



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4. Learner Entitlement

All pupils at Etone College are entitled to:

- A high-quality CEIAG programme from Years 7–13
- A programme that is impartial, inclusive, and personalised
- Access to well-informed, up-to-date advice
- A variety of meaningful employer encounters and workplace experiences
- Clear information about post-14, post-16 and post-18 education, training and employment pathways

Parents and carers are offered careers advice through regular communication, newsletters, and access to the Careers section of our website.

5. The Gatsby Benchmarks of Good Career Guidance

The programme is structured around the **eight Gatsby Benchmarks**, which set out best practice in careers education:

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

Etone College meets each of these benchmarks as detailed below.

Benchmark 1: A Stable Careers Programme

What this means:

Every school should have a stable, structured careers programme that has the explicit backing of governors, the headteacher and the senior management team, and has an identified and appropriately trained careers leader responsible for it.

The careers programme should be tailored to the needs of pupils, sequenced appropriately, underpinned by learning outcomes and linked to the whole-school development plan. It should also set out how parents and carers will be engaged throughout.

The careers programme should be published on the school's website and communicated in ways that enable pupils, parents and carers, staff and employers to access, and understand it.

The programme should be regularly evaluated using feedback from pupils, parents and carers, teachers and other staff who support pupils, careers advisers and employers, to increase its impact

Implementation:

- Led by a member of Leadership (L Barlow) who is a qualified careers leader and advisor. L Barlow attends meetings run by the Career's Hub, Matrix Trust and Nuneaton Council to ensure her knowledge is up to date.
- There is a named governor for careers
- All policies published on the college website alongside all statutory documents which are reviewed annually
- Progress against each benchmark is reviewed termly using Compass Tracker and QCIS standards



- Careers programme is funded and supported by leadership and governors. A presentation to Governors via our parent forum to provide a careers update occurs annually.
- QCIS award
- Details and support are on a dedicated page of the website along with support for parents, teachers and students. This includes a Matrix Trust linked page sharing the best practice and advice across our trust.
- Evaluations take place after events and via pupil voice, these include employers, HE, FE, parents and staff, these inform future planning
- Internal leadership review process is completed and evaluated each year; this will be peer reviewed at the Careers Hub meeting with three other schools in the area.
- Careers agenda is to the whole school development plan

Benchmark 2: Learning from Labour Market Information

What this means:

During each Key Stage, all pupils should access and use information about careers, pathways and the labour market to inform their own decisions on study options or next steps.

Parents and carers should be encouraged and supported to access and use information about careers, pathways and the labour market to inform their support for pupils in their care.

Implementation:

- LMI embedded into the curriculum and website
- Annual LMI lessons in LFL
- CPD for staff biannually
- Demographics presentation to show the specific needs of our cohort which is shared via the website and CPD
- Careers Advisor provides individualised advice and LMI updates as a part of the interview process
- Careers leader uses the LMI information to inform lessons and speakers in school
- LMI is shared in newsletter annually
- Parent updates occur every term and before key events directing parents toward advice

Benchmark 3: Addressing the Needs of Each Pupil

What this means:

A school's careers programme should actively seek to challenge misconceptions and stereotypical thinking, showcase a diverse range of role models and raise aspirations.

Schools should keep systematic records of the participation of pupils in all aspects of their careers programme, including the individual advice given to each pupil, and any subsequent agreed decisions.

All pupils should have access to these records and use them ahead of any key transition points to support their next steps and career development.

Schools should collect, maintain and use accurate data for each pupil on their aspirations, intended and immediate education, and training or employment destinations, to inform personalised support.

Schools should use sustained and longer-term destination data as part of their evaluation process and use alumni to support their careers programme

Implementation:

- Career aspirations & interests tracked from Year 7 to Year 13 via a questionnaire formulated in September each year. This allows us to tailor our offer.



- Stereotypes are always challenged and there are specific lessons in which role models are used as examples in different industries. Every careers lesson in LFL involves an activity about stereotypes
- Compass Tracker Plus records pupil interactions and use of provision maps and grid maker, this will be led by a member of the administration team starting in 2025
- Students have access to START careers to log their own careers experiences
- Future First Careers Hub is advertised to alumni, but also emails are sent to our alumni to keep InTouch and invite them to events.
- Planned alumni event in the new Tanner building to invite alumni and employers
- Alumni Oxford university presentation
- Alumni video
- NEET PP SEND and LAC early interviews
- NWSLC and Etone sixth form video to promote different qualifications will include our own alumni students
- SEND and vulnerable pupils receive targeted support in IEP meetings
- Meetings for students from year 9
- Careers interviews for SEND in year 10 in which parents are invited into school, Teaching Assistants can also attend the sessions to assist students
- Potential NEET students are identified in year ten by looking at attendance, attainment and behaviour data. These students are given an early careers interview
- Bespoke support for Most Able and Sixth Form students
- UCAS meetings and careers interviews in Year 13
- Talks from apprenticeship and T Level providers
- Local college enrolment sessions for Year 11 students
- SEND, PP and HPA groups have bespoke trips and lectures and parent session as well as early careers interviews
- Destination data is collected analysed and shared with CCIS. This data is used to inform future careers interventions
- The student's questionnaire from Compass Tracker Plus is used with year 7,9 and 13 students. This enables us to see patterns and provide appropriate support in the areas identified in the questionnaire.

Benchmark 4: Linking Curriculum Learning to Careers

What this means:

STEM teachers highlight how science, technology, engineering, and maths connect to a wide range of careers. By age 14, students should understand how STEM subjects support access to different careers. Teachers in all subjects should emphasise the importance of English and Maths for future opportunities. Real-life examples and career links can improve engagement, understanding, and achievement. Departments should plan how career learning is embedded into schemes of work and lessons – this could include dedicated units, career-related activities, or integrating career content into existing lessons. Assessment of career-related learning should be clear and, where appropriate, accredited. Each department should have a nominated staff member leading on careers within the subject.

Implementation:

- Each department must designate a Careers Link who will work closely with the Director of Learning (DOL) and department colleagues to ensure all careers-related actions are planned and delivered on time.
- Every department is expected to plan and deliver at least one careers-related learning activity per year group, including Sixth Form. These should be meaningfully embedded within curriculum delivery wherever possible.
- Careers activities should be planned opportunities that align with subject content, rather than standalone or tokenistic events.



- The Careers Lead requires a clear timeline for all planned activities, to be submitted via your Department Careers Audit by October 10th, 2025.
- The Careers Lead will track all planned events to ensure they take place. If an event cannot go ahead, departments must arrange a suitable replacement.
- Suitable careers-focused activities could include:
 - Guest speakers from industry or higher education
 - Virtual career experiences
 - Career-focused workshops
 - Educational visits and trips with a clear careers link
 - Talks from universities, colleges, or apprenticeships providers
- All members of the department share responsibility for ensuring careers provision is effectively implemented and relevant to the subject area.
- While employability skills remain important, a high-quality careers experience must go beyond this—offering students meaningful exposure to specific industries, qualifications, and pathways, rather than relying solely on generic workshops or quizzes
- New website page outlining careers activities and extra curricula for each subject to be developed
- Posters and displays in each curriculum area

Benchmark 5: Encounters with Employers and Employees

What this means:

Every year, from the age of 11, pupils should participate in at least one meaningful encounter with an employer.

Implementation:

- Careers Fairs is held annually and evaluated by staff, parents, students and employers to assess the impact and future employers' students would like to see
- employer talks through each department including Small Piece trust, Riase and Proactive.
- Full range of employers we work with displayed on our webpage
- All events are celebrated on our newsletter
- Mock interviews and CV workshops are in place for Year 11 and 13 students
- Mentoring and alumni visits
- HPA programme and programmes such as A-B are utilised
- PALs legislation is adhered to.
- These provide equality of opportunity and challenge stereotypes

Benchmark 6: Experiences of Workplaces

What this means:

By the age of 16, every pupil should have had meaningful experiences of workplaces.

By the age of 18, every pupil should have had at least one further meaningful experience

Implementation:

- Year 10 and Year 12 structured work experience lasting one week
- Parent session for WEXP support
- All letters and documentation are online
- Letters, assemblies and form time lesson about the importance of WEXP and the process are in place
- Sixth form volunteering & coaching experiences as a part of enrichment
- Insurance details are checked



- WEXP diaries are in place
- Visits or calls are made to assess the progress of students in year 10 and 11 whilst on placements
- Records of WEXP placements are held by SSH
- Work shadowing day in Year 9
- Staff support in securing placements
- Trips to employers targeted via the careers aspirations database

Benchmark 7: Encounters with Further and Higher Education

What this means:

By the age of 16, every pupil should have had meaningful encounters with providers of the full range of learning opportunities, including sixth forms, colleges, universities and ITPs.

By the age of 18, all pupils who are considering applying to higher education should have had at least two visits to higher education providers to meet staff and learners.

Etone College complies fully with the Baker Clause, allowing access to alternative education and training providers. All pupils from Year 8 to Year 13 are entitled to six encounters with providers of technical education or apprenticeships, as per the Skills and Post-16 Education Act 2022.

We work closely with a range of providers to ensure our pupils receive up-to-date information on:

- T Levels
- Apprenticeships
- Technical qualifications
- Further and Higher Education

Implementation:

- Annual Careers Fair with education and training providers
- Year 12 attend King Power Stadium Careers Fair
- University visits and experience are tracked and occur in every year group.
- All experience of university is tracked to ensure all students have been offered opportunities by the end of the Key stages
- Visits to NWSLC
- Online assemblies Coventry College
- Spread sheet to track open day attendance in Sixth Form
- At least two university visits per student by end of Year 13 (this may include open days)
- Talks and workshops from colleges, universities, apprenticeship providers by the end of KS4 and KS5
- A full range of FE and HE providers we regularly work with can be found on our website
- These provide equality of opportunity and challenge stereotypes

Benchmark 8: Personal Guidance

What this means:

Every pupil should have at least one personal guidance meeting, with a career's adviser by the age of 16, and a further meeting by the age of 18. Meetings should be scheduled in the careers programme to meet the needs of pupils.

Information about personal guidance support, and how to access it, should be communicated to pupils and parents and carers, including through the school website.

Implementation:

- One-to-one interviews for all Year 11 pupils and others as needed provided by Prospects and L Barlow who are level 6 qualified.
- One to One interview for selected year 10 students PP, SEND and potential NEET students
- One to One career talk as a part of the IEP process



- Peer mentoring programme
- Support for students applying for Russell group universities and medical courses
- UCAS support officer and trained staff to guide students through the UCAS process
- Extra support for apprenticeships, university applications, and SEND pupils
- Access via website to book additional appointments
- Careers Advisers are Level 6 qualified
- Termly letter to parents about our upcoming careers provision
- Letters to parents before key events such as Careers Fairs
- Messages home before careers interviews
- Messages to parents of students who do not apply to university offering support
- Additional interviews for students not attending university to help with applications and CVs
- Newsletter items, parent help guide sent home termly and available on website
- Careers parents' sessions two times annually
- UCAS and finance parents and students' session annually
- Oxford and Cambridge myth busting parents' session.
- SEND coffee morning
- Early interviews for NEET, PP, LAC and SEND

Measuring and Assessing Impact

Our careers programme is developed and reviewed annually by the Careers Leader and SLT, with feedback from:

- Pupils
- Parents/carers
- Staff
- Governors and Trustees
- Employers and education partners

Impact is evaluated through:

- Compass Careers Benchmark Tool
- Pupil destination outcomes
- Learning outcomes for activities
- The CDI Framework
- The Careers Impact Maturity Model
- Termly meetings with the Enterprise Coordinator
- Reporting to SLT and Parent forum

The Matrix Academy Trust Executive Team also reviews the careers provision for alignment with best practice.

Statutory Requirements and Expectations

Our approach complies with the **statutory guidance** outlined in *Careers Guidance and Access for Education and Training Providers (DfE, 2025)*, supported by the following legislation:

- **Education Act 1997** – Sections 42A, 42B, 45, 45A
- **Education and Skills Act 2008** – Section 72
- **School Information Regulations 2008** – Schedule 4 (15)
- **Education (Careers Guidance in Schools) Act 2022**
- **Skills and Post-16 Education Act 2022**
- **Equality Act**



We follow national best practice as outlined by the **Careers and Enterprise Company** and the **Careers Development Institute (CDI)**.



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