

IAF Careers Information, Advice and Guidance (IAG)

Policy and Procedure (2026)

1. Policy Statement

The Inspire and Achieve Foundation (IAF) is committed to providing high-quality, impartial Careers Information, Advice and Guidance (IAG) to all young people accessing our services. Our mission is to inspire young people, empower them to achieve their best, and support them to overcome structural barriers to education, employment and training.

IAG is embedded across all IAF programmes, including mentoring, alternative provision, and the King's Trust Team programme. Young people receive tailored support at every stage of their journey, recognising that progression is not linear and that each individual requires the right support at the right time.

2. Purpose and Context

IAF recognises that effective IAG is essential for:

- Raising aspirations
- Supporting informed decision-making
- Improving progression outcomes
- Reducing NEET risk
- Enhancing wellbeing and confidence

Our IAG offer is aligned with:

- The **Gatsby Benchmarks**
- The **Baker Clause** (DfE 2021)
- **Provider Access Legislation (2023)**
- The **Matrix Standard**
- Ofsted expectations for Alternative Provision and youth programmes
- Local labour market needs

3. Aims

IAF aims to:

- Provide a stable, high-quality careers programme
- Ensure all young people can access impartial, accurate and up-to-date information
- Deliver personalised guidance that meets individual needs
- Link curriculum and programme learning to real-world careers
- Provide meaningful encounters with employers, FE/HE providers and training organisations
- Support young people to develop employability skills and confidence
- Ensure all young people have opportunities for workplace experience
- Support young people to make successful transitions into education, training or employment

4. Objectives

IAF will:

- Deliver a careers programme aligned to the eight Gatsby Benchmarks
- Provide access to labour market information (LMI)
- Ensure each young person receives at least one meaningful careers guidance intervention per year
- Provide opportunities for encounters with employers, employees, FE and HE providers
- Support young people to develop CVs, applications and interview skills
- Offer work experience, volunteering and community-based opportunities
- Maintain accurate records of IAG interactions and progression outcomes
- Continuously evaluate and improve the IAG offer

5. Guiding Principles

IAF's IAG service is built on three strategic themes:

5.1 Improving access to information, advice and guidance

Ensuring all young people can access timely, relevant and impartial support.

5.2 Improving the quality of information, advice and guidance

Ensuring all IAG is accurate, up-to-date and aligned with best practice.

5.3 Improving professional development of staff

Ensuring staff receive training, supervision and CPD to deliver high-quality IAG.

6. What Young People Can Expect

Every young person supported by IAF is entitled to:

- Initial advice and guidance on aspirations and next steps
- A personalised programme of careers interventions
- Support to create CVs, job applications and education applications
- Encounters with employers and employees
- Access to work experience and workplace visits
- Opportunities to develop employability skills
- Encounters with FE and HE providers
- At least one 1:1 guidance session with a qualified Careers Adviser

7. Scope

This policy applies to:

- Young people supported through the mentoring programme
- Young people attending Achievement Unlocked AP
- Young people attending the King's Trust Team programme

- Young people accessing The Hub, Youth activities, Our Space and other charity-wide activities
- Prospective young people considering IAF as a progression route

8. Service Standards

IAF will:

- Provide impartial IAG
- Respect confidentiality
- Provide timely responses
- Base provision on the Gatsby Benchmarks
- Ensure staff are trained and competent
- Monitor and evaluate the IAG offer
- Maintain the Matrix Standard

IAG is delivered by a range of internal and external professionals.

9. Trustee Responsibilities

The Board of Trustees will:

- Ensure IAF has a clear IAG policy aligned to statutory requirements
- Ensure compliance with the Gatsby Benchmarks and Baker Clause
- Support strategic employer engagement
- Receive updates on careers provision and progression outcomes
- Appoint a trustee with strategic oversight of IAG

10. Provider Access (Baker Clause Compliance)

IAF welcomes requests from education and training providers to speak with young people about their offer.

Providers should contact:

Careers Leader:

Edina Baines-Krawczyk

☎ 07805 787428

✉ edina.baines-krawczyk@inspireachieve.co.uk

IAF will work with providers to identify appropriate opportunities for engagement, including:

- Assemblies
- Workshops
- Careers events
- Group sessions
- One-to-one guidance

11. Feedback and Complaints

Young people are encouraged to provide feedback through surveys and questionnaires. Feedback informs continuous improvement.

Complaints will be handled in line with the IAF Complaints Policy.

12. Monitoring and Review

- Reviewed annually by the Careers Leader and Line Manager
- Evaluated using learner feedback, provider feedback and progression data
- Reported to trustees as part of governance oversight

ANNEX 1: IAF King’s Trust and Alternative Provision IAF Careers Programme (and how it maps to the Gatsby Benchmarks (2025–2026))

The Inspire and Achieve Foundation (IAF) understands that young people who are not in education, employment, or training (NEET) often face significant challenges when making informed decisions about their future. These challenges may stem from a range of factors, including socioeconomic disadvantage, disrupted education, a lack of accessible career guidance, limited exposure to the workplace, and the overwhelming complexity of available education and training options.

IAF recognises that to effectively support young people who are NEET or at risk of being so, information, advice, and guidance (IAG) services must be delivered in ways that meet their individual needs. This includes the use of multi-channel delivery methods—such as web-based platforms, telephone support, face-to-face one to ones, and on line tools for those who are ready.

This tailored approach is particularly critical for at risk young people, who represent a diverse group with varying skill levels, personal circumstances, and levels of engagement. High-quality guidance must be:

- **Person-centred:** Focused on the unique strengths, challenges, and aspirations of each individual.
- **Accessible:** Available to all young people, regardless of their location, background, or ability.
- **Personalised:** Adapted to the specific situation and readiness of the young person.
- **Responsive:** Designed to evolve as the young person’s needs and circumstances change.

By providing young people with personalised, timely, and effective guidance, IAF aims to empower them to make confident and informed decisions about their futures—helping them to re-engage with education, access meaningful training opportunities, and ultimately find fulfilling employment.

Due to IAF’s **roll-on, roll-off provision**, our careers activities do not follow the traditional academic year of September to July. Instead, all careers education is delivered **in alignment with our ongoing programme**, ensuring that every young person—regardless of their start date—receives timely, relevant support.

We are committed to ensuring that **by the time each learner leaves IAF**, they will have had the opportunity to:

- Participate in at least **one high-quality, impartial careers guidance intervention**
- Engage in **meaningful encounters with employers and education providers**
- Take part in **workplace experiences** to explore different career paths
- Access **up-to-date labour market information** to inform their decisions
- Receive support in developing **career management, employability, and personal development skills**

This flexible and personalised approach ensures that every learner is well-prepared for their next steps, regardless of when they join our programme.

The IAF’s Careers Programme is designed to meet each learner’s individual needs by delivering personalised, high-quality support. To ensure consistency and effectiveness, all careers-related

activities within the programme are aligned with the eight **Gatsby Benchmarks**—a nationally recognised framework for best practice in career guidance. This approach provides a robust system of **quality assurance**, helping to ensure that every young person receives the guidance and opportunities they need to make informed decisions about their future education, training, and employment pathways.

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 work places
7. Encounters with further and higher education
8. Personal guidance

Gatsby Benchmarks	2025/2026 IAF AP Offer
<p>1. A stable careers programme</p>	<p>IAF has an embedded programme of careers education and guidance that is tailored to meet the individual needs of our learners. This programme is underpinned by clearly defined learning outcomes, ensuring that all students receive targeted and meaningful support throughout their career journey.</p> <p>The careers programme is publicly available on the IAF website and is regularly evaluated using feedback from key stakeholders, including learners, staff, and employer partners.</p> <p>Our Careers Leader is responsible for managing the programme and assuring its quality through the use of the Careers Impact System, the Gatsby Benchmarks, Compass Tool, and by maintaining the Matrix Standard for excellence in information, advice, and guidance (IAG).</p> <p>IAF is also an active member of the Careers and Enterprise Company’s Community of Improvement, demonstrating our commitment to continuous enhancement of careers education and employer engagement.</p> <p>Benchmark 1 is met through Kings Trust TEAM Weeks: 1,2,3,4</p>
<p>2. Learning from career and labour market information</p>	<p>IAF is committed to providing every young person with reliable, up-to-date careers and labour market information (LMI) to support informed and positive decisions about their future. This includes information on:</p> <ul style="list-style-type: none"> • Career pathways

	<ul style="list-style-type: none"> • Education, training, and employment options • Labour market opportunities <p>By the time a young person leaves IAF, they should be able to:</p> <ul style="list-style-type: none"> • Identify the jobs and skills employers are looking for • Understand rates of pay for different roles • Recognise local and national skills gaps • Be aware of future employment trends <p>How IAF supports young people to achieve this:</p> <p>1. Teaching and Learning</p> <ul style="list-style-type: none"> • Structured learning activities that help students select, interpret, and evaluate careers information and understand its relevance to their goals <p>2. Employer Encounters</p> <ul style="list-style-type: none"> • Meaningful interactions including work experience (WEX), guest speakers, industry events, networking opportunities, and careers fairs <p>3. Group LMI Sessions</p> <p>These sessions provide students with:</p> <ul style="list-style-type: none"> • Current and high-quality information on education, training, and job opportunities • Insights into occupations and sectors, including salaries, workplaces, and career progression • Advice on future skills demands and evolving skillsets across industries <p>4. One-to-One Support</p> <ul style="list-style-type: none"> • Self-assessment tools to help students explore their suitability for various career pathways and better understand their preferences and strengths • Personal guidance sessions to help identify and pursue suitable opportunities aligned with individual interests and aspirations <p><i>Benchmark 2 is met through KT TEAM delivery, weeks: 2-12</i></p>
<p>3. Addressing the needs of each young person</p>	<p>When a young person is referred to IAF, the IAF Hub Manager and Careers Lead work closely with the student’s school and relevant local authority teams. This collaboration ensures that</p>

	<p>accurate records are maintained from the first point of contact or transition, allowing IAF to effectively understand and meet each learner’s individual needs.</p> <p>IAF is committed to breaking down barriers to opportunity, offering additional support to help young people overcome challenges that may affect their progression in education, training, or employment.</p> <p>As part of the transition and on boarding process, IAF will encourage, arrange, and/or attend the following where appropriate:</p> <ul style="list-style-type: none"> • Transition meetings and site visits • Skills assessments (e.g., BKSb) • Needs assessments • Education, Health and Care Plan (EHCP) review meetings • Looked After Child (LAC) review meetings and Personal Education Plan (PEP) discussions • Safeguarding meetings <p>This comprehensive and person-centred approach ensures that every young person receives the tailored support they need to succeed from day one.</p> <p>Benchmark 3 is met through Kings Trust TEAM delivery, weeks: 1-12</p>
<p>4. Linking curriculum to careers</p>	<p>As part of IAF’s careers education programme, all young people are given opportunities to understand how the knowledge and skills they develop in the classroom are relevant to the world of work. Our goal is to help learners see how their education can support entry into, and success within, a wide variety of careers.</p> <p>IAF connects classroom learning to real-world careers through:</p> <ul style="list-style-type: none"> • Employability workshops • Corporate mentoring programmes • Barclays Life Skills sessions • Guest speakers from industry and the community • Career planning activities and resources • Workplace preparation guidance • Personal development programmes • Sustainability education

	<ul style="list-style-type: none"> • PSHE sessions focused on life and career skills • Use of the FSQ – Skills Builder Universal Framework to develop essential skills • Embedding literacy and numeracy skills in work-relevant contexts <p>To ensure high-quality delivery, all IAF staff participate in annual staff development sessions focused on careers education, guidance, and labour market insights. This commitment ensures our team remains informed and equipped to support young people effectively on their career journeys.</p> <p>Benchmark 4 is met through Kings Trust TEAM delivery, weeks: 1-12</p>
<p>5. Encounters with employers and employees</p>	<p>Alongside their studies, IAF ensures that all young people have access to a wide range of opportunities to meet with employers and gain insight into real workplace environments. We actively encourage each learner to participate in at least two meaningful employer encounters during their time with us, helping to build confidence, awareness, and aspirations.</p> <p>These experiences are delivered through:</p> <ul style="list-style-type: none"> • Careers fairs featuring local and national employers • Enterprise activities that develop entrepreneurial thinking and teamwork • Mock interviews to build confidence and interview skills • Employer-led workshops and CV review sessions • Research activities involving real job vacancies and employer engagement • Participation in Barclays Digital Skills programmes • Encounters with IAF alumni who share their career journeys • Participation in National Careers Week • Engagement in National Apprenticeship Week <p>These opportunities are designed to inspire and inform learners, enabling them to better understand the world of work and make</p>

	<p>confident, informed decisions about their futures.</p> <p>Benchmark 5 is met through Kings Trust TEAM delivery, weeks: 2-12</p>
<p>6. Experience of work places</p>	<p>IAF encourages and supports all learners to engage in multiple, meaningful, and varied workplace experiences. These opportunities are designed to expose young people to a broad range of working environments, helping them make informed decisions about their future education, training, or employment pathways. Students aged 16–18 are supported, where appropriate to complete a minimum of five days' work experience, which may be delivered through:</p> <ul style="list-style-type: none"> • Community projects • Work shadowing opportunities • Workplace visits to observe different roles and sectors • Volunteering, providing valuable real-world experience while giving back to the community <p>These experiences help learners build confidence, develop transferable skills, and gain a clearer understanding of the expectations and opportunities in the world of work.</p> <p>Benchmark 6 is met through Kings Trust TEAM delivery, weeks 2-8, 10-11</p>
<p>7. Encounters with further and higher education</p>	<p>The Inspire and Achieve Foundation is committed to ensuring that all students are fully informed about the range of post-16 and post-18 learning opportunities available to them. We provide structured opportunities for young people to engage with local further education (FE) and higher education (HE) providers, supporting them in making confident and informed decisions about their next steps.</p> <p>By the end of their programme, every learner will have had at least one meaningful encounter with a range of education providers to help guide their future choices.</p> <p>We achieve this by:</p> <ul style="list-style-type: none"> • Inviting local FE providers to speak directly with learners

	<ul style="list-style-type: none"> • Organising group visits to FE colleges • Arranging visits to local universities • Offering dedicated support with UCAS applications and Student Finance <p>This proactive approach helps learners explore a wide range of pathways and make informed decisions about their education and career progression.</p> <p>Benchmark 7 is met through Kings Trust TEAM delivery, weeks: 9</p>
<p>8. Personal guidance</p>	<p>IAF is committed to ensuring that every student has access to at least one high-quality careers intervention per year, particularly in the lead-up to key transition points in their education or career journey.</p> <p>These interventions include:</p> <ul style="list-style-type: none"> • One-to-one careers guidance sessions lasting a minimum of 45 minutes • Person-centred and impartial advice, tailored to each young person’s individual needs, circumstances, and aspirations • Support that helps learners explore realistic options and take meaningful next steps • Guidance delivered by a qualified Careers Adviser, registered with the UK Register of Career Development Professionals <p>This approach ensures that all learners receive the support they need to make confident, informed decisions about their future pathways.</p> <p>Benchmark 8 is met through Kings Trust TEAM delivery, Weeks: 12</p>

ANNEX 2: Provider Access Procedure (Baker Clause & Provider Access Legislation 2023)

1. Purpose

This annex sets out the charity's arrangements for managing access by education and training providers to young people for the purpose of informing them about the provider's education or training offer. It ensures compliance with:

- **Section 42B of the Education Act 1997 (Baker Clause)**
- **Provider Access Legislation (January 2023)**
- **Gatsby Benchmark 7**
- **Matrix Standard requirements**

IAF is committed to impartiality and ensuring young people understand **all** available pathways, including apprenticeships, T-Levels, technical qualifications and higher education.

All young people are entitled:

- to find out about technical education qualifications and apprenticeship opportunities, as part of a careers programme which provides information on the full range of education and training options available at each transition point;
- to hear from a range of local providers about the opportunities they offer, including technical education and apprenticeships – through options events, assemblies and group discussions and taster events;
- to learn how to make applications for the full range of academic and technical courses.

2. Rationale

High-quality provider access:

- Helps young people understand the world of work
- Supports informed decision-making
- Reduces drop-out and NEET risk
- Ensures equal access to technical and academic routes
- Supports local and national skills needs

IAF acts impartially and does not promote one route over another.

3. Student Entitlement

All young people at IAF are entitled to:

- Direct access to FE, HE, apprenticeship and technical training providers
- At least **two encounters** with providers of approved technical education or apprenticeships (for Year 12 and 13 learners)
- Information on the full range of post-16 and post-18 pathways

- Support to understand and apply for academic and technical routes

Encounters may include:

- Assemblies
- Workshops
- Careers fairs
- Group sessions
- One-to-one guidance
- Live or virtual presentations

4. Equality and Diversity

IAF ensures:

- All learners have equal access to provider encounters
- Information is impartial and inclusive
- Sessions are accessible for learners with SEND
- No bias is shown toward academic or technical routes

5. How Providers Can Request Access

Providers should contact:

Careers Leader:

Edina Baines-Krawczyk

☎ 07805 787428

✉ edina.baines-krawczyk@inspireachieve.co.uk

Requests should include:

- Provider name
- Purpose of visit
- Age group(s) requested
- Preferred dates/times
- Type of activity
- Any equipment or facility needs

6. Grounds for Granting Access

Access will be granted for:

- Careers week events
- Scheduled careers fairs
- FE/HE talks
- Apprenticeship and technical education sessions
- Provider-led workshops
- Trips to external providers

IAF will work with providers to identify the most effective opportunity.

7. Facilities and Safeguarding Requirements

IAF will provide:

- An appropriate room or space
- Computers, projectors and screens
- Access to computer rooms if required
- Technical support for virtual encounters
- Supervision by a member of the Careers Team

All providers must:

- Present ID on arrival
- Comply with IAF's Safeguarding Policy
- Use appropriate, impartial language
- Avoid promotional bias

8. Live/Virtual Encounters

IAF welcomes virtual sessions where appropriate.

Requirements:

- Technology checks in advance
- Secure platform use
- Supervision by IAF staff
- Compatibility with safeguarding expectations

9. Parents and Carers

Parents and carers may be invited to attend provider events where appropriate.

10. Management and Oversight

- The Careers Leader coordinates all provider requests
- Oversight is provided by the Director (Pippa Carter)
- Trustees receive updates as part of IAG governance
- The policy is reviewed annually by the Careers Leader and Line Manager

11. Complaints Procedure

Complaints should be directed to:

Director:

Pippa Carter

✉ pippa.carter@inspireachieve.co.uk

Complaints will be escalated to the Board of Trustees if required.

12. Monitoring, Review and Evaluation

- Reviewed annually by SLT
- Evaluated using learner feedback, provider feedback and progression data
- Aligned with DfE guidance and Matrix Standard requirements

13. Appendix: Providers Engaged to Date

- Academy Transformation Trust (ATTFE)
- West Nottinghamshire College
- North Nottinghamshire College
- Inspire Learning
- Department for Work and Pensions (DWP)

14. Appendix: Destinations of Previous Learners

- ATTFE
- West Nottinghamshire College
- North Nottinghamshire College
- Derby College
- Inspire Learning
- Doncaster Equine College
- University of Hull
- Nottingham Trent University
- University of Derby