



Careers Policy

Approved by:	Board of Governors
Last reviewed on:	Sept 2026
Next review due by:	Sept 2027

Contents

1. School Vision and Ethos	3
2. Policy Statement	3
3. Consultation process	3
4. What is Careers Education?	4
5. Ethos (Principles and values)	4
6. Aims	4
7. Statutory requirements	5
8. Why do we teach Careers Education	5
9. Curriculum content	5
10. Equality	6
11. Provision	6
12. Teaching Methods, Resources, Training and Monitoring	6
13. Roles and responsibilities	8
14. Impact	8
15. Appendix 1: Rugby High School Careers Rationale	9
16. Appendix 2: Gatsby Benchmarks and links to Rugby High School	10
17. Appendix 3: Rugby High School Careers Programme	13
18. Appendix 4: Career Development Institute Code of Ethics	16

Our Vision

At Rugby High School, we set heights in our heart.

While striving for excellence for all, in all its forms, our aim as a school is to encourage our students to be ambitious and creative thinkers, to face challenges, to work together, to learn to apply and adapt their knowledge and understanding so that they are prepared and excited for the future, whatever it may bring.

Our aspiration is that all our students understand what it is to show compassion and empathy and to take responsibility as brave, independent global citizens.

Our students will move on from Rugby High School knowing how to be Resilient, Healthy and Successful.

Inspired by their curiosity and love for learning our students will leave us with a confident voice, ready to take their place, knowing that their actions have the potential to change the world.

Policy Statement

The governors' policy is that Rugby High School students should receive accurate information about careers and the global market and undertake a programme of careers education which prepares students to fully participate in further education and training to compete in the marketplace and maximise their success in their future working lives. This forms a fundamental part of our Personal Development Programme and is delivered within the PSHE curriculum to all year groups.

All teachers involved in this work will have received appropriate training. Parents will be kept informed about the programme and given the opportunity to contribute their expertise at various points in the provision.

We aim to provide high quality impartial, accessible careers education, advice and guidance services to support students in their personal/social development and self-awareness. We will prepare students for the next stage in their life by assisting them to develop their skills, increase their confidence, independence and motivation, thus helping them overcome any potential barriers they may face in their progression from school, to college/university or the world of work.

The consultation process has involved:

- SLT
- The Careers Leader and Sixth Form Manager
- Teachers of PSHE
- Consultation with wider school community
- Governors

What is Careers Education?

The focus of our Careers education and provision is to ensure that at whatever stage students leave Rugby High School, they are prepared for the future, whether this be for further education or training, or moving into employment. During their time with us students should be aware of the world of work, how to use Labour Market Information, how to write CVs, applications and be ready to apply for jobs. They will also develop an understanding of the realism of work and what being employed entails and the wider impact of this, as well as being aware of the barriers to work that they or others may face and how to overcome these. We also want to focus on resilience and prepare students for the knockbacks they may face in a competitive global market, and ensure they have the skills to appreciate the learning that can be gained from such setbacks.

Ethos (Principles and Values)

Careers education is an integral part of the lifelong learning process, beginning in early childhood and continuing into adult life.

Careers education is considered as part of a whole-school approach whereby classroom learning is supported by the school's values and ethos, staff training and the involvement of pupils, staff, parents/carers, governors and the wider community.

We will support our students to develop the career management skills they need to be able to accommodate and adapt to change so that they can thrive when leaving Rugby High School with all the skills necessary to flourish both in success and in adversity.

Aims

The aim of Careers education is to ensure that all students are supported to choose the right pathway for them and enable them to make the best of the opportunities that are available to them.

We aim to offer a differentiated and personalised provision through activities that are appropriate to the student's stages of career, learning, planning and development.

We aim to provide each student in KS4 an independent, impartial interview with a Careers Adviser, which will be followed up at their request in KS5. Students in KS3 (specifically Year 9) can request an appointment in the build up to making their GCSE options, though this is an opt in service.

Our aims are to:

- Raise aspirations
- Equip students with the knowledge, skills, understanding and attitudes that allow them to manage their lifelong career and learning

- Build confidence
- Help students to identify their skills, qualities and goals
- Help students to understand their motivators and potential barriers
- Encourage independence
- Provide Labour Market Information to enable students to make informed decisions
- Encourage all students to undertake two work experience placements, one in Year 11, one in Year 12
- Promote equality, celebrate diversity and challenge stereotyping.

Statutory requirements

This policy is written in accordance with the Department for Education (DfE) guidance: 'Careers guidance and access for education and training providers' (January 2018), 'Careers Guidance – Guidance for Further Education Colleges and Sixth Form Colleges' (February 2018), 'Careers Strategy – making the most of everyone's skills and talents' (December 2017), as well as the original and ten-year update to the Gatsby Report (2024).

Why Do We Teach Careers Education?

Rugby High School policy is in line with current regulations from the Department of Education (DfE) on Careers. We base our provision on the guidance as outlined in the Gatsby Benchmarks and seek to ensure that each of these Benchmarks is met effectively for all students.

Careers Education is taught in this school through an integrated PSHE programme of work. In KS3, KS4 and KS5 students will experience designated Careers lessons within PSHE time and in KS4 and KS5 there will be a dedicated week for Work Experience which help to fulfil our provision. Throughout the year Career events will be organised so that students can hear from a number of different career options, using University or business contacts as well as alumni to carry out this provision. This will be an opt in service so that we can provide opportunities tailored to the students needs. These opportunities will be logged on Unifrog as an intervention. There will also be Career lessons within the form tutor programme for all year groups as well as tailored sessions for Year 10 on their future options in coordination with the Wellbeing and Progress Leaders for each Key Stage.

Careers is taught in the context of our school vision statement, to strive for excellence for all, in all its forms, to encourage our students to be ambitious and creative thinkers, to face challenges, to work together, to learn to apply and adapt their knowledge and understanding so that they are prepared and excited for the future, whatever it may bring.

Our aspiration is that all our students understand what it is to show compassion and empathy and to take responsibility as brave, independent global citizens.

Curriculum Content

The Careers leader manages the careers education programme.

Careers education comprises five components:

- Careers education within the curriculum

- Planning and recording of achievements and work-related activities
- Work Experience
- Access to individual guidance and support
- Access to careers information.

The provision includes:

- Careers education lessons within PSHE
- Careers education within form time activities
- Careers education lessons within off-timetable sessions
- Careers guidance both in lessons and via our Careers Adviser
- Action planning and recording achievements via Unifrog
- Sessions designed to raise aspirations using outside organisations, businesses and alumni
- Work experience opportunities

Pupils will cover all of these elements across the Key Stages as and when appropriate for their age.

Equality

This school delivers Careers education with regards to the Equality Act 2010 and observance of the protected characteristics of age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership and sexual orientation. We recognise that students have varying needs regarding Careers, and experience their own barriers to learning depending on their circumstances and background.

Provision

The provision of Careers education is delivered via the following methods:

1. Within timetabled PSHE lessons
2. Within form time activities
3. Within off-timetable sessions
4. Through other curriculum areas
4. Through assemblies.
5. Through pastoral support.
6. Through the advice given by the Careers Adviser

Teaching Methods, Resources, Training and Monitoring

All the following elements of teaching methods, resources, training and monitoring are essential elements in providing quality Careers education.

Teaching and Learning Methods

Teaching and learning best practice will be applied. Active learning methods that support participation and encourage reflection will be used including group work, talking, negotiation and using thinking skills.

Visitors

Visitors can play a crucial role in Careers education and we often use our valued alumni to help provide sessions for Careers education. As well as our alumni, we work with the CEC and their partnerships, the DWP, Warwickshire County Council, and many other local and national businesses and organisations.

Resources

All resources will be created by the Careers Leader and external suppliers, but teaching staff may choose to find further resources for the delivery of the lessons at their discretion. These should be in line with the provision of the content expected. Form tutor careers sessions will be created via the Wellbeing and Progress Leads for each Key Stage. Unifrog will be at the forefront of providing up to date specific LMI for individual subjects and career options.

Work Experience

Work Experience is an important part of the educational entitlement of every student at Rugby High School. All students are given the opportunity to go on work experience, provided externally. The practice of work experience is planned and monitored by the Careers Leader, and information on Risk Assessments and Insurance is collected via Unifrog and uploaded by the employer before being signed off by parents and the Careers Leader or a member of the Sixth Form team for Year 12. It is designed in such a way to take full account of the needs of the students and to give students an insight into the world of work. On Marking Days and Teacher Training days there will be an expectation that students use this time effectively to focus on Careers research, Virtual Work Experience, or Careers trainings. This will be outlined by either the Careers Leader or Wellbeing and Progress Leads and followed up by the Wellbeing and Progress Leads.

Other focused events include whole school and class enterprise activities, attendance at markets, trade events and careers fairs, and all opportunities that are promoted via the school put on by external providers.

Continuity, Progression and Assessment

Continuity and progression is generated through the adoption of a whole school approach to the planning and delivery of outcomes covering knowledge, skills and understanding. The curriculum is informed by needs assessment of pupils existing knowledge, experience and understanding.

Personnel and Training

The Careers Leader is regularly trained and updated in this fast-moving subject area.

There is regular correspondence with the partnerships mentioned above with regards to further training and any additional help that may be required. The CEC has regular termly meetings to promote new streams of information for students to be made aware of.

Roles and Responsibilities

The governing board

The governing board will approve the Careers policy, and hold the headteacher to account for its implementation.

The Headteacher

The headteacher is responsible for ensuring that Careers education is delivered and embedded across the school.

The Careers Leader

The Careers Leader is responsible for updating the PSHE Schemes of Work to maintain standard of teaching, to maintain consistency of teaching and ensure adherence to the DfE policies on Careers.

Staff

Staff are responsible for:

- Delivering Careers lessons
- Modelling positive attitudes
- Monitoring progress
- Responding to the needs of individual pupils

Pupils

Pupils are expected to engage fully in lessons and develop their understanding of the world of work.

Impact

Monitoring and Evaluation

The programme is regularly monitored and evaluated by the Careers Leader to ensure impact. This takes place through a variety of methods, including learning walks, observation, scrutiny of annotated lesson plans, and pupil feedback. The views of the pupils and teachers who deliver the programme, will be used to make changes and improvements to the programme on an ongoing basis.

Consultation, Policy Development and Review

This policy document was produced in consultation with the entire school community, including pupils, parents, school staff, governors and any other appropriate stakeholders. This

policy has been approved by governors. This document is freely available to the entire school community. It has also been made available on the school website.

It will be reviewed on a biannual basis.

Policy Links:

PSHE

Teaching and Learning

Curriculum Policy

Work Experience

Safeguarding

Confidentiality

External Contributors

Appendix 1:

Rugby High School Careers Rationale:

At RHS we take very seriously the need to provide a robust education which enhances the employability of all our students. At the forefront of our planning is the Gatsby Benchmarks¹ which we are determined to meet to deliver a strategic plan in order to offer a high-quality provision allowing our students to access all opportunities that are available to them in the future.

At the core of a high-quality Careers programme is the plan to ensure that all students will have access to a meaningful encounter with an employer at every stage of their time at RHS. With this in mind, we have sought to provide opportunities of access from Year 7 to Year 13, as according to the Education and Employers Research Taskforce a young person who has four or more encounters with an employer is 86% less likely to be unemployed or not in education or training and can earn up to 22% more during their careers.²

The link between education and employment is one which we have sought to develop over the years and we have effective strategies to ensure that all students are provided with the necessary education to ensure that there is a smooth transition to the wider working environment after their studies. We also recognise a continuing need to evolve and push the boundaries to ensure that all students are able to set heights in their hearts and achieve the best they possibly can, not only at RHS, but beyond their time here. Alongside offering outstanding curriculum opportunities and pastoral support, the provision of an outstanding Careers programme is something we are determined to continue, develop and grow. To

¹ The Gatsby Report – accessed <http://www.gatsby.org.uk/uploads/education/reports/pdf/gatsby-sir-johnholman-good-career-guidance-2014.pdf>

² Taylor, M (2017) Good Work: The Taylor Review of Modern Working Practices. Taken from the Department of Education's Careers strategy: making the most of everyone's skills and talents (December 2017)

ensure our provision maintains the highest of standards we are confident of meeting all eight of the Gatsby Benchmarks, which are evidenced below alongside what we currently provide, and our plans for the future.

Appendix 2:

The Gatsby Career Benchmarks³: and links to Rugby High School

Benchmark	Summary	Criteria	What RHS currently provide	Plans for the future
1 A STABLE CAREERS PROGRAMME	Every school and college should have an embedded programme of career education and guidance that is known and understood by pupils, parents, teachers and employers.	– Every school should have a stable, structured careers programme that has the explicit backing of the senior management team, and has an identified and appropriately trained person responsible for it. – The careers programme should be published on the school's website in a way that enables pupils, parents, teachers and employers to access and understand it. The programme should be regularly evaluated with feedback from pupils, parents, teachers and employers as part of the evaluation process.	The Careers programme at RHS provides a variety of opportunities to meet with employers to suit the needs of our students. We have days off timetable, and lessons focused on careers as part of the PSHE provision. Pupils currently go into the working environment on work experience in Year 11 and Year 12.	- Further push the use of Unifrog to secure engagement and knowledge of LMI.. - Embed opportunities to provide access to careers talks on a sign up basis tailored to student need.
2 LEARNING FROM CAREER AND LABOUR MARKET INFORMATION	Every pupil, and their parents, should have access to good quality information about future study options and labour market opportunities. They will need the support of an informed adviser to make the best use of available information.	– By the age of 14, all pupils should have accessed and used information about career paths and the labour market to inform their own decisions on study options. – Parents should be encouraged to access and use information about labour markets and future study options to inform their support to their children.	Current PSHE lessons are tailored to include information and research on future job prospects, providing the opportunity for our pupils to research careers that they would like to pursue and investigate how to get into these. There is also the opportunity to speak to a careers adviser as and when needed.	Students will be able to use Unifrog, specifically subject pages and careers library to access information on the LMI. Local information from Rugby Council will also be published as will information on the destination of school leavers.
3 ADDRESSING THE NEEDS OF EACH PUPIL	Pupils have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each pupil. A school's careers programme should embed equality and diversity considerations throughout.	– A school's careers programme should actively seek to challenge stereotypical thinking and raise aspirations. – Schools should keep systematic records of the individual advice given to each pupil, and subsequent agreed decisions. All pupils should have access to these records to support their career development. – Schools should collect and maintain accurate data for each pupil on their education, training or employment destinations for at least three years after they leave the school.	Careers provisions are currently embedded into the PSHE programme which is continually being updated to ensure that information is up to date and pupils have access to the most relevant detail they need to allow them greater access to the working environment.	RHS is actively seeking to gain a broader client base of businesses who will be willing to cooperate in the provision of careers education. The Careers programme will also be enhanced to ensure that successful encounters with employers in each year will continue.

³ The Gatsby Careers Benchmark taken from Good Career Guidance: Reaching the Gatsby Benchmarks (2018) – accessed <http://www.gatsby.org.uk/uploads/education/good-career-guidance-handbook-digital.pdf>

4 LINKING CURRICULUM LEARNING TO CAREERS	All teachers should link curriculum learning with careers. For example, STEM subject teachers should highlight the relevance of STEM subjects for a wide range of career pathways.	– By the age of 14, every pupil should have had the opportunity to learn how the different STEM subjects help people to gain entry to, and be more effective workers within, a wide range of careers.	RHS believe strongly in encouraging pupils to take up STEM subjects and to broaden their horizons and future aspirations. We continue to hold various events and compete in nationwide competitions to encourage all pupils to be aware of the	RHS will attempt to encourage further interaction with businesses and enterprises with a STEM focus to ensure that the opportunities we provide cater for all our pupils. Local business LISI have already expressed interest in further collaboration.
---	--	---	--	---

			benefits of STEM subjects with regard to the workplace.	
5 ENCOUNTERS WITH EMPLOYERS AND EMPLOYEES	Every pupil should have multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace. This can be through a range of enrichment opportunities including visiting speakers, mentoring and enterprise schemes.	– Every year, from the age of 11, pupils should participate in at least one meaningful encounter* with an employer. *A 'meaningful encounter' is one in which the student has an opportunity to learn about what work is like or what it takes to be successful in the workplace.	At present pupils learn about different careers and have various opportunities to expand their understanding in PSHE lessons. They also have speakers in Year 9, a carousel day in Year 10 with 20-30 businesses, employers, and entrepreneurs, Work Experience in Year 11 and 12, and Careers focus in PSHE in Year 13.	The aim is to provide a variety of career talks which provide opportunities for students to sign up and hear from a variety of different industries and careers.
6 EXPERIENCE OF WORKPLACES	Every pupil should have first-hand experiences of the workplace through work visits, work shadowing and/or work experience to help their exploration of career opportunities, and expand their networks.	– By the age of 16, every pupil should have had at least one experience of a workplace, additional to any part time jobs they may have. – By the age of 18, every pupil should have had one further such experience, additional to any parttime jobs they may have.	RHS pupils currently participate in Work Experience in both Year 11 and Year 12.	Continuation of the Work Experience provisions currently on offer. Consideration of how we can integrate VWEX into the curriculum planning for KS3.

7 ENCOUNTERS WITH FURTHER AND HIGHER EDUCATION	All pupils should understand the full range of learning opportunities that are available to them. This includes both academic and vocational routes and learning in schools, colleges, universities and in the workplace.	– By the age of 16, every pupil should have had a meaningful encounter* with providers of the full range of learning opportunities, including sixth forms, colleges, universities and apprenticeship providers. This should include the opportunity to meet both staff and pupils. – By the age of 18, all pupils who are considering applying for university should have had at least two visits to universities to meet staff and pupils. *A 'meaningful encounter' is one in which the student has an opportunity to explore what it is like to learn in that environment.	During PSHE lessons pupils are made aware of the opportunities that are made available to them, and pupils are able to undertake days where they visit sites for further education. Overwhelmingly, RHS pupils opt for University and so this guides us to provide more opportunities to explore University as an option, allowing visitors from University to talk to the pupils. We also have talks on Apprenticeships.	The provisions we make will continue to be driven by the destinations of pupils, but we continue to encourage different options available to the pupils. Our PAL policy encourages outside providers to promote within school – we currently run sessions with NWSLC and WCG and have reached out to MTGS. Careers Leader also passes on to all students college access dates as and when they occur.
8 PERSONAL GUIDANCE	Every pupil should have opportunities for guidance interviews with a Careers Adviser, who could be internal (a member of school staff) or external, provided they are trained to an appropriate level. These should be available whenever significant study or career choices are being made. They should be expected	– Every pupil should have at least one such interview by the age of 16, and the opportunity for a further interview by the age of 18.	RHS currently employs a Careers Adviser to offer independent careers advice. Priority at present is with KS4 and KS5, with more access for Year 9 before their option choices.	Continuation of the provision that is in place, to run alongside a wider programme offering more support to pupils who may require it.
	for all pupils but should be timed to meet their individual needs.			

At RHS we are well on our way to meeting all of the standards currently outlined in the Gatsby Benchmarks, and are confident that our careers programme for our pupils will ensure that they are able to not only adapt, but thrive in the working environment. As our previous destinations shows, pupils at RHS can achieve anything they put their mind to. Where we provide the opportunity, our pupils take this further, and use the outstanding education they have at RHS to push the boundaries, to achieve the impossible and most importantly to be happy with their life choices.

We are determined as a school to provide the best possible outcomes for all pupils that pass through RHS. We are very proud of our alumni, and take the time to garner fruitful relationships with them, so that they too can pass on their knowledge of the working environment. The alumni often give up their time to return to RHS to support events and encourage our pupils to not only follow in their successful footsteps, but to aim far beyond. We have high expectations of our pupils, and believe that they truly are the future of this country, and with that in mind seek to provide them with all the opportunities they need to go on and be happy once their time at RHS comes to an end.

Appendix 3:

Rugby High School Careers Programme:

Year group	Careers Provision	Time allotted
7	Each Year 7 student will have the opportunity to learn about different careers during their PSHE lessons and form time activities. They will also have an off-timetable events where businesses will be invited in to offer an overview about how businesses work and be given general information to do with certain roles. Enterprise sessions will encourage students to work together to organise and coordinate their winter fair stalls.	Variety of PSHE lessons as and when appropriate. Off-timetable sessions to fit needs.
8	Each Year 8 student will have the opportunity to learn about different careers during their PSHE lessons and form time activities. They will also have an off-timetable events with a clear focus on enterprise. Enterprise sessions will encourage students to work together to organise and coordinate their winter fair stalls.	Variety of PSHE lessons as and when appropriate. Off-timetable sessions to fit needs.
9	Each Year 9 student will have the opportunity to learn about different careers during their PSHE lessons and form time activities. We aim to encourage students to research different careers, write CVs and prepare for a mock interview. They will also have an off-timetable event with a clear focus on enterprise. Enterprise sessions will encourage students to work together to organise and coordinate their winter fair stalls. Each student will also be given the opportunity to undergo an interview with our careers adviser prior to making their option choices should they choose to have one.	Variety of PSHE lessons as and when appropriate. Off-timetable days to fit needs. 30-minute careers appointment on request.

10	Each Year 10 student will have the opportunity to learn about careers during their PSHE lessons and form time activities. Each student will also have access to an appointment with the careers adviser. Year 10 students also begin the process of finding Work Experience, January onwards to complete the process in October of Year 11.	Off-timetable events with a Careers focus. 30-minute careers appointments.
11	Each student will have access to an appointment with the careers adviser. All Year 11 will be off timetable for a Work Experience Preparation Day which includes advice on how to prepare for	30-minute careers appointments.
	Work Experience, how to get the most from Work Experience and how to update CVs after Work Experience. Work Experience will be undertaken in the week before the October Half Term. The onus is on the students to make the placement so that it is tailored as much as possible to what they want to do in the future. Off timetable events as an when appropriate with relevance to the curriculum.	3-5-day Work Experience placement Off-timetable events

Sixth Form	Sixth Form PSHE lessons are tailored towards applying to University, the wider working environment and apprenticeships to ensure that all students are fully aware of what opportunities are available to them. Work Experience will be undertaken in the final week of the academic year for Year 12 where all students are expected to find a placement that will be suitable for them and where they can hone their business skills. Many students also undertake Young Enterprise activities and are encouraged to participate in a number of extra-curricular activities that will enable them to enhance their transferable skills. Many students can also choose to take up volunteering to give themselves further opportunities for the future – this is part of the school’s enrichment programme. Each student who requires it has access to an appointment with the careers adviser. This is done as and when needed requested by the student themselves. Staff can also make referrals if they are concerned by a student and feel that such an appointment would be beneficial.	One 50-minute PSHE lesson per week throughout sixth form 5-day Work Experience placement Afternoon slots for students to go Volunteering 30-minute careers appointments. Off-timetable events
-------------------	--	--

The provision we provide at Rugby High School is carefully planned and mapped out to ensure that all students leave the school with an in-depth understanding of the variety of careers and options that are available to them. They will have had invaluable interactions with many businesses and employers and will be fully prepared for the wider world of higher education and employment.

If you have any queries regarding our provision of careers education, or wish to contribute by offering workshops or Work Experience placements please feel free to contact the Curriculum Lead for Careers, Work Experience and PSHE at RHS, Chris Marley at c.marley@rugbyhighschool.co.uk

Appendix 4:

Career Development Institute Code of Ethics:

Access at: http://www.thecdi.net/write/227_BP260-X8513-Code_of_Ethics-A4-digital.pdf

Accessibility

Members must promote access to career development activities and services in a range of ways that are appropriate and ensure inclusion.

Accountability

Members are accountable for their career development activities and services and must submit themselves to whatever scrutiny is appropriate to their role, including the CDI Discipline and Complaints Procedure.

Members must act in the interest of society and at all times exercise integrity, honesty and diligence.

Members must in all circumstances endeavour to enhance the standing and good name of the career development profession and the Career Development Institute.

Autonomy

Members must encourage individual autonomy in making decisions and always act in the individual's best interests.

Competence

Members must monitor and maintain their fitness to practice at a level that enables them to provide an effective service.

Members must represent their professional competencies, training and experience accurately and function within the boundaries of their training and experience.

Confidentiality

Members must respect the privacy of individuals, disclosing confidential information only with informed consent, except where there is clear evidence of serious risk to the client or welfare of others.

Members must inform clients of the limits of confidentiality and data sharing at the outset.

Continuous Professional Development

Members must maintain their professional competence, knowledge and skills through participation in continuous professional development informed by reflective practice and the National Occupational Standards: Career Development.

Duty of Care – to Clients, Colleagues, Organisations and Self

Members have a duty of care and are expected always to act in the best interests of their clients.

Members must develop and maintain professional and supportive working relationships with colleagues both inside and external to their own organisation and respect the contributions of other career development professionals to the activities and services on offer.

Members must fulfil their obligations and duties to their employer (where applicable), except where to do so would compromise the best interests of clients.

Members have a duty of care to themselves, both in terms of their personal integrity, personal safety and their capacity to practice in order to provide an effective service to clients.

Equality

Members must actively promote equality and diversity and work towards the removal of barriers to personal achievement resulting from prejudice, stereotyping and discrimination.

Members must treat clients equally regardless of their gender, age, race, ethnicity, disability, religious beliefs or sexual orientation.

Impartiality

Members must ensure that professional judgement is objective and takes precedence over any external pressures or factors that may compromise the impartiality of career development activities and services. In doing so, members must ensure that advice is based solely on the best interests of and potential benefits to the client.

Where impartiality is not possible this must be declared to the client at the outset.

Justice

Members must be just and fair to all clients, respect their human rights and dignity and adhere to any legal requirements and obligations.

Transparency

Members must provide career development services and activities in an open and transparent manner.

Trustworthiness

Members must act in accordance with the trust placed in them, ensure that the clients' expectations are ones that have reasonable expectations of being met and honour agreements and promises.