



Careers Guidance Policy

Author / Responsible Person

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Careers Policy

This Careers Guidance Policy is informed by and complies with current statutory requirements and guidance, including:

- The Department for Education Careers guidance and access for education and training providers statutory guidance (updated 2024, applicable for 2025–26)
- The Provider Access Legislation (Education Act 1997, as amended by the Technical and Further Education Act 2017)
- The SEND Code of Practice: 0–25 years (2015)
- The Equality Act 2010
- The Gatsby Benchmarks for Good Career Guidance

This Careers Guidance Policy reflects the school's core values and supports pupils to belong, accomplish and thrive as they prepare for adulthood.

Belong:

The careers programme ensures that all pupils feel valued, included and recognised as individuals with unique strengths, interests and aspirations. Careers education is personalised and accessible, enabling pupils to explore future pathways that are meaningful and achievable for them. Strong partnerships with families, employers and external agencies help pupils develop a sense of connection to their community and confidence that they have a place in the wider world of education, training and employment.

Accomplish:

Through a structured and progressive careers programme aligned with the Gatsby Benchmarks, pupils develop the knowledge, skills and behaviours needed to make informed decisions about their future. Meaningful encounters with employers, education and training providers, alongside accredited employability learning and work-related experiences, support pupils to build independence, resilience and aspiration. Careers guidance is closely aligned with EHCP outcomes and Preparation for Adulthood goals, enabling pupils to work purposefully towards realistic and positive next steps.

Thrive:

The policy supports pupils to thrive by developing confidence, self-awareness and transferable life skills that enable them to adapt to change and navigate an evolving world of work. Careers education recognises that pathways may be non-linear and that success looks different for each individual. By promoting high expectations, challenging stereotypes and celebrating diverse outcomes, pupils are empowered to move forward with optimism and ambition into further education, training, employment or supported provision.

'TPA supports pupils to develop the skills and attributes they need to access learning and employment opportunities after school throughout its curriculum intent.'

INTENT:

We aim to prepare and inspire pupils living in and entering a fast-changing world of work, for the opportunities, responsibilities and experiences of adult life, through a stable, structured careers programme. Within this specific programme and that of our life curriculum, we aim to provide inspiring activities based around careers and enterprise that improve motivation, attendance and attainment across the key stages.

Through careers education, information, advice and guidance (CEIAG), we believe that doors of opportunity can be opened for all young people and enable everyone to achieve their full potential- thus playing a part in promoting social mobility for the benefit of our pupils, their families and wider communities.

We intend our students to:

- Have access to and develop a broad understanding about education, training, apprenticeships, and employment opportunities post-16
- Develop the skills to cope with a challenging labour market
- Develop independent research skills to make well-informed decisions
- Develop self-knowledge when exploring options and making choices
- Develop employability skills and confidence for the working environment

IMPLEMENTATION: PROVISION

Careers includes both education and guidance. Careers education helps our students develop the knowledge and skills they need to make successful choices, manage transitions in learning and move into work. Through guidance students can use their knowledge and skills to make the decisions about learning and work that are right for them.

- Career relevant learning is embedded across the curriculum at all key stages and relatable, relevant links are made with subject specific career pathways and progression pathways. Real life contexts are explored from the world of work across the curriculum. Displays around the school illustrate and raise the profile of sectors within the world of work and higher education and aim to provide awareness of the broad range of career opportunity, their pathways and challenge any limiting stereotypes that narrow expectation.
- Character development is an important dimension of our pupils education and aspects of character and resilience building are implicitly and explicitly taught across the curriculum and through extra-curricular activities.
- The intent of the Life Curriculum aspect of our curriculum is to immerse our pupils in a range of learning opportunities that facilitate the skills required to live a happy, fulfilled and

meaningful life, both presently and in the future.

- At all key stages, the thematic and spiralling delivery of PSHE/RSE aims to progressively build skills and develop knowledge around health and wellbeing, relationships and living in the wider world- much of this learning being the foundation of knowledge and skills for future decision making about adult life.
- At key stage 2 and 3, Forest Skills sessions provide a multisensory outdoor education programme that develops knowledge, skills understanding and experience of orienteering and trail work, shelters and campcraft, bushcraft skills, fire skills and cooking, tools and green woodworking, creativity and rural / heritage crafts, local biodiversity, education for sustainability, environmental awareness. The foundation for the progression to The Duke of Edinburgh Award Scheme at Key Stage 4.
- Drop down days that focus on a diverse range of calendared National awareness days, weekly themed assemblies and “Value of the week” aims to provide a fun and engaging way for students to learn about themselves and others through both local and global issues that are integrated across a formal and “life curriculum”, empowering our students to become curious, informed and active citizens with a broad awareness and understanding of the world around them.
- At Key stage 4, ASDAN units that include Core Employability, World of work and Life Skills units consolidates the knowledge and develops the skills required for employability whilst gaining qualification.
- Students at Key Stage 4 also engage in the Duke of Edinburgh scheme and aim to attain a Bronze level award through the completion of a multisensory education programme that develops transferrable skills and attributes that are essential to life and that employers also value including: problem solving, teamwork, self-awareness, resilience, communication and curiosity.
- *Careers Connect*, provide expert guidance and independent, impartial advice to our pupils across the key stages, beginning at Key stage 2 and continuing to Key stage 4. A Total of 21 hours are purchased and utilised responsively and flexibly to the needs of the pupils and includes; bespoke individualised programmes at Key stage 4; Pre-work experience programmes; experiences of the workplace; encounters with employers; encounters with higher education; workshops aimed at challenging stereotypes and enterprise; delivery of workshops linked to the thematic PSHE delivered at all key stages; and the “Step Up” programme at Key stage 2. They work alongside our Careers Leader, Steven Grieson in an effective collaboration that is helping us to achieve our aim in delivering a quality careers and enterprise education in our school that satisfies the 8 Gatsby benchmarks for “Good Careers Guidance.”

- We are keen to promote equal opportunities and use every opportunity to challenge stereotypes and to raise aspirations. Learning about stereotypes in employment throughout the key stages is delivered via the life curriculum, formal curriculum and careers curriculum. We monitor careers resources regularly to ensure that they reflect the diversity of our school and wider community; language, displays and key speakers are intentional in challenging messages about stereotypes.

IMPACT: Monitoring, evaluation and review

The careers programme and policy are monitored regularly and amended after an annual review. The relationship of the policy to other parts of the curriculum and other policies is reviewed and links established and developed as necessary. Students' opinions are actively sought and the Compass Evaluation Tool is used to assess and track provision. The effectiveness of provider access arrangements and compliance with statutory guidance are reviewed annually as part of this process.

SEND and Preparation for Adulthood

Careers education forms a core part of the school's statutory duty to support pupils with SEND in preparing for adulthood. Careers guidance is closely aligned with pupils' Education, Health and Care Plans (EHCPs) and contributes directly to identified long-term outcomes.

Careers planning recognises that pathways may be non-linear and that pupils may require additional time, support and revisiting of options. Success is defined individually and may include supported employment, further education, training, volunteering or community-based provision.

Transition planning is embedded within annual EHCP reviews and involves close collaboration with families, external agencies and post-16/post-18 providers to ensure smooth and sustained transitions.

Commitments

The Trustees and staff are committed to providing:

- A structured, stable careers programme that prepares pupils for opportunities, responsibilities and experiences of later life. (Benchmark 1)
- A strategic careers plan that reflects the vision; current provision; key objectives linked to school priorities; action plan to achieve objectives. (Benchmark 1)
- All students and carers/parents with access to high quality information about future study options and labour market options. All students, to have accessed by age 14, information about career paths and labour market to inform their own decisions and study options (Benchmark 2)
- A tailored and individualised support package and guidance, appropriate to stage and level of need, whilst actively challenging stereotypical thinking and raising aspirations (Benchmark 3)

- A curriculum where all teachers link curriculum learning with careers; the importance of maths and English is emphasised and by the age of 14, every student has had the opportunity to learn about how different STEM subjects lead to a wide range of careers. (Benchmark 4)
- Structured multiple employment encounters within the school curriculum, so that pupils can learn from employers about work, employment and the skills that are valued in the workplace whilst strengthening aspiration and attainment (Benchmark 5)
- First hand experiences of workplaces through work visits, work shadowing and/or work experience to help the exploration of career choices and expand networks (by the age of 16 had at least 1 experience and by 18 an additional experience) (Benchmark 6)
- All pupils by the age of 16, with a “meaningful encounter” with a higher education provider through offsite visits and/or direct interactions with key roles, such as lecturers, current students of apprenticeships. By the age of 18, for all students who are considering higher education, at least 2 visits to universities. (Benchmark 7)
- All students with the opportunity, at the right time, to have guidance interviews with a careers advisor who is impartial and independent. (Benchmark 8)

Provider Access (Baker Clause) Statement

In line with the Provider Access Legislation, the school ensures that pupils in Years 8–13 have meaningful opportunities to learn about a full range of post-16 and post-18 education and training pathways. This includes academic, technical and vocational routes such as further education, apprenticeships, supported internships and training providers.

Provider Access Arrangements

Approved education and training providers may request access to pupils for the purpose of delivering careers-related information, encounters and experiences. Requests should be made in writing to the Careers Leader: Steven Grieson.

Access may include:

- Assemblies or group sessions
- Workshops linked to the curriculum or Preparation for Adulthood outcomes
- Careers events and transition-focused activities
- One-to-one or small group sessions, where appropriate

All encounters are planned to be age-appropriate, accessible and adapted to meet the needs of pupils with SEND. Records of provider encounters are maintained and reviewed as part of the careers evaluation process.

Careers Leadership and Governance

The school has a designated Careers Leader, Steven Grieson responsible for the strategic development, implementation and evaluation of the careers programme. This is supported by SLT and overseen by Claire Hand.

Trustees have strategic oversight of careers education and ensure statutory duties are met. The Careers Policy and programme are reviewed annually and contribute to the wider school improvement planning cycle.