Careers Education Policy September 2025

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Foundations for LIFE School is owned and operated by Omegalife Education Ltd.

This policy is one of a series of school policies that, taken together, are designed to form a comprehensive statement of the school's aspiration to provide an outstanding education for each of its pupils and of the mechanisms and procedures in place to achieve this. Accordingly, this policy should be read alongside these policies. It should be read in conjunction with the policies covering equality and diversity, Health and Safety, safeguarding and child protection.

All these policies have been written, not simply to meet statutory and other requirements, but to enable and evidence the work that the whole school is undertaking to ensure the implementation of its core value of building confidence and preparing pupils for life.

While this current policy document may be referred to elsewhere in Foundations for LIFE School documentation, including particulars of employment, it is non-contractual.

In the school's policies, unless the specific context requires otherwise, the words "parent" and/or "carer" are used in terms of Section 576 of the Education Act 1996, which states that a 'parent', in relation to a child or young person, includes any person who is not a biological parent but who has parental responsibility, or who has care of the child. Department for Education guidance Understanding and dealing with issues relating to parental responsibility considers a 'parent' to include:

- all biological parents/carers, whether they are married or not
- any person who, although not a biological parent, has parental responsibility for a child or young person - this could be an adoptive parent, a step-parent, guardian or other relative
- any person who, although not a biological parent and does not have parental responsibility, has care of a child or young person.
- A person typically has care of a child or young person if they are the person with whom the child lives, either full or part time and who looks after the child, irrespective of what their biological or legal relationship is with the child.

The school employs the services of the following consulting companies to ensure regulatory compliance and the implementation of best practice:

- Mentor HR
- Compliance Education (Health and Safety)
- The Safeguarding Company (TES) (online CPD)
- B11 education Consultancy
- KCFM – Facilities Management

Foundations for LIFE School is committed to safeguarding and promoting the welfare of children and young people and expects all staff, volunteers, pupils and visitors to share this commitment.

All outcomes generated by this document must take account of and seek to contribute to safeguarding and promoting the welfare of children and young people at Foundations for LIFE School.

The policy documents of Foundations for LIFE School are revised and published periodically in good faith. They are inevitably subject to revision. On occasions a significant revision, although promulgated in school separately, may have to take effect between the re-publication of a set of policy documents. Care should therefore be taken to ensure, by consultation with the Senior Leadership Team, that the details of any policy document are still effectively current at a particular moment.

Table of Contents

1.	**General Statement – Our Vision**	**4**
2.	**Rationale**	**5**
3.	**Student entitlement**	**5**
4.	**Monitoring, reviewing, evaluating and reporting**	**6**
5.	**Legal obligations**	**6**
6.	**Our commitment**	**6**
7.	**Provision**	**7**
8.	**Responsibilities**	**7**
9.	**Monitoring and evaluation**	**7**
10.	**Success measures**	**8**
Appendix 1		**10**

1. General statement - Our Vision

1.1. Foundations for LIFE School recognises that learning is a lifelong process and that CEIAG (Careers, Education, Information, Advice and Guidance) is integral to this. We provide education and support as an SEND provision to ensure that every learner reaches their full potential and to ensure that they do not become NEET. (Not in Education, Employment or Training).

1.2. All staff have high expectations for pupils, and we have a sense of pride in our effort to ensure every pupil makes once they are attending our school. We create a learning environment which builds confidence and allows both staff and pupils to flourish. All pupils will be supported and encouraged to become independent, confident young adults who leave school and enter the world of further education or employment. We are privileged to have small teaching groups and a dedicated team of teaching and therapeutic staff to find solutions to any barriers that might hinder learning to ensure that pupils will leave Foundations for LIFE School, equipped with the skills needed to secure appropriate post 16 provision and future employment.

1.3. We recognise that we have a statutory duty to secure independent careers guidance for all Year 8 to 14 pupils as outlined in the Careers guidance and access for education and training providers - January 2023; we are working towards achieving this. Our aim is that all pupils acquire the skills, knowledge, and attitudes to manage their learning and career progression. We will support pupils in making informed decisions by providing access to differentiated impartial and independent information and guidance about the range of post 16 pathways available to them.

1.4. This policy is underpinned by our long-term vision and core values. We are committed to implementing a careers programme that allows for individual success. We believe that CEIAG should be of the highest possible quality and relevant to student's needs. All pupils are entitled to participate in a planned programme of activities related to CEIAG regardless of gender, disability, or cultural background.

1.5. Activities are provided to enable pupils to review and develop their individual strengths and qualities and thus gain self-esteem. This will impact all areas of pupils' progress.

1.6. The CEIAG programme is designed to help prepare pupils for the opportunities, responsibilities and experiences of adult and working life. This will involve them gaining knowledge, developing skills and attitudes that will enable them to make independent decisions and choices about their future.

1.7. It is recognised that many of our pupils will require additional help from staff and other outside providers in order to achieve this. We currently use 'Learning to work' as an external company to support us with Careers guidance and work experience.

2. Rationale

The school policy for CEIAG ensures;

- A comprehensive understanding of provision and how it is organised for staff, parents/carers, the wider community and outside agencies.
- Provides opportunities to measure quality of provision. This will be achieved in the following ways:
- Regular planned CPD for staff
- Planned schemes of learning
- Planned enrichment opportunities.
- Using 'Learning to work' to provide pupils with impartial careers guidance and work experience opportunities.
- A dedicated Careers leader to coordinate careers provision across the school. Regular Quality Assurance of CEIAG carried out throughout the year.

3. Student entitlement

All pupils from Years 7 to year 11 participate in a planned, co-ordinated programme of CEIAG. Careers Education is an integral part of the PSHE programme at Foundations for LIFE School. We use Xello for independent Careers guidance. Pupils in KS4 have access to an independent careers coach and support around relevant work experience and coaching for transition from school to college/apprenticeships/work..

We aim to equip pupils with the following concepts which underpin CEIAG:

4. Monitoring, reviewing, evaluating and reporting

- Self-Development: to understand themselves and the influences on them.
- Career Exploration: to investigate opportunities in learning and work.

- Career Management: to make and adjust plans to manage change and transition.
- Careers Guidance: All pupils are given advice and guidance from relevant adults including form tutors, PSHE and Employability teachers, subject teachers, the careers leader, and an independent careers advisor.
- The independent careers advisor has a 1:1 session with all pupils each year from year 10 onwards. The careers advisor can be available at parent/carer evenings if it is thought appropriate. There is specific and targeted transition support for all pupils.

The implementation of the careers programme will be monitored and reviewed by the assistant head teacher with responsibility for Careers, the link governor and the Careers and the PSHE/Careers Leader. We will evaluate and report on the programme by asking for feedback from parents/carers, pupils and teaching staff, and SLT will review and monitor lessons across the school and give feedback on the Careers provision delivered.

5. Legal obligations

- The 2002 Education Act requires schools to provide a balanced and broadly-based curriculum which prepares pupils at the school for the opportunities, responsibilities and experiences of later life.
- The statutory career guidance duty (2011 Education Act, subsequently extended) requires schools to ensure that all pupils are provided with independent careers guidance from year 8 to year 11 which is presented in an impartial manner, provides information on the range of education or training options, including apprenticeships and other vocational pathways and is guidance that the person giving it considers will promote the best interests of the pupils to whom it is given.
- All 16- to 18-year-olds (and 19- to 25-year-olds with a current EHC Plan) in college must have access to independent careers guidance (as set out in their funding agreement).
- All young people in England are required to continue in education or training between the ages of 16 and 18. They can do this in three ways: full time study in a school, college or training provider; an apprenticeship, traineeship or supported internship; full time work or volunteering (20 hours or more) combined with part time accredited study.
- 2023 Access to Providers - requires all maintained schools and academies to provide opportunities for a range of education and training providers to have access to pupils from Y7-13.
- Every school and college is expected to publish information about their careers programme, including the name of their Careers Leader (Statutory Guidance, 2023).

6.Our commitment

Foundations for LIFE School is committed to ensuring that all pupils receive.

Information on a range of education or training options, including apprenticeship and other vocational pathways

The opportunity to work with employers, HE, local learning providers, and apprenticeship providers

- Impartial careers advice
- Information that is in the best interest of the pupils and meets their individual needs.
- We are committed to ensure that the school continues to meet the requirements outlined in the Gatsby Benchmarks.
- Key Personnel Involved in CEIAG Programme development and delivery include:
- Assistant Head teacher with responsibility for CEIAG – Helen Webster
- Careers/PSHE leader – Vincent McPoland
- Link governor for Careers
- Pastoral lead/Employability/Enterprise teacher – Helen Webster
- All teaching staff
- Independent Careers Advisor
- Parents/carers - who will have access to child's transition and career plan
- Pupils - who will have access to their transition and career plan

7. Provision

- There is an allocated resource budget for Careers
- A Careers/PSHE lead is in place to manage the Careers curriculum across the school.
- There is a CPD budget available to allow for training needs
- Employers are contacted and encouraged to establish working links with the school, to offer their support and knowledge and give pupils an insight into their industry.

- Employers and employees will have access to facilities to deliver sessions such as in the school hall or classrooms, all of which have ICT facilities.

8. Responsibilities

- SLT responsible for supporting the CEIAG provision.
- Careers/PSHE Lead responsible for preparing appropriately differentiated learning materials.
- To review and evaluate the provision regularly.
- To liaise and coordinate appropriate work with external providers.
- All departments work together to signpost and support all young people and ensure appropriate differentiation.
- All staff have responsibility in effective delivery of CEIAG provision, and to be part of the evaluation and development of the programme. Also, staff have the responsibility to embed careers information into their lessons to bring the real-world into the curriculum to inspire pupils and promote career opportunities for the future. This will include opportunities for employers to visit and teach relevant parts of the curriculum to help bring it to life and add context.
- Pupils have an opportunity to contribute to the careers programme and assist with the evaluation process.

9. Monitoring and evaluation

- To ensure regular QA of the CEIAG provision is carried out and acted upon to maintain high quality provision for all pupils
- To develop and review policy and practice accordingly
- To ensure staff are updated on any CEIAG developments and relevant CPD is delivered accordingly
- To ensure that START is embedded into the curriculum to aid with the recording of careers education for each pupil.
- To ensure that all pupils in year 10 and 11 have a documented transition plan and meet with their transition mentor at least once a half term. This plan should be shared and discussed with parents/carers and pupils.

10. Success measures

- The success of our CEIAG programme will be measured by:

- Ensuring regular quality assurance of the CEIAG provision is carried out and acted upon to maintain high quality provision for all pupils.
- The progress made against the Eight Gatsby Benchmarks - make use of the Compass Benchmarking Tool to aid completion of the Foundations for LIFE School Gatsby Benchmark review each year
- Feedback from the Student Voice
- The number of pupils who are not in education or training (NEETS) after they leave Foundations for LIFE School.
- The evidence from learning walks and observations of staff – integrating careers/skills/qualities into all subject lessons, where possible.
- The feedback from parents/carers, pupils, teaching staff and employers
- The Xello (Careers platform) reports - showing that all children are getting a useful careers education to help them with their next steps.

Appendix 1 – How we meet the Gatsby Benchmarks

Careers is an intrinsic part of the PSHE curriculum, and as such, has its own benchmarks that we measure ourselves against. Below is the evidence to show we meet all 8 of the Gatsby benchmarks but we are continuously monitoring ourselves against the benchmarks.

Benchmark Summary	Gatsby Criteria	Current School Position
1.A stable careers programme Every school should have an embedded programme of career education and guidance that is known and understood by pupils, parents/carers, staff/governors and other agencies.	1a. Every school should have a stable, structured careers programme that has the explicit backing of the governors, the headteacher and the senior management team, and has an identified and appropriately trained careers leader responsible for it. 1b. The careers programme should be tailored to the needs of the pupils, sequenced appropriately, underpinned by learning outcomes and linked to the whole school development plan. It should be also set out how parents and carers will be engaged throughout. 1c. The carers programme should be published on the school's website and communicated in a way that enables pupils, parents/carers, staff and employers to access and understand it. The programme should be regularly evaluated with feedback from pupils, parents/carers, teachers and other staff who support pupils,	We enable all stakeholders to have an awareness of our careers by advertising details on our website, through lessons on Google classroom, through social media platforms and via parent/carer forums and letters. We work closely with external agencies to support our pupils and ensure that we are creating a bespoke Careers Education programme for young people with additional needs. We have: • A high-quality programme of careers education lessons within PSHE. Through this curriculum, pupils learn about employability skills and have opportunities to improve these by taking part in enterprise projects, work experience and employer-led project days. • Key stage 4 currently complete a qualification in Employability and take part in an enterprise project (the qualification might change in the future) • We provide opportunities to meet employers both at school and visiting employment establishments • We set-up work experience opportunities within various subjects, including Business Admin, Catering, Horticulture and Animal Care.

	careers advisers and employers to increase its impact.	• We explore opportunities for different pathways after leaving Foundations for LIFE School. **Independent Careers Guidance:** We use an independent Careers Education provider, 'Learning to work' to provide impartial guidance and support. **Work Experience:** All pupils in year 10 or 11 take part in some sort of work experience during the summer term. Pupils are given a work placement diary to complete during their experience, allowing them to reflect on their experience. They will also complete a unit towards their City and Guilds examination. Work based learning enables pupils to gain essential transferable skills. EHCP outcomes identify their learning goals and next steps post 16 education. Careers is delivered within the PSHE curriculum. Topics include; • Self-Discovery • Planning for the future • Enterprise and Managing Money • Working life and labour Market • Health & Safety • Equal Opportunities • CV writing • Mock interviews • Employability skills (and how they link to specific careers) • Independent living

		Resources: We provide a wealth of resources to pupils and parents/carers to enable them to make informed decisions about next steps. These resources include (but are not limited to): • Worldskills UK • Compass+ • Talentino • As well as guidance from the government and SEND code of practice.

2.Learning from career and labour market information All pupils, parents and carers, teachers and staff who support pupils should have access to good quality, up to date information about future pathways, study options and labour market opportunities. Young people with special educational needs and disabilities (SEND)and their parents and carers may require different or additional information. All pupils will need the support of an informed advisor to make the best use of the available information.	2a During each Key Stage all pupils should have accessed and used information about careers, pathways and the labour market to inform their own decisions on study options or next steps. 2b 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 I their care.	**Careers Advisors:** Impartial careers advisors support our pupils to make best use of available information. Parents and pupils are informed of college open days to find out more about future study options and are aware of when to apply for post 16 education. Pupils use the National Careers Service website, Career Pilot and START Careers platform in PSHE lessons to look up labour market information. **Whole school PSHE curriculum –** This is influenced by current affairs and social norms. This information is recognised by the lead and reflected within curriculum delivery. Recognition that the market is fluid and in constant change and the need to keep the curriculum up to date with what is happening in the world. **Business Studies course:** The curriculum and assessment cover a variety of topics that are relevant to working in business. **Employability lessons:** the importance of careers and regularly invites employers into the school. **Employer Engagement:** By having employers visit the school and be part of lessons and wider school projects, this highlights the qualities of our neurodiverse pupils and help employers understand the impact of young people with special needs and what they can offer in the workplace. It also highlights the disability rights and

		accessibility options that might be required for their next steps. **External Visitors:** A variety of employers are welcomed into the school each year to help bring the curriculum to life. Every curriculum area is encouraged to organise at least one external trip and one visiting speaker into the school per year and this information is put into each curriculum map so that we can see the impact of cross-curricular projects in school. Former pupils: former pupils, current pupils, parents/carers and carers will be invited back each year in a celebration event where stories are shared about the destinations of the pupils who have left. This is a chance for alumni pupils to inspire and motivate our year 10 and 11 pupils and show the progression routes after leaving Foundations for LIFE School. It also highlights the skills and occupations, employment sectors and next steps that might be possible to our current pupils.

3. Addressing the needs of each young person. Pupils have different careers guidance at different stages. Careers programmes should help pupils navigate their concerns about any barriers to	3a A school's careers programme should actively seek to challenge misconceptions and stereotypical thinking, showcase a diverse range of role models and raise aspirations. 3b Schools should keep systematic records of the participation of pupils in all aspects of their careers programme, including the individual	Our curriculum pathways are tailored to meet the needs of young people with additional needs. Pupils desired employment goals are articulated in their EHCP and outcomes identified to support their aspiration. All pupils will have access to careers education and is suitable to the needs of each individual pupil.

career progression. In addition, opportunities should be tailored to the needs of each pupil, including any additional needs of vulnerable and disadvantaged pupils, young people with SEND and those who are absent.	advice given to each pupil, and subsequent agreed decisions. 3c For pupils who change schools during secondary phase, information about participation and the advice given previously should be integrated into a pupil's records where this information is available. Records should begin to be kept from the first point of contact or from the point of transition. 3d. 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. 3e. Schools should collect, maintain and use accurate data for each pupil on their aspirations intended ad immediate education, and training or employment destinations to inform personalised support. 3f. Schools should use sustained and longer term destinations data as part of their evaluation process and use alumni to support their careers programme.	Pupils are taught in small groups, with TA support, so that the careers programme can be tailored to meet the specific needs of all learners. They have access to the START careers platform and resources from Talentino to explore job interests and their desired employment outcomes are articulated in their EHCP. We work with parents/carers to overcome difficulties and deliver strategies to overcome these. Pupils are taught to challenge stereotypes and to not accept there are jobs specifically for men or women and they have a right to aspire to do any job. **Transition planning:** All pupils in year 10 and 11 have a dedicated transition mentor who works with them to create some objectives they can work towards ready for their next steps after Foundations for LIFE School. This includes visits to at least 2 colleges, work experience and personal goals such as cooking, hobbies etc to build up their pastoral skills that sit alongside their academic skills. Parents/carers are fully engaged with the transition process and

		dialogue happens between the parent and the transition mentor on a regular basis including the sharing of their child's transition plan. **All subjects** are individualised depending on the needs of the student and scaffold is put in place to ensure successful progress is made by all pupils. As well as offering a City and Guilds certificate to our year 11 pupils for employability skills, we also offer an ASDAN qualification for pupils who are less able, to ensure they also learn skills for their next destination and for adulthood. **Travel Training and Independence**: pupils take part in planning a trip on public transport to allow them to learn the skills for independent living ready for when they attend college or the workplace in the future. **Annual Review of EHCPs**: During the annual review process, skills and knowledge that need to be acquired by the pupils ready for transition are noted in the meeting and added to the EHCP so that success can be measured. **Peer Mentoring**: During project days pupils are split into vertical groups so that younger pupils work with the older pupils. This gives an opportunity for KS4 pupils to mentor the KS3 pupils which in turn helps with skills building as well as helping the younger pupils' aspirations.

4. **Linking curriculum learning to careers** As part of the school's programme of careers educations all teachers should link curriculum learning with careers. Subject teachers should highlight the progression routes for their subject and the relevance of the knowledge and skills developed in their subject for a wide range of career pathways.	4a Every year, in every subject, every pupil should have opportunities to learn how the knowledge and skills helps help people to gain entry to, and be more effective workers within, a wide range of careers. 4b. Careers should form part of the school's ongoing staff development programme for teachers and all staff who support pupils.	**Curriculum plans to include external speakers:** All teachers are expected to plan careers and employment opportunities into their planning for every subject. This will ensure all pupils are given a variety of opportunities and experiences from different subject areas to build their knowledge and skills of a variety of employment opportunities.

5. Encounters with employers and employees Every student 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	5a 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.*	**Employer Engagement:** We are working towards every student having 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 activities including visiting speakers, monitoring, and enterprise schemes. The Careers programme is evolving all the time but will always include: • Visits to companies to see the curriculum in action. • Guest Speakers • KS4 Taster Days at College • Mock interviews with employer mentors

schemes, and could include pupils' own part-time employment where it exists.		• Careers Fair • Young Enterprise and working with local businesses and communities. • 1 week's work experience in year 10 or 11 (minimum) which could be in a block or over several weeks on day release. Visits to local universities to provide motivation and aspiration for the future • Volunteering Work • Celebration of National Careers Week **Business Admin** is focused on the world of business and employment. Each student experiences the school as a place of employment and carries out duties such as photocopying, recycling, making, and distributing school signage. **Catering Education:** Experiences of kitchens as a place of work where pupils are involved in catering for special events such as at a Parent/Carer Governor event at Christmas or at the end of year, red nose day etc. **Work Experience**: All year 11 pupils are encouraged to have at least one work experience placement and we have had good feedback from pupils (and the employers) when pupils have worked in the local garden centre. We celebrate successful placements.