



## Careers Education, Information, Advice and Guidance Policy

**Version Number:**

- 1

**Applies To:**

- APTCOO Independent Special School

**Associated Documents:**

- PHSE/RSE Policy
- SEND Policy
- EAL Policy
- Curriculum Policy
- Equality, Diversity and Inclusion Policy

**Related Regulations:**

- [Independent School Standards](#)
- [SEND Code of Practice 2014 \(Updated 2024\)](#)
- [DfE Careers Strategy 2017](#)
- [Gatsby Benchmarks](#)
- [The Education \(Careers Guidance in Schools\) Act 2022](#)
- [Equality Act \(2010\)](#)

**Review Frequency:**

- Annually

**Date of Implementation:**

- Autumn 2024

**Review Date:**

- Autumn 2025

**Chief Executive Officer (CEO)**

Date 5/12/24

**Chair of Board of Trustees /Governing Board**

Date 5/12/24

## **Careers Education, Information, Advice and Guidance Policy**

APTCOO recognises the essential part played by careers education, information, advice, and guidance (CEIAG) in supporting their young people and their families to make choices about their lifestyle, education, and future careers, to raise their aspiration and achievements.

CEIAG also plays a significant role in developing and broadening the curriculum, increasing participation, and improving the achievement and progress of all young people and their families.

This policy sets out the commitment by APTCOO to implement CEIAG standards and to support an entitlement for all young people; to make it accessible, attractive, relevant and provide clear progression, coherent programmes and flexible, differentiated learning opportunities.

### **Introduction**

Rationale for Careers Education, Information, Advice and Guidance (CEIAG).

The aim of this policy is to support and underpin the broad aims of our school by empowering our young people to become responsible, resilient, and active citizens in modern Britain.

The Strategic Aims of our Careers Programme are to:

- Reduce risk of NEET and support pupils to progress to meaningful destinations at Post 16
- Promote cultural capital and social mobility, supporting all pupils to grow in confidence, resilience, and experience
- Enhance engagement and attainment through linking a personalised/differentiated curriculum learning across subjects to careers

We will support our young people to:

- Understand their values, skills, and qualities
- Explore the full breadth of opportunities available to them
- Frame early aspirations to enable them to open doors to progression
- Take informed action to realise their potential and secure positive next steps and destinations

### **Commitment**

This policy sets out how the school satisfies all key drivers for effective careers provision:

- [DfE Careers Strategy 2017](#) and Statutory Guidance for schools ('Careers Guidance and access for Education and Training Providers') which places the [Gatsby Benchmarks](#) at its heart, setting the expectation that all schools use the framework to guide their career programme development
- The Education Act 2011 which provides the legal basis for demands on schools and colleges with respect to careers. The school must secure that all registered pupils at the school are provided with independent careers guidance during the relevant phase of their education
- [The Education \(Careers Guidance in Schools\) Act 2022](#) statutory duty which requires schools to ensure that all registered pupils at the school are provided with independent careers guidance from Year 7 (11–12-year-olds) to Year 13 (17–18-year-olds)

APTCOO promotes the Government's careers strategy by following the Gatsby Charitable Foundation's benchmarks to develop and improve careers provision as detailed below:

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, governors, and employers.

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 best use of available information.

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 each pupil. A school's careers programme should embed equality and diversity throughout.

4. Linking curriculum learning to careers.

All teachers should link curriculum learning with careers. STEM subjects should highlight the relevance of STEM subjects for a wide range of future career paths.

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 activities including visiting speakers, mentoring and enterprise schemes.

6. Experiences 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.

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.

8. Personal guidance.

Every pupil should have opportunities for guidance interviews with a career adviser, who could be internal 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 for all pupils.

**Development and Review of Policy**

This policy was developed and is reviewed annually through discussion with the Headteacher, Governors, Senior Leadership Team, SENCO

**Links with other Policies**

The policy is underpinned by the school's policies for: PSHE and Sex and Relationship Education

## **Entitlement**

The young people at APTCOO are entitled to careers education and guidance that is person-centred, impartial, and confidential. It will be integrated into their experience of the whole curriculum and the programme will promote equality of opportunity and diversity, raise aspirations, challenge stereotyping, inclusion, and anti-racism.

At APTCOO we recognise that training courses and employment are available and suitable for people of varying skills, ability, and personal qualities. We encourage our young people to consider these aspects when choosing training providers, FE and HE courses and employment. We emphasise what they can do and the skills they do have.

APTCOO allows other education and training providers to visit our school to talk to our young people about a wide range of opportunities and inform them about their offer, they are made aware of the benefits of apprenticeships and other approved education qualifications, as well as supported internships and opportunities available via the 'Local Offer'

## **Curriculum**

Careers education is designed to meet the needs of our young people and aims to develop and to strengthen their motivation, foster their personal aspirations and build upon their future attainment at school. The aims are to enable our young people to:

- a) Understand themselves and the influences on them (Self Development)
- b) Investigate opportunities in learning and work (Career Exploration)
- c) Make and adjust plans to manage change and transition (Career Management)

Our young people learn about careers through a mixture of specific modules within our PSHE curriculum and planned links that focus across other subjects, pupils from Year 7 to Year 13 should:

- A: Learn about themselves and the influences on them
- B: Develop decision making skills
- C: Develop skills to help them manage transition
- D: Develop skills to use and research careers information
- E: Have access to up-to-date information about opportunities in learning and work, including Labour Market Information
- F: Have impartial, confidential, and up to date guidance
- G; Learn about the world of work
- H: Experience the world of work where appropriate through a well-planned work experience programme and work-related learning activities.
- I: Gain personalised support and guidance to help them manage their own learning and progression to the next transition
- J: Identify long- term goals and to plan the next steps to attain them
- K: Use careers information to assist them in making informed choices regarding learning options, career areas and progression routes (taking advantage of the specialist support available)
- L: Be prepared for the opportunities, responsibilities, and experiences of adult life by engaging with the world of work.
- M: Have high career aspirations

The delivery of careers education across all key stages is monitored by the Senior Leadership Team as part of ongoing monitoring, evaluation, and review processes.

Other focused events are provided that including the opportunity for all young people to attend careers fairs, local colleges, employer visits and training providers.

### **Parents' and Carers' Entitlement**

APTCOO recognises that parents and carers have a vital role to play in the positive decision making of their young people and are therefore committed to parental consultation and sharing of information. The leadership team is always willing to discuss any concerns relating to careers issues.

Termly parent drop-in sessions are well-planned, and staff are on-hand for parents and carers to seek advice, support, and guidance.

### **Parents/carers are entitled:**

- A: To have access to information at transition points at 13 years, at 16 years and during post-18 education via statutory reviews, school meetings, parents' evenings, and the annual parents Pathways and Transition workshop with the Careers Leader and SENCO. An annual newsletter specifically on Careers and student options is published in the Autumn term.
- B: To have information about proposed work experience and the opportunity to discuss work experience issues.
- C: Receive Children's Career Action Plans

### **Maintaining Links with Employers and Training Providers**

Working relationships with post-16/18 providers are maintained by regular texts, phone calls, emails, and visits either to school or to the provider. APTCOO promotes open days and opportunities offered by post-16 providers to pupils and parents via email and are discussed at our parents/carers open events.

Some links with the community, outside agencies and businesses are maintained by the Careers Advisor, among other school staff.

APTCOO has links with:

- Local Authorities (EHC, LAC, PEP reviews, SEND career opportunities available via the 'Local Offer')
- Virtual Schools for Looked After Children and Young People
- Social Workers/Corporate Parent (EHC, LAC, PEP reviews)
- FE providers including North Notts College and Vision West Notts
- Apprenticeship and Training Providers- ProStart
- National Careers Service

### **Implementation**

Management

All staff will contribute to the objectives of Careers Learning through their roles as tutors and subject teachers.

The head teacher and Post 14 and Post 16 leads are responsible for monitoring and evaluating the careers programme annually. Specialist sessions are delivered as and when necessary, by teachers and outside dedicated support agencies, supporting our young people to achieve well-informed, realistic aspirations.

### **Staff Development**

APTCOO is committed to supporting its staff to achieve the aims of the programme through Continuous Professional Development (CPD). Staff receive regular training to develop their knowledge and understanding of the requirements and statutory guidance on careers provision in schools and post-16 settings.

Updates in information will be disseminated during SLT meetings, staff meetings, CPD sessions after school or on annual inset days. Examples of content are training on careers resources, PSHE curriculum and cross-curriculum work-related learning, EHC Plans, etc.

### **Monitoring, Evaluation and Review**

This takes place through various methods such as:

- Lesson Observations/Learning Walks and Work Scrutiny
- Learner Voice (discussion and comments through tutorials)
- Evaluation of specific events, initiatives, and encounters by all stakeholders (pupils, employers/providers, teachers)
- School Development Planning processes (SLT)
- Governors Meetings
- Destination reporting to Local Authorities are completed as required
- School newsletter and digital forms within the school website provide opportunity for parents/carers to give feedback
- Teacher feedback and evaluation

### **Equal Opportunities/diversity/stereotypes and aspirations.**

APTCOO adheres to the Public Sector Equality Act of 2010 to

A: Eliminate discrimination, harassment, and victimisation.

B: Advance Equality of opportunity between persons who share relevant protected characteristics

C: Foster good relations between persons who share relevant protected characteristics and persons who do not.

The careers programme seeks to raise aspirations, support the school's Equal Opportunity and Diversity Policy and endeavours to implement it in the following way:

A: To respect and value the rights, attitudes of each other regardless of age, gender, disability, race, sexual orientation, and religion

B: Careful selection of posters and display material in relation to Equal Opportunities

C: By encouraging all young people to prepare to support themselves financially

D: By encouraging all young people to consider all options including non-traditional careers and self-employment

E: Addressing misconceptions and challenging stereotypes in relation to careers (gender-specific roles etc)

F: By making every effort to give girls and boys equal opportunities to speak, offer opinions and answer questions in lessons

G: By not arranging and by discouraging separate sex groups for group work

H: Equal access to information for all young people of all abilities

I: Celebrate Black History, Eid, Christmas, and other cultural and religious festivals

Year Group	Careers and work-related learning activities including financial capability, enterprise, and employability	Careers information, advice, and guidance
7	<p>Curriculum Learning:</p> <p>PSHE topics:</p> <ul style="list-style-type: none"> <li>• <u>Self-concept</u> (managing feelings and emotions, managing emotional wellbeing, self-esteem and aspirations, resilience, learning from challenges and setbacks, growth mindset, target-setting)</li> <li>• <u>Learning Skills</u> (my strengths, skills, and qualities, how we learn, introduction to careers websites, enterprise, and employability skills)</li> <li>• <u>Financial Choices</u> (influences on our decisions, informed decision-making, saving, borrowing, and protecting money, introduction to money management and budgeting, online fraud and staying safe)</li> </ul>	<p>Careers Action Planning Meeting: 1:1 and led by student, with their tutor (aspirations, courses, qualifications, attainment, relevant careers, and events)</p> <p>1:1 Tutorials</p> <p>Careers-related Focus:</p> <ul style="list-style-type: none"> <li>• Focus on future aspirations</li> <li>• Set goals to achieve them</li> <li>• Vocational identity</li> <li>• Career decision making</li> <li>• Self-efficacy</li> </ul> <p>Exploration Focus:</p> <ul style="list-style-type: none"> <li>• What is the Labour Market?</li> <li>• Challenging career stereotypes, attitudes, and misconceptions</li> <li>• Exploring Job Sectors</li> </ul>
8	<p>Curriculum Learning:</p> <p>PSHE topics:</p> <ul style="list-style-type: none"> <li>• <u>Self-concept</u> (managing feelings and emotions, managing emotional wellbeing, self-esteem and aspirations, resilience, learning from challenges and setbacks, growth mindset, target-setting)</li> <li>• <u>Learning Skills</u> (my strengths, skills, and qualities, how we learn, introduction to careers websites, enterprise, and employability skills)</li> <li>• <u>Financial Choices</u> (influences on our decisions, informed decision-making, saving, borrowing, and protecting money, introduction to money management and budgeting, online fraud and staying safe)</li> <li>• <u>Choices and Pathways</u> (ambitious career goals, decision-making, the labour market, KS4 subject options and GCSEs, transferable skills, the value of qualifications, available progression pathways, exploring careers (10 main job sectors, salaries, and duties)</li> </ul>	<p>Careers Action Planning Meeting: 1:1 and led by student, with their tutor (aspirations, courses, qualifications, attainment, relevant careers, and events)</p> <p>1:1 Tutorials</p> <p>Careers-related Focus:</p> <ul style="list-style-type: none"> <li>• Focus on future aspirations</li> <li>• Set goals to achieve them</li> <li>• Vocational identity</li> <li>• Career decision making</li> <li>• Self-efficacy</li> </ul> <p>Exploration Focus:</p> <ul style="list-style-type: none"> <li>• What is the Labour Market?</li> <li>• Challenging career stereotypes, attitudes, and misconceptions</li> <li>• Exploring Job Sectors</li> </ul>

	<p>Encounters with employers:</p> <ul style="list-style-type: none"> <li>• Guess My Job activity</li> </ul> <p>Encounters with education and training providers:</p> <ul style="list-style-type: none"> <li>• Tours of local colleges</li> </ul>	
Y9	<p>Curriculum Learning:</p> <ul style="list-style-type: none"> <li>• PSHE topics:</li> <li>• <u>Careers In Context</u> (understanding the workplace, jobs and opportunities, occupation classifications, business and organisational structures, diversity and equality in the workplace, entrepreneurship)</li> <li>• <u>Our Identity</u> (identities and expression, diversity, discrimination, and prejudice)</li> <li>• <u>Healthy Lifestyles</u> (balanced lifestyle, sleep hygiene, screen time)</li> <li>• <u>Media Literacy and Digital Resilience</u> (social media and protecting our online reputation)</li> </ul> <p>Encounters with employers:</p> <ul style="list-style-type: none"> <li>• Transition Skills Workshop - How to Write Personal Statements</li> </ul> <p>Encounters with education and training providers:</p> <ul style="list-style-type: none"> <li>• Aspirational Visit to Local Colleges/Specialist College</li> <li>• Choosing courses</li> </ul>	<p>Careers Action Planning Meeting: 1:1 and led by student, with their impartial careers' adviser (aspirations, courses, qualifications, attainment, relevant careers, and HE/FE events)</p> <p>1:1 Tutorials</p> <p>Careers-related Focus:</p> <ul style="list-style-type: none"> <li>• Focus on future aspirations</li> <li>• Set goals to achieve them</li> <li>• Vocational identity</li> <li>• Career decision making</li> <li>• Self-efficacy</li> <li>• Student passport reflections (recent encounters with employers and providers, career learning in subjects)</li> </ul> <p>Exploring CLMI Focus:</p> <ul style="list-style-type: none"> <li>• Exploring Job Sectors</li> </ul>
Y10	<p>PSHE topics:</p> <ul style="list-style-type: none"> <li>• <u>Self-concept</u> (confidence, self-esteem and empowerment, assertiveness)</li> <li>• <u>Planning for Your Future and the Workplace</u> (showcasing our enterprise and employability skills, post-16 choices and options, finding relevant and reliable careers information, ambitious career goals and target-setting, developing entrepreneurship, inclusion in the workplace, employment rights and responsibilities, online footprints, finding careers and labour market information that is fit for purpose)</li> <li>• <u>Equality, Diversity, Discrimination</u> (our personal multiple identities, sexual orientation and gender identity, challenging discrimination, prejudice, and stereotyping and addressing misconceptions, the Equality Act)</li> <li>• <u>Mental Health/Emotional Wellbeing</u> (new challenges, reframing negative thinking, change, loss, and grief, promoting wellbeing)</li> <li>• <u>Financial Choices</u> (saving and managing money, exploring a payslip, budgeting, and employment)</li> </ul>	<p>Careers Action Planning Meeting: 1:1 and led by student, with their impartial careers adviser (aspirations, courses, qualifications, attainment, relevant careers, and HE/FE events)</p> <p>1:1 Tutorials</p> <p>Careers-related Focus:</p> <ul style="list-style-type: none"> <li>• Focus on future aspirations</li> <li>• Set goals to achieve them</li> <li>• Vocational identity</li> <li>• Career decision making</li> <li>• Self-efficacy</li> <li>• career learning in subjects</li> </ul> <p>Exploration Focus:</p> <ul style="list-style-type: none"> <li>• Exploring Job Sectors</li> </ul>



	<p>(calculating tax), banking and accounts, consumer rights, how our data is used and protecting personal information</p> <p>Encounters with employers:</p> <ul style="list-style-type: none"> <li>Targeted/personalised Workplace Visit (or Virtual Workplace Visit)</li> </ul> <p>Encounters with education and training providers:</p> <ul style="list-style-type: none"> <li>Targeted workshops</li> <li>Information on Supported Internships and Apprenticeships</li> </ul>	
11	<p>PSHE topics:</p> <ul style="list-style-type: none"> <li><u>Skills, Pathways and Careers - Securing Next Steps</u> (personal statements, making applications, CV writing, interview preparation and practice, personal branding)</li> <li><u>Health-related decisions</u> (work-life balance, screen time and balancing time online, taking responsibility for looking after health and wellbeing, independence)</li> <li><u>Media Literacy and Digital Resilience</u> (the media and opinion forming, 'echo chambers', fake news and how to spot it, analysing bias in the news, anti-fraud, and social engineering)</li> </ul> <p>Encounters with employers:</p> <ul style="list-style-type: none"> <li>Careers Fair</li> <li>National Careers Week: Virtual Careers Fair</li> <li>Transition Skills Workshop - Interview Skills Preparation and Practice Interview</li> <li>Targeted/personalised Work Experience Placement (or Remote Work Experience Placement)</li> </ul> <p>Encounters with education and training providers:</p> <ul style="list-style-type: none"> <li>Careers Fair - What University/College?</li> <li>Targeted FE/Specialist College Visit</li> </ul>	<p>Careers Action Planning Meeting: 1:1 and led by student, with their impartial careers adviser (aspirations, courses, qualifications, attainment, relevant careers, and HE/FE events)</p> <p>1:1 Tutorials</p> <p>Careers-related Focus:</p> <ul style="list-style-type: none"> <li>Focus on future aspirations</li> <li>Set goals to achieve them</li> <li>Vocational identity</li> <li>Career decision making</li> <li>Self-efficacy</li> <li>Student passport reflections (recent encounters with employers and providers, workplace visits and work experience placements)</li> <li>career learning in subjects</li> </ul> <p>Exploration Focus:</p> <ul style="list-style-type: none"> <li>The 'Local Offer' and what it means for me</li> <li>Opportunities Awareness (jobs, different study routes and their costs, benefits, and drawbacks)</li> <li>Application Processes and dealing with the outcomes of applications and setbacks</li> </ul>
12	<p>PSHE topics:</p> <ul style="list-style-type: none"> <li><u>Self-concept and Emotional Wellbeing</u> (managing transition points in your life, managing stress, depression, and anxiety, managing work-life balance)</li> <li><u>Skills, Pathways and Choices</u> (ambitious career and life goals, CV skills, fine tuning your CV to stand out to employers, interview skills, interview success, networking skills)</li> </ul> <p>Encounters with employers:</p>	<p>Careers Action Planning Meeting: 1:1 and led by student, with their impartial careers adviser (aspirations, courses, qualifications, attainment, relevant careers, and HE/FE events)</p> <p>1:1 Tutorials</p> <p>Careers-related Focus:</p> <ul style="list-style-type: none"> <li>Focus on future aspirations</li> <li>Set goals to achieve them</li> </ul>

	<ul style="list-style-type: none"> <li>• Careers Fair</li> <li>• Targeted/personalised Workplace Visit or Virtual Workplace Visit</li> </ul> <p>Encounters with education and training providers:</p> <ul style="list-style-type: none"> <li>• Careers Fair</li> <li>• Alumni Encounter - SEND College/University</li> </ul>	<ul style="list-style-type: none"> <li>• Vocational identity</li> <li>• Career decision making</li> <li>• Self-efficacy</li> <li>• Student passport reflections (recent encounters with employers and providers, workplace visits and work experience placements)</li> <li>• career learning in subjects</li> </ul> <p>Exploration Focus:</p> <ul style="list-style-type: none"> <li>• Interpreting local trends</li> <li>• Interpreting LMI trends; changes in business environment (innovative technologies and the 'jobs of the future')</li> </ul>
13+	<p>PSHE topics:</p> <ul style="list-style-type: none"> <li>• <u>Finance</u> (ready for the challenge: budgeting, making the most of your money, value and risk/reward, UK Tax systems explained, debt and how to manage it and access advice, understanding foreign currency)</li> <li>• <u>Media Literacy and Digital Resilience</u> (online subcultures and their impact, online reputation, big data, the right to privacy, data protection and cyber security, right to access)</li> </ul> <p>Encounters with employers:</p> <ul style="list-style-type: none"> <li>• Targeted/personalised Work Experience Placement (or Remote Work Experience Placement) or Job Shadowing</li> </ul> <p>Encounters with education and training providers:</p> <ul style="list-style-type: none"> <li>• SEND GROUP - Targeted FE/Specialist College Visit</li> <li>• SEND GROUP - Targeted HE Visit: Leavers are supported/supervised at initial visits, assisted interviews and 'taster sessions' at destinations</li> </ul>	<p>Careers Action Planning Meeting: 1:1 and led by student, with their impartial careers adviser (aspirations, courses, qualifications, attainment, relevant careers, and HE/FE events)</p> <p>1:1 Tutorials - Careers-related Focus:</p> <ul style="list-style-type: none"> <li>• Focus on future aspirations</li> <li>• Set goals to achieve them</li> <li>• Vocational identity</li> <li>• Career decision making</li> <li>• Self-efficacy</li> <li>• career learning in subjects</li> </ul>
	<p>Parent/Carer Support:</p> <ul style="list-style-type: none"> <li>• Workshops on Careers Education, Information, Advice and Guidance</li> <li>• Opportunities to provide feedback on the programme via open events planned throughout the year</li> <li>• EHC Review Meetings: Once annually, Pupil and parents/carers, SENCO, Head of Year, Virtual Schools Lead, and health professionals meet to review EHCP. Targets set with a focus on careers, independence and transition, and funding allocated</li> <li>• Termly Pupil Progress Updates that feature CEIAG within the 4 areas of need: <ul style="list-style-type: none"> <li><u>Communication &amp; interaction</u> - Careers focus: developing communication skills; positive relationships</li> <li><u>Cognition and Learning</u> - Careers focus: engagement/progress; planning for employment; understanding and securing qualifications and progress routes; work experience</li> <li><u>Social, emotional, and mental health</u> - Careers focus: healthy lifestyle; self-regulation</li> </ul> </li> </ul>	

Independent Living - Careers focus: independent living skills (including travel); managing transition; personal development and employability; money management

- PEP Meetings: Termly meetings held by the team around looked-after children where pupil voice is gathered and targets reviewed by the parent authority, regarding wellbeing, career aspirations, employability, and personal development/independence

### **Granting and refusing access**

All provider access requests shall be considered on a case-by-case basis. In some circumstances it may be necessary for adults working with our pupils to be DBS-checked, for example, in the provision of external work experience placements or job shadowing

### **Safeguarding**

Our safeguarding/child protection policy outlines the school's procedure for checking the identity and suitability of visitors. Education and training providers will be expected to adhere to this policy.

### **Premises and facilities**

Facilities will be made available to enable providers to access pupils (Meeting rooms, Workshop Spaces, Audio and Video devices/projectors, Specialist SEND equipment). Providers may also leave prospectuses or other material for pupils to read.

