



CAREERS EDUCATION AND GUIDANCE POLICY

| Version | Date | Updated By |
|----------------|----------------|-------------------|
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Introduction

This policy statement sets out the school's arrangements for managing the access of providers to pupils at the school for the purpose of giving them information about the provider's education or training offer. This complies with the school's legal obligations under Section 42B of the Education Act 1997.

Pupil entitlement

All pupils in years 8 to 11 are entitled:

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

Careers Education and Guidance

This policy is underpinned by the aim to address the individual needs of our learners, whose nature is highly complex. Our learners experience a range of complex learning difficulties including communication and social, emotional and mental health needs, autism often negative previous experiences in education.

Through our Careers Education and Guidance (CEG) our learners can make informed choices about a broad range of career options which helps and encourages them to fulfil their potential.

Careers Education and Guidance (CEG) is embedded into the teaching and learning of the whole school. The delivery of CEG is differentiated within lessons across the curriculum to suit the individual learner needs. CEG is ingrained into the curriculum from Key Stages 3 and has numerous avenues of delivery. It is delivered through PSHE, careers, one to one guidance, and where appropriate work-based learning opportunities and job opportunities which relate to current topic in lessons. CEG is an integral part of the preparation of pupils for the opportunity, responsibility and

experience of adult life. It is of vital importance that the pupils at Willow Park School are prepared with the knowledge to be able to make informed choices about their future choices and career options, so that they can contribute to a wider community and be fully prepared to make the successful transition to the next life stage.

CEG hopes to raise achievement by embedding a positive culture of work and inspire young people to have ambition for the future. An appropriate budget is allocated to CEG and is delegated to provide equal learning opportunities for all pupils.

Willow Park School CEG policy works in accordance with the new government legislation and provides CEG to young people from year 8 to year 13 as stated in section 42A in the Careers Guidance in Schools Regulations Act 2013.

This policy should be read in conjunction with [Careers_statutory_guidance.pdf](#) which details statutory guidance for schools. The Department for Education is funding The Careers & Enterprise Company to support schools and colleges to develop careers programmes in line with their careers requirements and the Gatsby Benchmarks. The department also funds the National Careers Service to provide free, impartial careers information, advice and guidance to students, parents, and teachers through a website, web chat service and telephone helpline.

Structure of CEG at Willow Park School

Careers Education provides a means of developing an individual's knowledge, understanding and experience of opportunities in education, training and employment, also the skills necessary to make informed decisions.

Careers Guidance provides a means of helping individuals to apply relevant knowledge, understanding and skills to their own particular circumstances when choices have to be made.

At Willow Park School, careers education and careers guidance are interwoven. CEG will be provided by the school by the means of PSHE, careers reflected in subjects during lessons and careers advisors will meet with pupils to discuss possible careers opportunities.

Key elements of the programme:

A coherent teaching programme

There is a planned and co-ordinated programme of courses and activities which are relevant and appropriate to the ages and abilities of the pupils; it is designed to prepare them for the opportunities, responsibilities and experiences of working life. The sole purpose is to empower the pupils. Including choosing their own path to a healthy future whilst offering support and guidance along this journey.

KS3 pupils have the opportunity to participate in the PSHE programme and the school's career guidance programme. Pupils work with key staff to ensure they have an appropriate curriculum pathway to support their interests, talents and future aspirations.

KS4 pupils will have the opportunity to participate in Careers sessions which focus on the preparation for next destinations and working life, careers fairs and where appropriate work based learning opportunities. During lesson times, job opportunities will be referred to, relating to current topic in subjects.

Continuing guidance

Support for pupils is a continuing process with additional help at crucial times. The guidance must be impartial, confidential and based on the needs of the individual. Staff will also be able to offer guidance and support, if further guidance is required then they will seek the assistance external Skills and Employability services.

Accurate information

Comprehensive, reliable and up-to-date information is needed for pupils of all ages and abilities. At Willow Park School this information includes a range of printed, audio/visual, IT based materials, careers fairs (Skills Show NEC) and one to one guidance which are accessible for all pupils. If the information is not available in school then pupils will receive advice on where to access advice.

Work experience

Experiences of the world at work are provided as part of the curriculum. Further work-based learning opportunities are being reviewed and to ensure pupils get the correct and positive experience.

Action planning and recording achievement

Action planning helps the pupils to make better choices and decisions affecting future careers. The recording of achievement encourages pupils to keep and review a systematic account of their personal successes in and out of school.

Presentation and Display Areas

Areas for careers display need to be visually attractive, informative, and easily accessible. These will help to highlight local providers and further career opportunities and events.

Statement of Entitlement

Pupils are entitled to careers education and guidance which is:

- independent and impartial
- integrated with their overall education and structured to provide help and decision points and to meet their continuing needs
- based on partnership with young people and their parents or carers
- based on the principle of equal opportunities
- confidential and respects personal information given by the individual.

Implementation of the Policy

The responsibility for the management of careers guidance and education lies with the Headteacher. All staff have a responsibility to make appropriate contributions through their lessons and reflect on possible careers within that subject. Pupils also develop knowledge of the world of work through college modules, individual college links and through work experience.

Evaluation

The effectiveness of careers education and guidance will be evaluated on a regular basis, paying particular attention to the learning outcomes and positive impact it has on the pupils. The satisfaction of pupils and parents/carers is a key consideration. The school also uses outside information monitoring the development of past pupils. This policy will be reviewed on an annual basis.