

Careers Policy

Aurora Wilden View School

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Version Number:	2.4
Applies to:	Wilden View School
Associated documents:	Curriculum Policy
Approved by:	Head Teacher
Implementation date:	September 2025
Next review due by:	September 2026
<i>This policy has been reviewed to ensure it promotes safeguarding and does not present barriers to participation or disadvantage any protected groups</i>	

1. Aims

This policy defines the nature and purpose of the Careers strategy and the Careers Programme at Aurora Wilden View School.

At Aurora Wilden View School pupils are taught the skills and attitudes required to enable them to become as independent as they can be and to prepare for adulthood. As part of this, we are committed to ensuring each young pupil receives, when appropriate in line with their development, unbiased independent careers advice which prepares them well for the next stage of their journey and helps them work towards their own aspirations.

We are committed to ensuring all pupils have access to an enriched and stimulating curriculum to give them every opportunity to reach their full potential regardless of their gender, race, learning disability or physical disability.

Our programme incorporates the areas of good practice identified in The Gatsby Benchmarks and progressive life skills which makes it possible to teach, learn and measure essential skills.

The careers programme enables students to:

- develop an understanding of their own skills, values, and aspirations.
- navigate pupils through the diverse career opportunities available to them.
- develop their communication, team working, commercial awareness and other employability/work related learning skills.
- Expose learners to a range of visits to places of employment and meaningful encounters with employers and employees to learn about the skills that are valued in the workplace.

The outcome of the careers programme aims that students are:

- Aspirational about work/employment/further education
- Increasingly confident about their own capabilities
- Informed and knowledgeable about their options
- Self-aware and resilient
- Enterprising and entrepreneurial
- Proud of themselves
- Aware of and develop their skills for work

2. Legislation and statutory requirements

This Policy fulfils the requirements of the document 'Careers guidance and access for education and training providers - Statutory guidance for schools and guidance for further education colleges and sixth form colleges August 2022. Section 42A of the Education Act 1997 requires governing bodies to ensure that all registered pupils at the school are provided with independent careers guidance from year 8 (12- 13-year-olds) to year 13 (17–18-year-olds).

3. Scope

This policy relates to all students within Aurora Wilden View School.

4. Roles and responsibilities

4.1 The Careers Lead will:

4.1.1 monitor the school's careers programme and careers education against the Gatsby Benchmarks

4.2 The SLT will:

4.2.1 support the Careers Lead in monitoring the quality of careers Education across school.

4.3 Teachers will:

4.3.1 ensure that the coverage of careers within their curriculum follows the agreed long-term plan and medium term plans and develop further opportunities for young people to enhance their aspirations for their future development and careers.

5. Definitions

- CEIAG - Careers Education, Information, Advice and Guidance
- NEET - not in employment, education or training

6. Rationale and commitment to Careers Education, Information, Advice and Guidance

As a school we recognise, a higher proportion of young people are at risk of being NEET (not in employment, education or training) as an adult if they have been identified as having an Education, Health and Care Plan whilst in compulsory education.

At Aurora Wilden View School careers education, information, advice and guidance is developed to ensure pupils' leave with the right tools and values to help prepare them for adulthood. We support students to consider their future options, realise their potential and decide how their skills and experiences fit with opportunities in the job market.

We believe at each stage young people require access to accurate and accessible information to be able to make informed decisions and choices which are right for them, and their future.

We prepare students for their preferred transitional pathway whether that is to continue with further education, employment, training or living independently and we use a person-centred approach in our delivery method.

We are fully committed to our statutory and moral obligation to provide a holistic careers service to students identified in Year 7 onwards, highlighting the vocational and academic routes to their preferred careers path.

We ensure that students are inspired and motivated for the world of work, ensuring high achievable aspirations are considered for a range of careers available.

We work closely with local authorities due to the vulnerable nature of our students who all have special education needs with Education, Health and Care plans in place, ensuring that

we work with services available to support students, to access these and share this knowledge amongst our community.

At Aurora Wilden View School we believe that many of our pupils are capable of sustaining paid employment with the right preparation and support.

7. Curriculum

Our Careers curriculum fully supports students by delivering careers lessons with a variety of progressive AQA unit awards which enables pupils to gain knowledge and skills around employability skills, know different roles, sectors and jobs, fundamental life skills, travel training, money management, leadership skills and youth voice.

These modules include: broadening students' horizons and challenging stereotypical thinking about the kind of careers to which individuals might aspire. Staff identify the interests, strengths and motivations of pupils and use these as a basis for planning support from an early age. We have planned a curriculum that a broad range of experiences, workshops and venue visit which builds on knowledge taught at each stage.

We also plan to visit a range of careers and skills shows during which pupils learn about types of employment, their own strengths and interests, how to work in a team and how to set goals. We plan to ensure our pupils meet people from a range of jobs, ask them questions, talk about how they got into their chosen field, and learn about different types of job and the skills required.

Primary years 1-6

All pupils are exposed to different careers through their work across the curriculum. Within our curriculum planning there is reference to roles and responsibilities of key careers such as understanding about the role of health professionals in PSHE or 'people who help us' and learning about the different emergency services. Students will also learn about a range of different authors and will gain an understanding of different careers. There is also the opportunities to visit different locations through educational visits to learn about different experiences and career opportunities.

Years 7 & 8 (KS3) Phase 1

At a secondary level we understand that three quarters of young people believe that better life skills would help them get a job in the future. 88% say that they are as or more important than getting good grades.

Therefore our secondary Careers curriculum is split into three 3 key phases;

During KS3 pupils are taught through stand-alone Careers lesson each week.

KS3 will access various AQA unit awards including but not limited to: AQA Employability, Youth Voice and Leadership, to enable to pupils to consider their options for the future, assess their skills and interests, build confidence, resilience and independence and consider what courses they would like to do at WVS.

As part of our breadth of offer, we explore different career based trips and visits to different workplaces, interview employees and invite guest speakers to WVS. In addition, there are opportunities for students to access independent careers advice. Students will also access Xello where they can build up their own portfolio and focus on next steps in their life.

Year 9, 10 & 11

During year 9 and KS4 careers are based on the Worcestershire 4 Skills career resources preparing pupils for the next key stage and future career planning.

During there are standalone sessions which focus on research, qualifications, apprentices, pathways, CV writing and the interview process following accredited AQA unit awards.

As part of broadening pupils horizons, KS4 take part in trips and visits to different employments, take part in workshops from the Army, visit careers fairs, skills shows and local college open days.

All pupils from year 9, 10 & 11 are given access to our independent careers advice service via Worcestershire County Council, Xello and/or National Careers Service throughout the year.

Years 12 & 13 Preparing for Adulthood

During years 12 & 13 there is an emphasis on careers and preparation for adulthood.

The dedicated time enables pupils to study, volunteer, visit and experience different work place settings establishing a true vision of their future aspirations.

Along with the use of independent careers advice from our unbiased career profiling program pupils explore careers, pupils write their CVs, apply for the next steps in education or workplace and prepare for adulthood.

The preparation for adulthood AQA unit awards encompass; money awareness, living independently and travel training ensuring that WVS pupils are armed with the knowledge and understanding to integrate into society.

Workshops, visits, trip and work experience is planned throughout the year such as; STEM workshops, Medical Maverick (working in the NHS), Army workshop, research and visits to charities and voluntary workplaces such as Dog trust and others. Visits to local colleges, childcare providers and educational settings and hair and beauty establishments. Trips, visits and workshops are adapted each year depending on the interests and skills of the pupils

Year 12 & 13 are given access to our independent careers advice service through Worcestershire County Council, Xello and/or National Careers Service.

8. Information, Advice and Guidance

- All pupils from Year 7 onwards use an independent career advice service.
- All pupils have access to clear unbiased advice and information about all options available to them, so that they understand what they involve.
- All pupils receive support and guidance to help them make appropriate choices for their future to help them decide what to do when they leave our school, including further learning, training or employment.
- All pupils have access to a programme of careers education which helps them to develop skills and knowledge to make choices and to prepare for the transition to work and learning.
- All pupils are supported to develop the behaviours and attitudes required for transition.

- All pupils are supported to be involved in making decisions about things that affect their learning

All pupils have an opportunity to learn about the world of work through work related learning

9. Work Related Learning and Work Experience

There is a statutory requirement for 16-19 year olds to be “offered the opportunity to undertake high quality and meaningful work experience as part of their post-16 education”

We will successfully link with a number of businesses to give our pupils meaningful work experience. We will also provide in-house placements such as in the school kitchen and visits to other establishments. We have clear processes for managing Health and Safety in relation to work experience.

10. Vocational learning and enterprise

To support vocational learning and enterprise, all pupils participate in a range of enterprise projects such as the Christmas Fair and other charity and community events across the year. At Aurora Wilden View School, we are committed to high quality and meaningful work-related learning and work experience which is paramount for our students to develop the necessary skills, knowledge and experience they can transfer to life and the world of work.

11. Risk assessments and Safeguarding

All placements are fully risk assessed and we ensure the suitability of any community work experience or volunteering. The wellbeing of our students is always paramount in all opportunities offered.

12. External partners

We will aim for our students from year 7 onwards to have at least one meaningful encounter with an employer every year.

We will regularly invite employers and speakers into school to meet with students about the world of work, college, and opportunities available. We are committed to this practice as we find it is more meaningful and moves teaching and learning into the real-world context.

13. School resources

We have a range of career specific books and resources within school.

14. School resources Parent/Carer involvement

We will work in partnership with parents/carers, care providers and other agencies to ensure that students are supported holistically in their onset development. We will do this using newsletters, parents' evenings, coffee mornings. We will share course information, open days, and careers fairs to help inform the decision- making process.

15. Measuring and Assessing the Impact of our Careers Programme

Measuring and Assessing the Impact of our Careers Programme

Each year we track and review the following:

- Retention data
- Destination data
- Percentages of students accessing work experience placements and volunteering placements or similar
- Regular evaluation of our Careers programme against The Gatsby Benchmarks to ensure we continue to provide a high-quality Career education programme.

The above information is used to evaluate our programme and to inform our action planning the following year.

16. Implementation

The Careers Lead and class teachers are responsible for ensuring the implementation of the Careers Policy. Teachers and Teaching Assistants will work under the guidance of the careers lead and Deputy Head to ensure implementation is effective.

17. Annual Careers Overview

Annual Careers Overview

<p>Tutor time</p> <p>All Year Groups</p>	<p>Developing confidence and responsibility and making the most of their abilities</p> <p>Topics such as ‘When I grow up’, ‘My hero’ and ‘Learn about earnings’ and ‘saving money’</p>	<p>Explore different careers- healthcare</p> <p>Medicine (e.g., Doctor, Surgeon)</p> <p>Nursing (e.g., Registered Nurse, Nurse Practitioner)</p> <p>Allied Health (e.g., Physical Therapist, Radiologic Technologist)</p>	<p>Developing a healthy, safer lifestyle</p> <p>Applying my knowledge and skills</p> <p>CVs, Personal statements, application forms</p>
<p>; Listening, Speaking, Problem Solving, Creativity, Staying Positive, Aiming High, Leadership and Teamwork, which research has shown are essential in supporting young people in promoting their social and emotional wellbeing, learning and academic outcomes and careers and opportunities.</p> <p>EHCP meetings- include Preparation for Adulthood</p>			
<p>Key Stage 3</p> <p>Stand alone lessons per week</p>	<p style="text-align: center;">Yearly overview</p> <p>During KS3 pupils are taught through stand alone Careers lessons each week. KS3 will access various AQA unit awards such as AQA Employability, Youth Voice and Leadership, AQA Leadership Skills.</p> <p>KS3 will have access to Xello to build up their own portfolio and learn about different roles that are applicable to them.</p> <p>Guest speaker from the community and trips are planned in accordance to interests and aspirations</p>		

<p>Key Stage 4</p>	<p style="text-align: center;">Year 10 up-1-1 Independent Careers advice appointments</p> <p>During KS4 pupils have a focus on their next steps in education. There is a focus on research, qualifications, apprentices, pathways, CV writing and the interview process. These activities are delivered through stand alone lessons.</p> <p>The stand alone careers lesson covers various AQA unit awards with such qualifications as, ‘Youth Voice and leadership’, ‘Making informed Career choices’, ‘Work experience’, and ‘Youth ambition Young leaders’</p> <p>Students access and use Xello as part of the careers work and continue to build portfolios based on their interests and career aspirations.</p>		
<p>Post 16</p>	<p>During years 12 & 13 there is an emphasis on careers and preparation for adulthood timetabling 3 hours per week.</p> <p>The dedicated time enables pupils to study, volunteer, visit and experience different work place settings establishing a true vision of their future aspirations.</p> <p>Along with the use of independent careers advice from our unbiased career profiling program pupils explore careers, pupils write their CVs, apply for the next steps in education or workplace and prepare for adulthood.</p> <p>AQA Unit Award Exploring careers AQA unit award making informed career choice AQA Understanding preparation for adulthood within the school setting</p>	<p>STEM workshop – Iron bridge/ engineering museum Medical Mavericks (NHS roles) International Women's Day Event – linking with history spring 2 Visits to higher educational establishments- K college Worcester uni – south & city /Wolverhampton Worcestershire choices magazine for SEND Dog trust/RSPCA/Vets Nursery/Daycare Teaching assistant opportunities Hair and beauty Gardening and gardening centre (hodge hill) Cadburys employee rights Barclays https://barclayslifeskills.com/</p> <p>External speakers from local colleges/alternative providers/apprenticeship providers</p>	<p>Transition Planning- Preparing for transition to college/work</p> <p>Independent Careers advice follow up appointments available to any Y10 up who need extra input</p> <p>Online reputation-digital footprints</p>

	AQA Preparation for adulthood: money awareness AQA Life skills: living independently AQA Unit Award travel training: planning journeys		
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18. Review

This Policy will be reviewed annually by the Careers lead the Deputy Head teacher

Appendix 1. Links

National Careers Service (NCS) www.nationalcareersservice.direct.gov.uk

The NCS provides over-the-telephone and online careers services to 13-18 year olds with information, advice and guidance on learning, training and work opportunities. The NCS website contains over 750 job profiles, and each of them gives you the essential information you need on what the job involves and how to get into it. The site has local job market information. The service offers confidential and impartial advice, supported by qualified careers advisers.

National Careers Service

Tel: 0800 100 900

Website: National Careers Service

Worcestershire County Council – Enterprise coordinators for Worcestershire SEND

Tel: 01905 846 853

Appendix 2. The Gatsby Benchmarks

1. A stable career programme. Every school and college should have an embedded programme of career education and guidance that is known and understood by students, parents, teachers, governors and employers.

2. Learning from career and labour market information. Every student, 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 student. Students have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each student. A school's careers programme should embed equality and diversity considerations throughout.

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

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 activities including visiting speakers, mentoring and enterprise schemes.

6. Experiences of workplaces. Every student 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 students 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 student should have opportunities for guidance interviews with a trained career adviser. These should be available whenever significant study or career choices are being made.