

Careers Policy Aurora Hanley School

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Applies to:	Aurora Hanley School
Associated documents:	Curriculum Policy Educational Visits Policy Work Experience Polic
Approved by:	Tracy Whitehurst - Principal
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>	

0. Summary of changes since previous version of policy

Update / review in light of DFE Gov document 'Statutory guidance- Careers Guidance and access for education and training providers' May 2025

1. Aims

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

At Aurora Hanley 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 person receives a personalised pathway which prepares them well for the next stage of their journey and raises 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.

The careers programme will enable learners 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 will be that learners are:

- To raise pupils aspirations relating to 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 learners within Aurora Hanley School.

Rationale and commitment to Careers Education, Information, Advice and Guidance (CEIAG)

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.

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At Aurora Hanley School careers education, information, advice and guidance is at our forefront ensuring 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.

Today young people have a wide range of choices regarding different routes and pathways to employment including access to vocational learning from a young age. 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, 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. Our Careers Strategy works in line with our PSHE policy.

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 know of all the services available to support students, to access these and share this knowledge amongst our community.

At Aurora Hanley School we believe that many of our pupils are capable of sustaining paid employment with the right preparation and support. We regularly celebrate and showcase and promote the achievements of our students who are volunteering or in paid employment or having successful work placements at every possible opportunity.

Curriculum

Our Careers curriculum fully supports students by delivering careers lessons which embed inspiration and aspiration, not just advice. This includes broadening students' horizons and challenging stereotypical thinking about the kind of careers to which individuals might aspire.

Teachers identify the interests, strengths and motivations of pupils and use these as a basis for planning support from an early age. We plan a curriculum that has individual pathways running throughout, ensuring a range of interventions to provide CEIAG, building on knowledge taught at each stage.

In the Lower School, we deliver careers education through many aspects of the curriculum- such as exploring jobs and employment in Geography, talking about job roles during social education visits, visiting the farm during Food technology lessons etc, learning about artists and designers. We also hold an annual dropdown day during which pupils learn about types of employment, their own strengths and interests, how to work in a team and how to set goals. They 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.

From Year 7 onwards young people will have access to a curriculum which enables them to:

- Develop an understanding of their own skills, values and aspirations.

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- Understand the range of options available to them within their locality.
- Develop sound communication, employability and work-related skills.
- Build their confidence, resilience and independence.
- Understand where they can look for work and how they can apply.

Our Careers Programme has been developed using a range of resources including the Kings Trust awards, and links to our PSHE curriculum and Preparation for Adulthood as well as to wider curriculum areas such as STEM. We plan a range of enrichment, entry and exit experiences including work experience, enterprise activities, careers fairs, assemblies, work-place visits and talks across the year.

Some of the elements covered in our Careers Programme include;

- Curriculum Vitae (CVs) / Covering Letters
- Interview techniques
- Job searches and job application forms
- Making telephone calls for information and advice
- Attire
- Online portals
- Career talks / Guest speakers / Employability workshops
- Role expectations
- Work related skills and knowledge
- Flexible work experience placements, work tasters and volunteering opportunities
- Open days/aspirational visits and experiences/Careers Fairs

We hold an annual school Careers Week, to inform and raise aspirations amongst our pupils. This is a great opportunity for our students to focus on their future whilst engaging with a range of organisations and training providers.

Information, Advice and Guidance

- All pupils from Year 7 onwards are offered sessions with a qualified independent and impartial Careers Advisor. Parents are welcome to attend these sessions. For some pupils, a group session is offered in Year 7 to Year 9 where this is more appropriate.
- 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

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 successfully link with a number of businesses to give our pupils meaningful work experience. We also provide in-house placements such as in the school kitchen and visits to other Aurora Establishments

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such as Foxes Hotel. We have clear processes for managing Health and Safety in relation to work experience.

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 Hanley 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. Our Feel-good Friday afternoons also support our Careers offer- with projects linking to Staffordshire University, a local farm, enterprise etc.

This is enhanced by a programme of visiting speakers from the world of work who come into school to talk to pupils about aspects such as running a small business, marketing, sales, book-keeping.

Travel Training

All pupils across the school have the opportunity to take part in either social education, small group travel training or independent travel training appropriate to their age and stage.

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.

External Partners

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

We 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.

School Library Resources

We have a range of career specific books and resources in our 'Careers Information' section in our school library.

Parent/Carer Involvement

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

4. Roles and responsibilities

The Careers Lead will monitor the school's careers programme and careers education against the Gatsby Benchmarks.

The Head of School in conjunction with the Assistant Head (Life skills) will support the Careers Lead in monitoring the quality of careers Education across school.

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Class teachers will ensure that the coverage of careers within their curriculum follows the agreed long-term plans.

5. 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 Leadership team to ensure implementation is effective.

6. Support, Advice and Communication

Our Careers Lead at Aurora Hanley is Charlotte Thomas. Charlotte can be contacted on the school telephone number: 01782 973 737 Email address: charlotte.thomas@theauroragroup.co.uk

7. Review

We record and track our Destination Data and carry out follow up interviews for 3 years after students leave Aurora Hanley to ensure placements are successful and offer support where needed.

Measuring and Assessing the Impact of our Careers Programme

Each year we track and review the following:

- Retention data
- Travel Training 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.

Aurora Hanley School: Provider Access Policy

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 7-13 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 options events, assemblies and group discussions and taster events;

- to understand how to make applications for the full range of academic and technical courses.

Management of provider access requests Procedure

A provider wishing to request access should contact: Julie Martin (Head of School), Tel: 01782 937 737
Email: julie.martin@theauroragroup.co.uk

Opportunities for access

A number of events, integrated into the school careers programme, will offer providers an opportunity to come into school to speak to pupils and/or their parents/carers. We offer an annual careers week as well as careers provision across the school year.

8. Annual Careers Overview

Annual Careers Overview			
Tutor time	Understanding my Pathways folder-updating Pathway document	Updating my Pathway document	Updating my Pathway document
All Year Groups	CVs / Applications / Interviews What expectations do Employers have? Attire, communication, punctuality, attendance, meeting deadlines	Learning about different jobs and careers Types of Employment- self employment/working for others-benefits and disadvantages College courses locally- what is offered	Self-reflection How do my skills and interests link to suitable careers? Apprenticeships Celebrity Careers/Research a role model Careers profiling-different industries/skills match/Employability skills Transition points/change
	<p>Prince Trust Qualification- Personal Development and Employability Pupils access Princes Trust at different points depending on their pathway</p> <p>ASDAN- key skills- Ability to learn, teamwork, problem solving, IT literacy, numeracy</p> <p>EHCP meetings- include Preparation for Adulthood</p>		
	AUTUMN	SPRING	SUMMER

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<p>Key Stage 3</p>	<p>Learning styles- strengths and skills</p> <p>Work roles and aspirations incl. online careers resources</p> <p>Protected characteristics in the workplace, Careers and enterprise</p> <p>Wellbeing and resilience, Coping strategies, Managing disappointment, Giving and receiving feedback and criticism</p> <p>Christmas Fair- Enterprise</p>	<p>Hosting Autism Coffee Morning</p> <p>Michelin starred Chef visit – Experience day</p> <p>Conflict management</p>	<p>Careers Week –</p> <p>Events Include:</p> <p>-Employer talks</p> <p>-Personal statements -CVs -Interview skills</p> <p>Summer Fair/Enterprise</p> <p>Self advocacy</p> <p>Year 7/8/9-1-1 Independent Careers advice appointments</p>
<p>Key Stage 4</p>	<p>Year 10 up-1-1 Independent Careers advice appointments</p> <p>Chef visit- Experience day</p> <p>Christmas Fair/Enterprise</p> <p>Self esteem, Careers and enterprise, Pathways, skills, roles and identities at work</p>	<p>Hosting Autism Coffee Morning</p> <p>Next steps talks-external speakers from local colleges/alternative providers/apprenticeship providers</p>	<p>Careers Week –</p> <p>Events Include:</p> <p>-Employer talks</p> <p>-Personal statements -CVs -Interview skills</p> <p>Summer Fair/Enterprise</p> <p>Transition Plans for individual leavers incl. visits/interviews</p> <p>Independent Careers advice follow up appointments available to any Y10 up who need extra input</p>
<p>Post 16</p>	<p>Year 10 up-1-1 Independent Careers advice appointments</p> <p>Post 16 Pathways</p> <p>FE/HE/Careers-interview skills including hygiene and presentation</p> <p>Online research skills for the labour market</p> <p>Protected characteristics in the workplace</p> <p>Giving and receiving feedback</p>	<p>Hosting Autism Coffee Morning</p> <p>Next steps talks-external speakers from local colleges/alternative providers/apprenticeship providers</p>	<p>Careers Week Events</p> <p>Summer Fair/Enterprise</p> <p>-Virtual job visits/College visits/Uni visits</p> <p>Work experience</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>

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	and criticism Strategies for managing rejection/job applications/employment Online reputation-digital footprints		
All Upper School	Feel-Good Friday – Across all Upper School Groups Pupils choose from a range of options linked to leisure, careers/employability, travel training, University and College links.		

9. Monitoring arrangements

This Policy will be reviewed annually by the Careers lead in conjunction with the Assistant Head / Head of School.

Appendix 1- Links

Staffordshire Jobs and Careers – <https://www.staffsjobs Careers.com>

Stoke-on-Trent Young Peoples Careers Advice – <https://www.stoke-ypcareers.org>

National Careers Service Email: <https://nationalcareers.service.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.

First Careers <https://www.firstcareers.co.uk/>

On First Careers you can get behind the scenes of some of the UK's most interesting jobs and find what's right for you. Search through over 150 job profiles and discover career opportunities, inspiration and advice. First Careers offers guidance to primary and secondary school students in making decisions about future careers and professions.

iCould www.icould.com

Lots of different careers videos, information and help regarding exam revision and student finance. Take the 'BuzzTest' and find out what makes you tick.

Careers Box www.careersbox.co.uk

Lots of videos covering different careers, apprenticeships and university.

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.