

## Careers Policy

<b>Policy Reference:</b>	A158
<b>Version Number:</b>	1
<b>Applies to:</b>	All services
<b>Associated documents:</b>	Curriculum Policy Educational Visits Policy Work Experience guidance Careers Policy Local Procedures
<b>Approved by:</b>	Quality Assurance
<b>Implementation date:</b>	December 2025
<b>Next review due by:</b>	December 2026
This policy has been reviewed to ensure it promotes safeguarding and does not present barriers to participation or disadvantage any protected groups	

## 0. Summary of changes since previous version of policy

New Policy

### 1. Aims

This policy defines the nature and purpose of the Careers strategy within Aurora settings.

At Aurora schools/colleges pupils are taught the skills and attitudes required to enable them to become as independent as they can be and to prepare for adulthood. 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:**

- Raise their aspirations relating to work/employment/further education
- become increasingly confident about their own capabilities
- Are informed and knowledgeable about their options
- Are self-aware and resilient
- Are enterprising and entrepreneurial
- Are proud of themselves
- Are 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 Schools and Colleges.

### **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.

At Aurora Schools/colleges 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.

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 each setting's PSHE policy.

Due to the vulnerable nature of our students who all have special education needs with Education, Health and Care plans in place, Aurora settings will work closely with local authorities to ensure that we know of all the services available to support students.

At Aurora 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**

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

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

# Aurora

In Key stage 2, career-related learning will focus on broadening children's understanding of the world of work and helping them develop a positive sense of self. This will include introducing them to various careers, challenging stereotypes, and encouraging them to explore their own potential. We believe that early interventions in career education can have a lasting impact on children's aspirations and choices.

Key aspects of career-related learning in KS2 will include: introducing diverse career options, challenging stereotypes, developing self-awareness, encouraging exploration, connecting learning to careers.

In Key stage3, we deliver careers education through many aspects of the curriculum- these could include: exploring jobs and employment in Geography, talking about job roles during PSHE visits, visiting the farm during Food technology lessons etc, learning about artists and designers, drop down days with specific themes, meeting people from a range of jobs and professions.

The details of the specific careers curriculum is described in the 'Local Careers Policy' for each setting.

The local policy will detail information on the following aspects:

- Information, Advice and Guidance
- Work Related Learning and Work Experience
- Vocational learning and enterprise
- Travel Training
- Risk assessments and Safeguarding
- External Partners
- Parent/Carer Involvement

## 4. Roles and responsibilities

Each school or college Careers Lead will monitor the schools' careers programme and careers education against the Gatsby Benchmarks.

The leadership team will support the Careers Lead in monitoring the quality of careers Education across the setting. 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

The local Careers policy will give details of the careers leader for each setting.

## 7. Review

Settings will record and track our Destination Data and carry out follow up interviews to ensure placements are successful and offer support where needed.

## **Measuring and Assessing the Impact of our Careers Programme**

Settings will annually track and review the following: retention, course and destination data; the percentages of students accessing work experience placements and volunteering placements or similar; conduct an evaluation of our Careers programme against The Gatsby Benchmarks (Appendix 1).

## **Provider Access Policy**

The local careers policy 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.

## **Management of provider access requests Procedure**

A provider wishing to request access should contact the Head of Setting.  
This information will be detailed in the local careers policy.

## **8. Annual Careers Overview**

See the local careers procedures.

## **9. Monitoring arrangements**

This Policy will be reviewed annually by Quality Assurance. See Local Procedures, reviewed annually by the Careers Lead in conjunction with the Head of Service and Operations Director

## Appendix 1- 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.