

Careers Policy Local Procedures

Aurora Eccles School

Please refer to the main A158 Careers Policy

0. Summary of changes since previous version of policy

This is a new policy.

1. Aims

This policy defines the nature and purpose of the Career's strategy and the Careers Programme at Aurora Eccles.

Our students 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 life and raises aspirations. We are committed to ensuring all students 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, physical disability or other recognised protected characteristic. Our programme incorporates the areas of good practice identified in The Gatsby Benchmarks.

The local careers programme will enable learners to:

- develop an understanding of their own skills, values and aspirations
- navigate students 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.

2. Legislation and statutory requirements

This policy fulfils the requirements as described in the group Careers Policy.

3. Scope

This policy relates to all learners within Aurora Eccles.

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 Eccles, careers education, information, advice and guidance are at our forefront ensuring students 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.

Aurora

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 should be read alongside the following policies:

- Curriculum Policy
- Teaching & Learning Policy

We work closely with local authorities due to the vulnerable nature of our students who all have Education, Health and Care plans, ensuring that we can identify and signpost services available to support students supporting them to begin to access these when and if they are required.

We believe that many of our students can sustain 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.

The Gatsby Benchmarks are a framework of eight guidelines designed to define what world-class careers education looks like in schools and colleges. They include providing a stable careers programme, linking curriculum learning to careers, offering encounters with employers and workplaces, and ensuring personal guidance for every student. In practice, schools apply these benchmarks by embedding career-related learning across subjects, arranging work experience opportunities, hosting employer talks, and using tools like career assessments and guidance interviews. This structured approach helps students make informed decisions about their future education, training, and employment pathways.

4. Curriculum

Our Careers curriculum supports students by offering careers lessons which embed inspiration and aspirations, 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 students and use these as a basis for planning support from an early age. We plan a curriculum that works towards ensuring that a range of interventions to provide CEIAG, working to build upon knowledge taught at each stage.

We are committed to delivering a high-quality careers education that equips students with the knowledge, skills, and confidence to make informed decisions about their future pathways. Guided by the Gatsby Benchmarks, our careers programme ensures a structured and progressive approach across all year groups.

Aurora

As Year 10 and 11 are nearing the time when they will transfer to a different setting for Year 12 the approach and offer for careers develops. For example, in Years 10 and 11, some students follow the ASDAN Certificate of Personal Effectiveness (CoPE), which develops transferable skills in problem-solving, teamwork, and communication. We provide access to independent careers advice, with personalised reports to support each student's aspirations. In addition, we work closely with families to guide students through the process of college applications, arranging visits, and preparing them for

college interviews, ensuring that every learner is supported in achieving their next steps in education, training, or employment.

Our programme is enriched by visiting speakers from a wide range of backgrounds, who inspire students with real-world insights and broaden their understanding of career opportunities. Alongside this, we deliver a life skills curriculum tailored to the needs of our school community, covering practical skills such as financial literacy, communication, travel and resilience. To further embed careers awareness into daily school life, we run a Career of the Week initiative during form time, introducing students to different professions and pathways, sparking curiosity and encouraging exploration of future possibilities.

Careers Guidance

We are committed to provide comprehensive careers guidance through Innervate Careers Services, ensuring that every student receives impartial advice. Students in Years 9, 10, and 11 participate in remote guidance sessions, tailored to their individual needs and aspirations. Families are actively involved in the process, recognising the importance of shared decision-making and support at key transition points. Following each session, a detailed report is produced, containing personalised recommendations, key information, and direct hyperlinks to courses and pathways, which is shared with both students and their families. This approach supports learners to begin to develop confidence, and that they are supported in planning their future education, training, or employment routes.

We support students to make informed choices about their post-16 options and help them to secure places by:

- Supporting them to write applications to colleges or other institutions
- Ensuring students have interview practice through role play and that students and families are supported to attend interviews. This includes staff taking students to their interview where that level of support is needed.
- Tours of different colleges to ensure students understand what the colleges are like and how they might feel
- Working with families to ensure they understand the process of application, interview and what needs to be done to try to ensure their child is in education in Year 12
- Specialist portfolios where needed by placements can be worked on with students with additional support from class teams where required.

Life Skills Curriculum

Our Life Skills Curriculum begins in Year 7 and is designed to build students' confidence and independence in navigating their common life skills and their community. The programme introduces learners to the practicalities of using public transport, helping them to understand timetables, routes, and ticketing systems as well as introducing concepts of self-care, living independently, handling money and

beginning to tell the time. A strong emphasis is placed on safety, ensuring that students know how to access transport responsibly and make informed decisions when travelling. This early foundation supports students in developing essential life skills that prepare them for future education, employment, and wider participation in society.

In Year 11, where it is appropriate, students are assessed under the Titan framework over the Summer holidays to ensure they are confident and safe in their travel skills. This training can also form part of the wider support for their transition into Year 12, helping them to approach post16 education with greater independence and resilience. This is not part of the offered curriculum at our school but is run by the local authority.

Access to Careers Programme

Our school provides a comprehensive and inclusive careers programme that begins in Year 7 and continues through to Year 11, ensuring that students have the opportunity to explore future pathways

and begin to develop essential skills. The programme is structured around the Gatsby Benchmarks and includes a wide range of opportunities such as:

- **ASDAN CoPE in Years 10 and 11:** building transferable skills in teamwork, communication, and problem solving.
- **Independent careers guidance via Innervate Careers Services:** remote sessions for Years 9–11, with families involved and personalised reports containing key information and hyperlinks to courses and pathways.
- **College application support:** guidance for students and families with applications, visits, and preparation for interviews.
- **PSHE curriculum from Year 7:** our PSHE curriculum is embedded in all the year groups and uses the Jigsaw scheme as its basis. Year 10 and 11 also use the ASDAN PSHE Short Course which supports them to begin to develop and understanding of key issues such as relationships and online safety. The Jigsaw PSHE curriculum weaves careers education into its structure and is used to build career awareness and understanding without overwhelming students. This includes identifying aspirations and goals and building key employability skills.
- **Life skills curriculum:** tailored to the needs of our school community, covering practical skills such as financial literacy, communication, resilience, and independent travel.
- **Career of the Week in form time:** regular exposure to different professions and pathways to spark curiosity and broaden horizons.
- **Life Skills Curriculum from Year 7:** supporting students to begin to understand and apply skills about using public transport, handle money, use general life skills including self-care, independent living and telling the time.

This integrated approach ensures that all students are well-prepared, supported, and confident in making informed decisions about their future education, training, and employment.

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
- Travel
- 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

4.1 Information, Advice and Guidance

At Aurora Eccles we aim to provide each student with impartial, high-quality advice and support to make informed decisions about their future pathways, whether that involves further education, training, or employment.

We use Innervate Careers as a provider to offer personalised and impartial careers guidance to support secondary students in making informed decisions about their futures. Through one-to-one guidance interviews, students have the opportunity to explore their strengths, interests, and aspirations while receiving tailored advice on post-16 and post-18 pathways, including sixth-form, college, apprenticeships, technical routes, and university options. Innervate also delivers career-focused lessons and workshops that build students' decision-making, research, and transition skills, helping them understand the realities of the workplace and how to plan effectively for their next steps. Their work aims to broaden students' awareness of local and national opportunities, raises aspirations, and develops key employability skills such as self-awareness, goal-setting, resilience, and understanding labour-market information. This support aims to strengthen the school's careers programme and ensures students are well-prepared for future education, training, and employment.

4.2 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 several businesses to give our students meaningful work experience. We have clear processes for managing Health and Safety in relation to work experience. See the work experience guidance.

4.3 Vocational learning and enterprise

To support vocational learning and enterprise, all students participate in a range of enterprise projects such as the Christmas Fair and other charity and community events across the year. 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.

4.4 Risk assessments and Safeguarding

All placements are fully risk assessed, and we ensure the suitability of any community work experience or volunteering. The well-being of our students is always paramount in all opportunities offered. (see the work experience guidance)

4.6 External Partners

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

Aurora

We regularly invite employers and speakers (including ex-students) 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.

4.7 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 using newsletters, information packs, the Innervate careers interview, and parents' evenings. We share course information, open days, and careers fairs to help inform the decision-making process.

5. Roles and responsibilities

The Careers Lead will monitor the schools' careers programme and careers education against the Gatsby Benchmarks. The Head of School will support the Careers Lead in monitoring the quality of careers Education across school. Class teachers will ensure that the coverage of careers within their curriculum follows the agreed long-term plans.

6. 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.

7. Support, Advice and Communication

Our Careers Lead at Aurora: Tamsin Highfield
Email address: Tamsin.Highfield@auroragroup.co.uk

8. Review

We record and track our Destination Data and carry out follow up requests for data a year after students leave to ensure placements are successful and offer support where needed.

8.1 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.

9. Provider Access policy statement

The provider access policy statement sets out the school's arrangements for managing the access of providers to students 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 to site leader

Name: Helen Ley-Waring

Tel: 01953 887217

Email: helen.ley-waring@theauroragroup.co.uk

10. Monitoring arrangements

This Policy will be reviewed annually by the Careers Lead in conjunction with the Head of Service.

Appendix 1- Links

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.

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.

Appendix 3 - List of Visiting Speakers 2025

1. James Arnott – Paralympian
2. Phil McGahan – East Anglian Air Ambulance Volunteer
3. Lewis Dominey – former pupil (Master’s student)
4. Elizabeth Holbrook – hospitality speaker
5. George Burroughes – former pupil (business owner)
6. Max Cummins – former pupil (NFC Disabled team player)