

Careers Policy Local Procedures

Aurora Linemere School

Please refer to the main A158 Careers Policy

0. Summary of changes since previous version of policy

New

1. Aims

This policy defines the nature and purpose of the Careers strategy and the Careers Program at Aurora Linemere School.

At Aurora Linemere School, careers education is delivered through a combination of Xello, Preparation for Adulthood, PSHE, enrichment activities, employer encounters, workplace experiences and independent careers guidance. Careers learning is personalized to each pupil's strengths, interests, aspirations and EHCP outcomes.

Xello is used as the school's careers platform to support pupils in exploring career interests, identifying strengths, researching pathways, recording achievements, and developing individual transition plans. The platform provides a progressive framework for careers education from Key Stage 2 onwards and allows pupils to build digital portfolios, record workplace encounters and participate in career planning activities.

Careers learning is embedded across the curriculum and supports pupils to develop self-awareness, employability skills, independence, communication, resilience and preparation for adulthood outcomes. Learning is differentiated and delivered through therapeutic, practical and experiential approaches which take account of individual anxiety levels, communication needs, sensory profiles and readiness for employment-related experiences.

The local careers program 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.

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 Linemere 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.

At Aurora Linemere 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 the following policies:

- Curriculum Policy
- Teaching and Learning Policy
- SEND Policy
- Work Experience Guidance
- Safeguarding and Child Protection 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.

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.

Independent Careers Guidance

Aurora Linemere School commissions Rebuild Support to provide independent, impartial and qualified careers information, advice and guidance.

Rebuild Support works in partnership with the school's Careers Lead, SENCO and transition teams to support the delivery of the careers program and Gatsby Benchmarks.

All pupils from Year 8 onwards will receive independent careers guidance at key transition points. Pupils in Years 11 to 13 will receive additional personalised guidance and transition planning support.

Careers guidance outcomes will contribute to EHCP annual reviews, transition planning, Moving On Plans, Preparing for Adulthood outcomes and destination planning.

Rebuild Support will also contribute to destination tracking, progression monitoring and evaluation of careers education.

4. 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.

At Aurora Linemere School, careers education is delivered through a personalized and therapeutic approach that recognizes the individual strengths, needs and aspirations of pupils with Special Educational Needs and Disabilities (SEND). We use Xello as our core careers platform to support pupils in developing self-awareness, confidence, independence, and realistic ambitions for adult life.

Our careers program is fully aligned with the Gatsby Benchmarks, Preparing for Adulthood outcomes, and each pupil's EHCP targets where appropriate. Careers education begins with helping pupils understand themselves, identify their strengths and interests, and develop the skills needed for adulthood, employment and independent living.

Some of the elements covered in our Careers Program include;

- Identifying personal strengths, interests, and career aspirations.
- Developing learner profiles, CVs, and preparing for transition.
- Exploring college, apprenticeship, supported internship and employment pathways.
- Practicing interviews, communication skills, and application processes.
- Understanding workplace expectations, routines, behavior, and personal presentation.
- Accessing online careers platforms and education platforms.
- Employer encounters, guest speakers, careers talks and employability workshops.
- Exploring different jobs, workplaces, and career sectors.
- Developing teamwork, communication, resilience, organization, and problem-solving skills.
- Participating in work experience, volunteering, enterprise projects, and workplace visits.
- Attending careers fairs, college open days and aspirational visits.
- Developing independent living skills, including travel training, money management, and decision-making.
- Preparing for adulthood through personalized transition planning linked to EHCP outcomes.

All careers learning is differentiated and delivered in a way that enables pupils to develop realistic aspirations, build confidence and gain meaningful experiences that support successful transitions into further education, training, employment and adult life.

Meaningful workplace experiences may include workplace visits, employer projects, volunteering, enterprise activities, supported work experience, job-shadowing, community-based learning, in-school enterprise and virtual workplace encounters where appropriate. Pupils with anxiety, autism, SEMH or communication needs may access graduated and scaffolded experiences before attending external work placements.

4.1 Information, Advice and Guidance

All students receive impartial careers information, advice and guidance appropriate to their age, needs and aspirations. Careers discussions form part of annual review processes, Preparation for Adulthood planning and transition reviews. Students and families are supported to explore Further Education, Supported Internships, Apprenticeships, Supported Employment, Traineeships, volunteering and independent living pathways. Where appropriate, students have access to external independent careers guidance and local authority transition services.

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 a number of businesses to give our pupils meaningful work experience. We have clear processes for managing Health and Safety in relation to work experience. (see the work experience guidance)

Through Rebuild Support and employer partnerships, pupils will participate in meaningful encounters with employers, employees, apprenticeship providers, further education providers, supported internship providers and community organisations.

Encounters may take place in school, virtually, within the local community or within workplace settings and will be adapted to meet individual SEND, SEMH and anxiety needs

4.3 Vocational learning and enterprise

Students participate in a range of practical vocational and enterprise activities linked to real-life contexts. Opportunities may include catering projects, horticulture, community engagement, retail enterprise, fundraising activities, environmental projects, and work-related learning programs. These experiences help students develop communication, teamwork, problem-solving, organizational, and employability skills.

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 Linemere 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.

4.4 Travel Training

Where appropriate, students are supported to develop independent travel skills as part of their Preparation for Adulthood pathway. Travel training may include road safety, journey planning, public transport use, personal safety awareness, and supported travel experiences within the local community. Programs are tailored to individual needs and readiness.

4.5 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. (see the work experience guidance)

4.6 External Partners

We work closely with external partners to provide a range of meaningful careers and employability experiences that are accessible to pupils, regardless of their level of confidence, anxiety or ability to access community-based activities independently.

Opportunities may include employer visits to school, guest speakers, virtual employer encounters, workplace videos, supported workplace visits, college links, careers workshops, work experience, or volunteering opportunities. Where appropriate, activities are carefully scaffolded and may begin within the familiar school environment before progressing to community-based experiences.

For pupils with high levels of anxiety, emotional regulation needs or difficulties accessing unfamiliar environments, careers activities are adapted to ensure they can engage successfully. This may include smaller group activities, one-to-one preparation, virtual encounters, additional adult support, gradual exposure to new environments, and visits where appropriate.

We are committed to ensuring careers education is personalized, trauma-informed and aspirational. Through meaningful encounters with employers, training providers, colleges and community organizations, pupils are supported to develop confidence, explore future pathways and build a realistic understanding of adulthood, employment and independent living in a way that feels safe and achievable for them.

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

Parents and carers will be involved in careers planning, annual reviews, work experience planning, destination planning and transition reviews. Families will receive information regarding open days, careers fairs, apprenticeships, supported internships, colleges, employment and local authority Preparation for Adulthood services.

5. Roles and responsibilities

Our careers Lead monitors the Xello career platform, engagement, destination information, employer encounter tracking and Gatsby Benchmark evidence. They work alongside Rebuild Support to coordinate independent careers guidance, contribute accordingly to annual reviews, support with transition planning and destination tracking.

The Careers Lead will monitor the schools careers program 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 Leadership team to ensure implementation is effective.

Careers education is delivered through Xello, PSHE, Preparation for Adulthood, enrichment activities, employer encounters, enterprise projects, workplace experiences and community participation. Learning

is adapted to meet individual communication, sensory, anxiety and learning needs and is delivered through practical, visual, experiential and therapeutic approaches.

7. Support, Advice and Communication

Our Careers Lead at Aurora Linemere School is James Orchard

Contact number: 01275 605195

Email address: James.Orchard@theauroragroup.co.uk

8. Review

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

8.1 Measuring and Assessing the Impact of our Careers Program

We evaluate the effectiveness of our careers program annually through:

- Gatsby Benchmark achievement using Compass+.
- Destination and progression data.
- Participation in employer encounters, careers fairs and workplace experiences.
- Participation in work experience, volunteering and enterprise activities.
- Pupil voice and learner feedback.
- Parent and carer feedback.
- Independent careers guidance records from Rebuild Support.
- Xello engagement, career planning and progression information.
- Achievement of EHCP Preparation for Adulthood outcomes linked to employment, independence and community participation.
- College, apprenticeship, supported internship and employment outcomes.

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

Destination information will be reviewed alongside EHCP outcomes, attendance, engagement, work experience participation and Preparation for Adulthood outcomes to evaluate the effectiveness of the school's careers programme.

Xello records will contribute to annual reviews, destination planning and evaluation of careers provision.

9. Provider Access policy statement

The provider access 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.

9.1 Pupil entitlement

All pupils in Key stage 2, years 3 to 6, are entitled to a personalized careers program that helps them explore their strengths, interests and aspirations. Pupils will learn about different jobs and workplaces, develop confidence, communication and independence skills, and participate in age-appropriate careers activities through Xello, employer encounters, curriculum driven topics, trips and Preparing for Adulthood experiences.

All pupils in Key stage 3&4, years 7 to 13, are entitled to a personalized careers program linked to their EHCP outcomes, interests and future aspirations. This includes access to careers guidance, employer encounters, work-related learning, college and training provider visits, employability skills development, work experience opportunities where appropriate, independent living skills, transition planning, and support to understand post-16 pathways including further education, apprenticeships, supported internships and employment.

All careers education is delivered through a therapeutic, SEND-focused and trauma-informed approach, with appropriate adjustments and support to ensure every pupil can access meaningful experiences and prepare successfully for adulthood, employment and independent living.

All pupils at Aurora Linemere School are entitled to:

- Access a personalised careers programme linked to their EHCP outcomes, strengths, interests and aspirations.
- Use Xello to explore careers, pathways and transition planning.
- Receive independent careers guidance through Rebuild Support.
- Participate in employer encounters, careers events and workplace-related learning.
- Develop employability, independence and life skills through Preparing for Adulthood activities.
- Access college visits, provider encounters, careers fairs and aspirational experiences.
- Participate in work experience, volunteering or workplace learning opportunities appropriate to their needs and readiness.
- Receive individual transition planning and support when preparing for their next stage of education, training or employment.
- Have their destination tracked and receive ongoing support where appropriate to promote sustained positive outcomes.

Careers guidance recommendations from Rebuild Support and outcomes from Xello career assessments will inform annual reviews, transition planning and EHCP Preparation for Adulthood outcomes.

Management of provider access requests Procedure

A provider wishing to request access should contact to site leader

Name: Creslyn Singh

Tel: 01275 605195

Email: creslyn.singh@theauroragroup.co.uk

Opportunities for access

Providers may access students through careers lessons, careers events, annual reviews, preparation for adulthood activities, enterprise projects, workplace visits, transition events, careers fairs, work experience programmes and enrichment activities throughout the school year. Requests for access should be made through the Careers Lead and will be considered in line with safeguarding requirements and curriculum priorities.

10. Careers Overview

Aurora Linemere School delivers a person-centered careers program that prepares students for adulthood, further learning and future employment. The program aligns with the Gatsby Benchmarks and focuses upon raising aspirations, developing employability skills, promoting independence, and supporting successful transitions into adulthood. Through meaningful employer encounters, work-related learning, vocational experiences and impartial careers guidance, students are supported to make informed decisions about their futures and achieve their individual aspirations.

9. Monitoring arrangements

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

Appendix 1- Links

National Careers & Apprenticeships

- Careers & Enterprise Company (CEC) <https://www.careersandenterprise.co.uk>
- Careers & Enterprise Company SEND Resources <https://www.careersandenterprise.co.uk/educators/send>
- Amazing Apprenticeships <https://www.amazingapprenticeships.com>
- Amazing Apprenticeships SEND Resources <https://www.amazingapprenticeships.com/send>
- National Apprenticeship Service (Find an Apprenticeship) <https://www.gov.uk/apply-apprenticeship>
- UCAS <https://www.ucas.com>
- UCAS Support for Students with Additional Needs <https://www.ucas.com/undergraduate/applying-university/individual-needs>
- Prospects <https://www.prospects.ac.uk>

Preparing for Adulthood

- Preparing for Adulthood Programme (National Development Team for Inclusion) <https://www.preparingforadulthood.org.uk>
- Preparing for Adulthood Resources <https://www.preparingforadulthood.org.uk/resources>

SEND Local Offers

- North Somerset SEND Local Offer <https://n-somerset.gov.uk/my-services/children-young-people-families/send-hub-local-offer>
- North Somerset Preparing for Adulthood <https://n-somerset.gov.uk/my-services/children-young-people-families/send-hub-local-offer/send-hub-preparing-adulthood>
- Bristol SEND Local Offer <https://www.bristol.gov.uk/residents/schools-learning-and-early-education/send-local-offer>
- South Gloucestershire SEND Local Offer <https://findabilitysouthglos.org.uk>
- Somerset SEND Local Offer <https://www.somerset.gov.uk/children-families-and-education/the-local-offer>

- Somerset Preparing for Adult Life / Apprenticeships
<https://www.somerset.gov.uk/children-families-and-education/the-local-offer/preparing-for-adult-life/apprenticeships>
- Bath & North East Somerset SEND Local Offer
<https://www.bathnes.gov.uk/localoffer>

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 program 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.