



# Policy and Procedure on Careers Policy

Cambian Dunbroch School

Policy Author / Reviewer	Andrew Sutherland /Karen Carrington
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## 1. Monitoring and Review

**1.1. The** Proprietor will undertake a formal review of this policy for the purpose of monitoring and of the efficiency with which the related duties have been discharged, by no later than three years from the date of approval shown above, Signed:

Mick Coleman  
**Director, Childrens Services**  
June 2025

Karen Carrington  
Headteacher  
September 2024

## 2. Terminology

### 2.1. Our aim is to use consistent

terminology throughout this policy and all supporting documentation as follows:

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'Establishment' or 'Location'	this is a generic term which means the Individuals school. This is Cambian Dunbroch School
Individual	means any individual or young person under the age of 18 or young adult between the ages of 18 and 25. At Cambian Dunbroch School we have individuals/young people/adults attending between the ages of 12-18
Service Head	This is the senior person with overall responsibility for the school. At Cambian Dunbroch School this is the Headteacher
Key Worker	Members of staff that have special responsibility for Individuals residing at or attending the Establishment.
Parent, Carer, Guardian	means parent or person with Parental Responsibility
Regulatory Authority	Regulatory Authority is the generic term used in this policy to describe the independent regulatory body responsible for inspecting and regulating services. At Cambian Dunbroch School this is Ofsted
Social Worker	This means the worker allocated to the individual/family. If there is no allocated worker, the Duty Social Worker or Team Manager is responsible.
Placing Authority	Placing Authority means the local authority/agency responsible for placing the individual or commissioning the service
Staff	Means full or part-time employees of Cambian, agency workers, bank workers, contract workers and volunteers.

## 3. Introduction

Careers education, information, advice and guidance (CEIAG) is an essential part of the support we offer to pupils at **Cambian Dunbroch School**. Effective careers support can help to prepare young people for the opportunities, responsibilities and experiences of life; it can help them to make decisions and manage transitions as learners and workers. As options for young people become more varied and complex, it is vital that we support them to develop the knowledge and skills they need to make informed choices for their future. As a result, the careers programme has a whole-school remit designed to complement the rest of the school curriculum.

## 4. Purpose

The **Cambian DunbrochSchool** careers programme aims to:

- encourage pupils to be ambitious, broaden their horizons and explore their own career aspirations throughout their life at school
- ensure pupils' readiness to take their next step in their learning or career.

In line with the DfE Guidance above, **Cambian DunbrochSchool** follows the principles of the Gatsby Benchmarks and will use the Compass on-line Self-Evaluation Tool recommended in the Guidance.

The objectives for the careers programme are as follows:

- helping pupils to understand the changing world of work
- facilitating meaningful encounters with employers for all pupils
- supporting positive transitions when pupils leave us
- enabling pupils to develop the research skills to find out about opportunities
- helping pupils to develop the skills, attitudes and qualities to make a successful transition into the world of work
- encouraging participation in continued learning, including further and higher education and apprenticeships
- supporting inclusion, challenging stereotyping and promoting equality of opportunity • contributing to strategies for raising achievement, particularly by increasing motivation.

## 5. Policy.

This policy sets out how career activities are delivered at school and explains what stakeholders can expect from the careers programme. It takes guidance from the DfE Careers Guidance and Access for Education and Training Providers [Statutory Guidance January 2018].

All pupils are entitled to be fully involved in an effective careers programme.

Pupils are encouraged to take an active role in their own career development, so the careers programme emphasises student participation with a focus on self-development; learning about careers and the world of work; and developing career management and employability skills.

## 6. Procedure.

During their time at school, all pupils can expect:

- the support they need to make the right choices in across all year groups
- access up-to-date and unbiased information on future learning and training, careers and labour market information
- support to develop the self-awareness and career management skills needed for their future
- career lessons during tutor time from Y7 to Y13 covering options after school, the world of work, the job market and the skills needed for the future
- at least four meaningful encounters with representatives from the world of work; this could be through work experience [risk assessment allowing], World of Work Week activities, assemblies, careers talks (in or outside lessons), projects and visits
- to hear from a range of education and training providers, including colleges, universities and apprenticeship organisations; this could include visits and taster days, as well as assemblies, talks and meetings at school.
- the opportunity to relate what they learn in lessons to their life and career beyond school
- the opportunity to talk through their career and educational choices with staff including tutors
- access to one-to-one guidance with a trained, impartial, independent careers adviser, by appointment; this is available to pupils of any year group from Y9.



- the school to keep parents/carers informed of their progress and provide parents/carers with information to support pupils' career planning and decision-making. Parents/carers can attend careers meetings, by prior arrangement.
- to be asked their views about the service they have received to ensure that the service continues to meet the needs of the pupils.



## Parental involvement

Young people do not make career decisions in isolation and parents/carers can have a substantial impact, as well as a clear interest in the right outcomes for their young person. The school is keen to foster parental/carer involvement in the careers programme, wherever possible.

### Events for parents and carers

Carers are invited into school to discuss pupil progress. Careers also forms part of the PEP meetings which are held termly. Activities linked to careers will feature in the school newsletter

### Delivery of the Careers Programme

The content of the taught careers' education programme is based around the learning outcomes outlined in the [CDI Careers Framework](#) (see references).

Years 7, 8 & 9

Key activities: Learning about the World of Work

Lessons might include what work is, how salaries relate to different jobs, stereotyping around jobs, how to find out about jobs, the skills needed for work, jobs of the future, the geography of jobs. By the end of Year 9, all pupils will have had the opportunity to:

- Be introduced to career resources to help them understand their preferences and the options open to them.
- Develop their self-awareness
- Hear from or talk to representatives from the world of work
- Receive support to make the right curriculum choices

### Year 10

Key activities: Work experience and mock business interviews

Lessons include preparing to find and carry out work experience placements; CVs, applications and interview technique in preparation for mock business interviews; understanding post-16 options. These activities are supplemented with afterschool support sessions with PC access.

By the end of Year 10, all pupils will have had the opportunity to:

- Develop their self-awareness and career management skills, including writing a CV
- Experience at least one week in the workplace [risk assessment allowing]
- Be interviewed by someone from the world of work
- Experience a taster day in a sixth form or college setting [risk assessment allowing]
- Learn about the different Post-16 pathways.

### Year 11

Key activities: Post-16 applications

Pupils will learn how to write a personal statement for post-16 applications; get support to apply through UCAS Progress; attend group sessions discussing the different post-16 pathways and key considerations when choosing post-16 options. These activities are supplemented with after-school support sessions with PC access.

By the end of Year 11, all pupils will have had the opportunity to:

- Use a range of sources of information (with support, as required) to explore Post-16 options
- Attend events in school and out of school where they can speak to employers, colleges, training providers and universities
- Develop their self-awareness and career management skills
- Apply for Post-16 options and back-up plans, as necessary
- Continue to develop the skills needed for a successful transition
- Have at least one meeting (small group or one-to-one) with a Careers adviser.

## Year 12 & Year 13

Key activities: Post-18 Applications, mock interviews and optional work experience

In Year 12, lessons include post-18 options, covering both university and alternatives to university. Pupils have the option to take up work experience placements as part of the school's enrichment programme, with the support of the careers team. In Year 13, pupils will have a mock business interview, so lessons will help prepare pupils for this and explore how to get the most out of the experience. Pupils are supported through the post-18 application processes, including UCAS and apprenticeship, work-related or college options.

By the end of KS5, all pupils will have had the opportunity to:

- Use a range of resources (with support, as required) to explore Post-18 options
- Develop their self-awareness and career management skills
- Develop further experience in the workplace (optional)
- Attend events in school and out of school where they can speak to employers, colleges, training providers and universities

If a pupil comes to us at the end of Y11 or in Y12 and they have missed most of KS4, we will look at offering the Y10/11 programme.

### World of Work Week

Each year, the school's World of Work Week gives pupils of all year groups chance to meet and talk to employers and learn more about what work is like and what it takes to be successful in the workplace. The week includes a range of activities including speakers in assemblies, employer input in lessons, visits from past students working in a range of sectors, careers talks.

### Career guidance meetings

Pupils are entitled to appropriate guidance to meet their individual needs.

All pupils at school will have an appointment with the Careers adviser from Y9 onwards

Pupils complete their own careers questionnaire late in Year 10 [[Morrisby Careers](#), [Unifrog](#) and [Xello](#)] where they are asked about their career and post-16 ideas.

### Career information

Career information is available through **the careers area on the school's network with related articles saved in a pupil area, a small careers library and through relevant displays or through assemblies**. The Careers library includes a range of university and college prospectuses, career guides ([Job Centre Plus](#)), apprenticeship ([Gov.uk apprenticeship](#)) and employer information, as well as guides on job-search activities.

Online resources include [[Morrisby Careers](#), [Unifrog](#) and [Xello](#)] and a range of reliable websites collated by the careers lead.

### External providers

A range of external providers are invited into school to support the careers programme. These might include local colleges, universities, training providers, apprenticeship organisations, employers, or staff from various projects. In all cases, such staff and organisations will be vetted for suitability by the relevant staff at school.

### Management and staffing

The **named senior role** is responsible for taking a strategic lead and direction for careers work in the school; working under the direction of the Head Teacher.

### Staff Development

Tutors are introduced to the concepts, aims and programme for CEIAG at [Cambian Great Dunmow School](#) during staff meetings. They will support students during keyworker sessions to explore career options and to plan for next step. An integral aspect of this is to develop with students a career action plan as well as a transition plan.



### Resources

The school is committed to providing the resources to enable an effective careers programme, including adequate staffing, staff training and resources.

National Careers Service skill assessment and Skill health check can be accessed online.

### Employer links

Links with employers, businesses and other external agencies continue to grow through the Walnut Tree Community; by building on local community connections.

### Equal opportunities

The school is keen to promote equal opportunities, challenge stereotypes and address limiting beliefs. All pupils can access advice and guidance tailored to their needs with support to explore options that suit their preferences, skills and strengths. The team work on early-identification of pupils requiring additional support, with no limit placed on how many times a student might see a careers adviser. The careers advisers work with the Head Teacher to support Education, Health and Care planning.

Role models including local business people, are brought in to raise aspirations and demonstrate what is possible after leaving [Cambian Dunbroch School](#)

The destinations of school-leavers are monitored.

## 7. Monitoring and evaluation

When monitoring the success of the careers programme, the school considers formal and informal measures, qualitative and quantitative data and hard and soft outcomes for pupils.

The careers programme is evaluated in a number of ways, including:

- student feedback on their experience of the careers programme and what they gained from it [pupil survey] staff feedback on careers lessons, World of Work week activities, mock interviews etc.
- gathering informal feedback from external partners and from parents/carers
- quality assurance of careers lessons as part of the tutor time programme
- student destination figures post-16 and post-18.

## 8. Standard Forms, Letters and Relevant Documents