POLICY – CAREERS

EDUCATION UNIVERSAL

Policy Author	Tonia Lewis, Education and Quality Improvement Lead Laura Dickie, Head of Policy
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Policy Approver	Jo Dunn, Compliance, Regulation and Quality Director
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Version No.	001
Policy Level	Education
Staff groups affected	All Education Staff

Monitoring and Review

This policy will be monitored on an ongoing basis through the service's established governance and quality assurance systems. Responsibility for ensuring that the policy remains compliant with legislation and regulatory frameworks sits with the Proprietor Representative and Regional Lead.

A formal review of this policy will be undertaken no later than three years from the date of approval**,** or sooner if changes in legislation, regulatory guidance, or operational requirements necessitate it.

The Head of Policy will support this process by identifying relevant changes in legislation, regulation, national standards and emerging best practice. The Head of Policy will also incorporate learning from inspections, audits and practice developments into future revisions whilst overseeing all proposed amendments to the universal content to ensure accuracy, consistency and compliance.

Tonia Lewis
Divisional Education Lead

Karen Carrington
Head teacher

Terminology

Our aim is to use consistent terminology throughout this policy and all supporting documentation as follows:

Term	Definition
'Establishment' or 'Site'	A generic term referring to the school/college owned by CareTech.
Learner	Any child or young person under the age of 18, or young adult over 18 who receives education.
Service Head	The senior person with overall responsibility for the school/college.
Tutor/Teacher	Members of staff who have teaching responsibility for learners at the school/college.
Parent/Carer	Parent or person with parental responsibility.
Regulatory Authority	The independent regulatory body responsible for inspecting and regulating services (e.g., Ofsted, Estyn, Education Scotland).
Social Worker	The worker allocated to the individual learner; if none is allocated, the Duty Social Worker or Team Manager is responsible.
Placing Authority	The local authority/agency responsible for placing the learner or commissioning the service.
Local Authority	The local authority for the establishment's location.
Staff	All staff working at the location, including employed staff, students on placement, contractors, agency staff, volunteers and proprietors.

1. School Profile

At Cambian Dunbroch School, our mission is to inspire children and young people to achieve their goals and become worthwhile citizens, by supporting them in a holistic way to overcome barriers and develop their confidence. The very specific nature of the students accessing Dunbroch School dictates that they require a very nurturing, individualised educational experience, whilst also ensuring a quality of curriculum content that matches their abilities. This will enable them to engage and benefit a wide range of positive educational and personal development experiences. In our school, all members of staff work together in a way conducive to learning, by creating a safe, nurturing and stimulating environment that encourages respect for others, and acknowledging the particular difficulties this represents for our students.
We aim for every member of the school community to feel valued and respected, and each person to be treated fairly and well. We will promote a caring community, whose values are built on mutual trust and respect for all.

2. Purpose

Dunbroch Schoolis committed to delivering an ambitious, equitable, and fully compliant careers provision that:

- Prepares learners for successful progression into education, employment or training.
- Ensures learners understand all routes, including academic, technical, vocational, and apprenticeships.
- Provides independent, impartial guidance that acts in the best interests of the learner/student.
- Embeds careers learning progressively from *Year 9*

Careers education, information, advice and guidance is an essential part of the support we offer to learners at 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/college curriculum.

This policy sets out how career activities are delivered and explains what stakeholders can expect from the careers programme.

At Dunbroch we believe that all learners can achieve success and we encourage them to believe in themselves and encourage them to be creative in all aspects of their educational curriculum.

We promote our school/college values through careers by:

- *Using an Independent careers advisor*
- *Using online platforms like Xello*
- *Where applicable, offer work placements*

3. Scope (Universal Application)

This organisational policy applies across all education sites, services and functions. It establishes the universal standards and expectations that must be followed consistently throughout the organisation.

Each site implements these standards in accordance with the statutory and regulatory requirements of the nation in which it operates as set out in Appendix A.

4. Legal and Regulatory Context (Universal)

Dunbroch School is governed by the statutory duties, safeguarding requirements and inspection arrangements of the nation in which it operates. The universal standards in this policy are implemented in line with the correct national frameworks set out in Appendices A, which summarise the legal, regulatory and inspection requirements for England, Wales and Scotland.

5. Universal Operation Framework

5.1 Purpose:

Our careers programme aims to:

- Equip learners with career management and decision-making skills.
- Broaden horizons and challenge stereotypes.
- Provide exposure to employers, training providers, and higher/further education.
- Embed career-related learning into curriculum subjects.
- Support learners with *SEND/ALN/ASN/SEMH* and those facing disadvantage.

5.2 Programme design:

- Encourages learners to be ambitious, broaden their horizons and be able to explore their own career aspirations throughout their life at school/college.
- Ensures learners/learner' readiness to take their next step in their learning or career.
- Allows learners to plan their progression routes.
- Helps learners to understand the changing world of work.
- Facilitates meaningful encounters with employers for all learners
- Supports positive transitions when learners leave us
- Enables learners to develop the research skills to find out about opportunities
- Helps learners to develop the skills, attitudes and qualities to make a successful transition into the world of work
- Encourages participation in continued learning, including further and higher education and apprenticeships
- Supports inclusion, challenging stereotyping and promoting equality of opportunity
- Contributes to strategies for raising achievement, particularly by increasing motivation.

5.3 Learner entitlement

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

Learners 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.

During their time at Dunbroch School, all learners will 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 linking to accredited qualifications that support options after school/college, the world of work, the job market and the skills needed for the future
- Structured meaningful encounters with representatives from the world of work; this could be through work experience [risk assessment allowing], World of Work Week activities, assemblies, career 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
- The opportunity to relate what they learn in lessons to their life and career beyond education
- 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 learners of any year group.
- Parents/carers (where appropriate and at direction of any allocated social worker) to be informed of their progress and provide parents/carers with information to support learners/learner' 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 learners/learner.

5.4 Delivery of the Careers Programme

- Careers learning is planned progressively across all year groups or national phases.
- Cross-curricular links are embedded where appropriate.
- All settings follow the statutory and national frameworks for the nation in which they operate (see Appendices A–C).
- Careers learning supports personal development, independence, and transition readiness.

5.5 Careers Lead

The school/college appoints a named Careers Lead, responsible for:

- Meeting all statutory duties (see Appendices A-C)
- Implementing and quality-assuring the careers programme.
- Maintaining accurate records of encounters, experiences and guidance
- Tracking compliance with relevant national careers frameworks (see Appendices A-C).
- Overseeing provider access and publishing required information.

Careers Leader: Simon Page / simon.page@cambiangroup.com / Assistant head teacher

5.6 Careers Programme Content

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 learners 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
- Opportunity to engage in work experience from Year 9

Year 10
Key activities: Work experience and mock business interviews (where appropriate)
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.
By the end of Year 10, all learners will have had the opportunity to:

- Develop their self-awareness and career management skills, including writing a CV
- Engage in work experience, building up to weekly work experience [risk assessment allowing]
- Be interviewed by someone from the world of work
- Learn about the different post-16 pathways.

Year 11

Key activities: Post-16 applications and further work experience. (where appropriate)
Learners 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. Learners will have the ability to gain regular work experience sessions [risk assessment allowing].

By the end of Year 11 all learners 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/college and out of school/college 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 career's adviser.
- Gain regular work experience.

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. Learners have the option to take up work experience placements as part of the school/college's enrichment programme, with the support of the careers team.

In Year 13, learners will have a mock business interview, so lessons will help prepare learners for this and explore how to get the most out of the experience. Learners are supported through the post-18 application processes, including UCAS and apprenticeship, work-related or college options, if applicable

By the end of KS5, all learners 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/college and out of school/college where they can speak to employers, colleges, training providers and universities

If a learner 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.

All learners will receive:

- Receive impartial careers lessons and guidance from Year 7onwards.
- Access accurate and up-to-date labour market information.
- Participate in structured encounters with employers and employees
- Participate in workplace experiences where safe and appropriate
- Receive at least one personal guidance session by a trained adviser by Year 11, with additional sessions available up to Year 13
- Have opportunities to explore post-16 and post-18 routes, including apprenticeships and technical pathways

5.7 Career guidance meetings

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

- All learners at school/college will have an appointment with the career's adviser from Y9 onwards
- Learners complete their own careers questionnaire late in Year 10 where they are asked about their career and post-16 ideas.

5.8 Career information

Career information is available through the Employability Tutor, a small careers library and through relevant displays or through assemblies. The careers library includes a range of university and college prospectuses, career guides, apprenticeship and employer information, as well as guides on job-search activities.

5.9 Independent Careers Guidance Duty (Years 7–13)

Dunbroch School/college provides:

- Independent careers guidance for all pupils/students in Years 7–13
- Guidance that is impartial and presents all pathways without bias.
- Advice that includes information on:
    - T Levels
    - Apprenticeships
    - Traineeships
    - FE/HE pathways
    - Technical qualifications

6. Events for Corporate parents, Carers, parents and social workers

Social workers, house managers, parents and carers and those with parental responsibilities are invited into school/college to discuss learner progress. Carers also form part of the PEP meetings which are held termly.

Whole school targets are in each of the learner's folder for all staff to encourage them to achieve their targets for that term.

7. Assessment and Recording

The Teachers at Dunbroch School assess the learners work in Employability through assessments in class that match up to the daily, medium term and long-term planning. The short term (formative) assessments that teachers make are a part of every lesson, they support teachers to adjust their daily plans which are closely related to the teaching objectives. They use medium term assessments to measure progress against the key objectives and to help plan the next unit of work or topic area.

Each half term SMART targets specific to our learner are created to support focused development in order to support closing the gaps which may impact the progress of our learning due to their historical past. Targets are tracked when each piece of work had been completed. The trackers

are placed in the teacher folders and also within the classroom so our learner is able to visualise their progress.

8. External providers

A range of external providers are invited into school/college 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/college.

Nation-specific statutory duties regarding this area are listed in Appendices A–C.

9. Cross Curricular

English – In employability we look at cross curricular links with English by creating CV's, writing letters or applying for jobs by doing these they are checking their spellings and punctuation, as well as reading what they are writing encouraging them to proof read their work.
Maths – We use maths in employability by looking at budgeting, how the learners can work out how to save money, how much to budget for food, rent, utility bills and understanding personal finance how much you are paid how much percentage of your wages goes to tax and national insurance.
PSHE – We look at linking together planned activities within the classroom to encourage learners to work together and respect each other's views which helps the learners develop their communication skills. By discussing lifestyle choices, money and health or safety issues which can relate to both personal and work life.

10. Fundamental British Values

Fundamental British Values (FBV) are not exclusive to being British and are shared by other democratic countries as a way of creating an orderly society, where individual members can feel safe, valued and can contribute for the good of themselves and others. FBV are there to create and enforce a clear and rigorous expectation on all school/colleges to promote the fundamental British values of democracy, the rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs.

Fundamental British Values underpin what it is to be a citizen in a modern and diverse Great Britain valuing our community and celebrating diversity of the UK.

FBV are taught to our learners throughout all aspects of their education at Dunbroch. Throughout their lessons, learners are taught to explore and develop their own moral values and how they engage with society. Our learners are taught leadership skills and are expected to work within the school/college's code of conduct whilst in education. Respect for others and their opinions is encouraged throughout our learner's time at School, both in lessons and outside of them, with all learners encouraged to have their own voice and feel secure enough to express their opinions.

11. Management and staffing

The Careers Lead is responsible for taking a strategic lead and direction for careers work in the school/college; working under the direction of the Head Teacher.

12. SMSC: Spiritual, Moral, Social and Cultural Development

The teaching of Careers supports the social development of our learners through the way we expect them to work with each other in lessons. We group learners so that they work together, and we give them the chance to discuss their ideas and results.
Dunbroch School/college look at supporting our learner's spiritual needs and culture awareness we take these into consideration when we are looking at different job sectors. The careers lead will look at the learners attending a careers fair where they can look at all the different sectors and explore the different variety of pathways they can take to get to their goal in the future.

13. Personal, Social, Health Education (PSHEE)

Careers contributes to the teaching of Personal, Social, Health, Education and Citizenship. Learners are encouraged to develop skills in communication and social skills which can underpin the curriculum and support topics which link. Careers can also help support and encourages independent study and helps them to become increasingly responsible for their own learning, including group discussions on topical issues, work on safety, health issues and money. They discuss lifestyle choices and have the opportunity to meet and talk with visitors who work within the school/college community. Planned activities within the classroom encourage learners to work together and respect each other's views.

14. Equality and Diversity

Teachers will ensure that they will continually challenge and develop the learner's knowledge and understanding further but will also listen to their views and opinions. Leaners will also develop the knowledge to understand that every learner is different and their opinions matter as well. All discussions are open and encourage learners to express their own view points on the topic.
Discussions encourage positivity and self-reflection; learners are able to do this in a variety of ways. Learner are surrounded by open space and therapeutic teaching that allows for the learners need for space required for self-reflection and individual support.

All learners respect the different backgrounds of each individual and understand that everyone has different strengths and areas for improvement. Deliberate discrimination and racism are not tolerated and will be dealt with according to the school/college policy. Inappropriate behaviour is challenged and addressed.

15. SEND/ SEMH, Inclusion and Vulnerable Learners

Any of our learners with SEND/ SEMH have Interventions in place to support their needs to ensure equal access for all. We provide resources to support their sensory needs such as fidget toys, iPods, Sound cancelling headphones.

Learners who have an EHCP have specific needs which are tracked and focus on the following areas:

- Communication and Interaction
- Social, Emotional and Mental Health
- Cognition and Learning
- Sensory and Physical

These can all have an impact on the learner accessing their educational journey or curriculum pathways.

The school/college provides personalised support for:

- Learners with SEND/SEMH (including those with EHCPs up to age 25
- Learners in care/care leavers.
- Learners facing disadvantage or at risk of becoming NEET *insert local equivalent*

Careers guidance for learners with SEND/SEMH will align with their EHCP outcomes and transition plans

16. Reading

Learners are encouraged to read aloud from worksheets, books and other materials. We look at career information for our learners to digest, research tasks for looking into what qualifications they require to pursue their career in. We also follow our reading strategy.

17. Positive Behaviour Scheme

At Dunbroch School we have a reward points scheme this is to monitor behaviour and encourage the learners to do well in their – Attitude to learning, attendance, punctuality, engagement and overall behaviour. It is the learner's responsibility to take their reward points sheet to each lesson which shows independence this will help them in the future when transitioning from Dunbroch School. This includes lesson and non-lesson points so that they can earn extra points so they can strive to achieve their reading goals and can develop their professional development skills by attending school/college in uniform and interaction with other peers and members of staff. This encourages them to embrace the school Values.

18. Safeguarding & Health and Safety

At Dunbroch School/college the safety of our learners and staff is important. The school/college has a dedicated health and safety policy that must be followed at all times and steps are taken during lessons to promote a safe studying environment. All sharps, such as scissors, are kept in locked storage and signed in and out as required.

Learners are also taught how to work safely with any required equipment and are expected to adhere to safety

All external provider interactions are subject to:
School/college safeguarding procedures
Supervision and risk assessment
Safe recruitment and visitor protocols requirements in lessons.

19. Staff Development

Teachers/Tutors are introduced to the concepts, goals and programme for using Hippo training and updating their CPD regularly. During full staff meetings it is noted what training is due and what new training is available.

20. Resources

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

21. Employer links

Links with employers, businesses and other external agencies continue to grow through Newmarket Community; by building on local community connections. Our learners get the opportunity to go on work experience weekly in the sector that interests them, Volunteer within the local community and help run fundraisers within school/college to support the community and bring people together.

We also have guest speakers who come into the school/college to discuss their role and involve our learners on what they can achieve, be able to have their say, ask questions and give their opinions.

22. Equal opportunities

The school/college is committed to promoting equal opportunities, challenge stereotypes and address limiting beliefs. All learners 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 learners requiring additional support, with no limit placed on how many times a student might see a careers adviser.

Role models including local business people, are brought in to raise aspirations and demonstrate what is possible after Dunbroch School.

23. Destinations Tracking

Dunbroch School/college tracks:

- Learner aspirations
- Intended destinations
- Actual destinations
- Sustained destinations (3/6-month follow-up)

Destinations data is reviewed by SLT and governors.

24. Monitoring and evaluation

When monitoring the success of the careers programme, the school/college considers formal and informal measures, qualitative and quantitative data and hard and soft outcomes for learners/learner. When the teachers mark any work, we give action points for the learner to complete which will help them to achieve that unit. Any action points that our learners have completed and consolidate is all in line with our marking scheme.

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 [learner survey]

- Staff feedback on careers lessons, 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.
- Tracking compliance with relevant national careers frameworks (see Appendix A-C)

Evaluations inform improvement planning each term.

25. Impact:

Through a positive and engaging curriculum, learners at Dunbroch will progress positively through their individual learning journey, both academically and holistically. Engagement and attendance in education will be a positive experience and learner's outlook on completing their Careers education have significance and be purposeful. We will know that our curriculum is working in Careers through the engagement of learner throughout the school/college, through their attendance and successful completion of qualifications. Once the learners have achieved their goal it doesn't stop there, the teachers will support and explore next steps needed for our learner to thrive in the wider world of work whether it is going onto college or enrolling on an apprenticeship.

The quality of teaching and learning in Careers is reviewed termly and evidence shows that good all-round teaching impacts positive learner engagement and results. The skills that are attained in Careers will also support the learner do develop social skills and communication across the school/college curriculum, as well as support the learners' further education or employability goals and aspirations.

Contributions through Careers to other curricular areas will make a real impact on overall qualification performance across the school/college and the learners being able to use their skills in everyday life.

Each learners' capability to progress through a number of academic levels, from their initial starting points, however low, shows the positive impact successful teaching and engagement has in Careers. The Careers Quality folder shows the standard of which we are teaching and the learners should be working to at all levels under the specification to which they are working towards (NCFE) or other examination boards

The overall impact of the successful Careers curriculum at Dunbroch is the positive engagement and attendance of learners in all lessons which leads onto positive achievement within their learning journey whatever the end result looks like for that learner, academically, employability wise and holistically. We are able to prepare our learners for the wider world of work in planning for interviews and gaining work experience outside of school/college on a weekly basis. With all the engagement, attendance and preparations, the learners will leave with their qualifications that they have achieved to be able to go into the wider world of work, attend further education in college, university or even apply for apprenticeships.

26. Appendices

Appendix A – England

This appendix defines the careers-specific legislative and statutory framework for England.

Appendices

Appendix A – England

This appendix defines the careers-specific legislative and statutory framework for England.

1. Legislation

- **Education Act 1997 — Sections 42A, 42B, 45, 45A** Education Act 1997

These sections require schools and colleges in England to secure independent, impartial careers guidance for all registered pupils. Guidance must include information on 16–18 education, apprenticeships and technical pathways.

- **Education (Careers Guidance in Schools) Act 2022** Education (Careers Guidance in Schools) Act 2022

Extends the duty to provide independent careers guidance to all pupils/students in Years 7–13, including academies and alternative provision schools.

- **Skills and Post-16 Education Act 2022** Skills and Post-16 Education Act 2022

Strengthens Provider Access Legislation (PAL) by requiring a minimum of six mandatory provider encounters covering KS3–KS5.

This schedule defines the legal encounters in:

- Years 8–9 (two mandatory)
- Years 10–11 (two mandatory)
- Years 12–13 (two available)

In line with the above legislation the school/college:

- Must provide access for a range of providers, including colleges, training providers, employers and apprenticeship organisations.
- Must publish and follow a Provider Access Policy
- Must act impartially and promote all routes equally

*Staff refer to the **Provider Access Policy** for further guidance.*

- **School Information (England) Regulations 2008 – Schedule 4**

Requires schools to publish details of their **careers programme** (policy statement, provider access policy, contact details for Careers Leader). The School Information (England) Regulations 2008

2. Statutory Guidance

- **DfE Careers Guidance & Provider Access (Updated 8 May 2025)** Careers guidance and access for education and training providers - GOV.UK

Defines statutory expectations on:
- CEIAG delivery
- impartiality
- encounters with providers
- publishing careers information
- inspection and accountability

Applicable to:
- maintained schools
- academies
- FE colleges delivering secondary education

3. National Frameworks (strong expectations)

- **Gatsby Benchmarks of Good Career Guidance**

Referenced throughout the DfE statutory guidance as the national model for good practice. ASDAN Website | Meeting the Gatsby Benchmarks: how ASDAN's career-focused curriculum empowers learners

- **Compass+ (via Careers & Enterprise Company)**

Required for schools to self-evaluate Gatsby compliance and report to governing bodies. Compass+ and Compass | CEC Resource Directory

4. England Inspectorate Requirements

- **Ofsted Education Inspection Framework (EIF)** Education inspection framework (EIF) - GOV.UK

The EIF evaluates:
- Personal Development (including careers)
- Quality of Education
- Behaviour & Attitudes
- Leadership & Management

The statutory guidance explicitly links careers compliance to Ofsted outcomes.