

1.4 Careers Curriculum Intent, Implementation and Impact Statement

Careers Curriculum Intent Statement

We want our pupils to experience a careers curriculum that establishes a growing knowledge and awareness of the world of work and what they, as young people, can aim for as they prepare for adulthood and Post 16 transition. This includes delivering a breadth of opportunities and experiences that our pupils can start to build their own future pathways on. As we aim to do this, we are also fully aware of the impact of the inherent difficulties our pupils have due to the nature of their needs and diagnosis and look to how we can start to overcome these barriers, working alongside them.

Intent:

What will our pupils experience throughout their career curriculum?

1. Access to careers learning from Year 7 onwards - learning that is linked through their curriculum provision and explicitly delivered sessions.
2. A careers curriculum that has contributions and feedback from them, their families, school staff and external employers
3. Engagement with many different employers throughout Year 7 to Year 11 in variety of formats such as assemblies, visits, talks, project work, careers events
4. Impartial careers advice and support from a career's advisor
5. Working with them and their families as they prepare for their future and for life after education.
6. Staff who are committed to and passionate about helping them develop as they make key decisions and prepare for their future pathways

Why do we want this?

1. We want our pupils to know their skills and strengths; know what they are good at and what they find hard.
2. We want our pupils to work towards independent living and working.
3. We want them to have hope and optimism, adaptability and resilience.
4. We want our pupils to have access to, and engagement in, decent work in all its forms (personal, gift and paid)
5. We want our pupils to learn and make progress so they can thrive and experience success in their future pathways.
6. We want our pupils to pursue and value their own wellbeing and happiness

Implementation:

How will we deliver this?

1. Pupils will have access to a careers curriculum from Year 7 onward and this will be routinely monitored and evaluated to ensure it is fit for purpose.
2. Close working relationship with our Careers Advisor to support mentoring pupils in KS4.
3. Experiences of different workplaces and environments
4. Meaningful encounters with the world of work
5. Careers fairs and skills workshops

Impact:

What is our expected impact?

1. Pupils will have a successful transition on from Year 11 into Post 16
2. Pupils will have had experience of a wide range of opportunities, interests and options so they are best placed to make informed decisions about their future choices.
3. Pupils will develop the skills needed for them to be employable, whether that is voluntarily or paid.
4. Pupils will know the value of having work and commitments in their lives.
5. Pupils will know that they have a valued and important part to play in the world in which they live, and they can and are motivated to contribute to society in a way which best suits their interests and skills.
6. Pupils will know about and make use of the range of support and advice that is available to them in order to support their choices and decision making.

1.8 Careers Policy – The Grange

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1.0 INTRODUCTION

The Careers Lead for The Grange school is Amanda McPherson.

Careers education and guidance programs make a major contribution to preparing young people for the opportunities, responsibilities, and experiences of life. A planned progressive program of activities supports them in choosing 11–18 pathways that suit their interests and abilities and help them to follow a career path and sustain employability throughout their working lives.

2.0 COMMITMENT

The school is committed to providing our students with a program of careers education, information, advice and guidance (IAG) for all students in years 7–13 which is impartial and effective. We aim to support the aspirations of our students and ensure that they gain the understanding, skills and experience to make progress and succeed in learning and work.

The school endeavours to follow the Careers guidance and access for education and training providers (DfE, 2018) and other relevant guidance from QCA and Ofsted as it appears.

The school has a member of staff dedicated to careers education and IAG. We provide pupils with the knowledge, information and skills to make informed choices about suitable courses at school, college and other providers. The service enables students to receive accurate information, advice and guidance about the options open to them and the progression routes to which those options lead.

3.0 AIMS

The school Careers Education and Guidance policy has the following aims:

- To contribute to strategies for raising achievement, especially by increasing motivation and providing access to accreditation pathways
- To support inclusion, challenge stereotyping and promote equality of opportunity.
- To encourage participation in continued learning including higher education and further education
- To develop enterprise and employment skills
- To reduce drop out from and course switching in education and training.
- To contribute to the economic prosperity of individuals and communities
- To meet the needs of all our students through appropriate differentiation
- To focus students on their future aspirations

- To involve parents and carers

4.0 STUDENT ENTITLEMENT

Careers Education and guidance (CEG) is an important component of the 13-19 Curriculum, we fully support the statutory requirement for a program of careers education in Years 7–13. Students have access to a group careers program. This gives them the opportunity to explore the different careers, qualifications and learning routes. Students also have direct careers meetings and the attendance of or CEG lead at PEP's, LACS and EHC reviews.

5.0 DEVELOPMENT

The policy was developed and is reviewed annually by the Careers Lead and her Line Manager based on current good practice guidelines by DfE/Ofsted, CEG Framework.

6.0 LINKS WITH OTHER POLICIES

The Careers Advice and Guidance Policy supports and is underpinned by key school policies including those for Teaching and Learning, Assessment, Equality Statement, Health and Safety, and Special Needs and curriculum policies for relevant key stages.

7.0 IMPLEMENTATION OF CAREERS ADVICE

Careers advice is delivered by Beckie Gillham-Hardy (level 6 registered CDP). Students in year 10 receive the opportunity for careers guidance meetings in the summer term to prepare for annual reviews in the autumn. Within year 11 and post 16 a check in meeting and any required follow ups commence in the autumn term and are revisited as necessary. All students in KS3 have the opportunity for an informal chat and activities with their careers advisor which provide exposure to careers pathways during the annual careers fair.

8.0 EQUALITY AND DIVERSITY

Careers education is provided to all students and provision is made to allow all students to access the curriculum. Students are encouraged to follow career paths that suit their interests, skills and strengths with the absence of stereotypes. All students are provided with the same opportunities and diversity is celebrated. Due to us having our own on-site careers lead, we provide excellent knowledge of our students needs and can tailor our approach in line with EHC needs.

9.0 YEAR 7

Careers forms part of the curriculum at year 7 and is delivered through regular PSHE lessons and specifically focussed assemblies. The main objective is about introducing careers and thinking about the vast number of careers/jobs available. How a business runs, qualities and skills that employers look for as well as rights and responsibilities in the world of work.

10.0 YEAR 8

Careers forms part of the curriculum at year 8 and is delivered through 2 careers lessons weekly covering the Outcomes First Group KS3 Incredible futures curriculum and specifically focussed assemblies. The focus is linking our plans and dreams to reality. Identifying a support network when considering careers and recognising health and safety risks.

11.0 YEAR 9

Careers forms part of the curriculum at year 9 and is delivered through 2 careers lessons weekly covering the Outcomes First Group KS3 Incredible futures curriculum and specifically focussed assemblies. The focus is self-assessment, considering own strengths, stereotyping and discrimination as well as career paths and options post 14.

12.0 YEAR 10

Careers forms part of the curriculum at year 10 and is delivered through 1 careers lesson weekly with lessons preparing to work towards NCFE employability qualifications and specifically focussed assemblies. The focus is employability

(including CV writing), work experience and transitions. Not all students undertake work experience outside school due to their vulnerability and increased risk. Many will undertake work experience within the school, and this can be part of project work in vocational subjects, or virtually via spring pod. All work experience placements are assessed with regards to suitability and health and safety.

13.0 YEAR 11

Careers forms part of the curriculum at year 11 and is delivered through 1 careers lesson weekly with lessons preparing to work towards NCFE employability qualifications and specifically focussed assemblies. The focus is post 16 options and the Application process. There will be visits to other educational/training providers, places of work and the opportunity to attend internal career fairs.

14.0 POST 16

Careers within our post 16 provision is bespoke to the individual student to meet their needs and support their preparation for life after The Grange. The focus is on developing life and employability skills, working with alternative provisions, local businesses and other providers who have opportunities which meet the interests and career aspirations of the learners.

15.0 PARENTS AND CARERS

Parental involvement is encouraged at all stages. Online resources have been specifically chosen to help parents become more involved. Parents / carers are kept up to date with careers related information through letters and newsletters relating to school-based careers activities and events. Parents / carers receive careers guidance reports from their young person's careers interview and are invited to provide feedback or follow up questions. Where necessary, parents/carers are able to meet directly with the schools' careers lead/advisor to discuss their query in greater depth. Regular updates are also given at reviews (EHCP, PEP, and LAC)

16.0 MANAGMENT

A named member of staff coordinates the Careers program and is responsible to her line manager. Work Experience is the responsibility of the External visits coordinator (EVC) - Lee Quinn.

17.0 STAFFING

All staff contribute to CEG through their roles as tutors and subject teachers.

The Careers program is planned, monitored and evaluated by the Careers Teacher.

The careers teacher will liaise and consult with the Group Careers Advisor to ensure that specialist career guidance is available when required.

18.0 CURRICULUM

The Careers program includes careers education sessions, career guidance activities (group work and individual interviews), information and research activities, work related learning and individual learning activities.

Careers lessons are part of the schools Personal Development Program. Other events and activities are planned and organised separately throughout the year.

19.0 PARTNERSHIPS

Other links with local 14-19 Providers are made when required. As are links with the local EBP, Aim-Higher, Post 16 and 18 destinations. Links with parents/carers are maintained using a variety of methods (parental leaflets, letters, options evenings and annual reviews).

20.0 MONITORING, REVIEWING AND EVALUATION

Careers Education is monitored and evaluated through individual lesson observations, learning walks and curriculum deep dives which are completed by SLT. Careers Guidance is monitored by staff accompanying young people to guidance

meetings. Feedback is obtained from staff accompanying students and students directly after guidance meetings where appropriate.

The program is reviewed annually by the Careers teacher and her Leadership Team Line Manager. Changes and improvements to the program are entered into the Subject Improvement Plan (SIP), and where appropriate the School Development Plan along with timescales for completion.

When reviewing the program, the School Development Plan (SIP) is used to ensure that the Careers provision is fully supporting whole school aims.

APPENDIX 1 – DEFINITIONS AND STATEMENT OF ENTITLEMENT

Definitions

- Careers Education – helps young people develop the knowledge and skills they need to make successful choices, manage transition in learning and move into work.
- Careers Guidance – enables young people to use the knowledge and skills they develop to make the decisions about learning and work that are right for them.
- C&FE – Careers and Further Education

Statement of entitlement

As a pupil of The Grange school you are entitled to receive a program of careers education, advice, information and guidance.

Your CEG program will help you to:

- Understand yourself, your interests, likes and dislikes, what you are good at and how this affects the choices you make.
- Find out about different courses, what qualifications you might need and what opportunities there might be.
- Develop the skills you may need for working life.
- Make realistic, but ambitious, choices about courses and jobs.
- Develop a plan of action for the future.
- Understand the different routes after Year 11 including training, further and higher education and jobs.

- Be able to make effective applications for jobs, training and further and higher education.
- Develop your interview skills.
- Improve your confidence.

You will receive:

- Careers lessons
- Guided tutor time
- Access to career's interviews with a qualified careers advisor.
- Work experience where appropriate
- Other subject lessons linked to careers.

You can expect to be:

- Treated equally with others.
- Given careers information and advice that is up to date and impartial.
- Treated with respect by visitors to the school who are part of the careers program.

Careers Policy written by: Amanda McPherson – Careers Leader/Teacher

Date: September 2025

Careers Policy Coordinator / Approved by: Edward McDonald – Head of Education

Date: September 2025

Reviewed Annually:

Date of next review: September 2026