

The Emscote School

POSITIVE about *YOUNG PEOPLE*



Careers Education, Information, Advice and Guidance (CEIAG) Policy

A handwritten signature in blue ink, appearing to read 'Parneet Kang', written over a horizontal line.

Parneet Kang
Principal

A handwritten signature in blue ink, appearing to read 'William Holland', written over a horizontal line.

William Holland
Chair of Trustees

REVIWED: July 26 – Tracy White

Policy Statement

The Emscote School is committed to ensuring that every pupil receives high-quality Careers Education, Information, Advice and Guidance (CEIAG) that enables them to make informed decisions about their future education, training and employment.

As a specialist independent school for pupils with Special Educational Needs and Disabilities (SEND), we recognise that effective careers education must be personalised, ambitious and centred upon each young person's strengths, aspirations and individual needs.

Our careers programme aims to raise aspirations, broaden horizons and prepare pupils for successful transition into further education, training, supported internships, apprenticeships or employment. Careers guidance forms an integral part of our wider curriculum and contributes to pupils' personal development, independence and preparation for adulthood.

Legal Framework and National Guidance

This policy is informed by:

- Careers Guidance and Access for Education and Training Providers (DfE)
- Children and Families Act 2014
- SEND Code of Practice (2015)
- Independent School Standards Regulations 2014
- Equality Act 2010
- Skills and Post-16 Education Act 2022
- Gatsby Benchmarks of Good Career Guidance
- CDI Career Development Framework
- DfE Careers Strategy

Although independent schools are not required to follow all statutory duties placed upon maintained schools and academies, The Emscote School adopts recognised national best practice to ensure pupils receive high-quality, impartial careers guidance.

Aims

The school aims to:

- Raise aspirations for every pupil.
- Provide impartial careers guidance.
- Develop employability skills.
- Increase pupils' knowledge of career pathways.
- Support informed option choices.

- Promote equality of opportunity.
- Prepare pupils for adulthood and independent living.
- Develop confidence, resilience and self-advocacy.
- Ensure all pupils understand the full range of post-16 opportunities available.

Objectives

The CEIAG programme will:

- Begin in Year 7 and build progressively.
- Be accessible for all pupils regardless of ability or need.
- Reflect pupils' EHCP outcomes where appropriate.
- Include encounters with employers.
- Provide meaningful workplace experiences.
- Support transition planning.
- Engage parents and carers.
- Promote positive destinations.

Careers Leader

The Careers Leader has strategic responsibility for careers provision and will:

- Develop and evaluate the careers programme.
- Coordinate employer engagement.
- Work with curriculum leaders.
- Organise careers events.
- Liaise with colleges and training providers.
- Monitor Gatsby Benchmark progress.
- Maintain destination data.
- Ensure careers information is available to pupils and families.
- Report annually to senior leaders and governors.

Roles and Responsibilities

Principal

The Principal will:

- * Champion careers education.
- * Ensure sufficient resources are available.
- * Monitor implementation of this policy.

Governors

Governors will:

- Receive annual reports.
- Monitor effectiveness.
- Support strategic development.

Teachers

Teachers will:

- Promote careers learning within their subject.
- Highlight links between curriculum and employment.
- Encourage aspiration.
- Support pupils in recognising transferable skills.

Teaching Assistants

Teaching Assistants will:

- Support pupils during careers activities.
- Reinforce employability skills.
- Encourage independence.

Pupils

Pupils are expected to:

- Engage positively.
- Participate in careers activities.
- Reflect on their strengths and interests.
- Take increasing responsibility for planning their future.

Parents and carers are encouraged to participate in reviews, careers events and transition planning.

Careers Programme

Year 7

- * Introduction to careers
- * Aspirations
- * Personal strengths
- * Teamwork
- * Enterprise activities
- * Visits from employers

Year 8

- * Career sectors
- * Skills for employment
- * Financial awareness
- * Local labour market
- * Workplace expectations

Year 9

- * GCSE options
- * Preparing for Adulthood
- * Employer encounters
- * Careers interviews
- * College awareness

Year 10

- * Work experience preparation
- * CV writing
- * Interview skills
- * Apprenticeships
- * Colleges
- * Personal statements

Year 11

- * Transition planning
- * College applications
- * Apprenticeships
- * Mock interviews
- * Employer engagement
- * Destination planning
- * Independent travel where appropriate

Careers Across the Curriculum

Careers learning is embedded throughout the curriculum.

Examples include:

English

- Communication
- Interview preparation
- Professional writing

Mathematics

- Financial literacy
- Budgeting
- Data analysis

Science

- STEM careers
- Healthcare
- Environmental careers

Business

- Enterprise
- Entrepreneurship
- Marketing

PSHE

- Employability
- Workplace rights
- Personal finance

Citizenship

- Employment law
- Equality
- Democracy in the workplace

PE

- Sports industry
- Coaching
- Health professions

Gatsby Benchmarks

The school works towards all eight Gatsby Benchmarks:

1. Stable careers programme
2. Learning from labour market information
3. Addressing the needs of each pupil
4. Linking curriculum learning to careers
5. Encounters with employers
6. Experiences of workplaces
7. Encounters with further and higher education
8. Personal guidance

The benchmarks are adapted to meet the needs of pupils with SEND.

SEND and Preparing for Adulthood

The school's careers programme reflects the Preparing for Adulthood outcomes within the SEND Code of Practice.

Careers guidance contributes to:

- Employment
- Independent living
- Community inclusion
- Good health
- Decision making
- Self-advocacy

Where appropriate, careers planning forms part of Annual Reviews from Year 9 onwards.

Provision is personalised through:

- Visual resources
- Small group work
- Individual guidance
- Supported visits
- Reasonable adjustments
- Multi-agency collaboration

Employer Engagement

The school will work with:

- Local employers
- Colleges
- Training providers
- Apprenticeship providers
- Supported employment organisations
- Universities where appropriate
- Community organisations

Work Experience

Where appropriate, pupils will access meaningful work-related learning through:

- Work experience placements
- Enterprise projects
- Volunteering
- Workplace visits
- Employer projects
- Supported internships

Placements are carefully risk assessed and personalised.

Provider Access

The school welcomes requests from colleges, apprenticeship providers, training organisations and employers to speak with pupils about post-16 opportunities.

Requests should be made to the Careers Leader.

The school aims to provide impartial access to a broad range of providers to support informed decision making.

Monitoring and Evaluation

The Careers Leader will monitor:

- Gatsby Benchmark achievement
- Careers programme delivery
- Employer encounters
- Student participation
- Destination data
- Student voice
- Parent feedback
- Annual Review outcomes

An annual report will be presented to senior leaders and governors.

Equality, Diversity and Inclusion

The Emscote School is committed to ensuring all pupils receive equal access to careers education regardless of:

- * Disability
- * Gender
- * Ethnicity
- * Religion
- * Sexual orientation
- * Socio-economic background

Careers guidance will actively challenge stereotypes and promote equality of opportunity.

Links to Other Policies

This policy should be read alongside:

- * SEND Policy
- * PSHE Policy
- * Equality Policy
- * Accessibility Plan
- * Safeguarding Policy
- * Behaviour Policy
- * Teaching and Learning Policy

Policy Review

This policy will be reviewed annually or sooner if there are significant changes to legislation, DfE guidance or the needs of the school community.