

Careers Education Information & Guidance Policy



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Policy Statement

At Wellbrook School, we are committed to delivering a high-quality, inclusive careers programme tailored to meet the diverse needs of our pupils, all of whom have an Education, Health and Care Plan (EHCP). Our careers provision equips pupils with the knowledge, skills, and experiences to make informed decisions and transition confidently into further education, training, or employment.

1. Policy Scope

- The policy has been developed in line with the DfE guidance document 'Careers guidance and access for education and training providers – Statutory guidance for governing bodies, school leaders and school staff. (DfE, May 2025) and paragraphs 2(2)(e)(i) – (iii) of the Education (Independent School Standards) Regulations 2014
- It covers Careers Education, Information, Advice and Guidance given to our pupils in Years 6 – 11. This is in reference to the legal duty for all independent schools to provide access to accurate, up-to-date careers guidance for all pupils receiving secondary education - which means it applies to pupils aged at least 12 years (or at least 10 and a half if being educated with senior pupils.)
- The policy also applies to Year 11 pupils after they finish their examinations in June of their final year and before they start at their next place of education, employment or training. Though not necessarily in school regularly and attending lessons in July and August of Year 11, the policy is still applicable.
- This policy has regard to the eight Gatsby Benchmarks (updated 2024) as outlined in the Department for Education (DfE) statutory guidance. These benchmarks are listed in Appendix 1 of this policy.
- This policy covers the legal duty of schools to provide opportunities for a range of education and training providers to access all year 8 to 13 pupils (in our case Year 8 to 11) to inform them about approved technical education qualifications and apprenticeships.
- All members of staff at Wellbrook School are expected to be aware of this policy and the importance of Careers Education, Information, Advice and Guidance (CEIAG) in the education of pupils; CEIAG is not the sole responsibility of the teacher in charge of CEIAG.

- It is important therefore that pupils leave school aware of themselves as individuals, aware of the opportunities available to them and able to make some decisions about their own life. They should be prepared for the transition from full time education to the world beyond. It is to these aspects of personal and social development that this policy will contribute.

2. Roles and responsibilities

The Governance Committee will be responsible for:

- Ensuring that all registered pupils are provided with independent careers guidance.
- Ensuring that arrangements are in place to allow a range of education and training providers to access all pupils and inform them about approved technical education qualifications and apprenticeships. A policy statement will set out these arrangements.
- Ensuring that the independent careers guidance is presented in an impartial manner, showing no bias or favouritism towards a particular institution, education or work option.
- Ensuring that the guidance includes information on the range of education or training options, including apprenticeships and technical education routes.
- Ensuring that the guidance that is provided promotes the best interests of pupils.
- Ensuring this policy does not discriminate on any grounds.
- Handling complaints regarding this policy as outlined in the school's Complaints Procedures Policy.
- Providing strategic oversight of the school's legal and contractual requirements for careers guidance.
- Holding the SLT to account for delivering against careers guidance requirements.

*The Careers Leader, **Beth Haughtey**, will be responsible for:*

- Planning and delivering a progressive careers programme that is underpinned by clear learning outcomes and meaningfully aligned with the Gatsby Benchmarks.
- Coordinating and managing the different elements of the careers programme, including its associated budget.
- Collaborating with the Suzie Hughes, Assistant Headteacher, as the designated member of the Senior Leadership Team SLT to ensure the careers programme is guided by a strategic careers plan that reflects institutional priorities.
- Engaging parents throughout the careers journey to foster strong support networks.
- Establishing and nurturing key relationships to drive progress and enhance the effectiveness of the careers programme.
- Working with colleagues across the institution, including senior leaders, governors, teaching staff, careers advisers, the SENCO, pupils, and their parents.

- Building external partnerships with employers, external agencies, learning providers, and careers organisations to broaden opportunities for pupils.
- Continuously evaluating and improving the careers programme based on feedback from stakeholders and pupil destinations.
- Staying up-to-date with relevant CPD and developments in the CEIAG sector.

The careers adviser sourced by the school will be responsible for:

- Reporting regularly to the careers leader, regarding pupil progress and the effectiveness of the school's career plan.
- Providing a thorough, personalised career service throughout the school.
- Staying up-to-date with relevant CPD and developments in the CEIAG sector.
- Producing careers information and guidance through online and hard copy literature, and visual displays in school.
- Coordinating with the designated teacher for LAC and previously LAC to work with the relevant virtual school head (VSH) to ensure a joined-up approach to identifying and supporting career ambitions is achieved.

Teaching staff will be responsible for:

- Ensuring careers education is planned into their lessons.
- Attending any relevant CPD or training to ensure they are up-to-date with the school's careers plan.
- Promoting careers guidance in the classroom through visual aids.
- Being good role models for their particular area of work or specialism.
- Creating a learning environment that allows and encourages pupils to tackle real life challenges, manage risks and develop skills that can be applied to the workplace.

3. Developing a stable careers programme

The school has a structured careers programme in place which meets the requirements of the eight Gatsby Benchmarks. This programme is supported by the school's Careers Charter which can be found in the CIEAG Policy on the school website, which outlines our vision and commitment to preparing pupils for life beyond school. The programme and charter are known and understood by pupils, parents, staff, governors, employers and external agencies, and can be accessed via the school website.

To meet the stable careers programme Gatsby Benchmark, the school will ensure that the structured careers programme:

- has the explicit backing of the Governance Committee — with **Anita Sharma** as the link governor for careers — as well as the Senior Leadership Team. It is led by a named and appropriately trained Careers Leader, who holds overall responsibility for its delivery and development.
- Is tailored to the needs of pupils, sequenced appropriately, underpinned by learning outcomes and linked to the whole-school development plan.
- Sets out how parents will be engaged throughout.
- Is published on the school website and communicated in ways that enable pupils, parents, staff and employers to access and understand it.
- Is regularly evaluated using feedback from pupils, parents, teachers, subject staff and other staff who support pupils, careers advisers and employers.
- Is underpinned by learning outcomes.
- Gives all pupils opportunities to achieve and thrive.
- Has clearly defined staff responsibilities.
- Is evaluated regularly to ensure continued effectiveness.
- Helps pupils develop career readiness and essential skills for the workplace, or their progression transition pathway.
- Enables pupils to make well-informed decisions about education, training, apprenticeships and employment opportunities.

The careers leader will be supported by the SLT and will be given protected time and sufficient budget to carry out their role effectively. The school will engage with the DfE's careers training offer in order to support the growth of the careers leader.

The following will be published on the school's website:

- The name and contact details of the careers leader.
- A summary of the careers programme, including how information about the programme may be accessed.
- Details of how the school measures and assesses the impact of the careers programme on pupils.
- The date by which the school will review information.

The careers programme will be aligned with the school's vision, priorities and development plans with the aim of establishing a whole-school approach where the careers programme can play an important part in addressing wider improvement priorities, including:

- Attendance
- Behaviour
- Wellbeing
- Inclusion
- Attainment

The school will ensure that experiences and encounters within the careers programme are well-sequenced and build on prior knowledge, with clear learning outcomes for every pupil. Parents will be provided with relevant, up-to-date careers information, supported in making the best use of this information and encouraged to participate in the opportunities available.

A careers adviser will be sourced to support the careers leader and to provide individual, tailored careers guidance to pupils. The company that Wellbrook School use for careers advisors is Illuminate Careers based in Derbyshire.

4. Using labour market information

The school will ensure all requirements to meet 'Benchmark 2: Learning from career and labour market information' as outlined in the DfE's 'Careers guidance and access for education and training providers'.

The school will ensure every pupil, and their parents, has access to high-quality information about future pathways, study options and labour market opportunities. All pupils and their parents will be offered tailored or additional information where required.

During each key stage, all pupils will access and use information about careers, pathways and the labour market to inform their own decisions on study options or next steps. Parents will be encouraged to access and supported to use information about careers, pathways and the labour market to inform how they support their children.

Career and labour information will cover a diverse range of progression pathways, including technical routes, to strengthen the capacity of pupils to make effective choices and transitions.

Labour market information (LMI) will be used to help pupils understand:

- What jobs and skills employers are looking for
- Wage rates
- Skills gaps
- Future trends, including growth-driving sectors

LMI will include local information that showcases growth sectors in the local economy and helps pupils understand local skills needs and local businesses. The careers leader will also ensure that there is an equity of access to LMI by tailoring it to individual circumstances. Information, opportunities and support will be personalised and sequenced to meet the needs of each pupil with SEND and their family.

The careers leader will work closely with the SENCO, pupils and their parents to prepare pupils for adulthood and to provide tailored support to make positive transitions.

5. Addressing the needs of each pupil

The school will ensure all requirements to meet 'Benchmark 3: Addressing the needs of each pupil' as outlined in the DfE's 'Careers guidance and access for education and training providers'.

The school's careers programme will aim to raise the aspirations of all pupils whilst being tailored to individual needs and different stages. The programme will inform pupils of the

range of opportunities available to them, encouraging them to navigate concerns about any barriers to career progression and make choices relevant to what they feel they can achieve.

The school's careers programme will actively seek to challenge misconceptions and stereotypical thinking, showcase a diverse range of role models and raise aspirations.

Systematic records of the participation of pupils in all aspects of the careers programme will be kept. This will include the individual advice given to each pupil and any subsequent agreed decisions. Pupils will have access to these records and use them ahead of any key transition points to support their next steps and career development. This information will be integrated into a pupil's records where they change schools during the secondary phase and provided to the new school.

Data on pupil aspirations, intended and immediate education and training or employment destinations will be maintained accurately to inform personalised support.

Destinations data will be retained by the school for at least three years after a pupil has left school. Data retained will be collected, stored and managed in line with the Data Protection Policy. The school will collect and analyse destinations data to assess how well the careers programme is countering stereotypes and raising aspirations. The data will be reviewed by the headteacher and careers leader on an annual basis who can then base further development of the school's career guidance plan on the results and areas of success or failure.

Supporting pupils with SEND

The school will ensure that careers guidance is adapted, if appropriate, and based on high aspirations and a personalised approach. The annual reviews for a pupil's EHC plan will be informed by good careers guidance.

The careers leader will work closely with the SENCO and other staff to support pupils with understanding different career pathways and how to develop the necessary skills, knowledge, experience and qualifications to succeed and fulfil their potential. The school will work with families of pupils to help them understand what career options are available.

Surveys will be conducted to find out individual pupils' aspirations. The results of the surveys will create careers guidance and experience that will be tailored to pupils needs based on their own aspirations and abilities.

Careers guidance will take account of the full range of relevant education, training and employment opportunities. It will inform pupils about the ways employees with SEND are supported in the workplace. Guidance will focus on a pupil's career aspirations and the post-16 options which are most likely to give the pupil a pathway into employment or HE.

The school will build partnerships with businesses and other employers, employment services, and disability and other voluntary organisations. Pupils will be prepared for encounters with employers and provided with any special support that will allow them to benefit fully from the experience.

Pupils will have the opportunity to hear from adults with disabilities who have succeeded in their careers as part of the school's successful careers strategy.

When arranging work experience for pupils, the school will work with the employer to determine any additional support that will be needed during the work placement.

The school will ensure that transition planning is built into EHC plans with clear, agreed outcomes that are ambitious, stretching and prepare pupils for adulthood.

6. Linking curriculum

The school will ensure all requirements to meet 'Benchmark 4: Linking curriculum learning to careers' as outlined in the DfE's 'Careers guidance and access for education and training providers'.

The school will work to encompass careers education and guidance into subjects across the curriculum. All teachers will be asked to support the career development of young people in their role and through their subject teaching. Teachers with industry experience will play a part in building careers guidance into the curriculum.

Pupils will be taught to understand how the subjects they are studying provide a sound basis for careers, as well as how they can enrich and enhance their lives and prepare them for adult life in general. Careers, employability, and enterprise lessons will be embedded into the PSHE curriculum

All pupils are given opportunities, appropriate to their ability and stage of learning, to explore how their subject learning — including STEM, literacy, and creative subjects — connects to real-world applications and future careers. Teachers are supported to make meaningful curriculum-career links as part of our whole-school CEIAG strategy

7. Enabling encounters with employers and employees

The school will ensure all requirements to meet 'Benchmark 5: Encounters with employers and employees' as outlined in the DfE's 'Careers guidance and access for education and training providers'.

The school will ensure that every pupil has multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace.

Every year, from the age of 11, pupils will participate in at least one meaningful encounter with an employer.

These encounters will include:

- Careers events such as careers talks, careers carousels and careers fairs.
- Alumni activities.
- Transitions skills workshops such as CV workshops and mock interviews.
- Mentoring and e-mentoring.
- Employer delivered employability workshops.

- Employer encounters with parents.
- Employer involvement in the curriculum.
- Business games and enterprise competitions.

Meaningful encounters will give pupils the opportunity to learn:

- What work is like.
- What skills are valued in the workplace.
- What the recruitment process involves.
- What it takes to be successful.

Pupils will be provided with opportunities to meet a variety of employers, employees and the self-employed. The school will develop strong links with local, regional and national employers across a range of different industries and sectors, as well as professional networks. In particular, pupils will have opportunities to learn about jobs and careers in the government's eight priority sectors for economic growth:

- Advanced manufacturing
- Clean energy industries
- Creative industries
- Defence
- Digital technologies
- Financial services
- Life sciences
- Professional and business services

Encounters will be in person, or a combination of in person and virtual. Virtual encounters will be used only in addition to, not as a replacement for, in person encounters.

The school will seek to ensure that meaningful encounters:

- Have a clear purpose, which is shared with the employer and pupils.
- Are underpinned by learning outcomes that are appropriate to the needs of pupils.
- Provide opportunities for two-way interactions between pupils and the employer.
- Are followed by time for pupils to reflect on the insights, knowledge or skills gained via the encounter.

8. Providing work experience

The school will ensure all requirements to meet 'Benchmark 6: Experiences of workplaces' as outlined in the DfE's 'Careers guidance and access for education and training providers'.

The school will ensure that all pupils have had at least one first-hand experience of a workplace by the age of 16, additional to any part-time jobs they may have.

The school will ensure that pupils are receiving two weeks' worth of work experience broken down into:

- One weeks' worth of work experience activities in years 7 to 9
- One weeks' worth of work experience placement(s) in years 10 and 11.

Where required and appropriate, virtual experiences of the workplace will be used to complement the in-person experience. The school will encourage pupils to experience a wide variety of workplaces and support them to plan for, reflect upon, and learning from these experiences.

Work experience will be designed to meet the needs of individual pupils, with consideration for pupils with SEND and those from disadvantaged backgrounds. The school will carefully match the placement to each pupil's ability, needs and aspirations. The school will work with the employer to put in place additional support within the work placement for pupils with additional needs, where required, and help prepare the pupil for the work placement.

Experiences of the workplace by the time the pupil is aged 16 may include the following:

- Workplace visits
- Job shadowing
- Career-related volunteering and social action

9. Enabling encounters with further education (FE) and higher education (HE)

The school will ensure all requirements to meet 'Benchmark 7: Encounters with further and higher education' as outlined in the DfE's 'Careers guidance and access for education and training providers'.

The school will ensure all pupils understand the requirement to remain in education or training until their 18th birthday and what this requirement means for them. The school will ensure pupils are aware that this does not mean they need to stay in school, and that they may:

- Study full time in a school, college or with a training provider.
- Undertake an apprenticeship, traineeship, or supported internship.
- Work or volunteer 20 hours or more a week, combined with part-time accredited study.

The school will ensure that all pupils receive meaningful encounters with providers of approved technical education and apprenticeships. Specifically, pupils will receive:

- Two encounters that are mandatory for all pupils to attend that take place any time during Year 8 or between 1 September and 28 February during Year 9
- Two encounters that are mandatory for all pupils to attend that take place any time during Year 10 or between 1 September and 28 February during Year 11

These encounters will include further education colleges, sixth forms, apprenticeship providers, and universities, and will be delivered in accessible formats suitable for our SEND learners. Pupils will be encouraged to use information tools, such as websites and apps, which display information about opportunities, such as the National Careers Services' Find a Course and Morrisby Careers. Education and training providers will have access to all pupils in Years 8 to 11 for the purpose of informing them about approved technical education qualifications and apprenticeships.

The school will ensure that there are opportunities for providers to visit the school and speak to pupils in Years 8 to 11 by maintaining connections with providers of FE and apprenticeships, and arranging regular visits, presentations and workshops. A range of opportunities for visits from providers offering other options, such as FE will also be provided.

10. Providing personal guidance

The school will ensure all requirements to meet 'Benchmark 8: Personal guidance' as outlined in the DfE's 'Careers guidance and access for education and training providers.

Careers advice provided by the school will be unbiased and always maintain the best interests of individual pupils. The school will not promote career or progression routes as better or more favourable than others; however, pupils will be advised, where evidence supports it, whether a chosen course has the potential to lead to poor career outcomes.

Every pupil will have opportunities for guidance meetings with a career's advisor whenever significant study or career choices are being made. These meetings will be scheduled to meet pupils' individual needs and the careers leader will work closely with the career's adviser, SENCO and other key staff to ensure personal guidance is effective and embedded in the careers programme.

Personal guidance meetings will take place by the time the pupil reaches age 16. Information about personal guidance support, and how to access it, will be communicated to pupils, parents and other stakeholders, including through the school website.

Careers advisers will meet the professional standards outlined by the Career Development Institute. The school will integrate personal guidance interviews within the pastoral system so that they can be followed up by the form tutors or equivalent.

Careers advisers working with pupils with SEND will use the outcome and aspirations in the EHC plan to focus discussions, where they have one. Careers advisers working with LAC or care leavers will use their personal education plan to focus discussions. These pupils will have a named adviser who will build a relationship with them to better understand their individual needs.

11. Sharing information

Wellbrook School works in partnership with local authorities to support pupils' transitions into post-16 education, training, or employment.

In line with the Education and Skills Act 2008 and EHCP guidance, we share relevant pupil information — such as names, contact details, intended destinations, and support needs — with LA services to help them fulfil their statutory duties, including tracking participation and offering support up to age 25 for pupils with SEND.

The school's Privacy Notice outlines how personal data is processed and provides pupils and families with the opportunity to request that certain personal information is not shared.

LAs will be notified, as early as is possible, whenever a 16 year-old pupil leaves an education programme before completion. The school will agree on local arrangements for ensuring these duties are met.

12. Monitoring and review

The governance committee, in conjunction with the Assistant Headteacher and careers leader, will review this policy on an annual basis, considering the success of supporting pupils in accessing post-16 education and training. The careers leader will make any necessary changes to this policy and will communicate these to all members of staff.

Appendix 1: The Gatsby Benchmarks

Wellbrook School has regard to the Gatsby Benchmarks and aims to align its careers provision with these principles as far as is appropriate for our pupils' individual needs and abilities.

1. A stable careers programme	<p>Every school should have an embedded programme of careers education and guidance that is known and understood by learners, parents and carers, staff, those in governance roles, employers and other agencies.</p>	<ul style="list-style-type: none"> ● Every school should have a stable, structured careers programme that has the explicit backing of governors, the headteacher and the senior management team, and has an identified and appropriately trained careers leader responsible for it. ● The careers programme should be tailored to the needs of pupils, sequenced appropriately, underpinned by learning outcomes and linked to the whole-school development plan. It should also set out how parents and carers will be engaged throughout. ● The careers programme should be published on the school's website and communicated in ways that enable pupils, parents and carers, staff and employers to access, and understand it. ● The programme should be regularly evaluated using feedback from pupils, parents and carers, teachers and other staff who support pupils, careers advisers and employers to increase its impact.
2. Learning from career and labour market information	<p>All learners, parents and carers, teachers and staff who support learners should have access to good-</p>	<ul style="list-style-type: none"> ● During each key stage or programme of study, all learners should access and use information about careers, pathways

	<p>quality, up-to-date information about future pathways, study options and labour market opportunities. Young people with SEND and their parents and carers may require different or additional information. All learners will need the support of an informed adviser to make the best use of available information.</p>	<p>and the labour market to inform their own decisions on study options or next steps.</p> <ul style="list-style-type: none"> ● Parents and carers should be encouraged to access and supported to use information about careers, pathways and the labour market to inform their support of the learners in their care.
<p>3. Addressing the needs of each pupil</p>	<p>Learners have different careers guidance needs at different stages. Careers programmes should help learners navigate their concerns about any barriers to career progression. In addition, opportunities should be tailored to the needs of each learner, including any additional needs of vulnerable and disadvantaged learners, young people with SEND and those who are absent.</p>	<ul style="list-style-type: none"> ● An institution's careers programme should actively seek to challenge misconceptions and stereotypical thinking, showcase a diverse range of role models and raise aspirations. ● Schools and colleges should keep systematic records of the participation of learners in all aspects of their careers programme, including the individual advice given to each learner, and any subsequent agreed decisions. ● For school pupils who change schools during the secondary phase, information about careers participation and advice given previously should be integrated into a pupil's records, where this information is available. Records should begin to be kept from the first point of contact or from the point of transition. ● All learners should have access to these records and use them ahead of any key transition points to support their next steps and career development. ● Schools and colleges should collect, maintain and use accurate data for each learner on their aspirations,

		<p>intended and immediate education, and training or employment destinations, to inform personalised support.</p> <ul style="list-style-type: none"> ● Schools and colleges should use sustained and longer-term destination data as part of their evaluation process and use alumni to support their careers programme.
4. Linking curriculum learning to careers	<p>As part of the institution's programme of careers education, all teachers and subject staff should link curriculum learning with careers, even on courses which are not specifically occupation led.</p> <p>Subject teachers and staff should highlight the progression routes for their subject and the relevance of the knowledge and skills developed in their subject for a wide range of career pathways and future career paths.</p>	<ul style="list-style-type: none"> ● For schools: every year, in every subject, every pupil should have opportunities to learn how the knowledge and skills developed in that subject helps people to gain entry to, and be more effective workers within, a wide range of careers. ● Careers should form part of the institution's ongoing staff development programme for teachers, subject staff and all staff who support learners.
5. Encounters with employers and employees	<p>Every learner should have multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace.</p> <p>This can be through a range of enrichment opportunities, including visiting speakers, mentoring and enterprise schemes, and could include learners' own part-time employment where it exists (part-time work can contribute to benchmark 5 but should not replace the need for other meaningful employer encounters).</p>	<p>For schools: every year, from the age of 11, pupils should participate in at least one meaningful encounter with an employer.</p> <p>*A 'meaningful encounter' is one in which the pupil has an opportunity to learn about what work is like or what it takes to be successful in the workplace.</p>

6. Experiences of workplaces	Every learner should have first-hand experiences of workplaces to help their exploration of career opportunities and expand their networks.	<p>For schools:</p> <ul style="list-style-type: none"> • by the age of 16, every pupil should have had meaningful experiences of workplaces • by the age of 18, every pupil should have had at least one further meaningful experience <p>*A 'meaningful encounter' is one in which the pupil has an opportunity to learn about what work is like or what it takes to be successful in the workplace.</p>
7. Encounters with further and higher education	All learners should understand the full range of learning opportunities that are available to them, including academic, technical and vocational routes. This should incorporate learning in schools, colleges, ITPs, universities and in the workplace.	<ul style="list-style-type: none"> • By the age of 16, every learner should have had meaningful encounters with providers of the full range of learning opportunities, including sixth forms, colleges, universities and ITPs. • By the age of 18, all learners who are considering applying to higher education should have had at least 2 visits to higher education providers to meet staff and learners. • By the end of their programme of study, every learner should have had a meaningful encounter with a range of providers of learning and training that may form the next stage of their career. This should include, as appropriate, FE colleges, universities and ITPs. This should include the opportunity to meet both staff and learners. <p>*A 'meaningful encounter' is one in which the pupil has an opportunity to explore what it is like to learn in that environment.</p>
8. Personal guidance	Every learner should have opportunities for guidance meetings with a career's adviser, who could be internal (a member of school or college staff) or external, provided they are trained to an	<ul style="list-style-type: none"> • Every learner should have at least one personal guidance meeting with a career's adviser by the age of 16, and a further meeting by the age of 18. Meetings should be

	<p>appropriate level. These meetings should be available for all learners whenever significant study or career choices are being made. They should be expected for all learners but should be scheduled to meet their individual needs. The careers leader should work closely with the careers adviser, SEND coordinator and other key staff to ensure personal guidance is effective and embedded in the careers programme.</p>	<p>scheduled in the careers programme to meet the needs of learners.</p> <ul style="list-style-type: none"> • Information about personal guidance support, and how to access it, should be communicated to learners, parents and carers, and other stakeholders, including through the school or college website.
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Appendix 2: Wellbrook School Careers Charter

The provision outlined below will be offered according to what is suitable for each pupil, considering individual needs and EHCP outcomes. This charter is reviewed annually to ensure it continues to meet national guidance and reflects the evolving needs of our pupils.

Year	Provision
Year 6	<ul style="list-style-type: none"> ● PSHE covers - Dreams and Goals. ● Guest speaker (inspirational or career-related).
Year 7	<ul style="list-style-type: none"> ● Career guidance session (may include small-group or one-to-one discussions with a trained career advisor). ● PSHE covers - Developing skills and aspirations. ● Guest Speakers (inspirational or career-related). ● Work experience activities e.g. Enterprise project - students work in teams to create a product, plan a service, or pitch an idea. Invite a local employer to judge. ● At least one meaningful encounter with an employer e.g. employer talks or visit.
Year 8	<ul style="list-style-type: none"> ● Career guidance session (may include small-group or one-to-one discussions with a trained career advisor). ● PSHE covers – Introduction to Employability skills and investigating careers. ● Work experience activities which could include multi-day work visits involving employer-set tasks or projects, work shadowing, in-person or virtual employer talks in the workplace, including technical demonstrations or tours of working premises. These could be undertaken individually or as part of a group or class-based activity. ● At least one meaningful encounter with an employer e.g. employer talks or visit.
Year 9	<ul style="list-style-type: none"> ● Career guidance session (may include small-group or one-to-one discussions with a trained career advisor). ● Support either 1-1 or in small groups towards Key Stage 4 options choices. ● PSHE covers – Challenging Stereotypes, Introduction to Labour Market Information (job types, industries, and future skills). ● At least one provider encounters each year, ensuring exposure to the full range of post-16 options by the end of Year 11 e.g. a sixth form, college, university, or independent training provider (ITP) delivered through a guest speaker session, interactive workshop, or provider visit. ● At least one meaningful encounter with an employer e.g. employer talks or visits, work experience, mock interviews with real employers, enterprise or mentoring activities involving employers.

	<ul style="list-style-type: none"> ● Work experience activities which could include multi-day work visits involving employer-set tasks or projects, work shadowing, in-person or virtual employer talks in the workplace, including technical demonstrations or tours of working premises. These could be undertaken individually or as part of a group or class-based activity.
Year 10	<ul style="list-style-type: none"> ● Career guidance session (may include small-group or one-to-one discussions with a trained career advisor). ● PSHE covers – Pathways and Options at 16, preparing for work experience. ● At least one provider encounters each year, ensuring exposure to the full range of post-16 options by the end of Year 11 e.g. sixth form, college, university, or independent training provider (ITP) delivered through a guest speaker session, interactive workshop, or provider visit. ● At least one meaningful encounter with an employer e.g. employer talks or visits, work experience, mock interviews with real employers, enterprise or mentoring activities involving employers. ● Where appropriate, pupils may take part in work experience placement(s), which could include supported visits to employers, internal job roles, simulated tasks and job shadowing — all tailored to individual needs and readiness.
Year 11	<ul style="list-style-type: none"> ● 1 to 1 Personal Guidance Interview with trained careers advisor. ● PSHE covers – Aptitude tests and green careers. ● At least one provider encounters each year, ensuring exposure to the full range of post-16 options by the end of Year 11 e.g. sixth form, college, university, or independent training provider (ITP) delivered through a guest speaker session, interactive workshop, or provider visit. ● At least one meaningful encounter with an employer e.g. employer talks or visits, work experience, mock interviews with real employers, enterprise or mentoring activities involving employers. ● Where appropriate, pupils may take part in work experience placement(s), which could include supported visits to employers, internal job roles, simulated tasks and job shadowing — all tailored to individual needs and readiness. ● Completion of 16+ transition forms and careers guidance from the local authority (for EHCP students)

