



Woodside Group

Careers Education, Information, Advice and Guidance Policy 25-26

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1. School Vision

The Woodside Groups mission is to enable young people with an ASC to independently contribute to society, embrace life long learning and achieve without a ceiling. We aim to maximize the life chances of all of our young people and make autism everyone's first language so it is crucial to prepare young people for life beyond school and college. The successful utilisation of CEIAG in our schools moves us closer to achieving this mission.

2. Aims

This policy aims to set out our school's provision of impartial and informed careers guidance for our pupils. This includes the ways in which pupils, parents and carers, teachers and employers can access information about our careers programme.

High-quality careers guidance is important for our pupils' futures, and our provision aims to:

- Help pupils prepare for the workplace, by building self-development and career management skills
- Provide experience and a clear understanding of the working world
- Develop pupils' awareness of the variety of education, training and careers opportunities available to them
- Help pupils to understand routes to careers that they're interested in, and to make informed choices about their next step in education or training
- Take into account the individual needs of all pupils to tailor the programme accordingly and provide the right level of support
- Promote a culture of high aspirations and equality of opportunity

3. Statutory requirements

This policy is based on the statutory [Careers guidance and access for education and training providers](#) from the Department for Education (DfE).

This guidance refers to:

- [The Education Act 1997](#)
- [The Education and Skills Act 2008](#)
- [The School Information \(England\) Regulations 2008](#)

This policy is also in line with the [Skills and Post-16 Education Act 2022](#) (the 'provider access legislation'). It explains that our school must provide a minimum of **6 encounters** with technical education and apprenticeship providers to all pupils in years 8 to 13 about their education or training offer. For more detail on these encounters, see our provider access policy statement, which you can find in Appendix 1.

This policy is also in line with the [Education \(Careers Guidance in Schools\) Act 2022](#), which amends the existing duty in The Education Act 1997, so that:

- Our school must now secure independent careers guidance for pupils from year 7 (instead of from year 8, previously)

The above guidance requires that we publish information about the careers programme on our website, and that it is communicated in a way that enables learners, parents and carers, staff, and employers to access and understand it. This includes:

- The name and contact details of the careers leader
- A summary of the careers programme
- Details of how pupils, parents and carers, teachers, and employers can access information about the careers programme
- How our school measures and assesses the programme's impact on learners
- The date by which we will review information

We also act in line with our statutory duty under the provider access legislation (also known as the 'Baker Clause'), to be impartial and not show bias towards any route, be that academic or technical. This policy should be read in conjunction with our provider access policy statement, which sets out how our school meets this duty, and can be found Appendix 1 and 2.

4. Roles and responsibilities

4.1 Proprietary Responsibilities

The proprietary body will:

- Actively engage in setting the direction for a whole-school approach to careers guidance with the headteacher, to make sure it is aligned with the school's vision, priorities and development plans
- Provide clear advice and guidance on which the school can base a strategic careers plan which meets legal and contractual requirements
- Maintain strategic oversight of the school's legal and contractual requirements for careers guidance and hold senior leaders to account for delivering against those requirements
- Make sure that independent careers guidance is provided to all pupils throughout their secondary education (11 to 18 year-olds) and that the information is presented impartially, includes a range of educational or training options and promotes the best interests of pupils
- Make sure that a range of education and training providers can access pupils in years 8 to 13 to inform them of approved technical education qualifications and apprenticeships
- Make sure that arrangements are in place for the school to meet the legal requirements of the provider access legislation, including that the school has published a provider access policy statement
- Make sure that details of our school's careers programme and the name of the careers leader are published on the school's website

4.2 Headteacher

The Headteacher will:

- Work with the proprietary body to set the direction for a whole-school approach to careers guidance, making sure it is aligned with the school's vision, priorities and development plans
- Support staff with a careers focus to deliver the school's careers programme
- Build careers into staff development for teachers and support staff, and make sure that the careers leader, careers adviser and senior leaders receive training and development to deliver high-quality careers provision
- Make sure that personal guidance is provided to pupils by a qualified careers adviser
- Network with employers, education and training providers, and other careers organisations

4.3 Senior leadership team (HOB/HT)

The SLT will:

- Support the careers programme
- Support the careers leader in developing their strategic careers plan
- Make sure the careers leader is allocated sufficient time and budget, and has the appropriate training, to perform their duties to a high standard
- Support the careers adviser to deliver personal guidance to pupils, making sure it's well-resourced
- Work closely with the careers leader and careers adviser in the overall development and evaluation of the careers programme
- Network with employers, education and training providers, and other careers organisations

4.4 Careers leader

Our careers leader is Sarah Scott-Blore, and they can be contacted by phoning [01509 415474](tel:01509415474) or emailing sarah@woodsidelodgeolc.co.uk. Our careers leader will:

- Take responsibility for planning and delivering the careers programme and work towards meeting the Gatsby Benchmarks in a meaningful way
- Coordinate and manage careers activities and the budget for these
- Work with the SLT to make sure the careers programme is informed by a strategic careers plan aligned to the school's priorities
- Engage parents and carers throughout
- Establish and develop key relationships to drive progress and continuously improve the careers programme
- Establish and develop links with external employers, education and training providers, and careers organisations
- Use and sequence labour market information (LMI) throughout the careers programme, tailoring it to individual circumstances
- Support the careers adviser to work with relevant staff, including the Headteachers/Heads of Base, subject teachers and pastoral teams

- Work closely with relevant staff, including our Headteachers/Heads of Base and appointed careers adviser, to identify the guidance needs of all of our pupils with special educational needs and/or disabilities (SEND) and put in place personalised support and transition plans
- Work with our school's designated teacher for looked-after children (LAC) and previously LAC to:
 - Make sure they know which pupils are in care or are care leavers
 - Understand their additional support needs
 - Make sure that, for LAC, their personal education plan can help inform careers advice
 - Engage with the relevant virtual school head and ensure a joined-up approach to identifying and supporting pupils' career ambitions
 - Evaluate and continuously improve the careers programme, drawing on feedback from all stakeholders and the destinations of pupils
 - Review our school's provider access policy statement (in appendix 1) at least annually, in agreement with our proprietary body

4.5 Careers adviser

- Support pupils to make effective career decisions
- Work with the careers leader/Head Teacher/HOB's to identify the needs of pupils with SEND and provide personalised support
- Contribute to the overall development and evaluation of the careers programme

5. Our careers programme

Our school has an embedded careers programme that aims to inform and encourage pupils to consider their career options, and take steps to understand their choices and pathways. We provide statutory independent careers guidance to pupils from year 7 onwards.

Our programme has been developed to meet the expectations outlined in the **Gatsby Benchmarks**:

1. A stable careers programme
2. Learning from career and labour market information
3. Addressing the needs of each young person
4. Linking curriculum learning to careers
5. Encounters with employers and employees
6. Experience of workplaces
7. Encounters with further and higher education
8. Personal guidance

Our programme doesn't show bias towards any particular institution, education or career path, and promotes a full range of technical and academic options for pupils. We consider the best interests of the pupil to whom the career guidance is given.

It is structured in a way that builds upon previous years, and the overarching aim is divided between the Key Stages so that pupils are encouraged to think appropriately about their future. We provide aims, objectives and activities for each year group.

Our careers programme is delivered through a number of methods, including:

- lessons, teacher-led discussion, displays, events, local visits, guest speakers

5.1 How we meet our requirements

All subjects link curriculum learning with careers. Additionally, our PSHE curriculum includes information on careers and employability.

Every pupil will receive at least 1 personal guidance meeting with a careers adviser by age 16.

Every pupil will receive a further meeting by age 18.

Information about personal guidance support, and how to access it, will be communicated to pupils, parents and carers, and other stakeholders, including through the school website

All schools align with The Gatsby Benchmarks.

Further guidance on how we meet our requirements can be found in appendix 3.

Key Stage 3

- Share local labour market information
- Access to visits from guest speakers
- Access to careers fairs locally
- Higher education visits for identified students
- 1-2-1 diagnostic careers meeting with careers advisor for identified students

We are meeting our requirements to provide:

- At least 2 encounters with providers of technical education or apprenticeships in year 8 or 9 (this is set out in more detail in our provider access policy statement, which can be found in appendix 1)
- 1 week's worth of work experience activities

Key Stage 4

- National Skills Service Test
- Set up Careers Folder (Paper and Digital)
- Visit to or visit from/ exploration of vocational/technical careers
- Guidance Interview with a careers advisor / Vocational Profiling Work
- Experience/Employer encounter for identified students (BM6)

We are meeting our requirements to provide:

- At least 2 encounters with providers of technical education or apprenticeships in year 10 or 11 (this is set out in more detail in our provider access policy statement, which can be found Appendix 1)
- 1 week's worth of work experience placement(s)

Key Stage 5

- Employer Encounters/ Work Experience/ Voluntary Placement
- 1-2-1 diagnostic careers meeting with careers advisor for identified students

We are meeting our requirements to provide:

- At least 2 encounters with providers of technical education or apprenticeships in year 12 or 13 (this is set out in more detail in our provider access policy statement, which can be found Appendix 1 These encounters are mandatory for the school to put on, but optional for pupils to attend

5.2 Access to our careers programme information

A summary of our school's careers programme is published on our school website in the form of this policy, including details of how pupils, parents and carers, teachers and employers can access information about the careers programme.

Pupils, parents and carers, teachers, and employers can request any additional information about the careers programme by contacting Sarah Scott Blore at sarah@woodsidelodgeolc.co.uk.

5.3 Access to pupil participation records

We measure the progress of pupils and keep records as they move through the Key Stages.

We collect, maintain and use accurate data for each pupil on their aspirations, intended and immediate education, and training or employment destinations, to inform personalised support. We also keep records for each pupil of their participation in the careers programme, the individual advice given to them and subsequent agreed decisions.

Pupils have access to these records to support them during transition points and in their career development.

These records will be kept in line with our data protection policy, which can be made available upon request.

5.4 Assessing the impact on pupils

Our careers programme is designed so pupils and parents/carers can give feedback throughout the course of the programme. At Woodside we use the [8 Gatsby Benchmarks](#) and utilise [The Careers Development Institute](#) framework when planning our careers programme. The effectiveness of our provision is reviewed by the [Careers and Enterprise Company](#) using the Compass online evaluation tool. This tool is used by schools and colleges in England to support the analysis and evaluation of careers activity against the eight benchmarks of best practice. It ensures that the development of our career's strategy is ongoing. We will benchmark our schools against the Gatsby Benchmarks once per term.

In line with the recommendations set out in Gatsby Benchmark 1, we plan to review the published information on an annual basis, inviting feedback from key audiences in our stakeholder evaluation group. Our careers programme is evaluated every year to assess its efficacy and areas for improvement. Key stakeholders (students, parents, teachers and employers) provide feedback on their participation in activities via questionnaires and surveys throughout the year. We use the evidence collected to inform continuous improvement of the programme.

This evidence will feed into the overall development plans to make it easier to evaluate, improve and adapt our careers programme to ensure it meets the needs of all pupils.

6. Links to other policies

This policy links to the following policies:

- Provider access policy statement
- Child protection policy
- Curriculum policy
- Data protection policy

7. Monitoring and review

This policy, the information included, and its implementation will be monitored by the Executive Headteacher and reviewed annually.

The next review date is: September 2026

Appendix 1:

Provider Access Statement

Introduction - This section of the policy sets out the school's arrangements for managing the access of providers to pupils at the school for the purpose of giving them information about the provider's education or training offer. This complies with the school's legal obligations under Section 42B of the Education Act 1997.

All pupils in years 8-13 are entitled to:

At least six encounters with approved providers of apprenticeships and technical education for all their students:

Two encounters for pupils during the 'first key phase' (year 8 or 9) that are mandatory for all pupils to attend

Two encounters for pupils during the 'second key phase' (year 10 or 11) that are mandatory for all pupils to attend

Two encounters for pupils during the 'third key phase' (year 12 or 13) that are mandatory for the school to put on but optional for pupils to attend

Hear from a range of local providers about the opportunities they offer, including technical education and apprenticeships – through options events, school visits and group discussions and taster events;

Understand how to make applications for the full range of academic and technical courses.

Appendix 2 shows the way in which education and training providers should get in touch with the school in order to gain access to pupils and/or parents to inform them about further opportunities

The school will then work with providers in order to identify the most effective opportunity for them to share information about education and training opportunities

Appendix 2:

Application for Provider Access

Introduction

This document sets out the school's arrangements for managing the access of providers to pupils at the school for the purpose of giving them information about the provider's education or training offer. This complies with the school's legal obligations under Section 42B of the Education Act 1997.

Pupil entitlement

Woodside Group fully supports the statutory requirement for students to have direct access to providers of further education training, technical training and apprenticeships. The school will comply with the new legal requirement to facilitate at least six encounters with providers of approved technical education qualifications or apprenticeships. This will be done through vocational learning opportunities and enrichment opportunities, in addition to providers attending careers events at our schools.

Management of provider access requests

Procedure

A provider wishing to request access should contact Sarah Scott-Blore- Head of Education/Careers Lead

Telephone: [01509 415474](tel:01509415474)

Email: sarah@woodsidelodgeolc.co.uk

Opportunities for access

The school offers a comprehensive Careers Education, Information, Advice and Guidance programme and an overview of this programme can be seen in the CEIAG policy which can be seen on the school website.

Please speak to our Head of Education to identify the most suitable opportunity for you.

The school will make a suitable space available for discussions between the provider and students, as appropriate to the activity. The school will also make available ICT and other specialist equipment to support provider presentations. This will all be discussed and agreed in advance of the visit with the Head of Education or a member of their team.

Providers are welcome to leave a copy of their prospectus or other relevant course literature with the Headteacher/Careers leader so that they can be displayed in our schools.

Appendix 3

Examples of how our Careers Programme meets the Gatsby Benchmarks:	
<p>1. A stable careers programme</p>	<ul style="list-style-type: none"> ● Work placements/encounters ● Independent living skills ● Travel training ● Enterprise activities through MVV lessons ● Volunteering ● Careers/jobs workshops ● Accreditation based around informed career choices ● Job skills/profiles through Skills Builder ● Visits from professionals working in the community (Police/fire service) ● Transition reviews ● Parent/family events
<p>2. Learning from career and labour market information</p>	<ul style="list-style-type: none"> ● Local careers provider support support with career and labour market information ● Visits from Ex -students to talk about experiences of college/internships/work ● Parents evenings and annual transitions event ● EHCP reviews to provide pupils and families with advice and information
<p>3. Addressing the needs of each student</p>	<ul style="list-style-type: none"> ● Travel training opportunities to travel independently to work/college placement ● Aspirations discussed as part of EHCP reviews and as part of Skills Builder and Personal Progress sessions ● Support with CV writing, college/job/apprenticeship applications ● Additional transitions plans are written in the year of transition from Woodside ● Transition support from social care/health professionals and other agencies involved with the young

	<p>person</p> <ul style="list-style-type: none"> • Careers Education Programme and Provider Access Policy
4. Linking curriculum learning to careers	<ul style="list-style-type: none"> • Functional skills accreditation-Level 2 in Maths (time management/finance/budgeting) • F.E –learning based around employability skills/applying for jobs and course/careers and labour markets through vocational lessons • Technological learning about digital footprint and safety on line and communication for the workplace • Enterprise activities- including raising money for charity events both nationally and locally through MVV sessions • Enrichment activities- developing skills in- team building, negotiation, decision making, communication skills, Planning, research and making choices
5. Encounters with employers and Employees	<ul style="list-style-type: none"> • Links with local employers- supporting work placements • Local providers invited in to EHCP review in year of pupil leaving Woodside • Community visits from (fire service/police) Opportunities to visit careers event locally • Opportunity to access the annual “Local offer Live event” • Parents evening – advice and support from local college providers (city and county)
6. Experience of workplaces	<ul style="list-style-type: none"> • Visits to work places, volunteering and work shadowing • Visits to theatres, supermarkets, cafes, universities, museums, libraries, sports centres • Links with local charity organisations for work placement – developing skills of customer service, stock taking and web-based work

	<ul style="list-style-type: none"> • In house work placements/volunteering • Pupils plan and record their experiences in the workplace through completion of personalised log books/journals. Including goals, photographs and evaluations.
7. Encounters with further and higher education	<ul style="list-style-type: none"> • College transition visits - experience the range of continuing learning / work-based opportunities • Support with application and interview preparation • College link courses/ experience days
8. Personal guidance	<ul style="list-style-type: none"> • Interview with independent careers advisor • Support provided for Post School (usually 19) options. • Aspirations are high for pupils to access all forms of employment Post 10/ College.