



Careers guidance policy

Approved by:	Melanie Entwistle	Date:	01/09/2022
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1. 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, 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
- Promote a culture of high aspirations and equality of opportunity

2. Statutory requirements

This policy meets the careers guidance requirement in paragraph 2(2)(e) of the Education (Independent School Standards) Regulations 2014. Pupils receiving secondary education have access to accurate, up-to-date careers guidance that is impartial, enables informed choices about a broad range of career options and encourages them to fulfil their potential. The Department for Education careers guidance, updated in June 2026, and the updated Gatsby Benchmarks inform our approach where relevant to this independent specialist school.

The statutory duties on maintained schools and academies concerning six provider encounters, a provider access policy statement and publication of a careers programme do not apply to this independent school. We nevertheless seek appropriate opportunities for pupils to meet a range of education and training providers and share information about our programme with families.

3. Roles and responsibilities

3.1 Careers leader

Our careers leader is Leanne Wood and they can be contacted by phoning The Greens or emailing leannewood@thegreens-ens.co.uk. Our careers leader is a member of the the senior leadership team (SLT) and will:

- Take responsibility for developing, running and reporting on the school's career programme
- Plan and manage careers activities
- Manage the budget for the careers programme
- Support teachers to build careers education and guidance into subjects across the curriculum
- Establish and develop links with employers, education and training providers, and careers organisations
- Work closely with relevant staff, including our special educational needs co-ordinator (SENCO) and 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
- Review information about the careers programme for pupils and families at least annually, including accessible routes to discuss education, training and employment options

3.2 Senior leadership team (SLT)

Our SLT will:

- Support the careers programme
- Support the careers leader in developing their strategic careers plan
- Make sure our school's careers leader is allocated sufficient time, and has the appropriate training, to perform their duties to a high standard

- Arrange suitable encounters with education and training providers and employers, with preparation and support tailored to pupils' needs
- Network with employers, education and training providers, and other careers organisations

3.3 The governing board

The governing board will:

- Oversee a careers programme that meets the Independent School Standards and supports pupils' aspirations and transition planning
- Appoint a member of the governing board who will take a strategic interest in careers education and encourage employer engagement
- Ensure pupils receiving secondary education can access accurate, up-to-date, impartial careers guidance about a broad range of options, and are encouraged to fulfil their potential
- Support engagement with a range of education and training providers and employers, adapted to pupils' communication and support needs
- Make information about the careers programme and the careers leader available to pupils and families
- Review the effectiveness of careers guidance and the quality of pupils' transition planning

4. Our careers programme

Our school provides a progressive careers programme for pupils receiving secondary education. Guidance is impartial and introduces a broad range of further education, training and employment possibilities. Activities are adapted to pupils' interests, aspirations, communication needs and understanding.

We use the eight updated Gatsby Benchmarks as a framework for planning and evaluating careers education, interpreted appropriately for our specialist SEND setting:

A stable careers programme with a careers leader

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

We challenge stereotypes and present broad academic, technical and employment possibilities. Pupils receive accessible information and opportunities to express preferences and make informed choices with appropriate support.

Careers learning is linked to curriculum subjects, PSHE and preparation for adulthood, and revisited as pupils' strengths and aspirations develop. The careers leader coordinates opportunities for personal guidance and works with staff, families and external professionals around key decisions and transitions.

Delivery may include accessible classroom activities, visits, employer and provider encounters, practical work related activities and supported experiences of workplaces. Activities have clear learning aims; pupils are prepared beforehand and supported to reflect on what they learned. We will consider the DfE ambition for two weeks' worth of work experience by the end of Key Stage 4 when planning suitable opportunities for individual pupils.

Where significant education or career choices are being made, we arrange impartial personal guidance suited to the pupil's communication needs. Families are told how to contact the careers leader and access advice.

Careers learning and preparation for adulthood

Pupils explore their interests, strengths, different roles and possible next steps through experiences appropriate to their age, understanding and communication needs. The programme builds towards informed choices about education, training and employment, including supported routes where relevant.

4.1 Pupils with special educational needs or disabilities (SEND)

All pupils with SEND receive a careers programme informed by the Gatsby Benchmarks, with individual interpretation and reasonable adjustments as needed. A pupil's disability or needs must not be used to narrow their options or aspirations.

The careers leader works with teachers, the SENCO, families and relevant professionals to identify each pupil's aspirations and guidance needs. Accessible information may cover further education, apprenticeships, supported internships where eligible, employment, supported employment, workplace adjustments and other relevant options. Pupils are supported to express their views using appropriate communication methods.

For pupils with an education, health and care plan, the school contributes careers information to annual reviews. From at least Year 9, reviews and transition plans include preparation for adulthood, including employment, with outcomes centred on each pupil's aspirations, abilities and support needs. We work with the local authority, pupil and family on the next steps.

Employer and provider encounters, personal guidance and workplace experiences are planned so that each pupil can participate meaningfully, including through accessible materials, familiarisation, communication support, adjustments and opportunities to reflect.

4.2 Access to our careers programme information

The careers leader can provide the programme and discuss individual support, guidance, provider encounters and transition planning with pupils, parents, carers and relevant professionals.

Pupils, parents, teachers and employers can request any additional information about the careers programme by contacting Leanne Wood.

4.3 Assessing the impact on pupils

The careers leader records pupils' participation in careers activities, guidance received, expressed aspirations, agreed next steps and intended destinations. The school gathers pupil and family feedback in accessible ways and reviews transition outcomes and destinations, where available, to improve the programme. Senior leaders review this evidence annually.

5. Links to other policies

This policy links to the following policies

- Child protection policy
- Curriculum policy

6. Monitoring and review

This policy, the information included, and its implementation will be monitored by the Senior Leadership Team and reviewed annually.