

*This policy is linked to and derived from the overarching curriculum policy. This policy has been reviewed by the SMT to ensure it does not undermine British Values of Democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.*

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## **BROOKTHORPE HALL SCHOOL**

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### **CAREERS EDUCATION AND GUIDANCE POLICY**

**Policy Review Date: September  
2025**

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**ACADEMIC YEAR 2024- 2025**

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<b>Version</b>	<b>Date</b>	<b>Updated By</b>
1.2	February 2025	E Watkins
1.1	June 2022	J.Price-Bish

## Introduction

This document aims to outline Brookthorpe Hall School's Policy for Careers Education. This policy statement 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.

### 'Creating brighter futures'

At Brookthorpe Hall School we aim to provide an individualised education to improve life outcomes. We recognise that supporting students to find the right pathway for them is a large part of this. Choosing which direction to take after leaving school is a big decision. We're here to support our students and make sure they know all the options and routes open to them. Our careers programme is designed to give our young people the skills, knowledge and confidence they require to find and access their post-16 pathway that suits their individual needs.

Brookthorpe Hall School is committed to fulfilling its statutory duties in relation to careers education developed by the Department for Education, which references Section 42A and 45A of the Education Act 1997. This states that the range of delivery is delivered under the Gatsby Benchmark framework. The SEND Code of Practice which provides statutory guidance on duties, policies and procedures relating to Part 3 of the Children and Families Act 2014 states that pupils from year 8 to year 13 are provided with independent careers guidance and the "Baker Clause" introduced as an amendment to the Technical and Further Education Act 2017 that stipulates that schools must allow colleges and training providers access to every student in years 8-13 to discuss non-academic routes such as apprenticeships or T-Levels. This policy also takes account of the following issued statutory guidance on careers education. Careers guidance and access for education and training providers: statutory guidance for schools and guidance for further education colleges and 6<sup>th</sup> form colleges *September 2022 DFE*.

## Student entitlement

Every student is entitled to high quality career education and guidance as part of their overall education. We aim to provide the following offer for our students:

1. Independent careers advice for all students upon request, with all year 11's receiving at least 1 advice session prior to making future choices
2. To hear from a range of local providers about the opportunities they offer, including technical education and apprenticeships – through options events, assemblies and group discussions and taster events; Year 8 and 9 meet providers once a year at least; Years 10 and 11 meet providers and visits to appropriate providers where required.
3. Students have access to a dedicated Careers room with literature and access to online careers resources.

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4. Work experience opportunities are provided for years 10 and 11, where appropriate. Bespoke placements will be organised depending on individual student need and aptitude, with a minimum of 3 days provision.
5. Careers opportunities are embedded in the curriculum, with subject specific opportunities discussed in curriculum areas.
6. Careers lessons following the OFG Incredible Futures Careers Curriculum
7. 1:1 or small group individual interventions by the careers lead.
8. The PSHE programme delivered to years 7 to 11 also covers aspects of careers education.
9. To find out about technical education qualifications and apprenticeships opportunities, as part of a careers programme which provides information on the full range of education and training options available at each transition point.
10. To understand how to make applications for the full range of academic and technical courses.

## Careers Education and Guidance

This policy is underpinned by the aim to address the individual needs of our learners, whose nature is highly complex. Brookthorpe Hall School is a specialist provision for autistic young people who may also experience social anxiety and often negative previous experiences in education.

Because of this, and in line with our curriculum, our commitment to our students is to provide them with opportunities to become:

- Successful students
- Confident individuals
- Responsible citizens

Through our Careers Education and Guidance (CEG) our learners can make informed choices about a broad range of career options which helps and encourages them to fulfil their potential.

Careers Education and Guidance (CEG) is embedded into the teaching and learning of the whole school. The delivery of CEG is differentiated within lessons across the curriculum to suit the individual learner needs. CEG is ingrained into the curriculum from Key Stages 3 and has numerous avenues of delivery. It is delivered through PSHE, careers, one to one guidance, careers fayres and work-based learning opportunities and job opportunities which relate to current topic in lessons.

## Structure of CEG at Brookthorpe Hall School

As per Gatsby learning outcome 4.0 Linking curriculum learning to careers, in every year in every subject every student 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

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careers. Careers should form part of the schools ongoing staff development programme for teachers and all staff who support pupils.

### **Management and Delivery**

Brookthorpe Hall School recognises the importance of putting in place effective arrangements for the management and delivery of the careers programme. The appointed Careers Lead is Emma Watkins who is line managed by Louise Waller – Deputy Lead.

Emma reports to the Senior Leadership Team every half term.

The school aims to provide the Careers Lead with dedicated protected time for planning and delivery of programme.

Oliver Masters is appointed Regional Futures Advisor and will provide independent careers advice as well as support for the Careers Lead and annual review of the Careers offer at Brookthorpe Hall School.

The Careers programme is monitored and evaluated by:

1. The Compass evaluation and planning tool is used to evaluate progress in meeting the Gatsby Benchmarks which are due to be updated in September 2025.
2. The Careers Lead uses a strategic planning action plan tool which is reviewed termly.
3. Feedback forms which seek the views of students, parent/carers, school staff and external stakeholders.
4. The Regional Futures Advisor will review the careers programme alongside the Careers Lead

### **Engagement of Stakeholders and Partners**

The school careers programme provides a variety of opportunities for engagement with the following Stakeholders and Partners:

1. Parents and carers- Brookthorpe Hall School recognise that parents and carers play an important role in their child's careers development. Parents and carers will be supported in making informed decisions to aid their child plan for future education and employment aspirations. Parents and carers are involved in the Careers programme through individual contact, annual reviews, and PEP meetings for CLA students.
2. External providers are involved through the organisation of student visits- either individual or group.

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3. Post 16 providers are involved through liaison for post 16 provision including College links-individual or group. They are also invited to the school to talk to students about technical education options in line with provider access legislation.

4. Local businesses support the school in providing children with the opportunity to encounter different employer types by offering real life workplace experience opportunities and personalised alternative learning environments.

Oliver Masters, Regional Futures Advisor, liaises with the Careers Lead, Emma Watkins at Brookthorpe Hall School in organising work experience placements. It is important the Work Experience policy is read in conjunction with the Educational Visits policy.

### **Implementation of the Policy**

The responsibility for the management of careers guidance and education lies with the Headteacher. All staff have a responsibility to make appropriate contributions through their lessons and reflect on possible careers within that subject. Pupils also develop knowledge of the world of work through college modules, individual college links and through work experience.

### **Evaluation**

The effectiveness of careers education and guidance will be evaluated on a regular basis, paying particular attention to the learning outcomes and positive impact it has on the pupils. The satisfaction of pupils and parents/carers is a key consideration.

This policy should be read in conjunction with:

- OFG Work Experience policy
- <https://www.gatsby.org.uk/uploads/education/reports/pdf/gatsby-sir-john-holman-good-career-guidance-2014.pdf>
- [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/1127489/Careers\\_guidance\\_and\\_access\\_for\\_education\\_and\\_training\\_providers\\_.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1127489/Careers_guidance_and_access_for_education_and_training_providers_.pdf)

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