

Careers (sensory) Policy and SOP for The Children's Trust School

[Mandatory Read for school staff]



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Policy

1 Purpose and Objectives

The Careers Education, Information, Advice and Guidance Policy at TCT School has been developed to reflect the aims of the school and incorporate recent initiatives in careers education. The planned programme of study supports our children and young people in understanding their interests, strengths and areas for development in relation to the world of work and lifelong, meaningful learning. They also learn about different careers and opportunities for training, apprenticeships and volunteering.

The objectives of this policy and procedure are to:

- Provide high quality careers, education, information, advice and guidance (CEIAG) ensuring that learners and families are informed about meaningful encounters and the age-appropriate options available to them.
- Raise aspirations, promote equality of opportunity and ensure every young person is prepared for adulthood in the best possible way.
- Ensure that all colleagues are aware of their individual responsibilities in a delivering of an age appropriate and meaningful careers offer.
- Comply with statutory guidance developed by the Department for Education. (January 2023)

Relevant laws and regulations include but are not limited to:

- Careers guidance and Access for Education and Training Providers, Statutory guidance for schools and Guidance for Further Education Colleges and Sixth Form Colleges. (January 2023)
- Careers Guidance issued under Section 45A of the Education Act 1997

2 Scope

This policy applies to

- All students in school from year 7 to year 13 as stated in statutory guidance.
- TCT School's broader approach to career education, begins in the Early Years and incorporates meaningful early experiences
- The Governing Body, Proprietor, Careers Lead and all school staff.

3 Definitions

Unless otherwise stated, the terms used in this document shall have the following meaning:

| | |
|------------------|--|
| Careers guidance | The full range of activities delivered under the 8 Gatsby Benchmarks |
| CEIAG | Careers Education, Information, Advice and Guidance |
| SOP | Standard Operating Procedure |
| CYP | Children, Young People |

4 Policy Statement

The focus of Careers Education and Guidance is on raising aspirations and equipping CYP's with the knowledge, understanding, skills and attitudes needed as a foundation for managing their lifelong career and learning journeys and for making successful transitions into adulthood.

5 Stakeholder Consultation

Appendix 1 details the stakeholders who were consulted in the development of this policy and SOP.

6 Related Policies and Procedures

The following policies and procedures stated below support the effective application of this policy and SOP:

This policy is underpinned by the school's policies on:

- Special Educational Needs and Disabilities (SEND) Information Report
- Safeguarding Children and Young People
- Children's Equality and Human Rights
- Equity, Diversity and Inclusion
- Health and Safety

7 External References and Guidance

The following external resources and guidance were consulted in the drafting of this policy and SOP:

- White Paper 'Skills for Jobs: Lifelong Learning Opportunities and Growth
- The Gatsby Benchmark, TCT School has incorporated the 8 Gatsby Benchmarks of good career guidance:
 1. Stable careers programme
 2. Learning from career and labour market information
 3. Addressing the needs of each pupil
 4. Linking curriculum learning to careers
 5. Encounters with employers and employees
 6. Experiences of workplaces
 7. Encounters with further and higher education
 8. Personal guidance
- SEND code of Practice 2015
- OFSTED Education Inspection Framework

Standard Operating Procedures (SOP)

1 Roles and responsibilities

School Management Team Responsibilities:

- **Policy Alignment:**

Ensure that the career curriculum aligns with key guidance and policies set by education authorities, including the DfE.

- **Meaningful Offer:**

Oversee the development of a career curriculum that is meaningful and appropriate for the diverse needs of the students.

- **Monitoring by Careers Lead:**

Collaborate closely with the Careers Lead to monitor and assess the effectiveness of the career curriculum.

- **Budget Allocation:**

Allocate sufficient budget resources for the development, maintenance, and enhancement of career curriculum, including funding for necessary resources and staff training.

- **Inclusion in School Development Plan:**

Ensure that the career curriculum is an integral part of the school's development plan and that progress and evidence related to career education are incorporated into the plan.

- **Engagement with Accreditation Programmes:**

Ensure school is engaged with acclaimed accreditations supporting the career program I.e., ECO schools / ARTSMARK / Music Mark / ASDAN.

The Career Lead is responsible for:

- **Policy Oversight:**

Stay up to date with relevant DfE policies and ensure the school's careers provision remains compliant and current.

- **Source sensory material / initiatives:**

Source and provide sensory resources /materials/ for teachers.

- **Partnership Development:**

Develop appropriate external partnerships to enhance the careers offer, including exploring enterprise opportunities that could generate income for reinvestment in careers projects.

- **Off-site Career Visits:**

Plan and assess off site visits to promote awareness of career options, ensuring robust risk assessment and clear planning.

- **Transition Planning:**

Support effective transition planning, particularly for students from Year 9 onwards, to prepare them for adulthood.

- **EHCP Annual Reviews:**

Monitor and support staff to provide accurate career information within the EHC plan reviews.

- **Career and Transition Fairs:**

Plan and co-deliver careers and transition fairs for students and their families (Year 9 and above), providing exposure to a range of post 16 options.

- **Staff Engagement:**

Provide training and guidance to staff to embed careers education across the curriculum and promote staff ownership of the process.

- **Data Collection and Reporting:**

Collect, analyse, and report on data regarding student outcomes, progress, and destination pathways to inform future planning.

The teaching staff are responsible for:

- **Understanding Student Interests and Preferences:**

Build strong relationships with students to understand their individual interests, strengths, and preferences in relation to potential career paths.

- **Planning Sensory and Practical Events:**

Plan and deliver sensory and experiential events tailored to pupils' diverse needs, ensuring inclusive participation and engagement.

- **Meaningful Off-site Learning:**

Organise and risk-assess off-site visits that support students in understanding different careers and working environments.

- **Observation and Evidence Collection:**

Consistently observe and record student engagement, achievement, and progress in careers-related activities.

- **Tracking and Target Setting:**

Monitor students' progress toward personalised careers-related goals, supporting their journey with timely interventions and differentiated support.

- **Communication with Parents and Carers:**

Share students' work and progress with families using platforms such as ClassDojo. Actively participate in EHCP annual reviews and parent meetings to discuss career development.

- **Contribution to Careers Fair:**

Support the planning and delivery of school careers fairs by helping students prepare, showcasing pupil work, and engaging with visitors from a variety of professions.

2 Process

The Process starts from the early years. Recognition that from the beginning the children are engaged in lifelong learning preparing them for the adulthood.

| EYFS up to the age of 5 (Nursey / Reception) | | |
|--|---|---|
| Whole school Careers Cycle | All About Me | <u>Recognition of Achievement</u> Graduation from EYFS EYFS – Knowledge Around the World – certificate of achievement |
| | Little world of work | |
| | Stories – relevant themes & occupations | |
| | Imaginative play | |
| | Tuff tray careers fair (touch/sense) | |
| Internal careers fair x 2 | | |
| Preparation for Transition – for Key stage 1 | | |

| KS1 ages 5-7 (years 1&2) | | |
|--|---|--|
| Whole School Careers cycle | All about Me | <u>Recognition of Achievement</u> |
| | Stories – relevant themes & occupations | Graduation from Key stage 1 |
| | Imaginative play / role play | Annual review |
| | Jobs people do – experiences | Assembly |
| | Community visits | School council |
| Internal careers fair x2 | | Career Fair – certificate of achievement |
| National Careers week activities | | |
| Preparation for Transition – for Key stage 2 | | |

| KS2 ages 7-11 (years 3-6) | | |
|--|-------------------|---|
| Whole School Careers cycle | Personal profile | <u>Recognition of Achievement</u> Graduation from Key stage 2 Annual review Assembly School council Career Fair – certificate of achievement |
| | Class jobs | |
| | Jobs in focus | |
| | Community visits | |
| | Class Enterprise | |
| | Drama / role play | |
| Internal careers fair 1 per term | | |
| National Careers Week activities | | |
| Preparation for Transition (key stage 3) | | |
| | | |

| KS3 ages 11-14 (Years 7-9) | | |
|----------------------------------|---------------------------|--|
| Whole School Careers cycle | Work related learning | <u>Recognition of Achievement</u> Graduation from Key stage 3 Annual review Assembly School council Career Fair – certificate of achievement <u>Accreditation</u> ASDAN My independence |
| | Personal profile | |
| | Class Enterprise Projects | |
| Internal careers fair 1 per term | | |
| National Careers Week Activities | | |
| Preparation fir Transition (KS4) | | |

| KS4 ages 14-16 (years 10-11) | | |
|----------------------------------|--------------------------------|---|
| Whole School Careers cycle | Work related learning | <u>Recognition of Achievement</u> Graduation from Key stage 4 Annual review Assembly School council Career Fair – certificate of achievement <u>Accreditation</u> ASDAN Towards independence Transition Challenge |
| | Class enterprise projects | |
| | Collaborative work experiences | |
| Internal careers fair 1 pr term | | |
| National Careers week activities | | |
| Collaborative Work experiences | | |
| Preparation for Transition (KS5) | | |

| KS5 (Post 16) | | |
|----------------------------|-------------------------------|--|
| Whole School Careers cycle | Platinum Enterprise onsite | <u>Recognition of Achievement</u> Graduation from Key stage 5 Annual review – preparation for adulthood |
| | Platinum Enterprise offsite | |
| | Collaborative work experience | |
| | | Assembly |
| | | School council |
| | | Career Fair – certificate of achievement Work experience feedback <u>Accreditation</u> ASDAN Supporting Aspirations Successful meaningful transition to onward placement |

Document Change Control

| Version | Status | Description (of changes) | Reviewed by | Reviewed/ Issued Date |
|---------|--------|---------------------------------------|---------------------------|--------------------------|
| 0.1 | Draft | Content in TCT policy/SOP format | Launa Randles | Oct 2023 |
| 1.0 | Final | Approved | EGC | Nov 2023 |
| 1.1 | Draft | Content checked for detail | Maz Hanlon | Mar 2025 |
| 1.2 | Draft | Minor Grammatical and flow amendments | Phil Cox Launa Randles | June 2025 |
| 2.0 | Final | Approved | EGC | June 2025 |

Appendix 1 – Stakeholder Engagement Checklist

Review and complete the following checklist to indicate which stakeholders were consulted in the development of this policy.

| # | Question | Yes/ No | Stakeholder(s) to be consulted |
|---|---|---------|--|
| 1 | Is there a statutory requirement to have in place this particular policy / does the policy need to comply with detailed legislation? | Yes | DfE career guidance |
| 2 | Is implementation of the policy (or any element of it) dependent on the use of new or existing information technology? | No | |
| 3 | Does implementation of the policy (or any element of it) place any demands on/ or affect the activities of the Estates and Facilities teams (e.g. does it impact the provision or maintenance of premises, equipment, vehicles or other TCT assets)? | Yes | Vehicles maybe required to support educational career visits |
| 4 | Does implementation of the policy or any element of it involve/ impact the processing of personal data? | No | |
| 5 | Does implementation of the policy require significant unbudgeted operational or capital expenditure? | No | |
| 6 | Does implementation of the policy (or any element of it) directly or indirectly impact on the delivery of services / activities in other areas of the organisation? E.g. a policy written by a clinical lead in CF&S might impact on the delivery of care for CYP attending the School. | Yes | TCT shops – Jb Residential House managers |
| 7 | Is there a need to consider Health and Safety or potential environmental impacts in developing and implementing the policy? | Yes | Health and Safety Manager |

| | | | |
|----|---|-----|-----------------------------------|
| 8 | Have you consulted with a representative of those who will be directly impacted by the policy? | Yes | |
| 9 | Is there a need to consider Equity, Diversity and Inclusion in developing and implementing the policy? | Yes | |
| 10 | Is there a need to consider sustainability and potential environmental impacts in developing and implementing the policy? | Yes | Lead for Responsible Organisation |
| 11 | Please detail any other stakeholder groups consulted, if applicable. | N/A | |