Careers Policy

Our Careers Strategy

Our Commitment

There has never been a time when careers guidance has been more critical for young people. At Penny Tree School, we have a vital role in preparing our learners for their next stage in education, training, or employment. Our students face a rapidly evolving job market, shaped by globalisation and technological change, where many will have multiple careers or enter professions that do not yet exist. We aim to equip learners with the skills and confidence to manage these transitions, supporting them in navigating choices and fulfilling aspirations.

Whole School Approach

Our careers education is a whole-school responsibility, underpinned by a shared commitment to raising aspirations. Careers learning is embedded across the curriculum and supported by impartial advice, one-toone guidance for KS3–5, and external partners. This inclusive model aligns with the January 2023 DfE guidance and the Gatsby Benchmarks, ensuring each student can make informed and supported decisions.

Aims and Objectives

- Create a high-aspiration culture through embedded careers education and guidance.
- Build a robust network of employer and education provider partners.
- Track engagement and evaluate impact through destination data and student feedback.
- Tailor career development experiences to student aspirations and needs.

Legal Framework

This policy is informed by statutory guidance and legal duties, including:

- Careers guidance statutory guidance 2023
- Education Act 1997
- Apprenticeships, Skills, Children and Learning Act 2009
- Equality Act 2010
- Children and Families Act 2014
- Provider Access Legislation (PAL) 2023

Addressing the Needs of Students

Our careers programme is built around individual aspirations, using surveys, guidance, and EHCP reviews to shape experiences. We hold and monitor destination data for a minimum of three years, providing longitudinal support for students post-16.

Student Entitlement

At Penny Tree School, all pupils are entitled to a careers programme that is inclusive, aspirational and responsive to individual need.

All learners will have access to:

- impartial and personalised careers guidance, appropriate to their age, stage and communication needs
- opportunities to explore a range of future pathways, including further education, training, supported employment, voluntary work and community-based options
- meaningful encounters with employers, education and training providers, adapted where necessary to ensure accessibility
- careers learning embedded across the curriculum and enrichment provision
- careers guidance that is integrated into EHCP reviews, transition planning and preparation for adulthood outcomes
- involvement of parents and carers in careers discussions and transition planning

The level and format of careers guidance will vary according to individual need, but all pupils are supported to develop an understanding of their strengths, interests and next steps.

Students with SEND

Careers support for SEND learners is personalised and aspirational. Coordinated by the Careers Lead, SENDCo, and families, students engage in realistic planning, work-related learning, and tailored guidance. We ensure employer partnerships accommodate learner needs and promote disability representation in careers.

Staff Training and Updates

Staff receive regular CPD and resources to stay informed, including:

- The Careers Policy
- CPD calendar
- Updates on local/national careers initiatives

External Engagement Planning

We engage local employers for:

- Site visits
- In-school talks
- Work experience (on- and offsite)
- Careers events

Younger learners explore local jobs through immersive experiences. Parental involvement is encouraged at all stages.

The Gatsby Benchmarks

We use the Gatsby Charitable Foundation's Benchmarks to develop and improve our careers provision and to ensure we fulfil our legal duties.
This supports students' careers education programme and details their individual careers journey and their personal targets.

1. A stable careers programme

Every school and college should have an embedded programme of career education. The careers programme should be published on the school's website in a way that enables students, parents, teachers and employers to access and

understand it. The programme should be regularly evaluated with feedback from students, parents, teachers and employers as part of the evaluation process.

2. Learning from career and labour market information

Every student, and their parents, should have access to good quality information about future study options and labour market opportunities. They will need the support of an informed adviser to make best use of available information. By the age of 14, all students should have accessed and used information about career paths and the labour market to inform their own decisions on study options. Parents should be encouraged to access and use information about labour markets and future study options to inform their support to their children.

3. Addressing the needs of each student

Students have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each student. A school's careers programme should embed equality and a school's careers programme should actively seek to challenge stereotypical thinking and raise aspirations. Schools should keep systematic records of the individual advice diversity considerations throughout. given to each student, and subsequent agreed decisions. All students should have access to these records to support their career development. Schools should collect and maintain accurate data for each student on their education, training or employment destinations.

Recording and Information Sharing

Careers guidance and planned next steps are recorded and reviewed as part of pupils' wider support and transition planning.

Information is:

- linked to EHCP outcomes and preparation for adulthood
- shared with families through reviews and meetings
- used to inform ongoing guidance and post-16 planning

This ensures continuity, clarity and joined-up support across a pupil's journey.

4. Linking curriculum learning to careers

All teachers should link curriculum learning with careers.

5. Encounters with employers and employees

Every student should have multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace. This can be through a range of enrichment activities including visiting speakers, mentoring and enterprise schemes. Every year, from the age of 11, students should participate in at least one meaningful encounter* with an employer. *A 'meaningful encounter' is one in which the student has an opportunity to learn about what work is like or what it takes to be successful in the workplace.

6. Experiences of workplaces

Every student should have first-hand experiences of the workplace through work visits, work shadowing and/or work experience to help their exploration of career opportunities and expand their networks. By the age of 16, every student should have had at least one experience of a workplace, additional to any part-time jobs they may have. By the age of 18, every student should have had one further such experience, additional to any part-time jobs they may have.

Work-Related Learning and Workplace Experiences

Work-related learning at Penny Tree School is flexible and tailored to individual need.

Opportunities may include:

- supported external work experience placements
- internal enterprise activities and vocational learning
- workplace visits, job shadowing and employer-led projects
- community-based learning and volunteering opportunities

Where external placements are not appropriate, meaningful alternatives are provided to ensure all pupils gain insight into the world of work in a safe, supported and developmentally appropriate way. All workplace experiences are risk assessed and planned in partnership with families and professionals.

7. Encounters with further and higher education

All students should understand the full range of learning opportunities that are available to them. This includes both academic and vocational routes and learning in schools, colleges, universities and in the workplace. By the age of 16, every student should have had a meaningful encounter* with providers of the full range of learning opportunities, including Sixth Forms, colleges, universities and apprenticeship providers. This should include the opportunity to meet both staff and students. By the age of 18, all students who are considering applying for university should have had at least two visits to universities to meet staff and students. *A 'meaningful encounter' is one in which the student has an opportunity to explore what it is like to learn in that environment.

8. Personal guidance

Every student should have opportunities for guidance interviews with a career adviser, who could be internal (a member of school staff) or external, provided they are trained to an appropriate level. These should be available whenever significant study or career choices are being made. Every student should have at least one such interview by the age of 16, and the opportunity for a further interview by the age of 18

Provider Access and the Baker Clause

In compliance with PAL (2023), we offer six meaningful encounters with providers across Years 8–13. Requests to deliver sessions must be directed to the Careers Leader. Sessions may occur in assemblies, classes, or careers events.

Parents and Carers

We communicate with families through newsletters, reviews, interviews, and events. Online tools and local updates help families support informed decisions.

Intent, Implementation, Impact

Intent: All learners access progressive, co-designed careers learning from Year 7 onward.

Implementation: Through curriculum integration, employer engagement, personalised guidance, and workplace exposure.

Impact: Students make confident transitions, know their strengths, and engage in meaningful work— voluntary or paid.

Careers by Year Group

- Year 7: Careers awareness, employer skills, business basics
- Year 8: Linking dreams to reality, support networks
- Year 9: Self-assessment, options post-14, stereotypes

- Year 10: Work experience prep and placements
- Year 11+: Applications, visits, fairs, post-16 options

Monitoring and Evaluation

The Careers Leader monitors the strategy annually, evaluating with feedback, destination data, and stakeholder audits. Progress is benchmarked against the Gatsby Framework.

Monitoring includes:

- review of destination data and post-16 outcomes
- feedback from pupils, parents/carers, staff and external partners
- evaluation against the Gatsby Benchmarks and statutory guidance
- reflection through quality assurance activities and curriculum review

Findings inform ongoing improvement planning and are used to refine provision year on year.

Governance and Oversight

The governing body has strategic oversight of careers education and guidance at Penny Tree School.

- Careers provision is reviewed through scheduled reporting to governors
- A named governor holds oversight responsibility for careers and preparation for adulthood
- Careers provision contributes to whole-school priorities and is reviewed alongside quality of education and personal development

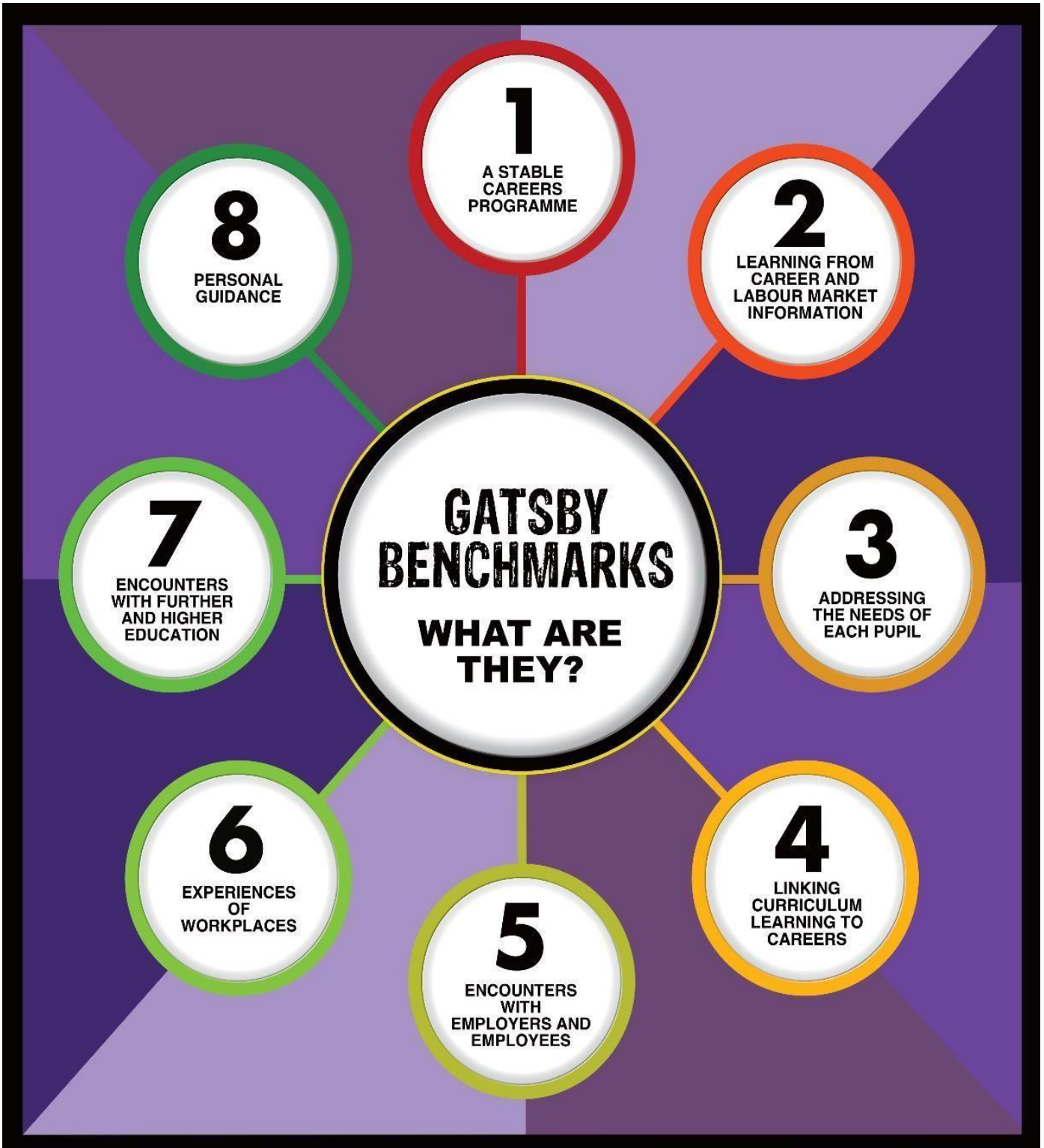
This ensures that careers education remains compliant, effective and aligned with the needs of pupils and the school community.

Contact Information

- Careers Lead: Richard Crowie (Richard.crowie@pennytreeschool.co.uk)
- Independence and preparation for adulthood tutor: Katie Ryan (katie.ryan@pennytreeschool.co.uk)

Leads should access this as part of CPD- The Careers & Enterprise Academy | The Careers and Enterprise Company

Careers and Enterprise Company - SEND Resources



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Every school and college should have an embedded programme of career education and guidance that is known and understood by pupils, parents, teachers and employers	Every pupil, and their parents, should have access to good-quality information about future study options and labour market opportunities. They will need the support of an informed adviser to make best use of available information	Pupils have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each pupil. A school's careers programme should embed equality and diversity considerations throughout	All teachers should link curriculum learning with careers. For example, STEM subject teachers should highlight the relevance of STEM subjects for a wide range of future career paths	Every pupil should have multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace. This can be through a range of enrichment activities including visiting speakers, mentoring and enterprise schemes.	Every pupil should have first-hand experiences* of the workplace through work visits, work shadowing and/or work experience to help their exploration of career opportunities, and expand their networks.	All pupils should understand the full range of learning opportunities that are available to them. This includes both academic and vocational routes and learning in schools, colleges, universities and in the workplace.	Every pupil should have opportunities for guidance interviews with a careers adviser, who could be internal (a member of school staff) or external, provided they are trained to an appropriate level. These should be available whenever significant study or career choices are being made. They should be expected for all pupils but should be timed to meet their individual needs

Policy Reviews by:		**Signature:**	**Date:**
Head Teacher:	Luke Bell	**Signature: L. Bell**	**Date:** March 2026
Next Review Date:	March 2027	**Last Review Date:**	N/A