



Careers Education & Guidance Policy

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An academy within:



“Learning together, to be the best we can be”



1. Introduction

- 1.1. Heatherwood School ensures that all registered pupils at Heatherwood are provided with appropriate careers guidance, where appropriate, from year 7 (11-12 year olds) to year 14 (18-19 year olds) in line with Section 42A of the Education Act 1997 requirements.
- 1.2. Heatherwood School is responsible for making sure that the pupils can access independent careers guidance. To achieve this, and to set a standard of excellence, Heatherwood uses the eight benchmarks of good career guidance, developed by the Gatsby Charitable Foundation.
- 1.3. We are committed to meeting statutory responsibilities relating to careers education and guidance under the Education Act 2011, the Technical and Further Education Act 2017 and the Provider Access Legislation. In implementing these duties the school follows the Department for Education statutory guidance 'Careers guidance and access for education and training providers (January 2023)' and aligns its careers programme with the Gatsby Benchmarks of Good Career Guidance.
- 1.4. Careers provision contributes to expectations outlined in the Ofsted Education Inspection Framework and Labour Market Information (LMI) to align with Gatsby Benchmark 2.
- 1.5. The school will appoint a Careers Leader responsible for leading and coordinating the careers programme. The Careers Leader will normally hold, or be working towards, a Level 6 Careers Guidance qualification.
- 1.6. Heatherwood School promotes access to the new, improved National Careers Service website alongside a range of tools that Heatherwood School, pupils and parents can use.

<https://nationalcareersservice.direct.gov.uk/#>

- 1.7. Heatherwood School's careers programme is designed to meet the 8 Gatsby benchmarks of best practice. Alongside this is the Careers Strategy - *'Making The Most of Everyone's Skills and Talents'* and the *Careers Guidance and Access for Education and Training Providers (2017)* and the *Careers guidance and access for education and training providers* (July, 2021).



2. Careers Programme

2.1. Heatherwood School has completed a self-assessment using the *Compass Careers Benchmark* tool. Heatherwood School's careers development plan ensures that the school is compliant with all 8 statutory Benchmarks and for those pupils that it is appropriate, will continue to achieve the 8 Benchmarks.

2.2. Delivery of a stable careers programme

- Heatherwood School's careers programme is available on the Heatherwood School website, together with the name and contact details of the careers leader.
 - [Heatherwood School - Careers](#)
- Heatherwood has an embedded programme of career education and guidance that is known and understood by pupils, parents, teachers, governors and employers.
- Heatherwood School's careers programme is regularly monitored, reviewed, evaluated and improved by our careers leader, throughout the academic year. Regular support meetings are held with the South Yorkshire Careers hub support team, where actions and advice is given to support the curriculum and how to meet the 8 Gatsby Benchmarks.
- Heatherwood School uses the Government *destinations and outcomes data* to help our pupils compare opportunities and make informed decisions on education, training and employment options.

2.3. Learning from career and labour market information

- Every pupil and their parents have access to good quality information about future study options and labour market opportunities.
- Heatherwood pupils and their parents have the support of an informed and independent careers adviser (Sarah Richardson- Nexus Careers Advisor) to make the best use of available information.
- Heatherwood School is supported by The Careers and Enterprise Company to ensure LMI is accurate and is being used appropriately to inform the curriculum.

2.4. Addressing the needs of each pupil

- Heatherwood School ensures that our pupils' EHC plans and their annual reviews include a focus on preparation for adulthood, including employment (where appropriate) and future placement planning for all students in the secondary phase. Heatherwood school ensures that every pupil's Pupil



Profile details their independence skills, and targets in order to ensure this is central to their learning.

- Heatherwood School ensures that careers guidance focuses on the pupils' aspirations, and the Post-16 and Post 19 options which are most likely to give the pupils a pathway into employment or further education, and provide them with the support they need to progress and succeed.
- All of our SLD/MLD pupils have different career guidance needs at different stages, and opportunities for advice and support are tailored to meet the needs of each pupil.
- Every pupil for whom it is appropriate has the opportunity to access 1:1 careers advice from an independent advisor (Sarah Richardson- Nexus careers advisor).
- Heatherwood School's careers programme embeds equality and diversity considerations throughout as well as the teaching of British Values.
- Heatherwood School keeps comprehensive and accurate records to support the career and enterprise development of all our pupils.
- All pupils access a broad and balanced curriculum which meets their communication and social needs in preparation for adulthood.

2.5. Linking curriculum learning to careers

- Heatherwood's SLD/MLD pupils are working towards developing their skills in the six learning areas as referenced within the Career Development Institute's Framework. This is embedded throughout their curriculum.
- Where appropriate, teachers link learning outcomes with careers skills in order to develop the knowledge and skills that employers require.
- Heatherwood School delivers careers, employability and enterprise lessons as part of our commitment to Personal, Social, Health and Economic (PHSE) education for all pupils.
- Heatherwood School ensures that SLD/MLD pupils work towards the core academic subjects of English and Maths at an appropriate level to provide a broad general knowledge that will enable them to participate in and contribute to society.
- For all learners in school, regardless of need, students access a curriculum which centers on developing their communication and cognition skills in preparation for adulthood.
- Heatherwood School is aware of the introduction of the T-Levels.

2.6. Encounters with employers and employees

- All SLD/MLD pupils in years 7-11 have encounters with employers during their education, with a least 5 encounters per year. Pupils aged between 14 and 19 are provided with additional careers talks, carousels, careers fairs, transitions skills workshops, employer delivered employability workshops and business games and enterprise challenge competitions where appropriate.
- All our SLD/MLD pupils have multiple opportunities to learn from employers



about work, employment and the skills that are valued in the workplace.

- All students from Y1-Y14 school have encounters with outside employers in a way that is meaningful for them at least 3 times per year.
- Enrichment activities include visiting speakers alongside mentoring and enterprise schemes.
- Heatherwood School ensures that micro-enterprise with local employers and businesses and professional networks is included within the careers programme. This helps our pupils gain the confidence to compete in the labour market by providing opportunities to gain the practical knowledge and attributes that are relevant for employment and adulthood.
- Heatherwood School takes an active part in the annual Careers Week and ensures that visiting speakers include relatively new employees, or apprentices, particularly alumni, with whom our pupils can readily identify.

2.7. Experience of workplaces

- All Heatherwood pupils, where appropriate, have first-hand experience of the workplace through work visits, work shadowing and/or work experience both internally and externally to help their exploration of career opportunities, and expand their networks.
- All SLD/MLD pupils have the opportunity for at least one term external work placement per year.
- All SLD/MLD students have the opportunity to take part in an additional term of internal work experience per year.

2.8. Encounters with further education

- All SLD/MLD pupils have the opportunity to explore the full range of learning opportunities that are available to them, including both academic and vocational routes alongside learning in schools, colleges, the community and in the workplace.
- Providers of technical education, including apprenticeships, will be invited into school to talk to pupils about the courses and jobs they offer for those pupils whom it is deemed appropriate.
- All Post 16 SLD and MLD pupils will have yearly opportunities to visit at least 3 post-19 education providers each year to ensure their decision making at year 14 is an informed choice.
- All PMLD pupils in Post 16 will visit at least one social care provider in years 13 and 14.

2.9. Personal guidance

- SLD/MLD pupils, by the age of 14, have accessed, and used, information about career paths and the labour market to inform their decisions on study options.
- SLD/MLD pupils have opportunities for guidance interviews with our external careers advisor, Sarah Richardson. Planned guidance interviews are held at



Yr11 and Yrs12, 13, 14 when significant study or career choices are being made.

- SLD/MLD pupils have open access to personalised guidance throughout the academic year.
- SLD and MLD pupils have the opportunity throughout the year to take part in work experience and vocational options which match their interests and skill sets.

3. Information sharing

3.1. Heatherwood School provides relevant information about all pupils to local authority support services. This includes:

- Basic information such as the pupil's name, address and date of birth;
- Other information that the local authority needs in order to support the young person to participate in education or training and to track their progress.
- Whenever a 16 or 17-year-old leaves Heatherwood School to enable the local authority to support the young person to find alternative provision.

The school will publish a Provider Access Policy Statement outlining how providers can request access to students.