



WILDS LODGE
SCHOOL

CAREERS POLICY

Date of issue: Sept 2025

Review Cycle: Annual

Next Review Date: Sept 2026

Wilds Lodge School is part of Newcome Education, which is owned and operated by Cavendish Education.

This policy is one of a series of school policies that, taken together, are designed to form a comprehensive statement of the school's aspiration to provide an outstanding education for each of its learners and of the mechanisms and procedures in place to achieve this. Accordingly, this policy should be read alongside these policies. In particular it should be read in conjunction with the policies covering equality and diversity, Health and Safety, safeguarding and child protection.

All of these policies have been written, not simply to meet statutory and other requirements, but to enable and evidence the work that the whole school is undertaking to ensure the implementation of its core values: ACCEPT

- Authenticity
- Connection
- Curiosity
- Empowerment
- Positivity
- Tolerance

While this current policy document may be referred to elsewhere in Wilds Lodge School documentation, including particulars of employment, it is non-contractual.

In the school's policies, unless the specific context requires otherwise, the word "parent" is used in terms of Section 576 of the [Education Act 1996](#), which states that a 'parent', in relation to a child or young person, includes any person who is not a

biological parent but who has parental responsibility, or who has care of the child. Department for Education guidance [Understanding and dealing with issues relating to parental responsibility updated August 2023](#) considers a 'parent' to include:

- all biological parents, whether they are married or not
- any person who, although not a biological parent, has parental responsibility for a child or young person - this could be an adoptive parent, a step-parent, guardian or other relative
- any person who, although not a biological parent and does not have parental responsibility, has care of a child or young person

A person typically has care of a child or young person if they are the person with whom the child lives, either full or part time and who looks after the child, irrespective of what their biological or legal relationship is with the child.

The school employs the services of the following consulting companies to ensure regulatory compliance and the implementation of best practice:

- Peninsula BrightHR
- Peninsula Business Safe (Health and Safety)
- Atlantic Data (DBS)
- Educare (online CPD)
- SchoolPro (data protection)
- Marsh Commercial (insurance)

Where this policy refers to 'employees', the term refers to any individual that is classified as an employee or a worker, working with and on behalf of the school (including volunteers and contractors).

Wilds Lodge School is committed to safeguarding and promoting the welfare of children and young people and expects all staff, volunteers, learners and visitors to share this commitment.

All outcomes generated by this document must take account of and seek to contribute to safeguarding and promoting the welfare of children and young people at Wilds Lodge School.

The policy documents of Wilds Lodge School are revised and published periodically in good faith. They are inevitably subject to revision. On occasions a significant revision, although promulgated in school separately, may have to take effect between the re-publication of a set of policy documents. Care should therefore be taken to ensure, by consultation with the Senior Leadership Team, that the details of any policy document are still effectively current at a particular moment.

Introduction

This policy has been developed to reflect the importance which Wilds Lodge places on education that will prepare its learners for the challenges of their future lives beyond school. It recognises that in a world of rapidly changing employment opportunities learners need to be given equally wide information, experience, and understanding of the world of work. It also recognises that young people need to be given assistance in recognising their own abilities and aptitudes so that they can develop high and realistic aspirations for their own futures.

It aims to ensure that Careers guidance in schools ([Careers guidance and access for education and training providers - GOV.UK](#)) is adhered to and relates to statutory guidance from the Department for Education issued under Section 45A of the Education Act 1997. Careers guidance is understood in this document to be the full range of activity delivered under the eight Gatsby Benchmarks and incorporates independent careers guidance to learners in school years from year 7.

Wilds Lodge School will provide opportunities for a range of education and training providers to access all year 8 to 13 learners to inform them about approved technical education qualifications and apprenticeships. Career information, education, advice and guidance, we believe is one of the key areas of Personal Development.

We aim to work in partnership with employers, external careers advisers, local authorities and other education and training providers to support learners to prepare for the workplace and to make informed choices about the next step in their education or training.

Responsibilities

The School Leadership Team

It is the responsibility of the SLT to:

- Establish and review the policy on careers education and guidance.
- Monitor the application of the policy and in particular, to ensure that the activities undertaken by the learners are safe.
- Review outcomes of the policy

Head and Senior Teaching Team

It is the responsibility of the Head and the Senior Teaching Team to:

- Establish the framework for careers education and guidance, and to ensure that it is regularly updated.
- To monitor and review its effectiveness.

To achieve this they will:

- Ensure the place of Careers Education and Guidance within the structure of the

timetable and the school year.

- Ensure that careers education and guidance, including information on economic factors and enterprise education in its widest sense, are embodied in syllabuses and activities across the curriculum.
- Ensure that there is liaison with providers of Further Education and training to provide effective progression routes for learners.
- Ensure that there is liaison with providers of advice and guidance to young people to make available accessible and unbiased advice to learners about their future destinations.
- Monitor and assess the quality and effectiveness of Careers Education and Guidance
- Review regularly the operation of the policy.

Careers Education and Guidance

The School Careers Adviser, Careers Education team and Work Experience staff are responsible for the practical implementation of the policy including the development of work related learning, for encouraging the development of careers education and guidance across the curriculum and for liaison with outside agencies and further education providers. These roles involve:

- Maintaining a record of Careers information/support and Guidance-related activities. – Career Pilot
- Making arrangements for visits to places of work and work experience, including arrangements that will ensure the safety of learners.
- Making arrangements for visits by adults other than teachers.
- Making arrangements for the recruitment and direction of workplace mentors.
- Creating opportunities for learners to prepare for, share and reflect on work-related experiences.
- Creating an information system that will give learners information about further and higher education and training.
- Provide opportunities which give learners the opportunity to identify their aptitudes and support the learners to be able to present themselves favourably, including attending visits and interviews.

Care Staff

The care staff, particularly the Personal Support Workers (PSW), have a special role in ensuring that all learners are given general guidance and mentoring, encouraging the children to have high expectations and a realistic understanding of what will be required in the working environment. The care staff also have an important responsibility in helping to facilitate work experience arrangements and communicating with parents on a regular basis.

Individual and tailored career support

All learners receive Career support from Year 7. The School Careers Adviser attends Transitional Reviews, as well as final year reviews for Year 11 and P16 learners.

The School Careers Adviser contacts local colleges/apprenticeships and other smaller, bespoke providers to arrange initial contact, taster days/ and individual interviews to ensure continuity of support during the learner's final year and also for when the learner has left school.

Practical Considerations

At Wilds Lodge, Careers education and guidance is part of the Preparation for Adulthood with aspects of the subject delivered through the Asdan/PFA and PHSE curriculum.

Within KS4 learners sometimes make the distinction between subjects that they perceive as 'important', because there is accreditation at the end of the course, and others, which are given less significance because they do not. It is important that all staff emphasise the importance of using Careers support to help learners move on successfully.

Careers Guidance

Careers guidance provides:

- Individual careers interviews (resulting in transition plans) for all learners.
- Information on education, training, and employment opportunities.
- Information on job and training vacancies.
- Guidance takes place for learners from Year 7 – P16.

Reporting and Recording

Statutory requirements for Careers Education change regularly, so it is necessary to keep the policy under regular review. We monitor our performance by observations of classroom activities and work-related learning experiences. We seek feedback from learners, parents, visitors, and work experience placements.

Up to date records are kept on the internal system at school, recording all work carried out with the learner and carers in exploring future options, local to where the learners will be based on leaving school. Learner transition work will continue to be recorded until they have moved on into a positive destination. Tracking will also be recorded once the learner has left, to ensure they have maintained their placement. The Careers attend once they have left school and this is published on the school website. Learners will record their careers research, skills, interests and the labour market using Careers Toll, Career Pilot (<https://www.careerpilot.org.uk/>). All learners will have their own Career Pilot account from Yr7-Post 16. This account will remain with the learner until

they are 20yrs.

Careers Development Plan 2025 - Wilds Lodge School

Vision: To support and motivate all learners to engage in learning, build confidence and resilience, enabling them to discover and develop skills and achieve their potential.

PFA = Preparation For Adulthood

PSHE = Personal Social Health Education

ASDAN = Award Scheme and Accreditation network

IAG = Information Advice and Guidance

LMI = Labour Market Information

CAD = Computer Aided Design

STEM = Science Technology Engineering and Mathematics

All learners receive a differentiated curriculum including careers education, delivered in a number of different ways to meet the needs and provision as described in their EHCP:

- i) **PSHE** programme delivered by class teachers throughout the whole school
- ii) **ASDAN** programme, accrediting activity based learning, accessible and taken up by the majority of learners in Key Stages 4 and 5
- iii) **IAG** from the school's Careers Adviser provided at key points of transition
- iv) Use of **AQA awards** to provide all learners with the means to demonstrate achievement in topics relating to preparation for adulthood and work

As a school we are aware that careers are changing all the time with global opportunities and technological advances. As a result, relevant and up-to-date LMI is embedded within all lessons throughout the school. STEM careers are frequently discussed as part of GCSE Science and Computer Science lessons. From Yr 9 upwards learners have access to vocational / workshop lessons e.g. Mechanics, Construction, Animal Care, Catering, DT and CAD.

The emphasis on vocational qualifications such as City & Guilds (Mechanics, Construction, Barista) and AQAs, alongside the academic curriculum, prepares learners for working life. The teachers are all industry trained and, therefore, have experience and knowledge of the standard of work required. Furthermore, learning takes place in up-to-date, work-focused settings e.g. CAD suite.

Wilds Lodge is a therapeutic environment and offers residential provision during the school week. Therapists, regional Clinical and Educational Psychologists and Care staff play a significant role in supporting learners during periods of change throughout their time at school:

- i) Our team of trained Therapists use one-to-one sessions to discuss plans for the future, address anxiety around transition and continue to build resilience;
- ii) Our Educational Psychologist advises and supports staff on PFA;
- iii) Our teams of trained Care staff support learners before and after the school day. This can involve taking/collecting learners to and from provider sessions, attending college open evenings and discussing aspirations and plans with learners and carers as they prepare to move on.

Wilds Lodge launched Career Pilot in September 2024. This online platform will provide the most up to date information on careers, opportunities and LMI allowing learners to record and monitor their own “Preparation for Adulthood” journeys. All information will link to the Gatsby Benchmarks. We use the Government’s 8 Gatsby Benchmarks, accepted as reflecting best practice, as our framework for organising our careers provision; supporting our learners to gain skills to help manage the changes ahead of them. The 8 Benchmarks are:

1. Careers programme is embedded in the curriculum
2. Learners know about their future options
3. Advice and support is tailored to the needs of each learner
4. Teachers link curriculum learning to careers
5. Learners have opportunities to learn from the workplace
6. Learners have first hand experience of the workplace
7. Learners understand the range of learning opportunities available to them
8. IAG is available at significant transition points during school

Wilds Lodge Careers Education Programme - Key Stage based activities

Gatsby

How is it delivered? What activity?

Benchmarks

Nurture

Embedded throughout learning

Dressing up/ Role playing different jobs eg Construction worker 1,2,3,4,5,6

Key Stage 2

PSHE lessons Focus on key life/ work skills eg working as a team, building resilience Visits to and from local employers eg Police, Paramedics

English lessons Learners research and write biographies about people and their jobs, focusing on their achievements and barriers they have overcome 3,4,6

PSHE lessons Learner / Classteacher one to one conversations to discuss their learning, how it relates to qualifications and their future aspirations 1,3,4

Learners look at jobs in the past compared to jobs in the present. Follow up visits to local employers eg police station 1,2,4,5,6

PSHE lesson Yr8 Introduction to School Careers Adviser - Session focused on Future Careers and identifying skills 1,2,3

Key Stage 3

Individual Careers Guidance

Meeting with School Careers Adviser to start looking at Yr10 subject choices, options at 16 and long term aspirations 3,7,8

Key Stage 4

Individual Careers Guidance

Individual visits to Providers

Meeting with School Careers Adviser to begin formulating plans for after Yr11 and complete Action Plan 2,3,4,7,8

Visits to Colleges and Training Providers to include parents/ carers. Follow up work with prospective providers to ensure needs of learners are met using individual EHCP paperwork 2,3,7,8

STEM lessons Uptodate careers information embedded in GCSE curriculum 4

Individual Careers Guidance

Ongoing one to one guidance with follow up visits to Colleges, Training Providers, Employment Support 2,3,4,5,6,7,8

Key Stage 5

Work experience 14-19 Group of learners have an opportunity to participate in a programme of work experience starting on site e.g. school kitchens, CAD suite or off site e.g. Timpsons, Waitrose, Costa. Learners complete a work book and have an opportunity to gain AQA awards 1,2,3,5,6

Art lessons Learners have an opportunity to put on an exhibition of work, learning about the process from creating work, booking a venue and setting up 2,3,4,6

Apprenticeship workshop - ASK deliver an information assembly followed by support to register individual learners wanting to apply for an Apprenticeship 2,3,5,6

Key Stages 4 and 5

ASDAN lessons Personal Development programme accessed by the majority of learners. Option to gain Silver or Bronze. The World of Work module incorporates the work experience programme alongside visits e.g. Transport police, Waste to Energy Plant. Science and

Technology module includes discussion of STEM careers and visit to National Space Centre 1,2,3,4,5,6

Letter to parents/carers Summer Careers/ Options Event

Whole School

Termly information letter listing details of all College Open Events happening during the term 3,7

Colleges, Local Employers, Apprenticeship Information (ASK Team member), NEET Providers provide Information and interactive sessions to learners/ parents and carers 1,2,3,4,5,6,7,8

Music festival - Learners get involved in planning the Music event, put up stages, meet local FE College music learners who attend with their bands. CAD suite works with learners to make printed t-shirts 4,6,7

Areas for Development

Gatsby Benchmarks

Key Stages

How is it delivered? What activity?

Unifrog Careers/ PSHE/ASDAN leads will receive Unifrog training.

To be used by staff/ learners and parents to
(i) record and track achievements/skills gained,
(ii) link to EHCP outcomes,
(iii) research Careers and Learning related

3,4,5, 14-19

Department

Work experience programme
options, (iv) record AQAs being achieved and link them to
employability skills and Labour Market Information 1,2,3,4,5,6,7,8
Ongoing review, evaluation and development of a work
experience system - incorporating ASDAN and Unifrog to
ensure skills gained are recognised and recorded 1,2,3,4,5,6,8

11

Whole school

Prep for Adulthood Hub

Virtual talks for parents/carers

Build on information notice boards with the addition of an
accessible information area, for learners to explore

2,3,4,7

Half termly virtual presentations/ information sessions for
parents/carers on PFA/ Careers topics 1,2,3,4,5,6,7,8