



CHESTNUT HILL

SCHOOL

Careers Information, Advice and Guidance Policy

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| Written by | Ben Reading |
| Date of last review | September 2025 |
| Date of next review | September 2026 |

Introduction

Vision and Values

The Careers Lead for Chestnut Hill School is Vickie Salamone who is also Head of School. The governor responsible for Careers is Melanie Callaghan-Lewis, her role is to quality assure, hold the school to account to ensure that every pupil has the best possible education.

Chestnut Hill's vision is to "**Nurture dreams to build futures** by empowering vulnerable children and young adults to be happy and make their way in the world", and its mission is "to improve the lives of those we educate, their families and communities, through a relentless daily focus on learning and caring".

Intent

At Chestnut Hill it is our ambition that every young person should experience world-class unbiased careers advice, framed by the Gatsby Benchmarks for Good Career Guidance. We believe that career advice is vital for social mobility. It is about showing young people – whatever their circumstances – the options open to them and helping them to make the best choices for their future, ensuing that we are supporting transitions beyond school.

We provide our young people with impartial careers advice knowledge, information, and skills to make informed choices about the options open to them and the progression routes to which those options lead.

Statutory requirements and expectations

Careers education and guidance programmes make a major contribution to preparing young people for the opportunities, responsibilities, and experiences of life.

The Careers Information, Advice and Guidance Policy was developed and is reviewed every 2 years by the Careers Lead based on current good practice guidelines including DfE/Estyn, The White Paper, The Gatsby Benchmarks, The Baker Clause and the Careers and Enterprise Company. The policy supports and is underpinned by other key school policies including those for Teaching and Learning, Assessment, PSHE, Equality Statement, Health and Safety, Additional Learning Needs and Curriculum.

Vulnerable young people with additional needs aged 16–24 are more likely than other groups to end up Not in Employment, Education or Training (NEET). Supporting this group requires a stronger focus on their guidance needs, starting with independent careers advice in schools. The Gatsby Benchmarks provide an important framework for ensuring that young people's aspirations are fully considered, supporting them to reach their potential.

The eight Gatsby benchmarks of Good Career Guidance which underpin our programme and policy are:

1. A 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

Professional judgement is also critical when designing and delivering an excellent careers programme which meets the needs of young people with ALN, including high-quality employer encounters.

The school uses the Gatsby Benchmarks, which is used to help us to further understand our school's careers education compared to best practice, helping us to identify strengths and discover areas for improvement, showing a breakdown of the results.

The school is supported by a Career Advisor (Anna Leese) who is part of our larger company Outcomes First Group (OFG) as well as the Careers and Employability Lead (Kelly Spence.)

- The school's Impartial Careers Advisor (Anna Leese) has the following qualifications: Certificate for QCF Level 6 Diploma in Careers Guidance (Career Development Institute)
- The Careers and Employability Lead (Kelly Spence) has the following qualifications: Level 7 Qualification in Career Development (Career Development Institute)

Personal Guidance (Gatsby Benchmark 8)

The Gatsby Benchmarks state that every student 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.

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.

* The benchmark sets a high standard and states that staff giving one-to-one guidance to students should be qualified to an appropriate level. The CDI also specifies that to be on their register, advisers must be level 6 or above.

<https://resources.careersandenterprise.co.uk/browse-category/gatsby-benchmarks/gatsby-benchmark-8>

Quality assurance of Careers Lead:

A student panel will be gathered to discuss the careers provision, using the questions from the student questionnaire to structure the sessions. Within this discussion, students' experience of their careers interview will be discussed.

Furthermore, once a year, The Outcomes First Careers and Employability lead (Kelly Spence), and the Careers Advisor (Anna Leese) will quality assure and give feedback.

Commitment

Chestnut Hill School is committed to providing all students in Years 10 and 11 with a programme of careers education, information, advice and guidance which is impartial and effective however, we begin exposure to careers education with our primary aged children, with every young person being offered several encounters with employers over the time they are with us.

All pupils participate annually in careers activities throughout their time at Chestnut Hill, and their preparation for adult life begins on their first day at school, through the 'Independence and Community Participation' aspects of our autism-specific curriculum (Autism Education Trust.)

Careers and Aspirations Week will happen annually in the Summer Term and is an opportunity for our young people to have multiple exposures into the world of work, with the opportunity to meet a variety of employers, and a range of education and training providers informing them about approved technical education qualifications and apprenticeships, with an ethos, **Nurture Dreams to Build Futures**

Our vision is simple yet powerful: to nurture dreams and build incredible futures for young people by empowering them to be happy and make their way in the world. Our outcome being that we want to support students on their career journey by providing ideas and insight into their skills, strengths and interests. Students will learn more about making realistic career decisions and how to plan for the future.

Aims

Chestnut Hill School's Careers has the following aims:

- To contribute to strategies for raising achievement, especially by increasing motivation, engagement and providing access to accreditation pathways.
- Helps individuals understand their own strengths, development areas and desired career outcomes.
- Uses local and national labour market information (LMI) to advise individuals of the roles that are in demand.
- Raises awareness of current and emerging employment opportunities that individuals may not have visibility of from their existing network, helping widen thinking and increase openness to alternative careers.
- To support inclusion, challenge stereotyping and promote equality of opportunity.
- Helps navigate the available academic and technical pathways to gain the right training and skills to reach their goals and be productive.
- Gives students the confidence to make choices so they are encouraged to invest in their skills development.
- To develop enterprise and employment skills.
- To reduce 'drop out' and course switching in education and training.
- To contribute to the economic prosperity of individuals and communities.
- To meet the needs of all our students through appropriate differentiation.
- To focus students on their future aspirations.
- To involve parents and carers.

- Provides students with lifetime career management skills to continue to invest in their education and training, supporting future role changes.
- To track the impact of careers provision.

Student Entitlement

Careers Education and guidance is an important component of the 11-16 Curriculum and at Chestnut Hill School, we fully support the statutory requirement for a programme of careers education in Years 7–11.

Students have a 1:1 appointment with the School's Career Advisor (Anna Leese) and receive a written report as well as verbal feedback. The young person is always given the option to be accompanied by a familiar adult and the Careers Leader too.

Class Leaders, Pastoral Support, and other staff may refer students for a careers appointment where this is deemed appropriate. In order to ensure that each student in KS4 receives a careers interview, 2-year records of interviews will be kept. These will also include a record of missed appointments, these are kept in the Pupil File. Following each careers interview, a student will have access to an action plan. A copy of this action plan is also kept centrally by the Careers Lead.

The Careers Lead (Vickie Salaomone) is present, where appropriate, at PEP's, LACS and EHCP/IDP reviews and is also present at parents' evening. In addition to this, every student from Year 7 to 13 has access to an online career's advice package with opportunities to complete NCFE Employability qualifications from age 16.

Pupil Statement of entitlement

As a pupil of Chestnut Hill School, you are entitled to receive a programme of careers education, advice, information and guidance. Also supported further by Careers Wales.

The Careers programme will help you to:

- Understand yourself, your interests, likes and dislikes, what you are good at and how this affects the choices you make
- Find out about different courses, what qualifications you might need and what opportunities there might be
- Develop the skills you may need for working life
- Make realistic, but ambitious, choices about courses and jobs
- Develop a plan of action for the future
- Understand the different routes after Year 11 including training, further and higher education, apprenticeships, and jobs
- Be able to make effective applications for jobs, training and further and higher education
- Develop your interview skills
- Improve your confidence

You will receive:

- Careers lessons
- Guided tutor time
- Access to careers interviews
- Interviews with external, independent careers advisors
- Work experience where appropriate
- Other subject lessons linked to careers

You can expect to be:

- Treated equally with others
- Given careers information and advice that is up to date and impartial
- Treated with respect by visitors to the school who are part of the careers programme

Curriculum

The Careers programme includes careers education sessions, career guidance activities (group work and individual interviews), information and research activities, work related learning and individual learning activities.

Careers lessons are part of the schools Personal Development Programme. The curriculum links PSHE, AET and the CDI framework together to complete a fully rounded offer. Other events and activities are planned and organised separately throughout the year including the annual Careers and Aspirations Week.

Curriculum leads are asked to produce a written statement in their own improvement plans explaining what they are going to do to embed career learning in their own schemes of work across the school, highlighting the relevance of STEM subjects for a wide range of future career and progression paths.

The school actively promotes employability skills throughout the curriculum, these are promoted through work related learning content taught across a range of subjects, as well as work experience opportunities.

Employability skills also feature in some PSHE and Personal Development lessons across KS3 and KS4 year groups. This is used as a self-tracking document where students can log their employability and careers experiences (Gatsby Benchmark 3).

Staffing

All staff contribute to Careers Programme through their roles as teachers, instructors and teaching assistants, and the Wellbeing Support Team also play a vital role to ensure that work experience runs as smoothly as possible.

The Careers programme is planned, monitored and evaluated by the Careers Lead. The careers lead will liaise and consult with the The Outcomes First Careers and Employability lead (Kelly Spence), and the Careers Advisor Anna Featherstone, plus external advisers and others to ensure that specialist career guidance is available when required.

Training/CPD

The Careers Lead will undertake a variety of CPD and will track and reflect on learning, CPD will involve a range of opportunities such as;

- Gaining the Careers Leaders Level 6 diploma
- Reading relevant literature, articles, books, professional journals and magazines such as Careers Matters – The CDI'S professional magazine with four issues a year.
- Reading relevant ALN literature/websites
<https://www.goodcareerguidance.org.uk/assets/file?filePath=send/good-career-guidance-perspectives-from-the-send-sector.pdf>

- Shadowing and visiting other settings.
- Online short courses

The Careers Lead will identify the CPD needs of the staff via an audit, signposting and providing CPD opportunities this may include, delivering in-house training sessions or bringing in external trainers, mentoring and supporting staff.

Equality and Diversity

Careers education is provided to all students and provision is made to allow all students to access the curriculum regardless of need. This is particularly important for our students, as the more than one million young people in England are recognised as having ALN. Far too often these young people can be held back by negative stereotypes and assumptions about their limitations, and we want to support our students to reach their full potential.

Students are encouraged to follow career paths that suit their interests, skills and strengths with the absence of stereotypes. All students are provided with the same opportunities and diversity is celebrated.

Due to us having our own on-site Careers Lead, we have excellent knowledge of our students' individual needs and can tailor our approach in line with EHCP/IDP outcomes and guarantee there is not a 'one size fits all' approach.

Parents and Carers

We recognise the important role that parents have in their child's career development and we maintain links and encourage participation with parents/carers using a variety of methods (parental leaflets, letters, coffee mornings, options evenings and parent's evenings).

It is our aim to support and develop the confidence and capability of our parents to support their child's planning and decision making.

Parental involvement is encouraged at all stages. Online resources have been specifically chosen to help parents become more involved. Parents / carers are kept up to date with careers related information through letters and newsletters relating to local events. Parents / carers are welcome at careers interviews and where necessary are invited. Regular updates are also given at reviews (EHCP, IDP, PEP, and LAC)

Parents will be asked to fill in a questionnaire, the views gathered will provide evaluative information on careers education which can be used to inform future planning.

Partnerships

At Chestnut Hill, we are committed to building strong connections between our students and the world beyond education. We will work hard to forge a wide range of connections in the community to allow our students to move into the world. We are aware that good careers work requires effective networking with external organisations and that this will help to build a bridge between our school and the wider community.

Monitoring, Review and Evaluation

Careers Education is regularly monitored and evaluated via the Careers Lead and Executive Headteacher. It is built into everything that we do to ensure that we are continuously improving and that everything we are doing is having a positive impact on our students. This happens through discussion with key staff and pupils and appropriate observation of activities. Evaluation and reporting cycles are being embedded and improved regularly.

Chestnut Hill's Careers Programme is entered into the School Development Plan along with timescales for completion.

When reviewing the programme, the School Development Plan is used to ensure that the Careers provision is fully supporting whole school aims.

Work Experience (Gatsby Benchmark 6)

The value of work experience

Work experience can have a profound impact on young people's careers, we believe that giving our students at least two opportunities to experience working in a workplace, will not only confirm some of our young people's aspirations but will also help to rule out something that once, was the only goal.

A job coach may go along with the student to their work experience setting, to ensure that they are getting the most out of the experience and to ensure that there is an adequate level of supervision provided throughout the placement. The job coach will be someone from Chestnut Hill and will be a person that the student is very familiar with.

We believe that leaving the safety of the school environment, (possibly with a job coach) watching others work, talking to working people and completing work themselves will allow our young people to see a workplace from another perspective and will support our learners to have a deeper understanding of what the world of work is all about.

We will endeavour to offer different types of experience in the workplace and to offer a blend of different encounters in various workplaces over a period of time, to help our young people to discover a variety of possibilities.

Social Skills

Students will be able to experience working as part of a group and learning to work with new people and adults in a work situation. This may require a job coach to support the learner.

Personal Development

Work experience will help students understand the different roles and respond to different routines. They can practice decision-making skills, be responsible for their own actions and the effect these actions have on others.

Students will develop communication skills in different contexts. Work experience can play an important role in the development of student's self-image, self-esteem, and maturity.

Work experience should enable students to experience the success and frustrations of seeing a project through to completion.

Knowledge and Understanding

Students will be aware of the disciplines of work and the differences that exist between school and work.

Students will see the effect of new technology and gain knowledge of Health and Safety issues.

Students will understand that many businesses will look different from a workers perspective (e.g. a café may look calm on the surface but the reality is, the kitchen area can be much busier)

Aim of Work Experience

- To support and encourage an integrated work experience programme.
- To enable the development and learning of students.
- To provide students with records/documents to provide evidence of their experience.
- To ensure all placements are safe and secure.
- To provide students with direct experiences of the world of work.
- To give students the experience of relationships, routines and processes that are part of a working environments.
- To develop work related skills.
- To contribute towards approved vocational and academic qualifications where necessary.
- To prepare students for adult and working life.
- To encourage students to widen their horizons by viewing work experience as an opportunity to sample non-traditional areas of work.
- To prepare students by discussing equal opportunities.
- To make clear the roles and responsibilities of all involved in work experiences.
- Work experience can provide an excellent opportunity for students to develop an understanding of what an employer will expect of them and so enhance their employability.
- Various patterns and length of work experience placements need to be flexible to ensure that the learning needs of our students are met.
- The work will be appropriate to the student's capabilities.
- There will be an adequate level of supervision provided throughout the placement in some cases through a 'Job Coach'
- Placements are assessed for risks and insurance checked.

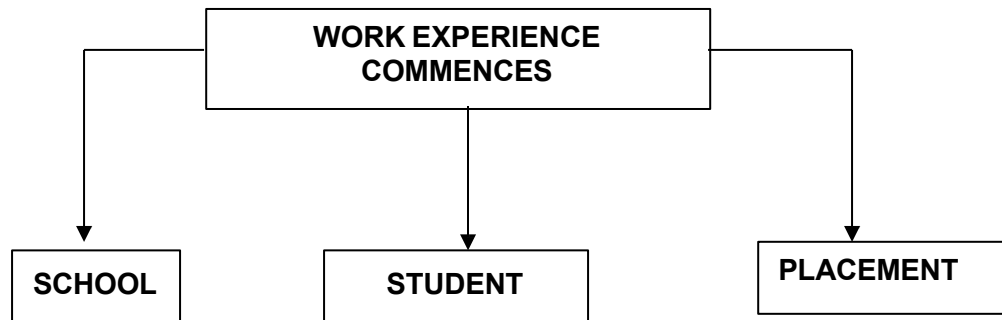
Stages of Work Experience Programme

Preparation – the focus may be the careers programme, PSHE programme, Careers booklet, informal discussions and pre-visits.

- Student meets with the Careers Lead to discuss and identify a student's choice of placement. This decision will be made based on the skill set required to be successful in a specific placement and not necessarily link to the young person's interest.
- Meeting with school staff and parents/carers. Risk assessment carried out.
- Careers Lead to make contact with suitable establishments, insurance checks and risk assessment to be carried out.
- Attendance – students may benefit from a block week/week's attendance. Some students may benefit from several one day placements over a period of time to build their confidence and to prepare them for an extended period. For others the most appropriate way to meet their needs may be a pattern of one day a week over several weeks.
- Diary/logbook to be kept by the student, showing what tasks are carried out each visit.
- Career Teacher to visit a student in placement.

- Evaluation – we need to evaluate the placement. We should discuss with the student what they did, identify skills they have improved and acknowledge what they have learned.
- Follow up – letter of thank you to be sent to employers.
- Evaluation – evaluate the success of the placement.

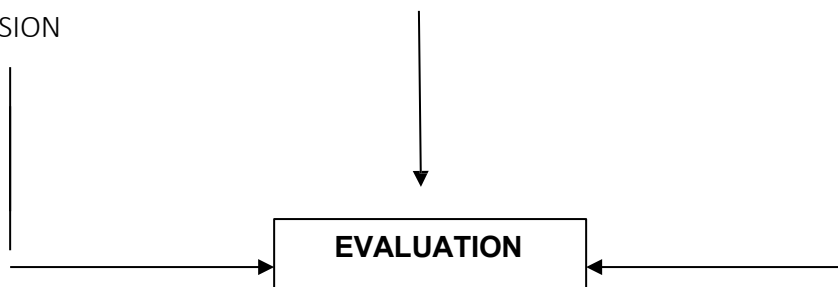
Supporting Young People on Work Experience



VISITS BY CAREERS LEAD
TEACHER
SUITABILITY
EXPECTATIONS
H&S INDUCTION
EMERGENCY CONTACTS
SUPERVISION

CO-OPERATE WITH EMPLOYER
WEAR PROTECTIVE EQUIPMENT
KEEP A DIARY
DISCUSS PROGRESS

INDUCTION
SUPERVISION
SAFE ENVIRONMENT



Appendix 1 - Definitions of Statement of Entitlement

Definitions

- Careers Education – helps young people develop the knowledge and skills they need to make successful choices, manage transition in learning and move into work
- Careers Guidance – enables young people to use the knowledge and skills they develop to make the decisions about learning and work that are right for them.
- C&FE – Careers and Further Education

Provider Access Policy (Baker Clause)

Introduction

This policy statement sets out the school's arrangement 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.

Chestnut Hill is open and pleased to hear from external providers as we are keen to ensure that our students have the right information to hand, to make the best decisions for their future.

Pupil entitlement

All pupils in years 7-13 are entitled:

- 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
- 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
- to understand how to make applications for the full range of academic and technical courses.

Management of provider access requests

Procedure: Providers need to contact the Careers Leader if they wish to discuss presenting their opportunities to our students. We will then agree an appropriate time and delivery method.

A provider wishing to request access should contact:

Vickie Salamone

Telephone: 01745 562500

Email:

vickie.salamone@chestnuthillschool.co.uk

Opportunities for access

We can embed providers presentations into the school Careers Programme e.g. Aspirations Week; but it may be appropriate for us to run a separate session depending on the content.

Further education information could also be posted in our Newsletters which our families are sent on a half termly basis - please send details to vickie.salamone@maplegroveschool.org

Premises and facilities

Chestnut Hill will discuss which rooms and equipment are available on an event by event basis.

Zoom or TEAMS can be a useful tool as we can schedule remote presentations into form groups.

Providers are welcome to leave a copy of their prospectus or other relevant course literature at the Reception.