



# **CHESTNUT HILL**

## **SCHOOL**

## **Careers Programme Summary**



Finalised v1	January 2026
To be reviewed	September 2026

# Careers Programme Summary (Ages 8–19)

*This Careers Programme is aligned to Chestnut Hill's Careers Policy and the Gatsby Benchmarks.*

## 1. Introduction

Chestnut Hill School is committed to delivering a high-quality, inclusive Careers Education, Information, Advice and Guidance (CEIAG) programme that supports all learners aged 8–19 to develop the knowledge, skills, and confidence needed to progress into meaningful adulthood pathways.

The programme reflects the school's vision to “**to build incredible futures by empowering vulnerable children and young adults to be happy and make their way in the world**”, and its mission “**to improve the lives of those we educate, their families and communities, through a relentless daily focus on learning and caring**”. It aligns fully with statutory guidance, the Gatsby Benchmarks, and the school's Careers Policy.

## 2. Careers Programme Aims

### Key Aims:

- Raise aspirations and broaden understanding of future possibilities.
- Provide impartial, personalised guidance at key transition points.
- Equip learners with employability skills and real-world experience.
- Ensure all learners, including those with SEND, receive tailored support.
- Strengthen partnerships with employers, Further Education (FE) /Higher Education (HE), providers, families and communities to include charitable organisations.
- Support successful transitions into further education, training or employment.

## 3. Careers Programme Overview (Ages 8–19)

### 3.1 Ages 8–11 (Upper Primary / KS2)

**Focus:** Awareness, curiosity, and early aspiration-building

- Introduction to the world of work through themed lessons and PSHE
- Encounters with a range of adults in different jobs
- Curriculum links demonstrating the relevance of learning
- Early employability skills: teamwork, communication, problem-solving
- Participation in Business Enterprise initiatives, developing interests and ideas for enterprise and possible careers interests and Careers & Aspirations events
- Simple self-reflection tools to identify interests and strengths
- SEND-responsive adaptations and support

### 3.2 Ages 11–14 (KS3) **Focus:** Self-understanding, broad exploration, and skill development

- Careers lessons embedded in Personal Development and PSHE
- Encounters with employers and employees
- Supported workplace visits
- Introduction to technical, vocational, and academic pathways
- Employability skills tracking and reflection
- Participation in Business Enterprise initiatives, developing interests and ideas for enterprise and possible careers interests and Careers & Aspirations events

- Simple self-reflection tools to identify interests and strengths
- Participation in Business Enterprise and Careers & Aspirations events
- Parent/carer engagement through events and newsletters

### 3.3 Ages 14–16 (KS4)

**Focus:** Decision-making, guidance, and transition planning

- 1:1 careers interviews
- Written action plans shared with learners and families
- Work experience placements initially within the school setting e.g. school catering and hospitality, transitioning to external work-placements with job-coach support
- Development of enterprise initiatives
- Encounters with FE colleges, training providers, and apprenticeship organisations
- Curriculum pathways linked to accreditation and future destinations
- Use of Labour Market Information (LMI) to support planning
- Careers Co-Ordinator involvement in EHCP/IDP reviews
- Continued use of online careers platforms and discussions for career opportunities with teaching staff and Careers Co-ordinator

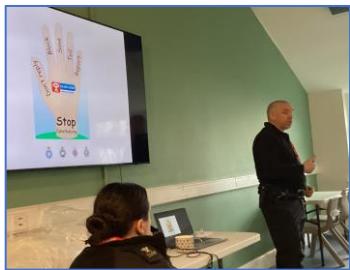
### 3.4 Ages 16–19 (Post-16)

**Focus:** Independence, employability, and next-step readiness

- Additional 1:1 guidance interviews (including by age 18)
- Extended or repeated work experience placements (both in the school setting and externally).
- Supported internships or vocational tasters
- Preparation for adulthood curriculum (travel training, workplace behaviours, community participation)
- Application support for FE, apprenticeships, traineeships or employment
- Encounters with external providers and employers
- Parent/carer involvement in transition planning

#### 4. Careers Programme Alignment to the Gatsby Benchmarks

Gatsby Benchmark	How the Programme Meets It
<b>1.A Stable Careers Programme</b>	Whole-school programme planned, monitored, and evaluated annually; included in the School Development Plan.
<b>2.Learning from Labour Market Information (LMI)</b>	Learners access LMI through lessons, guidance interviews, and online platforms. The Local Labour Market in North Wales was explained by Faye Griffiths; Carers Wales to be Retail, Catering, Hospitality and Animal Care. Following Careers in lessons and discussions with students and groups in 1-1s these areas are of keen interest to our Learners.
<b>3.Addressing Individual Needs</b>	<p>Personalised guidance, SEND-specific adaptations, job-coach support, and tracking of experiences.</p> <p>Individual careers sessions have been held as 1-1s with the OFG Careers Lead Anna Lease in October 2025 and are recorded with Action Plans. These have been reviewed with teachers and the Careers Co-ordinator Laura Hollie who has carried out Learning Pathways; attended classes, gaining insights into Learners interests, abilities and possible career connections to develop further.</p>
<b>4.Linking Curriculum to Careers</b>  	<p>Curriculum leads embed career learning into schemes of work; employability skills taught across subjects.</p> <p>Examples are provided in our October 2025 and December 2025 Newsletter of incorporating links between the Curriculum subjects and also developing interests in careers e.g. electrician, science.</p> <p>History provides the Learners with interest and participation in understanding how different cultures live and work and the newsletters demonstrate learners celebrating historical and present events.</p>
<b>5.Encounters with Employers</b>	Multiple employer encounters, including during Careers & Aspirations events in 2025 and planned 8 <sup>th</sup> July 2026., Business & Enterprise Afternoon; March 2026 and school visitors to include our new in 2026 – ‘Living Dreams’ Lunch Club.

  	<p>North Wales Police have visited during 2024 and 2025's attendance which has been beneficial to learners with at least 2 learners aspiring to join the Police Force.</p> <p>The Police provided information on bullying and also on-line safety.</p> <p>We have invited the Police to come to our Careers &amp; Aspirations Fayre on 8<sup>th</sup> July with their Community Police Car and maybe a Police Dog to share the dog's role in the police force</p> <p>We are working with CareersWales and West Cheshire and North Wales Chamber of Commerce to organise a wide variety of employers, businesses and further education colleges to come to the 8<sup>th</sup> July 2026 Careers Fayre to enable our learners and parents/carers to have a wide choice of opportunities to make informed life choices.</p>
<p><b>6. Experiences and transitioning to internal school and external workplaces</b></p> 	<p>The school's work-experience programme, including internal school placements such as school catering in 2025, has given students meaningful exposure to the hospitality sector. Alongside this, Enrichment Curriculum Areas play a central role in building social skills, confidence, teamwork and independent living abilities, all of which act as stepping stones toward future career pathways.</p> <p><b>Key Enrichment Areas contributing to career development include:</b></p> <ul style="list-style-type: none"> <li><b>Art &amp; Enterprise:</b> Creating artwork and craft pieces for displays supports creativity and introduces opportunities for enterprise projects planned for 2026, including the development of the Snack Shop and School Library.</li> <li><b>Outdoor Education &amp; Animal Care:</b> Hands-on environmental learning and experience caring for animals (including reptiles and spiders) help students explore potential careers in outdoor work, environmental services and animal care.</li> </ul> <p>In Outdoor Education, we in July 2025 we demonstrated requirements and achieved a Green Mark Certification. We've made fantastic progress</p>

 	<p>with the Wild Passport programme. Our learners are developing a deeper understanding of the natural world and, most importantly, how to care for it responsibly. We've been building essential life skills, including safely starting and managing fires, using basic tools, and constructing effective wildlife shelters. Who know, perhaps we have a future Steve Backshall or Lizzie Daly among us!</p> <ul style="list-style-type: none"> <li><b>Food, Cookery &amp; Nutrition:</b> Learners develop essential independent living skills, learn about healthy lifestyles and budgeting, and contribute to community events such as preparing products for the Christmas Fayre 14.12.25 e.g. Reindeer Food.</li> </ul> <p><b>External Workplace Visits:</b> Since 2025 and to be strengthened in 2026/27, learners have taken part in visits to local small businesses, such as Abakhan's retail and café outlets, strengthening their understanding of real workplace environments and employer expectations.</p> <p>These experiences are further enhanced through personalised support from the Careers Co-ordinator, ensuring each young person gains relevant, meaningful skills aligned with their future aspirations.</p>
<b>7. Encounters with FE/HE</b>	<p>Providers have attended the school and met students e.g. Aspris College which one student has transitioned to successfully e.g. assemblies, events e.g. Careers &amp; Aspirations Fayre 8<sup>th</sup> July 2026 and newsletters.</p> <p>The Careers Co-ordinator also works alongside the Teaching Staff and Additional Learning Needs Co-ordinator with the young person and their families to inform their destinations including further education informing their career choices.</p> <p>A range of visits to FE Open Days have started with a visit to Cheshire College and scheduled for March 2026.</p>
<b>8. Personal Guidance</b>	<p>OFG Level 6+ qualified adviser provides 1:1 interviews at ages 15/16 and 18, with additional support as needed.</p> <p>All individual folders have been electronically stored and each of the older age group have their personal portfolios since October 2025 following 1-1s with the OFG Careers Lead Anna Leese.</p> <p>These are to be the learners portfolios to evidence their relevant experiences for career readiness.</p>

## **5. SEND-Responsive Design**

Chestnut Hill's Careers Programme is designed to meet the needs of learners with autism and additional needs through:

- Familiar staff supporting visits, interviews, and placements
- Job-coach support during work experience
- Flexible placement patterns (block, weekly, phased)
- Visual supports, structured routines, and pre-visits
- Strength-based planning aligned with EHCP/IDP outcomes
- Avoidance of stereotypes and promotion of equality of opportunity

## **6. Partnerships and External Links**

The school works closely with:

- Local employers and community organisations
- FE colleges, training providers, and apprenticeship organisations
- Careers Wales and other regional services
- Outcomes First Group Careers & Employability Lead and Careers Adviser
- Parents and carers through events, newsletters, and guidance sessions

## **7. Monitoring, Evaluation and Quality Assurance**

- Annual review by the Executive Headteacher, Head Teacher, OFG Careers & Employability Lead and appropriate staff.
- Student voice panels and questionnaires
- Parent/carer feedback
- Use of regularly termly evaluations to measure progress
- Careers provision included in the School Development Plan

## **8. Learner Entitlement (Years 7–13)**

All learners are entitled to:

- Careers lessons and tutor-time activities
- Access to online careers platforms
- Encounters with employers and FE/HE providers
- Work experience (where appropriate)
- 1:1 careers interviews and personalised action plans
- Impartial, up-to-date information and guidance

If you have any questions about careers, higher education, work experience, or if you would like more information, please contact Mrs Vickie Salamone, Head of School, who can provide you with further assistance.

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# Careers Programme Highlights 2026

Date	Event	Details
28th January	<b>Chestnut Hill School Open Day</b>	A chance to explore the school, meet staff, and discover opportunities.
11th February	<b>Apprenticeships &amp; Intern Placements/Work Experience</b>	Information, guidance, and pathways into hands-on career routes.
11th March	<b>Business &amp; Enterprise Afternoon</b>	Staff and students collaborate with West Cheshire & North Wales Young Chamber for an enterprise workshop – how to produce items and create a business idea. - Turning your interests into a business.
March (Various Dates)	<b>Open Day Visits for Further Education</b>	Visits to FE providers to explore post-16 options.
8th July	<b>Careers &amp; Aspirations Fayre</b>	A showcase of employers, colleges, and career pathways.
Coming Soon	<b>Living Dreams Lunch Club</b>	Mondays at 12.30pm — <i>Make yours and other people's dreams come true. What are your dreams? Visitors to the school sharing their achievements, insight into how children and young people live across the world.</i>