



Careers Information, Advice and Guidance Policy

2026/27 Academic Year

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Document Control

Field	Detail
School	Chestnut Hill School
Policy title	Careers Information, Advice and Guidance Policy
Review cycle	Annual, or sooner if careers guidance, curriculum, provider access arrangements, accreditation requirements, school context or pupil needs change.

1. Introduction

This policy sets out Chestnut Hill School's approach to Careers Education, Information, Advice and Guidance (CEIAG). It explains how careers learning is planned, delivered, monitored and reviewed so that pupils develop the knowledge, skills, confidence and experiences needed to make informed choices about learning, work and adult life.

Careers provision at Chestnut Hill School sits within the school's wider curriculum principle of one curriculum, three pathways, accessible to all. Pupils access careers learning through informal, semi-formal and formal routes, with teaching, evidence and experiences adapted to their communication, sensory, social, emotional and learning profiles.

The policy applies to all pupils, staff, external providers, employers, advisers and partners involved in careers learning, guidance, work-related experiences or preparation for adulthood.

2. Vision, Values and Intent

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". The school's mission is "to improve the lives of those we educate, their families and communities, through a relentless daily focus on learning and caring".

At Chestnut Hill School, careers education is not limited to options decisions in Key Stage 4. It begins when pupils enter the school and is developed through curriculum lessons, enrichment, personal development, practical life skills, employer encounters, community participation, work-related learning and personalised guidance.

The intent of CEIAG is to help every pupil understand themselves, recognise strengths and interests, explore possibilities, manage choices and transitions, create opportunities, balance life and work, and understand the wider world of work. This reflects the six CDI-informed strands used in the PEAR Careers Curriculum: Grow Throughout Life, Explore Possibilities, Manage Career, Create Opportunities, Balance Life and Work, and See the Bigger Picture.

Policy position: Careers education is a progressive curriculum entitlement for all pupils and a core part of preparation for adulthood. It is strengthened through impartial guidance, employer and provider encounters, work-related experiences, family engagement and individual transition planning.

3. Statutory Requirements, Frameworks and Linked Documents

Careers education and guidance make a major contribution to preparing pupils for the opportunities, responsibilities and experiences of life. At Chestnut Hill School, the careers programme is informed by the school's Welsh context, the Curriculum for Wales emphasis on Careers and Work-Related Experiences (CWRE), the Gatsby Benchmarks for Good Career Guidance, CDI-aligned careers learning, Careers Wales support, Outcomes First Group careers expertise and the school's curriculum and safeguarding policies.

The school uses the Gatsby Benchmarks as a quality framework for reviewing and improving CEIAG. The Gatsby Benchmarks 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 essential when designing and delivering an effective careers programme for pupils with ALN. The programme must be ambitious, realistic, accessible and personalised, avoiding stereotypes while giving pupils repeated opportunities to experience, rehearse and understand the world beyond school.

This policy should be read alongside the Curriculum Policy, Careers Curriculum Map, Careers Programme Summary, ALN/IDP/EHCP processes, Safeguarding and Child Protection Policy, Online Safety Policy, Equality, Diversity and Inclusion Policy, Health and Safety and Risk Assessment policies, work experience documentation and provider access information.

4. Curriculum Position and Careers Route

Careers is a distinct curriculum route within Chestnut Hill School's curriculum structure. It supports self-awareness, aspiration, employability, decision making, workplace links, enterprise, financial understanding, wellbeing and preparation for adulthood. It also connects meaningfully with Literacy, Numeracy, Topic, RSE, PE, Food Technology, Outdoor Learning, enrichment and everyday school routines.

The Careers Curriculum is organised through Cycles A, B and C. It is planned as one Careers session per week and sequenced through the six CDI-informed strands. Each half term has an enquiry question, a teacher-facing purpose, progression route, suggested evidence and resource hooks. Schemes of work then convert this strategic map into precise weekly teaching with a learning objective, named resources, teacher model, pupil task, plenary, assessment and evidence outcome.

For 2026/27, Careers follows Cycle A across the school. This provides a clear annual sequence from self-awareness and familiar jobs through to resilience, enterprise, contribution, wellbeing and the wider world of work.

Half term	Cycle A enquiry	Core careers focus
Autumn 1	Who am I and how am I growing?	Grow Throughout Life: self-awareness, preferences, confidence, praise, support and early achievement.
Autumn 2	Who helps our world work?	Explore Possibilities: familiar jobs, tools, roles, visitors, workplace curiosity and links to subjects.
Spring 1	How do I keep going and make choices?	Manage Career: perseverance, simple choices, goals, consequences, risk, reward and backup plans.
Spring 2	How can I make things happen?	Create Opportunities: initiative, teamwork, speaking up, enterprise, leadership and self-representation.
Summer 1	How do we help others and live well?	Balance Life and Work: helping, volunteering, money, fairness, wellbeing, safety, rights and responsibility.
Summer 2	How does work connect to the wider world?	See the Bigger Picture: community, sustainability, technology, media reliability, labour markets and society.

Careers planning remains responsive to pupil profile. A mixed class may follow the same enquiry question while pupils access differentiated progression-step tasks, evidence expectations and levels of independence.

5. Careers Programme and Gatsby Benchmark Alignment

The careers programme combines planned curriculum sessions, guided tutor time, employer and employee encounters, FE/HE and training provider encounters, Careers and Aspirations events, enterprise activities, internal and external workplace experiences, personal guidance, action planning and transition support.

Gatsby Benchmark	How Chestnut Hill meets it
1. Stable careers programme	A whole-school careers programme is planned, monitored and evaluated annually. It is included in school development planning and is led by the Careers Lead with SLT and OFG support.
2. Labour market information	Pupils access age-appropriate LMI through careers sessions, guidance interviews, online resources, Careers Wales input, local employer information and curriculum-linked activities.
3. Addressing individual needs	Careers learning is adapted for ALN, communication needs, pathways, EHCP/IDP outcomes, interests, strengths, risk factors and transition needs. Action plans and portfolios support personal next steps.

4. Linking curriculum learning to careers	Curriculum leads and teachers connect subjects to future pathways, including STEM, humanities, creativity, enterprise, functional skills, Food Technology, Outdoor Learning, community participation and preparation for adulthood.
5. Employer and employee encounters	Pupils experience visitors, Careers and Aspirations events, enterprise projects, Living Dreams-style sessions, community links and employer talks that broaden awareness of roles and workplaces.
6. Experiences of workplaces	Where appropriate, pupils access internal work experience, work-related tasks, workplace visits, external placements, phased experiences and job-coach support.
7. Encounters with FE/HE and training providers	Pupils and families are supported to understand further education, training, apprenticeships, vocational options and transition routes through visits, events, provider input and review discussions.
8. Personal guidance	Pupils have access to impartial personal guidance from appropriately qualified advisers at key decision points, including by age 16 and further opportunities by age 18 where relevant.

6. Learner Entitlement

All pupils are entitled to a careers programme that is impartial, inclusive, personalised and linked to preparation for adulthood. Careers learning is available to pupils across the school, with particular guidance and transition planning at key decision points.

- careers lessons and one planned Careers session per week where timetabled within the curriculum;
- guided tutor time and personal development activities linked to careers, employability and preparation for adulthood;
- access to impartial, up-to-date careers information and guidance;
- 1:1 careers interviews and action planning at key transition points;
- encounters with employers, employees, community organisations and FE/HE or training providers;
- workplace visits and work experience where appropriate and safe;
- curriculum links that show how learning connects to future pathways;
- support to understand academic, vocational, technical, apprenticeship, training and employment routes;
- opportunities to develop confidence, communication, enterprise, independence and employability skills;
- support for parents and carers to understand future pathways and contribute to planning.

7. Pupil Statement of Entitlement

As a pupil of Chestnut Hill School, you are entitled to receive careers education, advice, information and guidance. This will help you to:

- understand yourself, your interests, likes and dislikes, what you are good at and how this affects choices;
- find out about different courses, qualifications, jobs, training routes and future opportunities;
- develop the skills you may need for working life;
- make realistic but ambitious choices about courses, jobs and adult life;
- develop a plan of action for the future;
- understand routes after Year 11 and beyond, including training, further education, higher education, apprenticeships and employment;
- prepare for applications, interviews and conversations about your future;
- improve confidence, independence and self-advocacy.

You can expect to be treated fairly and respectfully, given information that is impartial and up to date, and supported by staff and visitors who understand the school's expectations for safeguarding, inclusion and accessibility.

8. Delivery Across Age, Pathway and Progression

The careers programme is designed to support learners from early awareness through to transition and next-step readiness. The age ranges below guide provision, but staff adapt teaching through the pupil's pathway, progression step, communication method, ALN, confidence, regulation and independence.

Age / stage	Main focus	Typical provision
Ages 8-11 / Upper Primary	Awareness, curiosity and early aspiration	World of work through themed lessons, visitors, role play, curriculum links, early employability skills, simple self-reflection, enterprise events and supported encounters.
Ages 11-14 / KS3	Self-understanding, broad exploration and skill development	Careers lessons, PEAR enquiries, employer encounters, supported workplace visits, introduction to technical/vocational/academic pathways, employability tracking and parent/carer engagement.
Ages 14-16 / KS4	Decision-making, guidance and transition planning	1:1 guidance interviews, action plans, work experience preparation, internal and external placements where appropriate, FE/training provider encounters, accreditation links and LMI.
Ages 16-19 / Post-16 where applicable	Independence, employability and next-step readiness	Further personal guidance, extended or repeated placements, vocational tasters, supported internships where appropriate, application support, community participation and preparation for adulthood.

Within SOWs, each Careers session should be teacher-facing and deliverable. Planning should specify the learning objective, resource pack, teacher model, pupil activity, support and challenge, evidence outcome and any workplace or real-life link.

9. Personal Guidance and Action Planning

Personal guidance is provided by appropriately qualified careers advisers, supported by the Careers Lead, class teams, ALN staff, pastoral staff and senior leaders. Guidance should be impartial, accessible and responsive to the pupil's communication needs, emotional readiness and future pathway.

The school is supported by Outcomes First Group careers expertise, including a qualified careers adviser and the OFG Careers and Employability Lead. Pupils should have access to guidance interviews when significant study or career choices are being made, including at least one interview by age 16 and the opportunity for a further interview by age 18 where relevant.

- Pupils may be accompanied by a familiar adult or the Careers Lead where helpful.
- Written action plans are shared with the pupil and, where appropriate, parents/carers and school staff.
- Records of interviews, action plans, missed appointments and follow-up actions are kept securely.
- Careers planning is linked to IDP/EHCP, PEP, LAC and annual review processes where relevant.
- Pupil voice is gathered through accessible methods and used to inform future planning.

10. Work Experience and Workplace Encounters

Work experience and workplace encounters help pupils understand the routines, relationships, expectations, skills and opportunities connected to work. Experiences may include internal school placements, external workplace visits, employer encounters, work shadowing, phased placements, one-day placements, block placements or repeated experiences over time.

The school recognises that pupils may require careful preparation, familiar staff support, job-coach input, social stories, pre-visits, sensory preparation, transport planning, risk assessment and flexible placement patterns. Work experience is matched to pupil need, safety, capability and learning purpose, not simply to a stated interest.

- Internal work experience may include school catering, hospitality, administration, library, enterprise, grounds, classroom support or enrichment-linked roles.
- External workplace visits and placements may include local businesses, retail, hospitality, animal care, outdoor work, FE providers and community organisations.

- Pupils keep a diary, logbook, photograph record, symbol record or supported reflection of tasks and skills where appropriate.
- All placements are risk assessed, insurance checked and supervised appropriately.
- Evaluation considers what the pupil did, skills developed, confidence, barriers, next steps and any follow-up needed.

11. Provider Access Statement

Chestnut Hill School welcomes contact from external providers who can help pupils and families understand education, training, apprenticeship, vocational, employment and community pathways. The school is committed to making sure pupils receive impartial information about the full range of routes available at transition points.

Provider access is managed so that opportunities are safe, relevant, accessible and matched to pupil need. Providers may contribute through assemblies, group sessions, Careers and Aspirations events, virtual presentations, taster sessions, FE visits, open-day information, newsletters or individual transition planning.

Provider contact: Providers wishing to request access should contact the Careers Lead through Chestnut Hill School, Llanerch-y-Mor, Holywell, CH8 9DX. Telephone: 01745 562500. Email: info@chestnuthillschool.co.uk.

The school will agree the timing, content, delivery method, safeguarding arrangements, accessibility adaptations and follow-up with each provider. Providers may leave prospectuses or relevant course literature at Reception where appropriate.

12. Equality, Diversity, ALN and Inclusive Practice

Careers education is provided to all pupils and is adapted so that pupils can access the curriculum regardless of need. The school challenges stereotypes and promotes equality of opportunity so that pupils are encouraged to explore pathways that reflect their interests, strengths, aspirations and potential.

For pupils with ALN, adaptations may include visual supports, AAC, structured routines, pre-teaching, familiar staff support, sensory preparation, job coaching, flexible timing, repeated practice, phased encounters and individualised evidence methods. A pupil's pathway or level of support must never be used to lower ambition or restrict access to meaningful careers learning.

- Careers learning is strength-based and linked to IDP/EHCP outcomes where relevant.
- Pupils are supported to explore non-stereotypical and diverse pathways.
- Employers and providers are briefed about safeguarding, communication, accessibility and school expectations.
- Pupil dignity, chronological age, communication needs and preparation for adulthood are considered when adapting resources and activities.

13. Parents and Carers

Parents and carers play an important role in career development. Chestnut Hill School aims to support and develop the confidence of parents and carers so that they can contribute to planning, decision-making and transition support.

- Parents and carers are kept informed through letters, newsletters, meetings, reviews, events and careers information.
- Parents and carers may attend careers interviews where appropriate or necessary.
- Careers updates are included in EHCP, IDP, PEP, LAC and annual review discussions where relevant.
- The school seeks parent/carers feedback to evaluate and improve careers provision.
- Families are supported to understand further education, training, apprenticeships, employment, community participation and preparation for adulthood pathways.

14. Partnerships and External Links

Effective careers provision relies on strong partnerships with employers, community organisations, FE and HE providers, Careers Wales, training providers, apprenticeship organisations, charitable organisations, Outcomes First Group colleagues, parents and carers. These partnerships help pupils experience the world beyond school and understand future possibilities.

The school will continue to develop links with local small businesses, employers, FE providers, Careers Wales, West Cheshire and North Wales Chamber of Commerce and relevant community organisations. Partnerships should be purposeful, safe and connected to pupils' curriculum, interests, skills and future pathways.

15. Staffing, Roles and Responsibilities

Role	Responsibilities
Senior Leadership Team	Maintain oversight of careers intent, implementation, safeguarding, quality assurance, partnerships and review. Ensure careers provision remains broad, ambitious, inclusive and linked to preparation for adulthood.
Careers Lead	Plan, coordinate, monitor and evaluate the careers programme; maintain the careers calendar; coordinate guidance, encounters, evidence, provider access and work experience; liaise with OFG, Careers Wales, employers, providers, parents/carers and staff.
Deputy Head of School	Support strategic alignment between CEIAG, the curriculum policy, SOWs, accreditation, preparation for adulthood and quality assurance.
Qualified Careers Adviser / OFG Careers Support	Provide impartial personal guidance, action planning, specialist advice, quality assurance and support for career decisions and transition points.
Teachers and Curriculum Leads	Embed careers links in schemes of work, deliver Careers sessions, identify evidence, support pupil reflection and link subject learning to future pathways.
Teaching Assistants and Support Staff	Support communication, regulation, participation, evidence capture, visits, encounters and work-related learning.
ALN, Pastoral and Clinical Teams	Advise on accessibility, communication, sensory and emotional needs, risk, preparation, follow-up and individual transition planning.
Parents and Carers	Contribute knowledge of the pupil, support decision-making and engage with reviews, events and transition planning.
Pupils	Engage in careers learning, communicate interests and views where possible, reflect on strengths and experiences, and take increasing ownership of next steps.

16. Training and CPD

The Careers Lead will maintain and develop careers knowledge through CPD, professional reading, Careers Wales and CDI materials, OFG collaboration, ALN-specific resources, visits to other settings, online learning and training events. Staff training needs are identified through audit, observation, quality assurance, pupil feedback and review of careers provision.

- in-house briefings on careers curriculum delivery and SOW expectations;
- training or guidance on LMI, provider access, work experience and encounters;
- support for staff to make meaningful subject-careers links;
- training linked to ALN-responsive careers delivery, job coaching and transition support;
- sharing examples of effective evidence capture and pupil portfolios.

17. Monitoring, Evaluation and Quality Assurance

Careers education is monitored and evaluated by the Careers Lead, Senior Leadership Team and relevant OFG careers colleagues. Evaluation focuses on whether pupils receive a stable, inclusive, meaningful and impactful careers programme that supports aspiration, engagement, accreditation, independence and next-step readiness.

- review of the careers calendar and Gatsby Benchmark coverage;
- curriculum and planning scrutiny, including Careers SOW implementation;
- review of employer, employee, provider and workplace encounters;
- review of careers interviews, action plans and follow-up;
- pupil voice panels, questionnaires and accessible feedback methods;
- parent/carer feedback;
- staff confidence and CPD records;
- review of evidence in portfolios, work experience logs and curriculum outcomes;
- analysis of destinations, transition readiness and progression outcomes where available;
- termly or annual evaluation feeding into the School Development Plan.

Quality assurance findings are used to identify strengths, refine planning, improve employer and provider links, strengthen staff training and ensure pupils receive careers learning that is ambitious, accessible and relevant.

18. Review

This policy will be reviewed annually, or sooner if legislation, guidance, curriculum arrangements, staffing, school context, provider access arrangements, work experience procedures or pupil needs change. The next scheduled review is September 2027.

Appendix A. Careers Curriculum Cycle and 2026/27 Sequence

The PEAR Careers Curriculum uses a three-cycle route. The 2026/27 academic year uses Cycle A. Cycle B and Cycle C show the onward rolling sequence for future years and for long-term curriculum coverage.

Half term	Cycle A	Cycle B	Cycle C	CDI strand
Autumn 1	Who am I and how am I growing?	What am I good at and what could I become?	How do identity, values and achievement shape my future?	Grow Throughout Life
Autumn 2	Who helps our world work?	What jobs and pathways are open to people?	How do I explore pathways, qualifications and recruitment?	Explore Possibilities
Spring 1	How do I keep going and make choices?	How do I make good decisions about my future?	How do I manage risk, change and transition in my career?	Manage Career
Spring 2	How can I make things happen?	How do people create opportunities for themselves and others?	How do I build opportunities through leadership, networks and enterprise?	Create Opportunities
Summer 1	How do we help others and live well?	How do money, fairness and wellbeing affect life and work?	How do I balance life, money, wellbeing and responsibility?	Balance Life and Work
Summer 2	How does work connect to the wider world?	How are careers shaped by society, technology and the environment?	How do the economy, society and environment shape careers?	See the Bigger Picture

2026/27 Careers Curriculum - Cycle A

Half term	Teaching emphasis	Possible evidence / outcomes
Autumn 1	Self-awareness, interests, confidence, praise, support, early achievement.	Achievement books, “all about me as a learner” displays, challenge charts, help-and-support posters, reflection journals.
Autumn 2	Familiar jobs, people who help us, tools, uniforms, workplace roles and curiosity.	Jobs displays, visitor question sheets, workplace photo sorting, role-play areas, class job catalogues.
Spring 1	Perseverance, choices, goals, backup plans, future possibilities, risk and reward.	Goal cards, choice-and-consequence storyboards, dream futures displays, step-by-step plans, transition sheets.
Spring 2	Initiative, creativity, teamwork, enterprise, leadership, speaking up and self-representation.	Enterprise role play, mini business ideas, visitor interview books, teamwork reflections, action plans.
Summer 1	Contribution, fairness, money, wellbeing, work/rest balance, volunteering, rights and safety.	Helping charts, budgeting activities, work/rest timetables, wellbeing posters, community contribution projects.
Summer 2	Community, society, environment, technology, media reliability, LMI and changing work.	Sustainability posters, media comparison tasks, future trends cards, labour market research, reflective portfolios.

Appendix B. Work Experience Process

The work experience process is flexible so that it can meet pupil need, placement requirements and safeguarding expectations.

Stage	Process
1. Preparation	Careers Lead and class team identify the learning purpose, pupil strengths, skills, barriers and possible placement type. Preparation may include careers lessons, booklets, social stories, pre-visits, photographs, practice journeys and discussions with parents/carers.
2. Placement matching	Placements are chosen by considering pupil readiness, safety, required skills, support needs, learning goals and realistic workplace expectations. Interest is considered, but suitability and learning purpose remain central.
3. Risk assessment and checks	School contacts the placement, checks insurance, completes risk assessment, agrees supervision, emergency contacts, safeguarding arrangements, clothing/PPE, transport and job-coach support if required.
4. Attendance pattern	Placement patterns may include a block week, one day per week over several weeks, short visits, internal school placements or phased experiences that build confidence.
5. During placement	Pupil completes a diary, logbook, photograph record or supported reflection. School staff or job coach monitor attendance, wellbeing, tasks, communication, safety and progress.
6. Evaluation	Pupil, staff and employer evaluate what happened, skills developed, strengths, barriers, next steps and whether further experience is needed. A thank-you letter may be sent to the employer.
7. Evidence and follow-up	Evidence is stored in the pupil's portfolio or record and used to inform careers planning, reviews, curriculum targets, personal guidance and future placements.

Appendix C. 2026/27 Careers Programme Priorities

The following priorities should guide the 2026/27 careers programme. Dates and providers may change depending on pupil need, availability, safeguarding arrangements and school calendar decisions.

Priority	Implementation focus
Careers and Aspirations events	Maintain an annual event or series of events where pupils and families meet employers, FE/training providers, community organisations and pathway representatives.
Business and enterprise	Continue enterprise opportunities such as snack shop, library, art/craft products, fundraising or class business activities linked to Create Opportunities units.
Living Dreams / visitor programme	Develop regular visitor sessions that help pupils hear real stories of work, achievement, community contribution, resilience and different life routes.
Internal work experience	Use safe, structured school-based opportunities such as catering, hospitality, library, classroom roles, outdoor learning, animal care, food technology and enterprise to build readiness.
External visits and placements	Strengthen external workplace visits and placements with phased preparation, familiar staff support and job-coach arrangements where needed.
FE/HE and training provider links	Maintain provider encounters, open day visits, assemblies, taster sessions and family information linked to post-16 and post-18 pathways.
LMI and local pathways	Use local and national labour market information to discuss realistic opportunities, including sectors of interest such as retail, catering, hospitality, animal care, outdoor work, public services and other local pathways.
Portfolios and evidence	Develop individual careers portfolios for older pupils and accessible evidence records for all pupils, capturing experiences, strengths, achievements, action plans and next steps.