



The Complete Works Policies

Careers Provision Policy

Prepared by: Bethan Sargent - Head of Curriculum - January 2021

Reviewed by: Matthew Cheesbrough - Head of Curriculum - June 2025

Ratified by: Amy Jones - Director of Operations - June 2025

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1. Introduction

At The Complete Works, the careers education programme provides students with the opportunity to plan and manage their careers effectively, ensuring progression which is ambitious and aspirational. It promotes equality of opportunity, celebrates diversity and challenges stereotypes. It is designed to meet the Gatsby benchmarks and conforms to statutory requirements.

The Complete Works is committed to providing all students in Years 7-13 with a careers programme which is embedded into the curriculum and includes a variety of creative activities. The programme has been developed in line with the eight Gatsby benchmarks for ensuring best practice and to meet the requirements of the Department for Education's statutory guidance last updated August 2022.

The Gatsby Benchmarks

1. A stable careers programme
2. Learning from career and labour market information
3. Addressing the needs of each student
4. Linking curriculum learning to careers
5. Encounters with employers and employees
6. Experience of work places
7. Encounters with further and higher education
8. Personal guidance

2. Policy Links

This policy is linked to the following policies:

- SEND Policy
- PSHE Policy
- Curriculum Policy

3. Aim

We aim to support students to make realistic and informed decisions about their future, by raising aspirations and providing information and guidance.

4. Objectives

To ensure that students:

- develop the skills and attitudes necessary for success in adult and working life
- are aware of the range of opportunities which are realistically available to them in continued education and training at 14+, 16+ and 18+
- are equipped with transferable skills to manage transitions and make informed decisions

- use effectively the resources available so they can make informed and appropriate choices throughout their school journey
- where possible, experience the world of work and develop transferable skills
- wherever possible leave the school to enter employment, further education or training
- Provide all students with 1:1 careers advice through a teacher or a Student Welfare Officer.
- experience a culture of high aspirations, equality of opportunity, in which diversity is celebrated and stereotypes are challenged
- receive extra assistance and guidance to reach their potential, where this is necessary

5. Roles and Responsibilities

- The Careers Leader has overall responsibility for Career Education, Information, Advice and Guidance (CEIAG) provision across the whole school
- Student Welfare Officers are responsible for collaborating with the students on their aspirations and goals for the future and sharing this information with the CCs
- Curriculum Coordinators (CCs) are responsible for liaising with local authorities, colleges and parents
- Subject Leads are key in driving CEIAG into all aspects of the curriculum
- Teachers have a responsibility to incorporate CEIAG links into their teaching wherever possible - example links are provided on the schemes of work
- The SEN Leads are responsible for holding annual reviews
- Creative Coordinators work alongside the CCs to identify students who would benefit from group/vocational lessons and organise extra-curricular, creative activities for students to get involved with.

Students referred from certain local authorities additionally have access to their independent careers advisors in KS4. Similarly, dual roll students where TCW is the subsidiary school may also have additional access to careers advice from their main registered school.

6. Student Entitlement

At The Complete Works, the careers curriculum is delivered in three ways:

- 1) providing career learning as a subject in its own right (PSHE)
- 2) incorporating career learning within other subjects
- 3) organising career learning through co-curricular activities (i.e. creative activities).

Careers provision is mapped against the Gatsby benchmarks. The current careers programme is delivered through a combination of methods, including explicit lessons provided within Personal Development and the taught PSHE and Employability programme in KS3 and KS4 which are predominantly taught on a 1:1 basis, as well as Experience Days which are predominantly taught in groups.

PSHE topics at KS3 include managing transitions, social action and the world of work. These topics are built upon at KS4 as well as additional topics including preparing for adult life and Work Experience. The KS4 Employability course involves students conducting careers library research, exploring stereotypes in the workplace, researching the history of the workplace, and developing personal, social and employability skills. These skills include communication, assertiveness, leadership, teamwork and job hunting. Students continue research into careers and pathways into higher education, and they develop skills in CV, letter writing, presentations and interviews.

Students receive career information, advice and guidance from the Student Welfare Officers and Curriculum Coordinators. As well as PSHE and Employability lessons, other subject teachers are encouraged to map careers to their subjects to raise aspirations, relate learning to the labour market and promote opportunities.

Student Welfare Officers (SWOs) meet with TCWs external Careers Advisor and discuss every student in year 9 and above in regards to their next steps.

Students in all year groups in KS3-5 are invited to attend college fairs and meet with providers of technical qualifications, employers and other Post-16 provisions as available. Students are further encouraged and supported to attend college open days and visits and can be accompanied by a member of staff where possible.

Students get regular encounters with employers, employees and workplaces through vocational experience days, which are designed to be practical, hand-on and experiential and incorporate regular trips to workplaces and workshops delivered by external professionals in relation to their vocational subject of choice. Students not enrolled on these courses are also encouraged to have similar encounters of work experience or other encounters where possible, typically arranged by Student Welfare Officers or 1:1 teachers.

7. Careers and SEND provision

Every pupil with SEND follows the same programme of careers as their peers, with adaptation and support from the SEND team when appropriate.

Students with EHCPs also have the opportunity to discuss their Post 16 options within their Annual Reviews. The school and Local Authority work with the student to support them in finding appropriate placements and to make the transition successful.

8. Careers Lead details

Matthew Cheesbrough
matthew.cheesbrough@tcw.org.uk

9. Monitoring and Reviewing

- This policy is reviewed on an annual basis to ensure the aims of the policy are carried out in accordance with TCWs equality obligations.

If you have any suggestions or comments regarding this policy, please email suggestions@tcw.org.uk.

Review log

Policy	Careers Provision Policy
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