



# **The Complete Works Policies**

## **Careers Provision Policy**

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

**Reviewed by: Amy Jones - Assistant Head - September 2024**

**Ratified by: Adam Dalton - Headteacher - September 2024**

**Date of next review - September 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 Lead is responsible for holding annual reviews
- Creative Engagement Coordinator works 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 from certain local authority referrers additionally have access to their independent careers advisors in KS4.

#### **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 the taught PSHE and Employability programme in KS3 and KS4, which is predominantly taught on a 1:1 basis.

At KS3, this involves topics such as managing transitions, social action and the world of work. Students conduct careers library research, exploring stereotypes in the workplace, researching the history of the workplace, and developing personal, social and employability skills.

PSHE topics at KS4 include: preparing for adult life and Work Experience.

At KS4, students also have the opportunity to complete a series of Employability CPD courses in conjunction with BeReady. Upon completion of each course, students receive an accredited certificate. Courses include: Communication, Assertiveness, Leadership and Teamwork and Job Hunting. Students continue research into careers and pathways into higher education. They develop skills in CV, letter writing, presentations and interviews.

Students receive careers advice and guidance from the Student Welfare Officers as well as careers and employability lessons in PSHE. Students are also invited to attend a 1:1 careers information, advice and guidance meeting with their Curriculum Coordinator (CC). The CCs use the resources available on Career Pilot to guide these meetings. This might include: careers quizzes and using labour market information to support students' decision making.

Students in Years 10 and 11 are invited to attend college fairs and meet with providers of Technical Qualifications. As per the Provider Access Legislation, these encounters will be rolled out to Years 8, 9, 10 and 11 from January 2023.

Teachers are also provided with resources to map careers to their subjects, to raise aspirations and promote opportunities.

## **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](mailto:matthew.cheesbrough@tcw.org.uk)

## **9. Monitoring and Reviewing**

- This policy is monitored on an ongoing basis to evaluate its effectiveness and ensure appropriate steps can be taken to eliminate unlawful discrimination.
- 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](mailto:suggestions@tcw.org.uk).*