

# **MEADOWCROFT SCHOOL POLICY**

## **Career policy**

<b>Date Approved</b>	<b>September 2025</b>
<b>Next Review</b>	<b>September 2026</b>
<b>Owner Name</b>	<b>Nicola Browning</b>
<b>Owner Job Title</b>	<b>Head of Education: Upper School</b>

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## 1.0 INTRODUCTION

The Careers Lead for Meadowcroft School is **Michelle Hincliffe**.

Careers education and guidance programmes make a major contribution to preparing young people for the opportunities, responsibilities and experiences of life. A planned, progressive programme of activities supports pupils in choosing **11–19 pathways** that match their **individual starting points, interests and abilities**. This helps them to follow appropriate career paths, gain accreditation, and sustain employability throughout their working lives.

## 2.0 COMMITMENT

Meadowcroft is committed to providing all pupils with a programme of careers education, information, advice and guidance (CEIAG) that is impartial, effective, and delivered in line with statutory requirements and the **Independent School Standards (ISS) framework**.

We provide:

- A progressive CEIAG programme for all pupils in Years 7–13.
- **Indirect careers education from Year 7 onwards**, building awareness of the world of work.
- Careers education and guidance tailored to pupils' **individual starting points**, ensuring equality of access.
- Impartial information about suitable courses, training providers and career pathways.
- **Weekly timetabled careers sessions for all secondary pupils**, linked to **NCFE Careers accreditation**.
- A **robust monitoring framework**, where Careers lessons are quality-assured by the **Central Outcomes First Group team**.

Meadowcroft follows:

- **DfE Careers Education Guidance (2025)**
- **DfE RSHE/PSHE Guidance (2025)**
- **Independent School Standards (ISS)** requirements for personal development.

## 3.0 AIMS

The Careers Education and Guidance programme at Meadowcroft aims to:

- **Raise achievement and motivation** through access to appropriate accreditation.
- Support **inclusion, challenge stereotyping and promote equality** of opportunity.
- Encourage participation in continued learning including further and higher education.
- Develop **enterprise, employability and independent living skills**.
- Reduce drop-out and course-switching by ensuring appropriate placement choices.
- Contribute to **the economic prosperity of individuals** and communities.
- Meet the needs of all students through **differentiation and personalised flightpaths**.
- Focus students on their future aspirations, linked to their **EHCP outcomes**.
- Involve parents and carers in careers decision-making.

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#### 4.0 STUDENT ENTITLEMENT

All students in Years 7–13 are entitled to a programme of careers education and guidance, with additional access to an **external specialist CIAG provider (Saqhara Balogun)** who works with SEN pupils.

This ensures that every student can explore a wide range of career pathways, qualifications, and learning routes, with advice tailored to their abilities and aspirations.

#### 5.0 DEVELOPMENT

This policy is reviewed annually by the Careers Lead and their Line Manager. Reviews take account of:

- **DfE Careers Education Guidance (2025)**
- **DfE PSHE Guidance (2025)**
- Independent School Standards (ISS)
- Ofsted frameworks and national CEIAG good practice

#### 6.0 LINKS WITH OTHER POLICIES

The Careers Policy supports and is underpinned by key school policies, including:

- Teaching and Learning
- Assessment
- Equality Statement
- Health and Safety
- SEND
- Curriculum policies for relevant key stages
- RSHE and PSHE policies

#### 7.0 IMPLEMENTATION OF CAREERS ADVICE

Careers education is delivered through:

- **Weekly timetabled Careers lessons (secondary)** linked to **NCFE accreditation**.
- ASDAN Employability and Work Experience qualifications.
- Careers portfolios and reflective logs.
- One-to-one Careers interviews with the Careers Lead and external CIAG.

#### 8.0 EQUALITY AND DIVERSITY

Careers education is provided to all pupils. Provision is adapted to individual needs, with specific attention to EHCP outcomes and flightpaths. Students are encouraged to pursue careers that reflect their interests and strengths, free from stereotypes.

#### 9.0 YEAR 7–8 FOCUS

- Introduction to careers and the world of work.
- Understanding business, teamwork, and employer expectations.
- Rights and responsibilities in the workplace.

#### 10.0 YEAR 9–10 FOCUS

- Self-assessment and recognising strengths.
- Challenging stereotyping and discrimination.
- Exploring post-14 pathways and career routes.

#### 11.0 YEAR 11+ FOCUS

- Post-16 options and the application process.
- Visits to training providers, employers, colleges and careers fairs.
- Preparation for employment, apprenticeships or further study

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## 12.0 WORK EXPERIENCE (POST-16)

All **Post-16 pupils** access **weekly work experience placements for 4 lessons per week**. These may be:

- Offsite with a vetted and approved provider.
- Virtual, through **Springpod** or **Reed Education**.

Placements are matched to each pupil's **EHCP outcomes and career aspirations**. Pupils gain practical, meaningful experience, and work towards qualifications including:

- **ASDAN Work Experience**
- **AQA Unit Awards**
- Other relevant vocational accreditations

Work experience supports:

- Social and communication skills.
- Personal development, maturity and independence.
- Understanding employer expectations, routines and responsibilities.
- Health and safety awareness.
- Building a positive self-image and resilience.

## 13.0 CAREERS RESOURCES & EVENTS

- Careers resources are available from the Careers Lead.
- External CIAG provider (Outcomes First Group Ltd) supports targeted students.
- Targeted SEN pupils receive additional support.
- Pupils attend off-site careers events, college open evenings, and employer visits.
- Digital tools, including Jobs4U, support independent research.

## 14.0 PARENTS AND CARERS

Parents and carers are encouraged to be active partners in the CEIAG programme. They are invited to interviews, reviews (EHCP, PEP, LAC) and receive updates through meetings and written communication.

## 15.0 MANAGEMENT & MONITORING

- The Careers Lead coordinates the programme, reporting to the Senior Leadership Team.
- **Careers lessons are monitored by the Central Outcomes First Group team** to ensure consistency and high standards.
- Work experience is overseen by the Careers Lead and Headteacher, with risk assessments and safeguarding checks carried out before placements.

## 16.0 STAFFING

All staff contribute to CEIAG through their role as tutors or subject teachers. The Careers Lead liaises with external agencies and ensures pupils receive accurate, impartial guidance.

## 17.0 CURRICULUM

The Careers curriculum includes:

- Weekly timetabled Careers lessons (secondary)
- Group and individual careers guidance sessions
- Work experience (Post-16, weekly)
- Careers fairs, employer talks and provider visits
- Integration into the school's **Personal Development Programme**

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## 18.0 PARTNERSHIPS

Key partnerships include:

- Outcomes First Group Ltd Careers Lead (external CIAG provider)
- Local 14–19 providers and FE/HE institutions
- Employers and work experience providers
- Virtual providers (Springpod, Reed Education)
- Outcomes First Group (monitoring and quality assurance)

## 19.0 REVIEW AND EVALUATION

- The programme is monitored annually by the Deputy Head and Headteacher.
- Careers provision is evaluated via pupil voice, lesson observations, outcomes tracking, and external monitoring.
- Annual review by the Careers Lead and SLT ensures alignment with statutory frameworks.
- Findings are fed into the **Subject Improvement Plan (SIP)** and the **School Development Plan (SDP)**.

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## **APPENDIX: STATEMENT OF ENTITLEMENT**

Every pupil at Meadowcroft is entitled to:

- Careers education tailored to their starting points and aspirations.
- Weekly timetabled Careers lessons (secondary).
- Access to impartial careers guidance from both the Careers Lead and external CIAG.
- A Post-16 work experience placement (weekly, 4 lessons).
- Accredited qualifications (NCFE, ASDAN, AQA Unit Awards).
- Opportunities to explore different pathways, including FE, HE, apprenticeships and employment.
- Equal access to provision, free from stereotyping.