# Policy for Careers Education, Information, Advice and Guidance (CEIAG) including Provider Access Policy




Meadowfield

To inspire and motivate all pupils and staff who learn and work together to aspire to endless possibilities.

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## 1. Vision and Intent

At Meadowfield School, we are committed to helping all our students and young adults become as independent as possible. We aim to support them in leading happy, fulfilling lives and making a positive contribution to society.

We take a whole-school approach to Careers Education and Employability. Our Careers programme is built around our "Skills for Life" curriculum and follows the Gatsby Benchmarks. It is tailored to each student's needs, stage of development, and Education, Health and Care Plan (EHCP) outcomes.
Our careers education helps students prepare for:

- Further education or employment – including exploring different career paths and support from employment agencies.
- Independent living – making informed choices about housing, support, and daily life.
- Participation in society – building friendships, relationships, and being active in the community.
- Staying healthy – promoting lifelong physical and mental wellbeing.

We offer a wide range of engaging and meaningful opportunities to develop career and work-related skills. This helps every pupil reach their full potential, whatever their individual needs or goals.

We recognise that career aspirations can vary greatly for young people with additional needs. We support pathways into further education, training, supported internships, apprenticeships, employment, and volunteering.

We also provide access to independent careers advice, so pupils and their families can make informed decisions about the future. This impartial guidance helps explore all available options and ensures that choices are based on the pupil's interests, strengths, and ambitions.

We work closely with parents and carers to raise awareness of opportunities and build a shared belief that, with the right support, many of our young people can achieve and sustain meaningful employment.
We regularly celebrate and promote the achievements of our learners.

## 2. Statutory Requirements and Expectations

This policy is based on the Department for Education's (DfE's) statutory Careers guidance and access for education and training providers.

This guidance refers to:

- The Education Act 1997, Sections 42A, 42B, 45 and 45A
- The Education and Skills Act 2008, section 72
- The School Information (England) Regulations 2008, schedule 4 (15)

This policy is also in line with the more recent Skills and Post-16 Act 2022, which came into force on 1 January 2023. It explains that our school must provide a minimum of 6 encounters with technical education or training providers to all pupils in years 8 to 13. For more detail on these encounters, see our provider access policy statement, which you can find on our website.

## 3. Roles and Responsibilities

a. <u>School Responsibilities</u>

- All registered pupils at the school must receive careers guidance in Years 7 to 13.
- This careers guidance must be represented in an impartial manner, showing no bias towards a particular institution, education or work option. This advice must cover a range of education or training options. This guidance must be in the best interests of the pupil.
- Schools are required to publish (a) the name, email address and telephone number of the school's careers leader; (b) a summary of the careers programme including details as to how pupils, parents, staff and employers may access information regarding the careers programme; (c) how the school measures and assesses the impact of the careers programme on pupils; (d) the date of the school's next review of the information.

- There must be opportunities for education and training providers to access pupils in Year 8 – Year 13 in order to inform them about approved technical qualifications and apprenticeships. Cf. Section 6 of this policy. The school must have a clear policy setting out the manner in which providers will be given access to pupils. Cf. Section 6 and Appendix 2. This policy and these arrangements must be published on the schools website.
- The school will base its Careers Programme around the Gatsby Benchmarks. A summary of these can be seen in Appendix 1, and they cross reference with the objectives of this policy.
- The school will regularly measure and analyse its CEIAG offer to inform evaluation, reporting and continuous improvement of the careers provision.
- Where learners have EHCPs, their annual reviews from Year 9 onwards must include a focus on preparing for adulthood, including employment.
- The school should keep parents and carers informed at key decision points, help them understand the importance of their role, and ensure their diverse needs are considered throughout the learner's journey. See Appendix 3.
- Ensure all learners gain meaningful workplace experiences to explore career options and build networks — young people receive one week's worth of work experience activities during Years 7-9 and one week's worth of work experience placement during 10-11.

## 3.1 Careers leader

Our careers leader is Liz Hymus and they can be contacted by phoning 01795 477788 or emailing office@meadowfield.kent.sch.uk. Our careers leader is a member of the senior leadership team (SLT) and will:

- embed a programme of careers education and guidance, structured around the eight Gatsby Benchmarks, that is known and understood by learners, parents and carers, staff, those in governance roles, employers and other agencies. This information will be available on the school website
- ensure that careers education is embedded within the institution's ongoing staff development programme, including training for teachers, subject staff, and all staff who support learners
- support teaching staff to highlight the progression routes for their subject and the relevance of the knowledge and skills developed in their subject for a wide range of career pathways and future career paths
- plan and manage the Careers Learning Journey and ensure it is progressive and responsive to leaner need
- plan and manage a strategy for how to engage with parents and carers throughout the Careers Learning Journey
- take responsibility for the leading, managing, co-ordinating and networking to develop the Careers Programme
- establish and develop links with employers, learning providers and careers organisations
- work closely with relevant staff to identify the guidance needs of all our learners with special educational needs and/or disabilities (SEND) and put in place personalised support and transition plans
- work with our school's designated staff member for looked-after children (LAC) and previously LAC and put in place personalised support and transition plans if required
- plan and manage the delivery of PAL compliant encounters to learners and review our school's Provider Access Policy statement at least annually, in agreement with our Governing Board.
- quality assure the Careers Programme, along with SLT, to ensure continuous improvement; this should include regular evaluation from stakeholders including learners, staff, parents and carers and employers, alongside reviewing progression data.
- manage the budget for the Careers Provision
- work towards the strengthened Gatsby Benchmark 6 to ensure learners access multiple experiences of the workplace
- work with the Kent & Medway Careers Hub to support continuous improvement using the free digital tools to self-evaluate (Compass Evaluation and Internal Leadership Review)

## 3.2 Senior leadership team (SLT)

Our SLT will:

- Support strategic careers planning embedding it across whole-school development planning that is in-line with the school SDP

- Measure and analyse impact evaluation and quality assurance to inform continuous improvement in line with the vision, intent and priorities of the Careers Provision and share this information with governance and wider school staff.
- Ensure the school's Careers Leader is allocated sufficient capacity, appropriate training and budget to deliver a strategic Careers Provision and regularly meet to review progress and provide ongoing support.
- Support the delivery of whole-school CPD to equip all staff — including teachers, subject specialists, and learner support roles — with the knowledge and confidence to understand and apply impartial careers guidance, as part of the school's integrated Career Provision
- Allow providers access to talk to learners in years 8 to 13 about technical qualification and apprenticeships and set out arrangements for this in the school's Provider Access Policy.
- Network with employers, education and training providers, and other careers organisations.

## 3.3 The governing body

The governing board will ensure that:

- independent careers guidance is provided to all learners throughout their secondary education (for all 11 - 18 year olds), learners aged up to 25 with an EHCP
- learners in years 8 to 13 receive at least 6 encounters with a provider of technical education or apprenticeships.

Careers guidance should:

- be impartial, showing no bias or favouritism towards a particular institution, education or work option
- include information on the range of education or training options, including apprenticeships and technical education routes
- consider the best interests of the students to whom it is given.

The governors will:

- appoint a member of the governing body who will take a strategic interest in careers education and encourage employer engagement
- undergo appropriate training via the CEC Learning Academy and other available training, such as the Governor Hub
- oversee the development and clear communication of the school's Careers Education, Information, Advice and Guidance and that it is clearly communicated to all stakeholders.
- ensure independent careers guidance is provided to all learners throughout their education and that the information is presented impartially, includes a range of educational or training options and promotes the best interests of learners
- support the arrangements that allow a range of education and training providers can access learners in years 8 to 13 to inform them of approved technical education qualifications and apprenticeships. The Provider Access Legislation policy can be found Cf. Section 6 and Appendix 2
- monitor and uphold compliance by ensuring the school's careers webpages are accurate, up-to-date, and meet statutory requirements
- champion the implementation of systems to measure, assess, and evaluate the impact of the Careers Provision to drive ongoing improvement.

## 4. Our Careers Programme

Our school has an embedded Careers Programme, see Appendix 4, that aims to inform and encourage learners to consider their career options and take steps to understand their choices and pathways. We provide statutory careers guidance to learners throughout their education.

Our Careers Programme:

- has been developed to meet the expectations outlined in the Gatsby Benchmarks, see Appendix 2
- does not show bias towards any particular career path and promotes a full range of technical and academic options for learners
- delivers aims, objectives and careers related activities appropriate for each year group
- is structured in a way that builds upon previous years, and the overarching aim is divided between the Key Stages so that learners are encouraged to think appropriately about their future.

**Our Careers Programme is delivered via several methods:**
At Meadowfield School, we have a fully embedded careers programme designed to inform, inspire, and support pupils in exploring their future options. Our approach encourages students to understand their choices and pathways, helping them build the confidence and skills needed to make informed decisions.

From Year 9 onwards, all pupils receive statutory independent careers guidance from qualified professionals. This impartial advice ensures that students and their families are aware of the full range of opportunities available, including further education, training, supported internships, apprenticeships, employment, and volunteering.

Our programme is inclusive and does not promote any particular career path. Instead, it highlights a broad spectrum of technical, vocational, and academic routes, tailored to meet the diverse needs and aspirations of our learners.

The careers curriculum is progressive and structured, building year-on-year to reflect students' development and EHCP outcomes. Each Key Stage has clear aims, objectives, and activities that support pupils in thinking appropriately about their future, whether that involves employment, independent living, or active participation in society.

We deliver careers education through:

- A whole-school approach linked to our "Skills for Life" curriculum and the Gatsby Benchmarks
- Work-related learning experiences, including placements, enterprise activities, and community engagement
- Partnerships with external agencies, employers, and colleges
- Celebration of achievements to inspire and motivate learners

(See appendix 3 for a detailed overview of the Careers Programme.)

## 5. Access to our careers programme information

A summary of our school's careers programme is published on our school website in the form of this policy and appendices. This includes details of how pupils, parents, teachers and employers can access information about the careers programme.

Pupils, parents, teachers and employers can request any additional information about the careers programme by contacting Liz Hymus or Lisa Alexander on 01795 477788

Our Careers Programme meets the Provider Access Legislation:

For pupils of compulsory school age these encounters are mandatory and there will be a minimum of two encounters for pupils during the 'first key phase' (year 8 to 9) and two encounters for pupils during the 'second key phase' (year 10 to 11). For pupils in the 'third key phase' (year 12 to 13), particularly those that have not yet decided on their next steps, there are two more provider encounters available during this period, which are optional for pupils to attend. See our Provider Access Legislation Policy (Appendix One)

## 6. Monitoring, review and Evaluation

Our school systematically measures and assesses the impact and quality of our provision as part of the whole school annual review in line with the development of the School Improvement/Development Plan, through:

- Recording: The school systematically records careers activities and events using Compass+. Up-to-date information from recording systems and related data on all learners is used by the Careers Leader and senior leaders to measure impact of the Careers programme and to inform continuous improvement and planning of careers.
- Feedback: All relevant stakeholder voices are systematically evaluated by the Careers Leader to inform impact evaluation, strategic development planning of careers and whole school or special school development planning, impact evaluation and reporting. Learners' perception of their career readiness is measured through the Future Skills Questionnaire and considered by the Careers Leader and senior

leaders to inform whole school or special school development planning, impact evaluation and reporting.

- Evaluation against Learning Objectives: The school conducts an annual evaluation of the careers programme against defined learning objectives for each year group. These objectives guide assessment of learners' progress in acquiring key knowledge, skills, and behaviours, and inform the ongoing review and refinement of activities to align with programme intent and enhance impact on career readiness.
- Destination data: Destinations data (including intended and actual destinations) is collected, analysed and reported on, according to specific success criteria (vision and intent in section 1). This includes outcomes for specific cohorts, breadth of destinations, aspiration, alignment to labour market, NEET, etc.
- Sharing evaluation data: provide information to parents and other relevant stakeholders on the strengths and development areas of the Careers Provision highlighted from the monitoring, reviewing and evaluation processes.

## 7. Links to other policies

This policy links to the following policies:

Provider access policy statement (see Appendix One)
Child protection policy
Curriculum policy

## Appendix 1
## Meadowfield School Provider Access Policy

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8. Monitoring Arrangements


## 1. Aims

This policy statement aims to set out our school's arrangements for managing the access of education and training providers to students for the purpose of giving them information about their offer. It sets out:

- Procedures in relation to requests for access
- The grounds for granting and refusing requests for access
- Details of premises or facilities to be provided to a person who is given access

All students at Meadowfield are encouraged how to learn and think for themselves to raise their aspirations for a better future.

## 2. Statutory Requirements

Schools are required to ensure that there is an opportunity for a range of education and training providers to access students in years 8 to 13 for the purposes of informing them about approved technical education, qualifications or apprenticeships.

Schools must provide a minimum of 6 encounters with technical education or training providers to all pupils in years 8 to 13 (see more detail in section 2.1 below).

Schools must also have a policy statement that outlines the circumstances in which education and training providers will be given access to these students.

This is outlined in section 42B of the Education Act 1997, the Skills and Post-16 Act 2022 and on page 43 of guidance from the Department for Education (DfE) on careers guidance and access for education and training providers.

This policy shows how our school complies with these requirements.

### 2.1 The 6 encounters schools must offer to all pupils in years 8 to 13

Schools must offer:

- 2 encounters for pupils during the 'first key phase' (year 8 or 9)
  - All pupils must attend
  - Encounters can take place any time during year 8, and between 1 September and 28 February during year 9
- 2 encounters for pupils during the 'second key phase' (year 10 or 11)
  - All pupils must attend
  - Encounters can take place any time during year 10, and between 1 September and 28 February during year 11
- 2 encounters for pupils during the 'third key phase' (year 12 or 13)
  - Pupils can choose to attend
  - Encounters can take place any time during year 12, and between 1 September and 28 February during year 13

These encounters must happen for a reasonable period of time during the standard school day. Schools can continue to provide complementary experiences, but encounters outside of school hours won't count towards these requirements. Some pupils may benefit from online encounters if they feel less comfortable with face-to-face encounters.

Schools must ask each provider to provide the following information as a minimum:

- Information about the provider and the approved qualifications or apprenticeships they offer
- Information about what careers those qualifications and apprenticeships can lead to
- What learning or training with the provider is like
- Answers to any questions from pupils

## 2.2 Meaningful Provider Encounters

- Our school is committed to providing meaningful encounters to all pupils.
- 1 encounter is defined as 1 meeting/session between pupils and 1 provider.
- Meaningful live online engagement is also an option at our school.

## 3. Student Entitlement

All students in years 8 to 13 at Meadowfield School are entitled to:

- Find out about technical education qualifications and apprenticeship opportunities as part of our careers programme, which provides information on the full range of education and training options available at each transition point
- Hear from a range of local providers about the opportunities they offer, including technical education and apprenticeships, e.g. through activities and events such as options events, assemblies and taster events
- Understand how to make applications for the full range of academic and technical courses

## 4. Management of Provider Access Requests

## 4.1 Procedure

Any provider seeking access should refer to the opportunities for access below.
A provider wishing to request access should contact Liz Hymus (Careers Lead) or Lisa Alexander (work Experience and Community Link Lead).
Telephone: 01795 477788/ 01795 342147
Email: office@meadowfield.kent.sch.uk

**Granting and Refusing Access**

While the school reserves the right to grant or deny access, Meadowfield School will always seek to provide the broadest offer possible to students. If denied access the provider will receive a response, in writing, confirming the decision around why access is deemed unsuitable at this time.

## 4.2 Opportunities for Access

A number of events, integrated into our careers programme, will offer providers an opportunity to come into school to speak to students and/or their parents/carers

### 4.3 Granting and Refusing Access

When considering provider applications for access the following will be considered:

- The reputability of the provider
- The needs and aspirations of the pupils attending the event
- The safeguarding duty of the school

## 4.4 Safeguarding

The school policy on safeguarding sets out the school's approach to allowing providers into the school as visitors to talk to our learners. Education and training providers will be expected to adhere to this policy. Please refer to the safeguarding policy that can be found on the website for further guidance**.**

### 4.5 Premises and Facilities

Once visits have been agreed, the school will provide appropriate facilities to facilitate the visit, along with any equipment requested by the provider, where it is available. Sessions can be held in different venues according to the number of learners and the requirements of the provider. Visits will be held in dining hall where more space is required or sometimes in a classroom, library or intervention room with a smaller group. We are happy to work with providers to provide any resources that we can that make their visit possible and we are happy to accommodate those that need to bring extra equipment into the school in order to showcase what they do. Meaningful online engagement is also an option and we are open to providers that are able to provide live online engagement with our learners.

Providers are welcome to leave a copy of their prospectus or other relevant course literature at reception for the attention of the Careers Lead. The literature will be placed in the designated careers area so it is available to learners during the course of the school day or if quantities will allow, will be distributed to learners.

## 5. Previous Providers

In previous terms./years we have invited the following providers from the local area to speak to our pupils:

- Mid Kent College
- East Kent College Group
- Forward to Employment
- Brogdale Craftworks College
- Kite College
- Tuck by Truck
- Aldi
- Asda
- Symbol
- HMPS
- Network Rail
- Royal Mail

## 6. Pupil Destinations

| **Destination** | **2024**<br>**20 leavers** | **2025**<br>**20 leavers** | **2026**<br>**27 leavers** |
|---|---|---|---|
| NEET | 0% | 10% | 4% |
| Further Education | 85% | 80% | 85% |
| Apprenticeship | 0% | 0% | 0% |
| Employment | 5% | 0% | 0% |
| Supported Employment | 0% | 0% | 0% |
| Social Care | 10% | 5% | 11% |

## 7. Complaints:

Any complaints with regards to provider access can be raised following the school complaints procedure or directly with the The Careers & Enterprise Company via provideraccess@careersandenterprise.co. uk

## 8. Monitoring Arrangements

The school's arrangements for managing the access of education and training providers to students is monitored by Liz Hymus Deputy Principal and Lisa Alexander on an annual basis.

| **Statutory Policy Approved by Governing Body** | |
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| **Policy Adopted** | Date: September 2026 |
| **Policy Approved** | Date: Awaiting Approval |
| **Next Review** | Date: Academic Year 2027/28 |

| Benchmark | What it is | How Meadowfield School meets the Benchmark |
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| **1.** **A stable careers programme:** Every school and college should have an embedded programme of careers education and guidance that is known and understood by pupils, parents and carers, staff, governors, employers and other agencies. | - Every school should have a stable, structured careers programme that has the explicit backing of governors, the headteacher and the senior management team, and has an identified and appropriately trained careers leader responsible for it.<br><br>- The careers programme should be tailored to the needs of pupils, sequenced appropriately, underpinned by learning outcomes and linked to the whole-school development plan. It should also set out how parents and carers will be engaged throughout.<br><br>- The careers programme should be published on the school's website and communicated in ways that enable pupils, parents and carers, staff and employers to access, and understand it.<br><br>- The programme should be regularly evaluated using feedback from pupils, parents and carers, teachers and other staff who support pupils, careers advisers and employers, to increase its impact. | Leadership Support: Backed by the headteacher, senior leaders, and governors.<br><br>Dedicated Careers Leader: Oversees delivery and development of the programme.<br><br>Structured and Tailored: Sequenced across Key Stages, linked to EHCPs and the whole-school development plan.<br><br>Inclusive and Impartial: Promotes academic, vocational, and technical routes without bias.<br><br>Published and Accessible: Careers policy available on the school website; shared with pupils, families, staff, and partners.<br><br>Independent Guidance: Provided from Year 9 onwards by qualified professionals.<br><br>Parental Engagement: Families are involved through communication and planning. |

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| | | Regular Evaluation: Feedback from pupils, parents, staff, advisers, and employers informs improvements. |
| **2.** **Learning from career and labour market information:** All pupils, parents and carers, teachers and staff who support pupils should have access to good-quality, up-to-date information about future pathways, study options and labour market opportunities. Young people with special educational needs and disabilities (SEND) and their parents and carers may require different or additional information. All pupils will need the support of an informed adviser to make the best use of available information. | - During each Key Stage, all pupils should access and use information about careers, pathways and the labour market to inform their own decisions on study options or next steps.<br><br>- Parents and carers should be encouraged and supported to access and use information about careers, pathways and the labour market to inform their support for pupils in their care. | Access to Information: Pupils, parents/carers, and staff are provided with up-to-date information on careers, study options, and labour market trends.<br><br>Guidance for SEND Learners: Information is adapted to meet the needs of pupils with SEND and their families.<br><br>Informed Decision-Making: Pupils use career and labour market information during each Key Stage to guide choices about education and employment.<br><br>Independent Careers Advice: Qualified advisers help pupils interpret and apply labour market information to their personal goals.<br><br>Parental Engagement: Families are supported to access and understand career and labour market data to help guide their children.<br><br>Curriculum Integration: Labour market insights are embedded into lessons, work experience, and careers events. |

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| **3.**<br>**Addressing the needs of each young person:**<br>Pupils have different careers guidance needs at different stages. Careers programmes should help pupils navigate their concerns about any barriers to career progression. In addition, opportunities should be tailored to the needs of each pupil, including any additional needs of vulnerable and disadvantaged pupils, young people with SEND and those who are absent. | - A school's careers programme should actively seek to challenge misconceptions and stereotypical thinking, showcase a diverse range of role models and raise aspirations.<br><br>- Schools should keep systematic records of the participation of pupils in all aspects of their careers programme, including the individual advice given to each pupil, and any subsequent agreed decisions.<br><br>- For pupils who change schools during the secondary phase, information about participation and the advice given previously should be integrated into a pupil's records, where this information is made available. Records should begin to be kept from the first point of contact or from the point of transition.<br><br>- All pupils should have access to these records and use them ahead of any key transition points to support their next steps and career development.<br><br>- Schools should collect, maintain and use accurate data for each pupil on their aspirations, intended and immediate education, and training or employment destinations, to inform personalised support.<br><br>- Schools should use sustained and longer-term destination data as part of their evaluation process and use alumni to support their careers programme. | Personalised Support: Careers guidance is tailored to each pupil's needs, including those with SEND, vulnerabilities, or who are disadvantaged or absent.<br><br>Progressive Programme: Careers education is sequenced across Key Stages to match pupils' development and EHCP outcomes.<br><br>Challenging Stereotypes: The programme promotes diverse role models and actively challenges misconceptions to raise aspirations.<br><br>Systematic Record-Keeping: Participation, advice, and decisions are recorded for each pupil from first contact or transition.<br><br>Accessible Records: Pupils can access their records to support key transitions and career planning.<br><br>Data-Driven Planning: Aspirations, intended destinations, and outcomes are tracked to inform personalised guidance.<br><br>Use of Alumni and Destinations: Long-term destination data and alumni experiences are used to evaluate and enrich the programme. |

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| **4.**<br>**Linking curriculum learning to careers:**<br>As part of the school's programme of careers education, all teachers should link curriculum learning with careers. Subject teachers should highlight the progression routes for their subject and the relevance of the knowledge and skills developed in their subject for a wide range of career pathways. | - Every year, in every subject, every pupil should have opportunities to learn how the knowledge and skills developed in that subject helps people to gain entry to, and be more effective workers within, a wide range of careers.<br><br>- Careers should form part of the school's ongoing staff development programme for teachers and all staff who support pupils. | Curriculum Integration: All subjects include opportunities for pupils to learn how their skills and knowledge apply to real-world careers.<br><br>Progression Routes: Teachers highlight career pathways related to their subject areas.<br><br>SEND Relevance: Lessons are adapted to show how subject learning supports independence and employability for pupils with SEND.<br><br>Staff Development: Careers education is part of ongoing CPD for teachers and support staff.<br><br>Cross-Phase Consistency: Careers links are embedded across all Key Stages and curriculum pathways |
| **5.**<br>**Encounters with employers and employees:**<br>Every pupil should have multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace. This can be through a range of enrichment opportunities including visiting speakers, mentoring and enterprise schemes, and could include | - Every year, from the age of 11, pupils should participate in at least one meaningful encounter with an employer.<br><br>A meaningful encounter will:<br>- have a clear purpose, which is shared with the employer and the young person<br>- be underpinned by learning outcomes that are appropriate to the needs of the young person<br>- have opportunities for two-way interactions between the young person and the employer<br>- be followed by time for the young person to reflect on the insights, knowledge or skills gained through the encounter | Annual Employer Encounters: Pupils from age 11 have at least one meaningful encounter with an employer each year.<br><br>Varied Opportunities: Includes visiting speakers, enterprise activities, mentoring, and supported work experience.<br><br>Purposeful Engagements: Encounters have clear objectives, are tailored to pupils' needs, and include two-way interaction. |

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| pupils' own part-time employment where it exists. | | Reflection Time: Pupils are given time to reflect on what they've learned from each employer encounter.<br><br>SEND Accessibility: Activities are adapted to ensure meaningful participation for our pupils<br><br>Community Links: Strong partnerships with local employers and supported employment agencies enhance real-world relevance. |
| **6.**<br>**Experiences of workplaces:**<br>Every learner should have first-hand experiences of workplaces to help their exploration of career opportunities and expand their networks. | - By the age of 16, every pupil should have had meaningful experiences of workplaces.<br><br>- By the age of 18, every pupil should have had at least one further meaningful experience.<br><br>A meaningful experience will:<br>- have a clear purpose, which is shared with the employer and the young person<br>- be underpinned by learning outcomes that are appropriate to the needs of the young person<br>- involve extensive two-way interactions between the young person and employees<br>- include opportunities for young people to meet a range of different people from the workplace<br>- include opportunities for young people to perform a task set by the employer or to produce a piece of work relevant to that workplace<br>- include the employer providing feedback to the young person about their work<br>- be followed by opportunities for the young person to reflect on the insights, knowledge or skills gained through their experience | Meaningful Experiences: Pupils have first-hand experiences of workplaces by age 16, with further opportunities by age 18.<br><br>Purposeful Activities: Each experience has clear objectives, tailored learning outcomes, and two-way interaction with employees.<br><br>Diverse Engagements: Pupils meet a range of professionals and complete tasks or projects relevant to the workplace.<br><br>Employer Feedback: Employers provide feedback to pupils on their performance and engagement.<br><br>Reflection Opportunities: Pupils reflect on insights, skills, and knowledge gained after each experience. |

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| | | SEND Inclusion: Workplace experiences are adapted to ensure accessibility and relevance for our pupils |
| **7.**<br>**Encounters with further and higher education:**<br>All pupils should understand the full range of learning opportunities that are available to them, including academic, technical and vocational routes. This should incorporate learning in schools, colleges, independent training providers (ITPs), universities and in the workplace. | - By the age of 16, every pupil should have had meaningful encounters with providers of the full range of learning opportunities, including sixth forms, colleges, universities and ITPs.<br><br>- By the age of 18, all pupils who are considering applying to higher education should have had at least two visits to higher education providers to meet staff and learners.<br><br>A meaningful encounter will:<br>- have a clear purpose, which is shared with the provider and the young person<br>- be underpinned by learning outcomes that are appropriate to the needs of the young person<br>- involve a two-way interaction between the young person and the provider<br>- include information about the provider, such as their recruitment and selection processes, the qualifications that provider offers and the careers these could lead to<br>- describe what learning or training with the provider is like<br>- be followed by opportunities for the young person to reflect on the insights, knowledge or skills gained through the encounter. | Broad Exposure: Pupils explore academic, technical, and vocational routes through encounters with sixth forms, colleges and training providers.<br><br>Meaningful Visits: By age 16, all pupils have meaningful encounters with a range of education providers; by age 18, those considering higher education have at least two visits.<br><br>Purposeful Engagements: Each encounter has clear objectives, tailored learning outcomes, and two-way interaction with staff and students.<br><br>Information Sharing: Pupils receive details on courses, entry requirements, learning environments, and career pathways.<br><br>Reflection Time: Pupils reflect on insights gained to support informed decision-making. |
| **8.**<br>**Personal guidance:**<br>Every pupil should have opportunities for guidance meetings with a careers adviser, who could be internal (a member | - Every pupil should have at least one personal guidance meeting, with a careers adviser by the age of 16, and a further meeting by the age of 18. Meetings should be scheduled in the careers programme to meet the needs of pupils. | Scheduled Guidance Meetings: Pupils receive personal careers guidance in Year 9, Year 11, and Year 13, aligned with key transition points.<br><br>Qualified Advisers: Guidance is delivered by trained careers |

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| of school staff) or external, provided they are trained to an appropriate level. These meetings should be available for all pupils whenever significant study or career choices are being made. They should be expected for all pupils but should be scheduled to meet their individual needs. The careers leader should work closely with the careers adviser, SEND coordinator and other key staff to ensure personal guidance is effective and embedded in the careers programme. | - Information about personal guidance support, and how to access it, should be communicated to pupils and parents and carers, including through the school website. | professionals, either internal or external.<br><br>Tailored Support: Meetings are scheduled to meet individual needs.<br><br>Collaborative Planning: The Careers Leader works closely key staff to embed guidance into the careers programme.<br><br>Accessible Information: Details about personal guidance and how to access it are shared with pupils and families.<br><br>Informed Decision-Making: Guidance supports pupils in making choices about study, training, and employment pathways. |

## Appendix 3 - Careers Programme

### Meadowfield School Careers Curriculum

Curriculum Intent Statement

At Meadowfield School, our Careers curriculum is designed to prepare all learners for adulthood by equipping them with the knowledge, skills, and confidence to make informed choices about their futures. We recognise that careers education is not just about paid employment, but also about supporting independence, developing purposeful engagement, and understanding the many pathways into adult life.

Through the Talentino Careers at Every Level framework, pupils explore work-related concepts in a highly accessible, meaningful, and engaging way. Our intent is to ensure that every pupil, regardless of their starting point or need, develops:

- Awareness of the world of work and the roles people have within it.
- Aspirations for their own futures, based on strengths, interests, and opportunities.
- Skills for independence, communication, problem-solving, and workplace readiness.
- Confidence in advocating for their own needs and making supported choices.

We deliver this through a progressive programme, sequenced from Year 7 through Post-16, aligned with the Gatsby Benchmarks, CDI framework, and Preparing for Adulthood outcomes. Careers is a whole-school responsibility, embedded across subjects, enriched through encounters with employers, and personalised for every learner.

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| Years 7 & 8 Module One<br>Explore! | What is a job? Benefits of working, challenges, and strategies for overcoming them |
| Years 9 & 10 Module Two<br>My purpose, My work! | Understanding workplace support, exploring different jobs, identifying possible pathways |
| Year 11 Module Three<br>My Choices! | Identifying interests and strengths, creating an informed career goal, planning simple next steps |
| Year 12 Module Four<br>I am Ready! | Presenting yourself to employers, workplace skills, CV building, networks, online presence |
| Years 13 & 14 Module Five<br>My Best Next Step! | Applying for jobs, practising interviews, consolidating employability skills, preparing for transitions |

| Careers Curriculum Long Term Plan | | | | | | | | |
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| | **Year 7**<br>**Module One** | **Year 8**<br>**Module One** | **Year 9**<br>**Module Two** | **Year 10**<br>**Module Two** | **Year 11**<br>**Module Three** | **Year 12**<br>**Module Four** | **Year 13**<br>**Module Five** | **Year 14**<br>**Module Five** |
| Term One | Introduction: What is a job? Why do people work? Benefits of work | Independence at work: what can I do myself? | Support at work: What help do I need? | Support networks: asking for help, working with others | Who am I? Exploring interests and strengths | Personal hygiene, confidence & self-esteem | Applying for a job – applications & CVs | Work experience and employer engagement |
| Term Two | | | | | What do I want to do? Exploring career goals | Telling employers about myself: online presence | | |
| Term Three | Feelings about work: positive emotions, challenges & solutions | Preparing for work: role play, real-life scenarios | Exploring job roles: using resources like job cards | Careers and interests: matching hobbies to job roles | Planning for choices: how to make a plan | Key workplace skills: using phones, teamwork | Interview skills – preparation | Supported job applications & mock interviews |
| Term Four | | | | | Building a career portfolio: recording skills & achievements | CV development and practising job applications | | |
| Term Five | Challenges at work: managing difficulties (punctuality, behaviour, communication) | Reflection: why work is important, future aspirations | Finding out about jobs: internet & employer encounters | Work tasters: visits, guest speakers, workplace simulations | Career planning: mapping pathways, targets, action steps | Networking: how to build and use support networks | Interview practice – role play & feedback | Transition planning: next steps into adulthood |
| Term Six | | | | | Review: What am I good at? Setting goals for Post-16 | Consolidation: workplace readiness, self-presentation | | |
| **Enterprise Opportunities** | | | | | | | | |