



Careers Education and Preparation for Adulthood Policy



Document History

Version	Comments/Amendments	Name	Date
1	First Issue	Chris Kelly	

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1. Aims

Our centre is committed to providing trauma-informed, person-centred and inclusive careers education, information, advice and guidance (CEIAG) that prepares learners for adulthood. Our provision aims to:

- Build self-awareness, resilience and career management skills within a safe, nurturing environment
- Support learners to explore the full range of future options, including employment, further and higher education, and independent or supported living
- Promote high aspirations without pressure, challenging stereotypes and ensuring equity of opportunity
- Empower learners to make informed, meaningful decisions that support their wellbeing, ambitions and personal development

2. Statutory Requirements

This policy reflects the requirements outlined in:

- **Education Act 1997**
- **Education and Skills Act 2008**
- **Skills and Post-16 Education Act 2022**
- **Careers guidance and access for education and training providers (DfE, 2023)**
- **The Baker Clause and Provider Access Legislation (2023)**
- **SEND Code of Practice (2015)**

Our centre ensures all students are entitled to **six meaningful encounters** with training and education providers across their programme, and that independent, impartial guidance is made available to all learners.

3. Roles and Responsibilities

Careers Leader

Our Careers Leader is Chris Kelly, responsible for:

- Designing and managing a trauma-informed careers programme
- Coordinating individual guidance and support
- Supporting curriculum staff to embed careers and employability into all programmes
- Leading employer engagement and provider access
- Ensuring all SEND and LAC learners receive tailored support and transition planning

Senior Leadership Team

SLT will:

- Allocate appropriate resources and time for the programme
- Ensure compliance with statutory duties and quality frameworks
- Support training and development of staff delivering careers education

Governing Body

The governing board will:

- Monitor compliance with statutory guidance
- Appoint a governor link for careers
- Promote access to a broad range of options for students

4. Our Careers and Preparation for Adulthood Programme

We provide a careers programme underpinned by the **Gatsby Benchmarks** and informed by the **Career Development Framework (CDI)**. The programme integrates:

- **Stable careers provision** via planned curriculum and tutorial delivery
- **Labour market awareness** embedded in curriculum and resources
- **Individualised support** including 1:1 guidance and tailored planning
- **Curriculum-linked careers learning**, especially in vocational pathways
- **Regular encounters with employers** and external providers
- **Meaningful work-related learning and placements**
- **Further and higher education exposure** through visits and events
- **Personalised guidance** from trained advisers, especially for learners at transition points

This programme also supports Ofsted's preparation for adulthood outcomes, focusing on:

- Employment and training
- Independent living
- Community inclusion
- Health and wellbeing

4.1 Provision for Learners with SEND

We uphold the right of all learners to access the same opportunities. Additional support includes:

- Enhanced transition planning and supported internships
- Person-centred careers guidance
- Multi-agency planning and EHCP-linked outcomes
- Role models and mentors with lived experience

4.2 Trauma-Informed Practice

All careers interactions are delivered with sensitivity to trauma histories, using relationship-based approaches, flexibility, and consistent communication to build trust and confidence. Learners are supported to express aspirations at their own pace.

4.3 Parent and Carer Involvement

We actively engage families through:

- Regular events on progression and next steps
- Access to careers resources
- Invitation to reviews and planning meetings

4.4 Access to Careers Information

Up-to-date information is available via:

- Centre noticeboards and digital platforms
- Tutor sessions and drop-in advice
- Guest speakers and workshops

5. Monitoring and Evaluation

We ensure high standards and continuous improvement by:

Focus Area	Method	Frequency
Stakeholder feedback	Surveys, learner voice, event evaluations	Termly
Programme review	SLT and careers leader self-evaluation (Compass)	Termly and Annually
Provider and employer feedback	Post-event evaluations	Ongoing
Destination tracking	Internal records and external data sharing	Annually

6. Policy Review

- This policy will be reviewed **annually** (or sooner, if required by legislative changes or significant developments in best practice).
- The review process will involve **teaching staff, support staff, senior leaders,** and **governors**, alongside student representatives (where appropriate).

Approval and Signature

- **Principal or Head of College:**
Chris Kelly, 14/04/2025
- **Chair of Governors/Trust Board:**
Name, Signature, Date