

# Willow School Policy



## Careers Education, Information, Advice & Guidance (CEIAG) Policy

Date: June 2025

Review Date: June 2027

## Introduction

At Willow School, we believe that it is essential that every young person needs high-quality career guidance to make informed decisions about their future. This guidance will be available from KS2.

Careers, Information, Advice and Guidance (CIAG) is more than giving advice on further education, training and jobs to our pupils. It is about supporting pupils of all abilities to:

- Recognise and understand themselves
- Identify their strengths, skills, motivations and areas for development
- Access and understand appropriate information on opportunities & options to inform their choices
- Be equipped to be able to apply learning to their careers journey
- Help them plan and make informed decision for their future
- Ensure next steps are thoroughly planned to make sure successful transition to Post 16 or other provision is sustainable.

## Intent

Our aim is to embed an aspirational yet realistic, broad and progressive careers programme (Appendix 1). The programme is designed to take into consideration the individual needs of our pupils and their abilities. We embed our programme early, starting in Branch One. Our programme focuses on six key topics:

- Grow Throughout Life
- Explore Possibilities
- Manage Careers
- Create Opportunities
- Balance Life and Work
- See the Bigger Picture

Each topic is covered annually and spirals throughout each Branch, which enables pupils to build on prior learning year on year. As the pupil applies their learning and develops through the offer, the programme will adapt and adjust to respond to their own personal progress. This may look slightly different between pupils depending on their needs, identified outcomes and their stage of progress. The Gatsby Benchmarks help to provide a framework for delivering information and encounters that support this approach. We also use objectives from the Career Development Institute (CDI) Framework that are also adapted in line with the needs of our pupils and fit (Appendix 2). These objectives are underpinned by our curriculum drivers of well-being, communication and worldly-wise.

Our programme aims to enable pupils:

- To grow throughout life by learning about ourselves, our life and our strengths.
- To explore the range of possibilities available, to learn about recruitment processes and the culture of different workplaces.
- To manage career plans, make the most of opportunities and learn setbacks.

- To create opportunities by being proactive and building relationships with others.
- To balance life as a worker with your well-being, other interests and family.
- To see the bigger picture by paying attention to how the economy, politics and society connect with their own life and career.

## Implementation

As set out in Appendix 1, our Careers programme is implemented in line with intended outcomes.

We recognise that as a consequence of the identified needs of our pupils, careers guidance becomes increasingly important and relevant as our pupil's progress through the Branches. Therefore, although career guidance and the development of our pupil's understanding of the world of work is part of all pupil's learning, it will look different for each Branch as described in Appendix 1.

Our programme relies on cross curricular learning and is embedded in different aspects of our curriculum. Many of the skills identified and used in our careers programme are interlinked with those found in PSHE, Personal Development, our Enrichment curriculum and The World Around Us curriculum. As well as this, our programme is supplemented with a broad range of resources from different sources to provide pupils a breadth of information and practical opportunities. These are accessed in line with the programme aims to ensure a full coverage is provided to all pupils.

The following table outlines the way in which our Careers Programme is embedded throughout school life:

Whole School Strategies		
Activity	Details	Gatsby Bench Mark
Parental Engagement	Parental voice is gathered throughout the year through questionnaires and regular communication either face to face, on the phone or via email.	3, 8
Careers Policy	Careers policy outlines the offer provided.	1
PSHE Curriculum	Jigsaw PSHE is followed which is a spiralised curriculum allowing pupils to revisit learning year on year. The yearly Dreams and Goals unit focuses on careers and future aspirations as well Being Me in My World and Changing Me.	2, 3, 4
Careers Advisor	Guidance provided as needed from a careers advisor. Opportunities to carry out mock interviews and application processes.	2, 8
Enrichment	Weekly enrichment provides opportunities for local visits, visitors to school and learning new skills, which inspires and educates pupils on future aspirations. This includes: emergency services, careers walks, local businesses.	4, 5
Behaviour Curriculum	Weekly assemblies focusing on life skills and communication to develop independence.	3
SEN and EHCP Reviews	SEN reviews take place three times a year and EHCP reviews once a year. Both meetings have a focus on future aspirations and this is included on all support	3

	plans. Pupil voice is gathered which informs any next steps in school.	
--	--	--

### **Impact of our Careers Programme**

The way we measure how successful our careers programme is in the following ways:

- An aspirational cross curriculum careers programme will be embedded across the school. All pupils, parents and carers will have access to a published careers programme and will be able to talk about this with confidence.
- Pupils will engage in discussions about their future, their strengths, skills and attributes, create actions plans and specific targets that support the programme further.
- Parents/carers will be able to make informed choices that support their young person's destination.
- Decision making is a collaborative event taking views of the pupils, parents and carers and professionals working with the young person into account – using various meetings to stimulate and agree these decisions.
- Pupils will be able to identify & recognise their strengths, motivations and areas for development, including how they will be working on these, with clear progress being evidenced.
- Pupils will be able to demonstrate a range of skills that they can apply to the real world.

We evaluate the impact of our careers programme through collating regular feedback from all internal staff and pupils as well as external stakeholders – such as parents/carers, providers and employers. This is then used to help adapt, adjust and develop our programme further.

## Appendix 1:

### Careers Programme

	Aims	Branch 1-3	Branch 4	Gatsby Bench Mark
<b>Grow Throughout Life</b>	To grow throughout life by learning about ourselves, our life and our strengths.	PSHE: Being Me in My World PSHE: Dreams and Goals	PSHE: Being Me in My World PSHE: Dreams and Goals Willow Careers Education Programme	3, 4, 5, 6
<b>Explore Possibilities</b>	To explore the range of possibilities available, to learn about recruitment processes and the culture of different workplaces.	Careers walk Enrichment curriculum Careers visits in school	Careers walk Enrichment curriculum Careers fair Careers visits in school Willow Careers Education Programme	5, 6, 7
<b>Manage Career</b>	To manage career plans, make the most of opportunities and learn setbacks.	EHCP and SEN reviews	EHCP and SEN reviews Time with careers advisor Willow Careers Education Programme	5, 6, 7, 8
<b>Create Opportunities</b>	To create opportunities by being proactive and building relationships with others.	Behaviour curriculum Curriculum subjects	Volunteering in the community Visits to local colleges and schools Willow Careers Education Programme	3, 4, 5, 6, 7
<b>Balance Life and Work</b>	To balance life as a worker with your well-being, other interests and family.	Well-being framework Well-being time	Well-being framework Willow Careers Education Programme	3, 8
<b>See the Bigger Picture</b>	To see the bigger picture by paying attention to how the economy, politics and society connect with their own life and career.	Picture News assemblies PSHE: Celebrating Difference The World Around Us curriculum	Willow Careers Education Programme PSHE: Celebrating Difference	2, 3

## Appendix 2:

### Branch Four (KS3) Careers Programme Aims

Area	Aims	Branch Four
<b>Grow Throughout Life</b>	Pupils need to understand that they need to grow throughout life by learning and reflecting on themselves, their background and their strengths.	<ul style="list-style-type: none"> <li>• Being aware of the sources of help and support available and responding positively to feedback</li> <li>• Being aware that learning, skills and qualifications are important for career</li> <li>• Being willing to challenge themselves and try new things</li> <li>• Recording achievements</li> <li>• Being aware of heritage, identity and values</li> </ul>
<b>Explore Possibilities</b>	Pupils need to explore the full range of possibilities open to them and learn about recruitment processes and the culture of different workplaces.	<ul style="list-style-type: none"> <li>• Being aware of the range of possible jobs</li> <li>• Identifying common sources of information about the labour market and the education system</li> <li>• Being aware of the main learning pathways (e.g. university, college and apprenticeships)</li> <li>• Being aware that many jobs require learning, skills and minimum qualifications</li> <li>• Being aware of the range of different sectors and organisations where they can work</li> <li>• Being aware of the range of ways that organisations undertake recruitment and selection</li> </ul>
<b>Manage Career</b>	Pupils need to manage their career actively, make the most of opportunities and learn from setbacks	<ul style="list-style-type: none"> <li>• Being aware that career describes their journey through life, learning and work</li> <li>• Looking forward to the future</li> <li>• Imagining a range of possibilities for themselves in their career</li> <li>• Being aware that different jobs and careers being different challenges and rewards</li> <li>• Managing the transition into secondary school and preparing for choosing their GCSEs</li> <li>• Learning from setbacks and challenges</li> </ul>
<b>Create Opportunities</b>	Pupils need to create opportunities by being proactive and building positive relationships with others	<ul style="list-style-type: none"> <li>• Developing friendships and relationships with others</li> <li>• Being aware that it is important to take initiative in their learning and life</li> <li>• Being aware that building a career will require them to be imaginative and flexible</li> <li>• Developing the ability to communicate their needs and wants</li> <li>• Being able to identify a role model and being aware of the value of leadership</li> <li>• Being aware of the concept of entrepreneurialism and self-employment</li> </ul>
<b>Balance Life and Work</b>	Pupils need to balance their life as a	<ul style="list-style-type: none"> <li>• Being aware of the concept of work-life balance</li> </ul>

	<p>worker and/or entrepreneur with their wellbeing, other interests and their involvement with their family and community</p>	<ul style="list-style-type: none"> <li>• Being aware that physical and mental wellbeing are important</li> <li>• Being aware of money and that individuals and families have to actively manage their finances</li> <li>• Being aware of the ways that they can be involved in their family and community</li> <li>• Being aware of different life stages and life roles</li> <li>• Being aware of rights and responsibilities in the workplace and in society</li> <li>• Recognising the injustices caused by prejudice, stereotypes and discrimination in learning and workplaces</li> </ul>
<p><b>See the Bigger Picture</b></p>	<p>Pupils need to see the big picture by paying attention to how the economy, politics and society connect with their own life and career</p>	<ul style="list-style-type: none"> <li>• Being aware of a range of different media, information sources and viewpoints</li> <li>• Being aware that there are trends in local and national labour markets</li> <li>• Being aware that trends in technology and science have implications for career</li> <li>• Being aware of the relationship between career and the natural environment</li> <li>• Being aware of the relationship between career, community and society</li> </ul>