Our Career Strategy

2025-2026

Our Vision: Empower every child, whatever their ability, with a world-class education that nurtures potential, inspires lifelong learning, and equips them to thrive in a diverse and evolving world.

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Introduction

A career was once thought of as a job 'for life', in a manufacturing or service role, for one company until retirement. A career was seen to offer few opportunities to change jobs, explore new risks and challenges or branch out into a different field. Indeed, the idea of a career in the past was more about earning a living in a lifelong job and less about feeling creative, that you are making a difference in society or embracing equality and diversity. Fortunately, this is no longer the case. With this shift in ideology, the importance of career development and career management has come into focus around the world, with calls to bring education and employment into closer alignment. With more effective dialogue between educators and employers, young people will emerge from the education system with the skills and knowledge that will equip them for active participation in post-educational routes, to be able to be workers, leaders, entrepreneurs and citizens of the future, and have the ability to manage their own destinies.

The North East

In recent years, research has continued to show that good career guidance can lead to social mobility. In 2013, the Gatsby Foundation asked Sir John Holman to find the answer to the question 'what does career guidance look like when it is good'. Following an international study, the Good Career Guidance report was released in 2014 which identifies eight benchmarks that are now the Framework behind the English government's Careers Strategy. From 2015-2017, the benchmarks were tested in a pilot study across 16 schools and colleges in the North East of England, which showed the positive difference having a clear framework can have on students and how progress can be measured against it. The study showed that by working together, employers and schools can make their efforts more successful.

Further to the resounding success of the original pilot, the North East Local Enterprise Partnership and the Early Years Foundation have teamed up to deliver a pilot scheme to support 70 schools across the North East, aiming to build career aspirations and inspiration from an early age. This shows the desire of our region to stay ahead of national best practice by introducing a framework suited to children in primary education, and support young people in the area to make informed career choices.

At Parkside House School (PSH), we are passionate about preparing young people for adult life and raising their aspirations. We are firmly rooted in our local community and committed to equip young people with the skills, knowledge, qualifications and experience they need to enjoy a full adult life, contributing successfully to the local economy. Underpinning our work is the desire to provide good careers education, information, advice and guidance and encouraging our learners to be the best they can be!

Government legislation and expectations

The Education Act (2011)

There have been many recent developments in the careers sector, a key one being the implementation of the Education Act 2011 which states that schools are now responsible for all career guidance whereas, before 2010, the Local Authority and the Connexions service had held this responsibility. The DfE *(Department for Education)* explained its rationale for the transfer of the duty in the context of the failure of the Connexions service to deliver high-quality careers guidance for all young people. One of the main issues with the effectiveness of Connexions was that it provided a broad support tole, rather than universal careers guidance. An Ofsted thematic survey in 2010 identified inconsistencies in the provision of careers guidance, and a survey of young people in the same year found around half felt that the careers provision was not meeting their needs (National Youth Agency). There is much research in favour of the transfer of statutory duty to schools, including a recent literature review. It found that careers work in schools could have positive outcomes on retaining students, enhancing their academic achievement, supporting a smooth transition to further education and work, and on eventual success in career and life. Research has also found that a mix of professional guidance advisors and teachers working together leads to an effective outcome.

The Baker Clause (2017)

An amendment to the Technical and Further Education Act 1997 was introduced in 2017. The Baker Clause stipulates that schools must allow all students in years 8- 13 access to colleges and training providers and the opportunity to discuss all non-academic routes that are available to them (Section 42B, 2017). It is hoped that doing this will help to address the UK's productivity challenges and skills shortages. The statutory guidance also states that every school must publish a policy statement setting out their arrangements for provider access and ensure that it is followed. This regulation has been enforced since January 2nd, 2018.

The Skills for Jobs White Paper (2021)

In January 2021 Gavin Williamson launched the Skills for Jobs White Paper. This identified five key areas for an FE system that meets the country's skill needs.

1. Putting employers at the heart of post-16 skills
2. Providing the advanced technology and higher technical skills the nation needs
3. A Flexible Lifetime Skills Guarantee

4.   Responsive providers, supported by more effective accountability and funding
5.   Supporting outstanding teaching

This longed-for White Paper set out a blueprint for a post-16 education system that will ensure everyone, no matter where they live or their background, can gain the skills they need to progress in work at any stage of their lives. This Lifetime Skills Guarantee was launched by British PM, Boris Johnson in September 2020 and has offered tens of thousands of adults the opportunity to retrain in later life, helping them to gain in-demand skills and be exposed to further job opportunities. It also included the chance for adults without a full level 3 qualification (A-level equivalent) to gain one from April 2021, for free, in a range of sectors including engineering, health, and accountancy. These measures will put an end to the outdated idea that a degree is the only route to success and a good job, and the insinuation that further technical education is a second-class option. Instead, the measures will supercharge further technical education, realigning the whole system around the needs of employers, so that people are trained for the skills gaps that exist now, and in the future, in sectors that the economy needs, including growth sectors such as renewable energy, health and life sciences construction, digital, and technical manufacturing.

Ofsted School Inspection Handbook

Since the amendment to statutory guidance (Section 42B), Ofsted has amended its School Inspection Handbook to intensify the focus on careers guidance, including clarification that inspectors will always report where a school falls short of the requirements of the provider access legislation (Baker Clause), as well as considering how it affects a school's inspection grade. This now ensures that career guidance becomes central to the curriculum, rather than peripheral as it was previously, and that it is delivered impartially to all students, with their best interests at the core.

The CDI and their Career Development Framework (2021)

In September 2021, the Career Development Institute (CDI) transformed the Career Development Framework into a document supporting career development learning across the life course. The new Career Development Framework has been designed for all career development practitioners, not just those working in schools and colleges. Because career development takes skill and knowledge as well as the right attitude, the purpose of the new framework is to clarify those skills, knowledge, and attitudes that are necessary to have a positive career. The new framework describes the six career development skills that people need to help them achieve positive careers and the CDI believes that all individuals need to engage with all these skills.

1. Growth throughout life
2. Explore possibilities
3. Manage career
4. Create opportunities
5. Balance life and work
6. See the big picture

These criteria will be detailed in the PSH Career Development Plan (p10-20).

The Careers & Enterprise Company (CEC)

The CEC is the national body for careers education in England, delivering support to schools and colleges to deliver modern, 21st-century careers education. The company was set up in 2015 by the government and their mission is to help every young person find the next step that is best for them.

The Gatsby Benchmarks (2014)

In 2013, Gatsby commissioned Sir John Holman to set out what career guidance in England would be like if it were good by international standards, resulting in the Good Career Guidance report. The eight benchmarks set out in the report serve as a framework for improvement in careers provision and have been adopted as part of the Government's Careers Strategy and statutory guidance for schools and colleges. In addition, The Careers & Enterprise Company now supports the implementation of the benchmarks in schools and colleges with a national network of support, resources and targeted funding.

Gatsby Benchmarks – Our areas of strength

PSH has performed very well against national standards when mapped against the Gatsby Benchmarks using the Career and Enterprise Company's COMPASS tool. Our aim is was to fully achieve all the Benchmarks by June 2023.

Benchmark		% of the assessment areas in Benchmark achieved (June 2022)	% of the assessment areas in Benchmark achieved (March 2023)	% of the assessment areas in Benchmark achieved (July 2023)	% of the assessment areas in Benchmark achieved (May 2024)	% of schools nationally meeting this Benchmark (July 2023)	PSH performing higher or lower than the national average
1.	A stable careers programme.	58%	100%	100%	100%	66%	⬆
2.	Learning from career and labour market information.	60%	80%	80%	100%	81%	⬆
3.	Addressing the needs of each pupil.	90%	90%	90%	100%	54%	⬆
4.	Linking curriculum learning to careers.	93%	62%	100%	100%	76%	⬆
5.	Experience of workplaces.	100%	100%	100%	100%	80%	⬆
6.	Encounters with employers.	75%	87%	100%	100%	64%	⬆
7.	Encounters with further and higher education.	25%	41%	100%	100%	52%	⬆

8.	Personal Guidance.	100%	100%	100%	100%	75%	⬆

Career education, information, advice and guidance at PSH

Career Development Overview by year group

| Year group					
Yr7	**Yr8**	**Yr9**	**Yr10**	**Yr11**	**Yr12/13**
Individual Career Action Plans created and shared with students and mentors. Letter to be sent home to parents to inform them that an interview has taken place and to look at the action plan.					
Fortnightly careers session during PSD. Resources linked to CDI Framework and curriculum.				Have access to regular information - are given presentations from internal and external speakers.	Have regular careers sessions delivered by a tutor
Have termly sessions in PSD relating to LMI				Have a 1:1 guidance with a Level 6 Careers Guidance Advisor during the academic year	
Have a meaningful encounter with a local university/Apprenticeship provider/employer by the end of the year.		Have sessions from DWP colleague about understanding LMI	Information on progressing into college and/or apprenticeships		Have the opportunity to visit universities
		Complete virtual or real work experience placements (virtual with Skills Builder etc)			

Some of the local companies that we work with
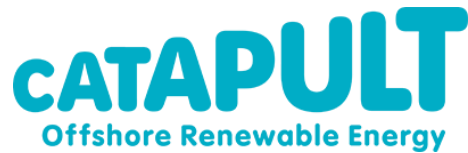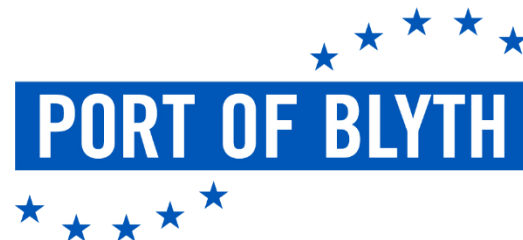
Our full Career Development Plan

The numbers in the Learning Area refer to the 17 learning outcomes from the CDI Framework for Careers, Employability and Enterprise Education 2020 (See appendix 2).
N.B. KS3 = Yrs 7 – 9, KS4 = Yrs 10 – 11, KS5 = !6yrs+

Learning Area	Learning Aims – Key Stage 3	Activities
Grow throughout life Grow throughout life by learning and reflecting on yourself, your background, and your strengths 1,2,3,8,10	• Being aware of the sources of help and support available and responding positively to feedback. • Being aware that learning, skills and qualifications are important for career. • Being willing to challenge themselves and try new things. • Recording achievements. • Being aware of heritage, identity and values.	• Talk about their strengths to others in the class. • Say what they like and enjoy doing and can can give examples when discussing them with their tutor as part of a review. • Complete a range of self-assessment exercises and record the result in their career action plan (using Globalbridge as well). • Tell their own story how they are making progress and what they need to do to raise their achievement and improve their well-being. • Explore the subjects being offered and give the facts about qualifications skills and jobs they could gain by studying particular subjects. • Understand the issues of protected characteristics including race, religion, gender, age and disability. • Say which employability skills they have used and how they have been used in some subjects and on work experience.
Explore possibilities Explore the full range of possibilities open to you and learn about recruitment processes and	• Being aware of the range of possible jobs. • Identifying common sources of information about the labour market education system. • Being aware of the main learning pathways (e.g. university, college and apprenticeships). • Being aware that many jobs require learning, skills and minimum qualifications.	• Say what is LMI and why they need to be aware of it for making future decisions. • Analyse local job vacancies using job vacancy websites and other sources. • Use comprehensive websites to research local market information data provided by teachers, LEP, National Careers Service etc. • Identify and plan for making the most of information advice and guidance in our school to support their thinking and decision making especially at the end of year 9. • Actively take part in employer-led activities to develop their networking skills.

Learning Area	Learning Aims – Key Stage 3	Activities
the culture of different workplaces 7,10,16	• Being aware of the range of different sectors and organisations where they can work. • Being aware of the range of ways that organisations undertake recruitment and selection.	• Prepare and present themselves well when going through a selection process for roles in school like peer-mentor.
Manage career Manage your career actively, make the most of opportunities and learn from setbacks 4,11,15,17	• Being aware that career describes their journey through life, learning and work. • Looking forward to the future. • Imagining a range of possibilities for themselves in their career. • Being aware that different jobs and careers bring different challenges and rewards. • Managing the transition into secondary school and preparing for choosing their GCSEs. • Learning from setbacks and challenges.	• Explain what the term 'career' means to them. • Recognise the skills and qualities needed for the world of work through activities and experiences. • Keep and maintain a skills log recording their best demonstrations of the qualities and skills needed for employability in their career action plan (Skills Builder Passport). • Identify the opportunities for developing employability qualities and skills in and out of school. • Research for the skills qualifications and experience they need to discuss and where necessary negotiate their plans for the future. • Engage in Goal setting and review activities with their tutor and subject teacher (SMART goals). • Discuss their options with the careers advisor as part of a careers interview. • Be positive, flexible, and well prepared for their move into college through completing and reflecting on their career action plan setting new personal goals if necessary.
Create opportunities Create opportunities by being proactive and	• Developing friendships and relationships with others. • Being aware that it is important to take initiative in their learning and life. • Being aware that building a career will require them to be imaginative and flexible.	• Create a visual diagram to show their personal network of support family and friends (Relationship Map). • Use social media and platforms to prepare a personal profile (Globalbridge). • State what are the qualities and skills needed to be an entrepreneur. • Record and maintain their career action plan recording when they have demonstrated the qualities and skills of being enterprising. • Identify a role model and understand the value of leadership.

Learning Area	Learning Aims – Key Stage 3	Activities
building positive relationships with others 12,14	- Developing the ability to communicate their needs and wants. - Being able to identify a role model and being aware of the value of leadership. - Being aware of the concept of entrepreneurialism and self-employment.	
Balance life and work Balance your life as a worker and/or entrepreneur with your wellbeing, other interests and your involvement with your family and community 9,13	- Being aware of the concept of work-life balance. - Being aware that physical and mental wellbeing are important. - Being aware of money and that individuals and families have to actively manage their finances. - Being aware of the ways that they can be involved in their family and community being aware of different life stages and life roles. - Being aware of rights and responsibilities in the workplace and in society. - Recognising the injustices caused by prejudice, stereotypes and discrimination in learning and workplaces.	- Identify what are the health and safety risks to themselves and others as they move around the school and use different subject rooms and know how to minimise the risks. - Show how to get the most from a personal budget, understanding the use of financial words. - Identify how to stand up to stereotyping and discrimination that is damaging to them and those around them.
	Being aware of a range of different media, information sources and viewpoints.	- Select the relevant careers information and say which ones interest them. - Identify the different kinds of work that people do and say why people's job satisfaction varies as personal situations change.

Learning Area	Learning Aims – Key Stage 3	Activities
See the big picture Explore the full range of possibilities open to you and learn about recruitment processes and the culture of different workplaces 5,6	• Being aware that there are trends in local and national labour markets. • Being aware that trends in technology and science have implications for career. • Being aware of the relationship between career and the natural environment. • Being aware of the relationship between career, community and society. • Being aware of the relationship between career, politics and the economy.	• Consider their own and other people's ideas about learning careers and the world of work to inform opinions and decisions.

Learning Area	Learning Aims – Key Stage 4	Activities
 Grow throughout life Learn and reflect0 on yourself, your background, and your strengths 1,2,3,8,10	• Responding positively to help, support and feedback. • Positively engaging in learning and taking action to achieve good outcomes. • Recognising the value of challenging themselves and trying new things. • Reflecting on and recording achievements, experiences and learning.	• Complete an interests and personality questionnaire using an online programme and discuss the job and courses suggested with their peers and an advisor. • Decide what they like about how they have changed since year 7. • Discuss their personal story so far and project it into the near future to show how they are building on their interests and strengths. • Set personal and learning goals to build upon these strengths. • Keep and maintain their career action plan highlighting experiences and achievements, reflecting on what they have learned. • Record the evidence of their use of key employability skills.

Learning Area	Learning Aims – Key Stage 4	Activities
	• Considering what learning pathway they should pursue next. • Reflecting on their heritage, identity and values.	• Evidence how they apply and develop key employability skills through work-related activities. • Discuss the role of employers in making reasonable adjustments to their workplaces to overcome barriers experienced by people under the Equality Act 2010. • Discuss their options with family, friends, school staff and carefully weigh up the advice received.
 Explore possibilities Explore the full range of possibilities open to you and learn about recruitment processes and the culture of different workplaces 7,10,16	• Considering what jobs and roles are interesting. • Researching the labour market and the education system. • Recognising the main learning pathways and considering which one they want to follow and how they will access and succeed in it. • Researching the learning and qualification requirements for jobs and careers that they are interested in. • Researching the range of workplaces and what it is like to work there. • Researching how recruitment and selection processes work and what they need to do to succeed in them.	• Analyse national and local data on the destinations of last year's leavers and consider possible implications for their own plans. • Use websites to research local market information and identify current trends in the local and regional area over the next five years. • Discuss options with family, friends, school staff and career specialists and weigh up the advice received. • Understand what impartiality means and how it is applied to their own personal circumstances. • Identify questions related to equality of opportunity that interviewers are not allowed to ask candidates. • Discuss the use of social media digital platforms and managing their digital footprint in relation to marketing themselves.

Learning Area	Learning Aims – Key Stage 4	Activities
Manage career Manage your career actively, make the most of opportunities and learn from setbacks 4,11,15,17	• Recognising the different ways in which people talk about career and reflecting on its meaning to them. • Building their confidence and optimism about their future. • Making plans and developing a pathway into their future. • Considering the risks and rewards associated with different pathways and careers. • Taking steps to achieve in their GCSEs and make a decision about their post-16 pathway. • Thinking about how they deal with and learn from challenges and setbacks.	• Discuss with the tutor what they need to do and plan for in taking control of their own career over the next five years. • Complete a range of sections on a sample application form that asks them to provide evidence of the skills and qualities that they have demonstrated. • List the main sections in headings on a CV and the dos and don'ts on how to complete them following an employer-led workshop. • Discuss how to handle the consequences of their decision-making with peers and tutor. • Say what should be an induction programme for young people going into sixth form, an apprenticeship or a workplace.
Create opportunities Create opportunities by being proactive and building positive relationships with others 12,14	• Developing friendships and relationships and reflecting on their relationship to their career. • Starting to take responsibility for making things happen in their career. • Being able to reflect on and change their career ideas and the strategies that they are pursuing to achieve them. • Being willing to speak up for themselves and others.	• List the techniques of successful marketing and apply them to a marketing challenge whilst working with employers. • Assess their skills in being enterprising, in and out or school, and discuss these with their tutor when completing their career action plan targets. • Draw up a list of questions that they want to ask at a careers fair, and analyse the answer. • Research the opportunities for volunteering and plan how they could participate.

Learning Area	Learning Aims – Key Stage 4	Activities
	• Being able to discuss roles models and reflect on leadership. • Researching entrepreneurialism and self-employment.	
Balance life and work Balance your life as a worker and/or entrepreneur with your wellbeing, other interests and your involvement with your family and community 9,13	• Reflecting on the different ways in which people balance their work and life. • Reflecting on their physical and mental wellbeing and considering how they can improve these. • Recognising the role that money and finances will play, in the decisions that they make and, in their life and career. • Recognising the role that they play in their family and community and considering how that might shape their career. • Considering how they want to move through different life stages and manage different life roles. • Developing knowledge of rights and responsibilities in the workplace and in society. • Identifying what they can do, individually and with others, to challenge prejudice, stereotyping and discrimination in learning and workplaces.	• Carry out a risk assessment and consider the health and safety requirements of an indoor space at college. • Apply this information to ensuring they are following health and safety guidelines whilst on a work experience placement and record these on a work diary sheet. • Look at the budget requirements of staying at college, doing an apprenticeship or going into the workplace and how the costs can be managed.

Learning Area	Learning Aims – Key Stage 4	Activities
See the big picture Explore the full range of possibilities open to you and learn about recruitment processes and the culture of different workplaces 5,6	• Evaluating different media, information sources and viewpoints. • Exploring local and national labour market trends. • Exploring trends in technology and science. • Exploring the relationship between career and the environment. • Exploring the relationship between career, community and society. • Exploring the relationship between career, politics and the economy.	• Analyse stories in the news about the factors that affect the mental health of workers. • Talk to employees about how their jobs are likely to change in the next 5-10 years. • Compare and contrast their experience of two different organisations. • Reflect on what organisational structure appeals most to them and why.

Learning Area	Learning Aims – Post-16	Activities
Grow throughout life Grow throughout life by learning and reflecting on yourself, your background, and your strengths 1,2,3,8,10	• Actively seeking out help, support and feedback. • Taking responsibility for their learning and aiming high. • Seeking out challenges and opportunities for development. • Reflecting on and recording achievements, experiences and learning and communicating them to others. • Planning their next steps in learning and work.	• Complete a personal skills audit and review. • Write a statement of my career values for their personal career e-portfolio (Globalbridge) to use in preparation for an application. • Construct a personal statement for an application. • Look at different scenarios and their effect on their future (results better or worse than expected). • Take part in a group activity and assess their own contribution and the work of the group and what could be done differently or better next time. • Access face-to-face help and online help and can explain what they would do to prepare for and follow up a careers interview.

Learning Area	Learning Aims – Post-16	Activities
	• Discussing and reflecting on the impact of heritage, identity and values.	
Explore possibilities Explore the full range of possibilities open to you and learn about recruitment processes and the culture of different workplaces 7,10,16	• Developing a clear direction of travel in their career and actively pursuing this. • Actively seeking out information on the labour market and education system to support their career. • Having a clear understanding of the learning pathways and qualifications that they will need to pursue their career. • Actively researching and reflecting on workplaces, workplace culture and expectations. • Analysing and preparing for recruitment and selection processes.	• Investigate trends for youth employment and consider possible implications for their own plans. • Access careers fairs to gather further information about the different pathways available and they are able to draw conclusions about the personal benefits and discuss this in a careers interview. • Investigate how self-employed people use different strategies to market themselves safely online using networks like LinkedIn, Facebook, establishing what works well and why. • Tailor an application to specific roles. • Perform well when taking part in a mock interview and learn from the experience.
Manage career Manage your career actively, make the most of opportunities and learn from setbacks 4,11,15,17	• Being able to describe the concept of career and say what it means to them. • Building their confidence and optimism about their future and acting on it. • Actively planning, prioritising and setting targets for their future. • Considering the risks and rewards of different pathways and career and deciding between them.	• Explore the notion of 'careership' by comparing and contrasting different systems of advancement e.g apprenticeships, the training regimes of sportspeople and instant fame TV talent competitions. • Reflect and discuss the different processes they have experienced in order to manage my own career development e.g. using their traits, interest, abilities and values to fit or match particular jobs or through social learning, family, environment, events, learning experiences. • Review and reflect on what they have learned about the discipline and responsibilities of work and skills gained from participating in work experience and / or voluntary work. • Evaluate their contributions to the work of a team.

Learning Area	Learning Aims – Post-16	Activities
	• Managing the transition into the post-16 learning context and preparing for post-18 transitions. • Being proactive about being resilient and learning from setbacks.	• Use an online system to aid career choice and discuss its potential efficacy. • Review and reflect on their past and current goals learning from outcomes and complete their plans for the next 3 weeks, 3 months, 3 years using their career action plan.
Create opportunities Create opportunities by being proactive and building positive relationships with others 12,14	• Building and maintaining relationships and networks within and beyond the school. • Being proactive about their life, learning and career. • Being creative and agile as they develop their career pathway. • Representing themselves and others. • Acting as a leader, role model or example to others. • Considering entrepreneurialism and self-employment as a career pathway.	• Develop their enterprise and employability skills through work placement or volunteering and record when and how they use the sills. • Prepare and plan beforehand to get the most out of a career fair by talking with other students, careers advisor and other teachers. • Research and evaluate newly emerging alternatives to a standard three-year degree.
Balance life and work Balance your life as a worker and/or entrepreneur with your wellbeing, other interests and your involvement	• Planning for the kind of balance of work and life that they want. • Taking action to improve their physical and mental wellbeing. • Beginning to manage their own money and plan their finances. • Actively shaping their involvement in their family and community as part of their career planning.	• Explain what the role of trade unions was in the past and is in the present. • Investigate a range of health and safety issues such as working at height, use of VDU, lone working and working time (overtime). • Understand the cost of start-up costs involved for them in working for themselves e.g. equipment/resources/taxes and other contributions and the implications of borrowing or taking out loans. • Reflect critically on the ethical, legal and business case for equality, diversity and inclusion in the workplace and the implication for their behaviour and others.

Learning Area	Learning Aims – Post-16	Activities
with your family and community 9,13	• Planning for different life stages and considering the different life roles that they want to play. • Being aware of their role in ensuring rights and responsibilities in the workplace and in society. • Taking action to challenge prejudice, stereotypes and discrimination in learning and workplaces when they encounter them.	
See the big picture Explore the full range of possibilities open to you and learn about recruitment processes and the culture of different workplaces 5,6	• Evaluating different media, information sources and viewpoints and reflecting on the best way to get information for their career. • Exploring and responding to local and national labour market trends. • Exploring and responding to trends in technology and science. • Exploring and responding to the relationship between career and the environment. • Exploring and responding to the relationship between career, community and society. • Exploring and responding to the relationship between career, politics and the economy.	• Interrogate the key ideas around employment in the area and consider how the findings will have an impact on themselves and their career decisions. • Take part in an informal debate with an employer about 'life-work balance'. • Complete a work experience report on how the organisation has changed and emerging trends and explain why the changes have or are taking place. • Debate a range of topics such as Corporate Social Responsibility or the rise and impact of online retail businesses in a session.

Appendix 1 – Gatsby Benchmark CDI Framework mapping

The Gatsby Banchmarks	Benchmark performance indicators	In place	Working towards	Not started	CDI Framework areas of learning linked to the achievement of the benchmark performance indicators (see Appendix 2)
1. **A stable careers programme** Every school and college should have an embedded programme of career education and guidance that is known and understood by students, parents, teachers, governors and employers.	• Every school should have a stable structured careers programme that has the explicit backing of the senior management team and has an identified and appropriately trained person responsible for it.	✓			**1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17**
	• The careers programme should be published on the school's website in a way that enables pupils parents teachers and employers to access and understand it.		✓		**10, 11**
	• The programme should be regularly evaluated with feedback from pupils parents teachers and employers as part of the evaluation process		✓		**3, 10**
2. **Learning from career and labour market information** Every student and their parents should have access to good quality information about future	• By the age of 14 all pupils should have accessed and used information about career paths and the labour market to inform their own decisions on study options.	✓			**4, 5, 6, 7, 9, 10, 11, 12, 14, 15**

study..options and labour market opportunities. They will need the support of an informed advisor to make best use of available information	• Parents should be encouraged to access and use information about labour market and future study options to inform their support to their children		✓		**10, 14, 15**
3. Addressing the needs of each student Students have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each student. A school's career programme should embed equality and diversity considerations throughout.	• A school's careers programme should actively seek to challenge stereotypical thinking and raise aspirations.	✓			**1, 2, 3, 8**
	• Schools should keep systematic records of the individual advice given to each pupil and subsequent agreed decisions.	✓			**10, 15**
	• All pupils should have access to these records to support their career development.	✓			**1, 2, 3, 10, 15**
	• Schools should collect and maintain accurate data for each pupil on their education, training or employment destinations.	✓			**14, 15, 16, 17**
4. Linking curriculum learning to careers. All teachers should link curriculum learning with careers. STEM subject teachers should highlight the relevance of STEM subjects for a wide range of future paths.	• By the age of 14 every people should have had the opportunity to learn how the different STEM subjects help people gain entry to, and be more effective workers within, a wide range of careers.		✓		**7, 11, 16**
5. Encounters with employers and employees. Every student should have multiple opportunities to learn from employers about work, employment and skills that are valued in the workplace. This can be through a range of enrichment activities	• Every year from the age of 11, pupils should participate in at least one meaningful encounter with an employer. A meaningful encounter is one in which the student has an opportunity to learn about what work is like or what it takes to be successful in the workplace		✓		**3, 5, 6, 7, 9, 11, 12, 17**

including visiting speakers, mentoring and enterprise schemes.					
6. **Experiences of workplaces.** Every student should have first-hand experience of the workplace through work visits, work shadowing and/or work experience to help their exploration of career opportunities and expand their networks.	• By the age of 16, every people should have had at least one experience of a workplace, additional to any part time jobs they might have.		✓		**3, 5, 6, 7, 9, 11, 13, 17**
	• By the age of 18, every pupil should have had one further such experience, additional to any part-time jobs they may have.		✓		**3, 5, 6, 7, 9, 11, 13, 17**
7. **Encounters with further and higher education.** All students should understand the full range of learning opportunities that are available to them. This includes both academic and vocational routes and learning in schools, colleges, universities and in the workplace.	• By the age of 16, every people should have had a meaningful encounter with providers of a full range of learning opportunities, including Sixth Form, colleges, universities and apprenticeship providers. This should include the opportunity to meet both staff and pupils.	✓			**3, 13, 14, 17**
	• By the age of 18, all pupils who are considering applying for university should have had at least two visits to universities to meet staff and pupils.		✓		**3, 14, 17**
8. **Personal guidance.** Every student should have opportunities for guidance interviews with a careers adviser, who could be internal (a member of school staff) or external, provided they are trained in to the appropriate level. These should be available whenever significant study or career choices are being made.	• Every pupil should have at least one such interview by the age of 16, and the opportunity for a further interview by the age of 18.	✓			**10, 14, 15, 17**

Appendix 2 - The CDI Framework for Careers, Employability and Enterprise Education

Developing yourself through careers, employability and enterprise education

The statements are illustrated by suggested activities, presented in italics, that will help children and young people to achieve the learning outcomes.

Developing yourself through careers, employability and enterprise education

Area of learning	KS2	KS3	KS4	16-19
1. Self-awareness	describe what you are like, what you are good at and what you enjoy doing *Children describe themselves to their e-pen pals, keep learning diaries and do card sorts to identify personal attributes (e.g. 'that's like me', 'that's not much like me')*	describe yourself, your strengths and preferences *Pupils complete a range of self-assessment exercises and record the results in an (e-) portfolio.*	recognise how you are changing, what you have to offer and what's important to you *Pupils complete an interests questionnaire and discuss the job and course suggestions with a trusted adult.*	assess how you are changing and be able to match your skills, interests and values to requirements and opportunities in learning and work *Students write a statement of their career values for their personal career (e-)portfolio.*
2. Self-determination	explain how to get what you want *Children draw up a list of rules that they would like everyone to follow when holding class discussions.*	be able to focus on the positive aspects of your wellbeing, progress and achievements *Pupils tell the story of their earliest memories of what they were good at and interested in. They look for the positives in any negative experiences they have had.*	explain how you manage your wellbeing, progress and achievements through telling your story in a positive way *Pupils bring their personal story up to date and project it into the near future to show how they are building on their interests and strengths.*	reflect on the positive elements in your career story to show the responsibility you are taking for managing your own wellbeing, progress and achievements *Students co-construct a personal statement for an application they are making (e.g. a UCAS or apprenticeship application) with the aid of a trusted adult. The adult helps them to strengthen the positive aspects of their story.*
3. Self-improvement as a learner	identify what you are learning from careers, employability and enterprise activities and experiences *Children talk and write about what they have gained from going on a visit or engaging with a visitor.*	explain how you are benefitting as a learner from careers, employability and enterprise activities and experiences *Pupils take charge of conducting an interview with a visitor and feedback to the visitor what they have learnt from the answers to their questions.*	review and reflect upon how you are benefitting as a learner from careers, employability and enterprise activities and experiences *Pupils keep an experiences and achievements log. They also record the evidence of their best use of key employability skills as part of an 'enterprise passport'.*	show that you are proactive in taking part in and learning from careers, employability and enterprise activities and experiences *Students take part in a group activity and complete a questionnaire to assess their contribution to the work of the group and what they would do differently or better next time.*

Learning about careers and the world of work

Area of learning	KS2	KS3	KS4	16-19
4. Exploring careers and career development	give examples of what it means to have a career *'Who am I?' quiz. The teacher reveals ten clues, one at a time, about the career of someone known to the children. They discuss different career patterns and structures.*	describe different explanations of what careers are and how they can be developed *Pupils discuss different metaphors for career such as career as a journey and career as a race.* *Pupils find out how the careers of different members of staff have developed and then reflect on the diversity of career patterns and structures.*	discuss the skills involved in managing your own career *Pupils investigate career development in organisations by interviewing HR managers.* *Pupils weigh up the pros and cons of single-track careers, serial careers, portfolio careers and lifestyle careers.* *This could be through a series of careers talks presented in a 'speed dating' exercise.*	reflect on changing career processes and structures and their possible effects on your experience and management of your own career development *Students explore the notion of 'careership' by comparing and contrasting different systems of advancement, e.g. 'bureaucratic careers', apprenticeships, the training regimes of sportspeople and instant fame TV talent competitions.*
5. Investigating work and working life	give examples of what people like and dislike about the work they do *Children draw pictures and write about the things they would use or wear in a job they would like to do.* *Children interview visitors about what they like most and what they like least about their jobs.* *A themed set of careers talks is arranged for them e.g. a series of talks given by members of the medical profession*	give examples of different kinds of work and why people's satisfaction with their working lives can change *Pupils explore the similarities and differences between paid work, gift work and work in the home.* *Pupils explore the purpose of work clothes/uniforms/'business attire' and whether people like or dislike wearing them (linked to non-uniform day).* *Pupils use comprehensive website video clips to support a teacher/employer led discussion*	explain how work and working life is changing and how this may impact on your own and other people's career satisfaction *Pupils debate the pros and cons of introducing a universal basic income.* *Pupils talk to alumni about how their jobs are likely to change in the next 5-10 years.* *Employers are invited into a humanities lesson and support the teacher when discussing local changes to work and the impact on society.*	discuss the personal, social, economic and environmental impacts of different kinds of work and working life in the context of your own thinking about career satisfaction *Students interrogate the key ideas coming out of think tanks such as the Future Work Forum.* *Employers are invited in to debate the topic 'life-work balance' as part of the Critical Thinking programme*
6. Understanding business and industry	describe a local business, how it is run and the products and/or services it provides *Pupils complete a project on shops and businesses in the high street with inputs from owners and staff who work in them.* *Pupils explore businesses that exist in the local area – for example on the journey to school*	give examples of different business organisational structures *Pupils investigate different types of organisational structure and consider their fitness for purpose.* *Pupils create a visual aid that shows the contractors and suppliers linked to their own school.* *Pupils invite the school's business manager in to talk about the processes involved in contracting with businesses.*	explain different types of business organisational structures, how they operate and how they measure success *Pupils compare and contrast their experience in two different enterprise simulations - one based on a shareholder model and the other on a co-operative model.* *An employee from both models prepares and delivers a talk and question session with the teacher.* *Pupils reflect on what organisational structure appeals most to them and why*	explain the main reasons why business organisations change their structures *Students complete a work experience assignment into changing organisational structures and follow this up by pooling information about trends.* *Students use a range of comprehensive websites for researching success measures such as McKinsey's '7's.* *Year 12 students considering further studies and a career in STEM subjects work alongside professional scientists and engineers to solve real-life problems in industry.*

7. Investigating jobs and labour market information (LMI)	describe the main types of employment in your area: past, present and emerging *Children use 'then' and 'now' photos of local workplaces and discuss the changing world of work where they live.*	be aware of what labour market information (LMI) is and how it can be useful to you *Pupils analyse local job vacancies using job vacancy websites/apps/newspapers and other sources.* *Pupils use comprehensive websites to research local LMI data provided by teachers, employer groups such as local LEPs, NCS and data from LMI for All*	be able to find relevant labour market information (LMI) and know how to use it in your career planning *Pupils analyse national and local data on the destinations of last year's leavers and consider possible implications for their own plans.* *Pupils use comprehensive websites to research local LMI and identify appropriate ways of interrogating the data.*	be able to draw conclusions from researching and evaluating relevant labour market information (LMI) to support your future plans *Students investigate trends in HE admissions and graduate employment. They consider possible implications for their own plans.* *Students access HE/ Careers/ Skills Fairs to gather further information about the different pathways available.*
8. Valuing equality, diversity and inclusion	recognise the harm caused by stereotyping and discrimination and the importance of treating people fairly *Children write their own accounts of news stories about discrimination and exploitation at work*	identify how to stand up to stereotyping and discrimination that is damaging to you and those around you *Pupils role play incidents at work involving bullying and discrimination* *Pupils work with their alumni mentors for advice on how to combat stereotyping and discrimination*	recognise and challenge stereotyping, discrimination and other barriers to equality, diversity and inclusion and know your rights and responsibilities in relation to these issues *Pupils interview employers about good practice in carrying out their duties under the Equality Act 2010 'to make reasonable adjustments to their workplaces to overcome barriers experienced by disabled people'.*	reflect critically on the ethical, legal and business case for equality, diversity and inclusion in the workplace and the implications for your behaviour and others *An HR manager explains company policy and staff codes of conduct on matters such as bullying and harassment in the workplace.* *Students give talks and lead the follow-up discussion on equality, diversity and inclusion issues trending on social media.*
9. Learning about safe working practices and environments	be aware of how to keep yourself safe and well when you are learning and playing *Children run a 'safety in the classroom' or 'safe travel to school' campaign.*	be aware of the laws and bye-laws relating to young people's permitted hours and types of employment; and know how to minimise health and safety risks to you and those around you *Pupils use the information from the local authority to write a true or false quiz to test other pupils' knowledge of the laws and bye-laws relating to employment of school-age children.* *A local employer talks about the importance of the laws and as an employer what their responsibilities to their employees are.*	be aware of your responsibilities and rights as a student, trainee or employee for staying healthy and following safe working practices *Pupils research health and safety requirements and guidelines for tools and equipment that they use, e.g. VDU, keyboard, and machine tools in a Design and Technology workshop.* *An HR consultant provides a talk on rights and responsibilities at work*	recognise different levels of risks and understand your responsibilities and rights as a student, trainee or employee for staying healthy and observing safe working practices *A trade unionist explains the role of trade unions in helping to make work places healthier and safer.* *An HR consultant provides a talk on rights and responsibilities at work in preparation for a work placement*

Developing your career management, employability and enterprise skills

Area of learning	KS2	KS3	KS4	16-19
10. Making the most of careers information, advice and guidance	be aware of where to get impartial information and support when you need it and how to make good use of it *Children compare different sources of information about the same subject (e.g. a local secondary school) and identify strategies for critiquing them.* *Year 7 pupils tell Year 6 children in a class blog about life in secondary school*	identify your personal networks of support, including how to access and make the most of impartial face-to-face and digital careers information, advice and guidance services *Pupils create a visual diagram to show their personal networks of support.* *Pupils provide a guide to 'making the most of information, advice and guidance' in their school to support their thinking and decision making especially at key transition points.*	build your personal networks of support including how to access and make the most of a wide range of impartial face-to-face and digital careers information, advice and guidance services *Pupils discuss their options with family, friends/social network, school staff and career specialists and carefully weigh up the advice received.* *Pupils use their careers plan to record their thinking*	develop and make the most of your personal networks of support and show that you are a proactive and discerning user of impartial face-to-face and digital careers information, advice and guidance services *Students brainstorm how to access face-to-face and online help. They explain what they would do to prepare for and follow up a careers interview.* *Students as part of an aspirations programme are linked with a business mentor to support them.*
11. Preparing for employability	identify key qualities and skills that employers are looking for *Children write a job description for a babysitter and hold mock interviews.*	recognise the qualities and skills you have demonstrated both in and out of school that will help to make you employable *Pupils keep and maintain a skills log recording their best demonstrations of the qualities and skills needed for employability.* *Employers provide an introduction to employability skills.*	show how you are developing the qualities and skills which will help you to improve your employability *Pupils practise filling out the sections on sample application forms that ask them to provide evidence of the skills and qualities that they have demonstrated.* *Employers provide CV workshops demonstrating the latest thinking in CV presentation, what they expect to see and what they will not accept.* *Employers are involved with the work experience programme, preparation, placement and debrief.* *Pupils who have part-time jobs talk about the skills they need.*	explain how you are developing your employability qualities and skills to satisfy your own expectations and the future expectations of your employers and co-workers *Students review what they have learned about the discipline and responsibilities of work from participation in work experience and/or voluntary work.* *Employer mentors support students in reviewing and reflecting on the development of employability skills.* *Employers offer part time jobs or work shadowing to support the development of employability skills*

12. Showing initiative and enterprise	show that you can use your initiative and be enterprising *Children take part in a design, production and marketing game, e.g. making and selling varieties of crackers for different occasions*	recognise when you are using qualities and skills that entrepreneurs demonstrate *Pupils plan and deliver a series of environmental awareness projects as part of their school's 'green school' campaign.* *Short-term enterprise activities are delivered and supported by local employers.*	show that you can be enterprising in the way you learn, work and manage your career *Working with local employers, pupils attend a session on techniques of successful marketing. Pupils are set a marketing challenge such as how to promote a healthy lifestyle.* *Local employers provide longer-term business competitions to develop enterprise and entrepreneurial skills*	develop and apply enterprise qualities and skills in your approach to learning, work and career planning *Students design two revision timetables for themselves – one taking up 15% less time than the other. They carry out a risk assessment of cutting down on the time available.* *Students seek volunteering opportunities to develop their enterprise and employability qualities and skills.*
13. Developing personal financial capability	show that you can make considered decisions about saving, spending and giving *Children compare terms and conditions on a range of children's savings products*	show that you can manage your own budget and contribute to household and school budgets *Pupils take part in a simulation that challenges them to manage a household budget.* *Pupils are set a budget to support them in raising funds for the school's/academy's chosen local charity. A mentor from the charity supports them in the planning stages.*	show that you can manage financial issues related to your education, training and employment choices including knowing how to access sources of financial support that may be open to you *Pupils calculate the cost of higher education against an apprenticeship and how the return on their investment can be managed.* *Pupils attend careers fairs to research the implications of choosing one pathway over another.*	show how you are developing your personal financial capability to make better decisions about everyday living, further study, training and work *Students interview a small business adviser to explore the start-up costs involved of working for themselves e.g. equipment/ resources/ tax and other contributions and the implications of borrowing or taking out loans.*
14. Identifying choices and opportunities	be able to compare information about the secondary education choices open to you *Children make a podcast of their impressions of secondary school after attending a 'taster day'.*	know how to identify and systematically explore the options open to you at a decision point *Pupils produce subject posters giving the facts about qualifications, skills and jobs they can gain by studying particular subjects.*	be able to research your education, training, apprenticeship, employment and volunteering options including information about the best progression pathways through to specific goals *Pupils draw up a list of questions that they want to ask 'stallholders' who they can meet at a forthcoming careers fair/skills show.*	be able to research and evaluate progression pathways and return on investment for the higher and further education, training, apprenticeship, employment and volunteering options open to you *Students research and evaluate newly emerging alternatives to the standard three-year degree course at a UCAS institution.* *Using comprehensive websites and attending careers/skills fairs students gather information from employers, FE, HE and the voluntary sector.*

15. Planning and deciding	know how to make plans and decisions carefully *Children make a T-chart listing pros and cons of a choice they are considering.*	know how to make plans and decisions carefully including negotiating with those who can help you get the qualifications, skills and experience you need *Pupils engage in target-setting and review activities with their tutors and subject teachers*	know how to make plans and decisions carefully including how to solve problems and deal appropriately with influences on you *Pupils take part in role plays to practise using three main styles of communication and conflict resolution (i.e. being passive, assertive or aggressive). They discuss how to handle the consequences of their decision-making.*	know how to make career enhancing plans and decisions including developing the resilience required to sustain them *Students work in groups to design a digital decision support system (DSS) to aid career choice and discuss its potential efficacy.*
16. Handling applications and selection	know how to make a good impression on other people *Children write a personal manifesto as a candidate in a mock election.*	know how to prepare and present yourself well when going through a selection process *Pupils apply for leadership roles in the school, e.g. School Council representatives, peer mentors.* *Employers co-deliver a curriculum learning activity on presentation skills that includes the use of social media and platforms such as Linked In.*	know your rights and responsibilities in a selection process and strategies to use to improve your chances of success *Pupils complete a 'true' or 'false' quiz about questions relating to equality of opportunity that interviewers are not allowed to ask candidates.* *Pupils discuss the use of social media, digital platforms and managing their digital footprint in relation to marketing themselves.* *Pupils take part in a mock interview in preparation for their forthcoming work experience interview and placement*	know how to prepare for, perform well and learn from participating in selection processes *Students practise how to perform well when completing a group problem-solving exercise as part of a selection process. Students take part in a skype interview session and are linked to a mentor to prepare them for their next steps.*
17. Managing changes and transitions	identify ways of making successful transitions such as the move from primary to secondary school *Children use 'Google maps – street view' to trace their journey from home to their new school*	show that you can be positive, flexible and well-prepared at transition points in your life *Pupils write a guide/blog for year 6 children on how to make a success of the move from primary to secondary school*	review and reflect on previous transitions to help you improve your preparation for future moves in education, training and employment *Pupils say what should be in an induction programme for young people going into the sixth form, a college, work-based learning or an apprenticeship*	know how to develop and use strategies which will help you to deal with the challenges of managing your career transitions *Students critique the personal transition curve model by seeing if its stages correspond to the feelings they experienced during a previous transition and they discuss its relevance to handling future transitions.*

Parkside House School Careers & Work Experience Policy (2025)

1.0 Introduction and Commitment

This policy outlines the comprehensive Careers Education, Information, Advice, and Guidance (CEIAG) programme at Parkside House School. Our mission is to unlock our pupils' potential through personalised learning, innovation, and opportunity, supporting growth and aspirations. The Careers Lead for Parkside House School is Hannah Harighi.

Careers education and guidance programmes are vital in preparing young people for life's opportunities, responsibilities, and experiences. A planned, progressive programme supports students in choosing 11–19 pathways aligned with their interests and abilities, helping them pursue a career path and sustain employability throughout their working lives.

The school is committed to providing an impartial and effective CEIAG programme for all students in Years 7–13. We aim to support student aspirations, ensuring they gain the understanding, skills, and experience necessary to progress and succeed in learning and work. The school adheres to the "Careers guidance and access for education and training providers (DfE, 2018)" and relevant guidance from QCA and Ofsted. Parkside House School is part of the Outcomes First Group, working together to empower vulnerable children, young people, and adults to build incredible futures, enabling them to be happy and make their way in the world.

2.0 Aims of the Policy

The Careers Education and Guidance policy at Parkside House School (PSH) aims to:

- Contribute to strategies for raising achievement, particularly by increasing motivation and providing access to accreditation pathways.
- Support inclusion, challenge stereotyping, and promote equality of opportunity.
- Encourage participation in continued learning, including higher and further education.
- Develop enterprise and employment skills.
- Reduce dropout from and course switching in education and training.
- Contribute to the economic prosperity of individuals and communities.

- Meet the needs of all students through appropriate differentiation.
- Focus students on their future aspirations.
- Involve parents and carers.
- Equip young people with the skills, knowledge, qualifications, and experience needed to enjoy a full adult life and contribute successfully to the local economy.
- Provide good careers education, information, advice, and guidance, encouraging learners to aspire to reach their full potential.

3.0 Student Entitlement

Careers Education and Guidance (CEG) is a crucial component of the 13-19 Curriculum, and the school fully supports the statutory requirement for a CEG programme in Years 7–13. Students are entitled to:

- Access a group careers programme that allows them to explore different careers, qualifications, and learning routes.
- Direct careers meetings and the attendance of the CEG lead at PEPs, LACs, and EHC reviews.
- Knowledge, information, and skills to make informed choices about suitable courses at school, college, and other providers.
- Receive accurate and up-to-date information, advice, and guidance about available options and progression routes.
- Be treated equally with others and be treated with respect by visitors to the school involved in the careers programme.
- Assessment activities which enable them to and understand their strengths, interests and areas for improvement.
- Learning activities, including work experience with employers, which enable them to progress towards their employment or other goals.
- The delivery of all careers-related activities are underpinned by Career Development Institute's 'Careers Guidance in Schools and Colleges Guidance, available here: https://www.thecdi.net/write/BP560-Career_Guidance_in_Schools_2018-Web.pdf

4.0 Policy Development and Review

This policy is developed and reviewed every year by the Careers Lead and their Line Manager, based on current good practice guidelines from DfE/Ofsted and the CEG Framework. The programme is continually evolving, with regular policy reviews, monitoring through destination data, and ongoing feedback from students, parents, teachers, and other stakeholders. The Careers Governor reports on developments to the Governing Body directly, and to the Advisory Body via the Manager. All decisions made are cascaded to staff through staff meetings.

5.0 Links with Other Policies

The Careers Advice and Guidance Policy supports and is underpinned by key school policies, including those for Teaching and Learning, Assessment, Equality Statement, Health and Safety, Special Needs, and curriculum policies for relevant key stages.

6.0 Implementation of Careers Advice and Programme Delivery

Careers Education is delivered through access to the group's careers curriculum, completion of careers portfolios, and careers interviews. All teachers and support staff are responsible for contributing to the Careers Policy and Programme. Members of the Careers Team cascade information to other staff during staff and quality improvement meetings, ensuring actions are agreed and implemented promptly. The programme is designed around the six career development skills of the CDI Framework (Growth throughout life, Explore possibilities, Manage career, Create opportunities, Balance life and work, See the big picture).

6.1 Year Group Focuses:

- **Year 7:** Focuses on introducing careers, the vast number of jobs available, how businesses run, qualities/skills employers seek, and rights/responsibilities in the workplace. Students create and share individual Career Action Plans.
- **Year 8:** Focuses on linking plans and dreams to reality, identifying support networks for careers, and recognizing health and safety risks. Students access regular information and presentations from internal and external speakers.
- **Year 9:** Focuses on self-assessment, considering strengths, stereotyping, discrimination, and career paths/options post-14. Regular careers sessions are delivered by a tutor.
- **Year 10:** Focuses on work experience, including preparation, implementation, and evaluation. This can be part of the Prince's Trust curriculum. Termly sessions in PSD relate to Labour Market Information (LMI).
- **Year 11+ (Post-16):** Focuses on post-16 options and the application process. Students will have visits to other educational/training providers, places of work, career fairs, job centres, and business enterprise specialists. They receive 1:1 guidance with a Level 6 Careers Guidance Advisor and have meaningful encounters with local universities, apprenticeship providers, or employers. Information on progressing into college and/or apprenticeships is provided, and students have the opportunity to visit universities.

7.0 Equality and Diversity

Careers education is provided to all students, with provision made to allow all students to access the curriculum. Students are encouraged to follow career paths that suit their interests, skills, and strengths, free from stereotypes. All students are provided with the same opportunities, and diversity is celebrated. Having an on-site careers lead ensures excellent knowledge of student needs, allowing for a tailored approach in line with EHCP needs. The programme actively promotes equality of opportunity and challenges stereotypes, encouraging students to explore career paths that align with their interests and strengths, regardless of gender or background.

8.0 Work Experience

Work experience is a key focus, especially for Year 10 students, involving preparation, implementation, and evaluation. Not all students undertake work experience outside school due to vulnerability and increased risk. Many will undertake work experience within the school as part of project work in vocational subjects. Some students engage in voluntary work supported by care homes. All work experience placements are assessed for suitability and health and safety. Students complete virtual or real work experience placements (virtual with Skills Builder etc.).

8.1 The value of work experience

- **Social Skills:** Experiencing working as part of a group, learning to work with new people and adults in a work situation.
- **Personal Development:** Understanding different roles, responding to routines, practicing decision-making, being responsible for actions, and developing communication skills. It plays an important role in developing self-image and maturity, enabling students to experience success and frustrations in completing projects.
- **Knowledge and Understanding:** Awareness of work disciplines, differences between school and work, and the effect of new technology.

9.0 Engagement of Stakeholders and Partners

The school works with a range of stakeholders and partners to assist and support the delivery of CEIAG and ensure alignment with local labour market information (LMI). Partners and stakeholders include:

- The North East Combined Authority
- Local employers
- The Careers and Enterprise Company (CEC) and other professional bodies
- Education and training providers
- Career Leads from other schools and post-16 providers

The school's approach is always collaborative to build a strong and cohesive CEIAG programme, enabling learners to reach their full potential. Students will have sessions from DWP colleagues about understanding LMI.

9.1 Parents and carers

Parental involvement is encouraged at all stages. Online resources have been specifically chosen to help parents become more involved. Parents / carers are kept up to date with careers related information through letters and newsletters relating to local events, and the CEG of each student's academic report. Parents / carers are welcome at careers interviews and where necessary are invited. Regular updates are also given at reviews (EHCP, PEP, and LAC)

10.0 Adherence to Frameworks and Benchmarks

Parkside House School adheres to the Gatsby Benchmarks (2014), which serve as a framework for improvement in careers provision and have been adopted as part of the Government's Careers Strategy.

- Benchmark 1: A Stable Careers Programme
- Benchmark 2: Learning from Career and Labour Market Information
- Benchmark 3: Addressing the Needs of Each Pupil

- Benchmark 4: Linking Curriculum Learning to Careers
- Benchmark 5: Encounters with Employers and Employees
- Benchmark 6: Experiences of Workplaces
- Benchmark 7: Encounters with Further and Higher Education
- Benchmark 8: Personal Guidance

The Careers & Enterprise Company supports the implementation of these benchmarks. PSH has performed well against national standards when mapped against the Gatsby Benchmarks using the Career and Enterprise Company's COMPASS tool, and fully achieved all Benchmarks by June 2023. The school also incorporates the CDI Career Development Framework (2021).

11.0 Management

The Careers Team leading on careers development and delivery within PHS is made up of:

- Belinda Young (Head)
- Gemma McCutcheon (Head)
- Hannah Harighi (Employability and Careers Lead)
- Paul Dixon (Careers Coordinator)
- Kelly Guthery (Group Employability and Careers Lead)