

Acorn Education

Parkside House School Careers Policy

2025-2026

Parkside House School Careers & Work Experience Policy

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 (Headteacher)
- Gemma McCutcheon (Head of school)
- Paul Sampson (Head of school)
- Hannah Harighi (Employability and Careers Lead)
- Paul Dixon (Careers Coordinator)
- Jodie Scott (Personal Development Lead)
- Carly Goldborough (Personal Development Lead)
- Kelly Guthery (Group Employability and Careers Lead)



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