

Journey Independent School Careers Policy

September 2026



Making Learning Inspirational

Rationale:

Journey Independent School is dedicated to elevating the aspirations of every learner, ensuring that every young person can achieve their full potential. We focus on supporting those who are particularly vulnerable to becoming Not in Education, Employment, or Training (NEET), empowering them to pursue their dreams with confidence. Our commitment stems from the understanding that we have a statutory duty to secure independent careers guidance for all students in Years 8 to 11, as mandated by The Education Act 2011 and the Career Guidance and Access for Education and Training Providers (January 2018).

Our goal is to equip all students with the skills, knowledge, and mindset necessary to effectively manage their learning and career progression. To that end, we provide a wealth of differentiated, impartial, and independent information and guidance, allowing students to explore a diverse range of post-16 pathways. We believe in the power of informed decision-making and seek to inspire students to take charge of their future.

Recognising the unique challenges faced by young people with Special Educational Needs and Disabilities (SEND), we strive to break down barriers and raise aspirations. We know that these individuals statistically face greater challenges, including lower academic achievement, limited access to higher education, and a higher likelihood of becoming NEET. They are also at an increased risk of facing mental health issues, involvement in the criminal justice system, substance dependency, and homelessness.

Our students access our Growth Programme to help them recognise individual barriers to success such as anxiety or anger management, and through their personalised growth pathways, access, develop and acquire the strategies to help them become functioning, contributing members of the wider community, ready for P16 and beyond into adulthood.

As defined by the Special Educational Needs Code of Practice 2015, a child or young person has SEND if they face learning difficulties or disabilities that require special educational provisions. We understand that many vulnerable young people—beyond the broad SEND groupings—also require enhanced career support to navigate their futures successfully.

In collaboration with our learners, we focus on key areas outlined in the SEND Code of Practice:

- **Communication and Interaction:** Addressing speech, language, and communication needs, including those on the Autism Spectrum.
- **Cognition and Learning:** Supporting individuals with specific learning difficulties, moderate to severe learning difficulties, and profound multiple learning difficulties.
- **Social, Emotional, and Mental Health (SEMH):** Addressing behavioural and emotional challenges to foster resilience.
- **Physical Needs:** Ensuring accessibility for young people with visual impairments, hearing impairments, multi-sensory impairments, and physical disabilities.

At Journey Independent School, we are passionate about raising aspirations, fostering an inclusive environment, and providing the support needed for every young person to shine brightly on their path to success. Together, we can inspire a brighter future for all!

Our Aim and Objectives:

Journey Independent School's aim for Careers Information, Education, Advice and Guidance (CIEAG) is to collaborate with external agencies, such as the National Careers Service, local colleges and employers, to ensure that all students, particularly those with Special Educational Needs and Disabilities (SEND), receive the support they need to thrive. Our key objectives include:

1. Enhancing Achievement through Motivation:

- Implement strategies designed to raise achievement and motivation, ensuring that they are encouraged to set and pursue ambitious goals.

2. Emphasising Literacy and Numeracy:

- Highlight the importance of literacy and numeracy as essential skills in everyday employment, with specialised resources and support to help students with SEND develop these foundational competencies such as our Fresh Start Reading Programme, to ensure our students strive for reading functionality to prepare for life after learning.

3. Fostering Reflective Learners:

- Encourage students to engage in self-reflection to become aware of their strengths, skills, and attributes, and to understand how these relate to their career and life planning. This includes tailored guidance for students with SEND to help them recognise their unique capabilities.

4. Promoting Inclusion and Equality:

- Support an inclusive school environment that actively challenges stereotypes and promotes equality of opportunity for all learners, ensuring that the needs of students with SEND are prioritised.

5. Encouraging Lifelong Learning:

- Inspire students to value and participate in continued learning opportunities, including higher education, by providing accessible pathways and support specifically designed for those with SEND.

6. Developing Enterprise and Employability Skills:

- Foster enterprise and employability skills in alignment with our Science Week and Enterprise activities, ensuring that learning activities are suitable and inclusive for students with SEND.

7. Minimising Dropout and Course Switching:

- Implement strategies to reduce dropout rates and course-switching among students with SEND, aiding them in identifying and remaining on the most suitable educational and career pathways.

8. Preparing Students for Economic Prosperity:

- Contribute to the economic prosperity of both individuals and communities by preparing students, especially those with SEND, for a future of economic well-

being through targeted career and life after learning education [e.g. financial literacy].

9. **Linking Behaviour and Learning to Career Outcomes:**

- Make it clear to all students how their behaviour, attendance, and learning skills are interconnected with their career prospects and future success, with individualised support for our learners.

Our Statutory Obligations

Equality and Diversity: The careers education and guidance delivery satisfies the requirements of the Journey Independent School's Equality, Inclusion and Diversity Policy. All students, regardless of their race, class, gender, faith or special educational needs, have the same access to our resources, wherever possible.

Gatsby Benchmarks and SEND Considerations:

We will adhere to the statutory guidance based on the Gatsby 8 Benchmarks, focusing on inclusivity and the specific needs of students with SEND in the implementation of each benchmark to challenge stereotypes and raise aspirations:

1. **A Stable Careers Programme:** Develop and maintain a structured careers programme that is accessible and understood by all students, with clear communication to students, parents, and staff.
2. **Learning from Career and Labour Market Information:** Ensure that all students, including those with SEND, have access to high-quality information about future study options and labour market opportunities, supplemented by personalised support from informed advisors and guest speakers.

Parents should be encouraged to access and use information about labour markets and future study options to support their children [National Careers Service, Your Daughter's Future, Find an Apprenticeship etc].
3. **Addressing the Needs of Each Student:** Tailor career guidance opportunities to the specific needs of students, integrating equality and diversity across the careers programme, challenging stereotypical thinking and raising aspirations. All pupils have access to records of individual advice given to each pupil with agreed decisions to support their career development.
4. **Linking Curriculum Learning to Careers:** Encourage teachers to connect curriculum content with career pathways, ensuring that students with SEND understand how their learning relates to various employment opportunities, for example STEM subjects and how they help people to be more effective workers and gain entry to a wide range of careers.
5. **Encounters with Employers and Employees:** Provide multiple meaningful encounters with employers for all students, including innovative adaptations for students with SEND, enabling them to learn about the skills valued in the workplace through examples such as career talks, career fairs, mock interviews, CV workshops, mentoring, employer delivered workshops and enterprise competitions.

6. **Experiences of Workplaces:** Facilitate hands-on experiences in workplaces, ensuring that students with SEND can participate meaningfully and gain insights into various career fields through one-day work shadowing, volunteering, work place visits and work experiences within Journey Independent School such as administration, entrepreneurship, child development and catering.
7. **Encounters with Further and Higher Education:** Arrange visits and interactions with further and higher education institutions, designed to be accessible for students with SEND, to broaden their understanding of post-16 pathways and active participation in National Apprenticeship Week [February 2025].
8. **Personal Guidance:** Ensure that all students receive personalised guidance tailored to their specific needs and aspirations from an independent careers advisor through Progress Careers to help them navigate their educational and career choices successfully.

Careers Programme:

The aim of our Careers Programme is to empower all students with the knowledge, skills and confidence to not only raise the aspirations of our learners, but to help them overcome barriers and build to a brighter future where they are supported in making realistic decisions for post 16. This complies with the school's legal obligations under section 42B of the Education Act 1997.

Activities, workshops, external trips, guest speakers and entrepreneurship through Character, Careers, Citizenship and Culture days, will aim to expose students to various career options, help them develop essential employability skills, and equip them with the knowledge needed to make informed decisions about their futures.

[CAREERS CURRICULUM MAP - Google Slides](#)

This is the map of careers provision by year group and term, but is flexible and may be adapted according to differing enrichment opportunities and local market conditions.

Delivery of the CEIAG provision

The careers curriculum has been devised following the guidance of the CEIAG National Framework for all year groups through teaching Fundamental British Values in Citizenship applicable to the workplace, pastoral check in times and is supplemented by the following:

- Programme of pastoral activities, enrichment workshops and external visits.
- Inset for staff includes training and updates on careers information aligned with the Gatsby Benchmarks
- On our Character, Careers and Culture days a wide variety of companies and apprenticeship providers may also attend offering advice and guidance.
- We may also organise specific events for parents/carers and students to provide specialist support.

Monitoring and tracking of young people

Journey Independent School maintains its responsibility for comprehensively tracking through our weekly whole staff meeting, where we give every student a RAG rating for intervention, record actions and add to our Growth Tracker where applicable.

- Intended P16 destinations
- Offering individualised support to those students who are at risk of becoming NEET or become NEET
- maintain records of all CEIAG interventions and interviews
- Vulnerable students who are at risk of becoming NEET are referred to their Local Authority team for additional support

Monitoring evaluation and review

Monitoring the development of CEIAG across Journey Independent School is the responsibility of the Senior Leadership Team and will be coordinated by the Director of Education. The Careers Education and Guidance Improvement Plan will be developed and updated on an annual basis and will drive the work of CEIAG in any one particular year. The Director of Education will be accountable for the effective delivery and progress made in steering through the Improvement Plans and ensuring that the vision for CEG at the Group is achieved. Feedback on the quality of CEG provision will be gathered from a variety of stakeholders including: students, parents and tutors.

Provider Access Policy/Baker clause

This policy statement sets out our arrangements for managing the access of providers to students at Journey Independent School from year 8 through to year 13, for the purpose of giving them information on a wide range of education and training provider's education both academic and vocational. This complies with the school's legal obligations under Section 42B of the Education Act 1997.

In line with the Baker clause, Journey Independent School gives students access to other FE colleges and training providers from years 8-13 to discuss non-academic routes that are available; this includes events through the UK Careers Fair, where colleges and training providers are encouraged to attend alongside a wide range of employers and apprenticeships.

Further Information

Gatsby Good Career Guidance. A report on improving career guidance in secondary schools which includes the Gatsby Benchmarks.

Gatsby Good Practice. A website which shares good practice from the North East pilot of the Gatsby Benchmarks, and other information and support for schools.

Compass. A self-evaluation tool to help schools to evaluate their careers and enterprise provision and benchmark against the Gatsby Benchmarks and compare it with other schools.

State of the Nation 2017. A report on the careers and enterprise provision in secondary schools in England in 2016/17. It examines how schools are performing in relation to the Gatsby Benchmarks, based on data from responses to the Compass tool.

Careers & Enterprise Company. The Careers & Enterprise Company brokers links between employers, schools and colleges in order to ensure that young people aged 12-18 get the inspiration and guidance they need for success in working life. Careers & Enterprise Company: Schools and Colleges. Connects schools to businesses, volunteers and careers activity programmes.

National Careers Service. The National Careers Service provides information, advice and guidance to help people make decisions on learning, training and work opportunities. The service offers confidential and impartial advice. This is supported by qualified careers advisers.

Apprenticeships Support and Knowledge for Schools (ASK). A network of teachers, careers advisers and ambassadors who will promote apprenticeships and traineeships in positive ways to year 10-13 pupils in the North, Midlands, London and the South.

Baker Dearing Educational Trust. Information on University Technical Colleges.

Find an Apprenticeship. Search and apply for an apprenticeship in England.

Career Development Institute. The Career Development Institute is the single UK-wide professional body for everyone working in the fields of careers education, career information, advice and guidance, career coaching, career consultancy and career management. It offers affiliate and individual membership to schools which includes free CPD webinars, regular digital newsletters, a quarterly magazine, online networking groups and training at a preferential rate.

Career Development Institute Framework for careers, employability and enterprise education. A framework of learning outcomes to support the planning, delivery and evaluation of careers, employability and enterprise education for children and young people.

LMI for All. An online data portal, which connects and standardises existing sources of high quality, reliable labour market information (LMI) with the aim of informing careers decisions. This data is made freely available via an Application Programming Interface (API) for use in websites and applications.

STEM Ambassadors. A nationwide network of over 30,000 volunteers from a wide range of employers, who engage with young people to provide stimulating and inspirational informal learning activities in both school and non-school settings

Studio Schools Trust. The organisation that unites all Studio Schools, acting as a linking point between Studio Schools, enabling the sharing of best practice as well as providing advice and curriculum support.

Unistats. The official website for comparing UK higher education undergraduate course data. The site includes information on university and college courses, Teaching Excellence and Student Outcomes Framework (TEF) ratings, student satisfaction scores from the National Student Survey, employment outcomes and salaries after study and other key information for prospective students.

Your Daughter's Future. A careers toolkit for parents.

Your Life app. Informs and inspires young people by giving them the opportunity to discover hundreds of varied career options.

Other relevant departmental advice and statutory guidance

Governance handbook. Guidance outlining the roles and duties of school governors and academy trusts.

Special educational needs and disability code of practice: 0 to 25 years. A statutory code which explains the duties of local authorities, health bodies, schools and colleges to provide for those with special educational needs under Part 3 of the Children and Families Act 2014.

Careers strategy: making the most of everyone's skills and talents. Government's plan for raising the quality of careers provision in England.

Post-16 technical education reforms: T level action plan. Government's progress on the reforms to technical education set out in 'Post-16 skills plan', confirms next steps and opportunities for engagement by interested parties.

Policy Review Date: September 2027

Approved by: Angela Cousins Headteacher

Date: September 2026