



Newark Orchard School

Careers Education, Information, Advice and
Guidance (CEIAG) Policy

Reviewed March 2026

Introduction

This Careers Policy sets out the vision, aims and statutory responsibilities for careers education at Newark Orchard School. Our goal is to ensure that all students - regardless of need, background, or ability - are provided with a broad and balanced curriculum which prepares students for the opportunities, responsibilities and experiences of adult life.

The school is committed to meeting the Gatsby Benchmarks, which define world-class careers guidance and apply universally to learners, including those with SEND. The eight Benchmarks are:

1. **A stable careers programme:** Led by a trained careers leader with senior leadership backing.
2. **Learning from career and labour market information:** Accessing data to inform decisions.
3. **Addressing the needs of each pupil:** Tailoring provision to individual learner needs, focusing on equality.
4. **Linking curriculum learning to careers:** Highlighting the relevance of subjects to future paths.
5. **Encounters with employers and employees:** Multiple opportunities for employer interaction.
6. **Experiences of workplaces:** In-person or virtual experiences for all.
7. **Encounters with further and higher education:** Understanding all learning opportunities.
8. **Personal guidance:** At least one guidance meeting by age 16, and another by 18.

Intent

Newark Orchard School is committed to maximising the benefits for every pupil in the development of the whole school approach to careers and work-related learning. We recognise the importance for all pupils. However, where appropriate, for some pupils personalised learning will require a greater focus to work related learning.

Newark Orchard's careers curriculum is based around the Gatsby Benchmarks (see **Introduction**) with a clear focus on preparing for adulthood.

We aim to make an important contribution in the education of all pupils in order to make an effective transition from school to adulthood and employment. Our school website and social media page will showcase the opportunities provided for our students and used as a teaching tool in the classroom.

We aim to provide all students with appropriate experiences and/or opportunities to access the curriculum in a way that is best suited to their needs. This is done by:

- Providing appropriate, high-quality careers information and guidance with an independent careers advisor through Ideas4Careers
- Support independence, personal development, and employability skills
- Equip students with understanding of the world of work and potential future pathways
- Challenge stereotypes and raise aspirations
- Work in partnership with families, external providers, and employers to provide opportunities to experience the world of work

Implementation

At Newark Orchard, the Careers Curriculum is based around the skills needed to become as independent as possible and to develop a variety of skills needed to prepare them for adulthood, develop a sense of responsibility and become prepared for the working world. Newark Orchard will prepare students to become an active member of the community. The skills within our Careers curriculum have been embedded across the long-term maps to ensure the activities are meaningful and have a clear purpose for the students. Wherever possible, these include an employer encounter to enrich the learning, which could include visitors in school and work place visits.

In order to develop these skills, we incorporate a variety of different activities and opportunities for our students, parents and stakeholders, where appropriate:

- A variety of vocational subjects in the 14-18 department
- Access to careers information, education and guidance both from staff and an independent careers advisor from 'Ideas4Careers'
- Information on jobs, colleges, supported internships etc...
- The school library promoting equality and values relating to preparing for adulthood.
- Support and guidance from the Careers Leader and Work Experience Teaching Assistant
- Work Experience (face to face and virtual), where appropriate, internal, external and group
- Visits to places of work and visitors promoting different jobs in school
- Problem solving and work activities
- Internal school related activities e.g. milk monitor, registers, library monitors etc...
- Enterprise activities
- Visits to internal and external Careers/Futures Fairs
- Visits to colleges for transition visits and activity-based providers
- Annual EHCP reviews, with an emphasis on including Preparing for Adulthood targets from Y9 and where possible are attended by transition social workers at Y12
- Development of CV writing, interview skills, forms filling, job searches, college prospectus
- Delivery of Careers and Skills for Success, PSHE, Preparing for Adulthood curriculums
- Volunteering
- Student council
- Organisation of charity events
- Residential field study trips

It is important that there is a range of high-quality opportunities to enhance the curriculum and develop awareness to promote understanding of work, industry, economy and community.

Throughout school students are encouraged to think about themselves as an individual and think about how others may see them and the positive impact they can make in their local community.

Pupils are encouraged to be familiar with routines and procedures such as punctuality, rules and taking pride in their appearance through all aspects.

The Careers and Skills for Success, PSHE and Preparing for Adulthood curriculum have been written to meet the needs of all our students, from Early Years to Post 16. They have been written as stages to match those within the Preparing for Adulthood curriculum to ensure our students have the opportunity to prepare for all areas of adulthood. The strands for learning are:

- Things we are good at/personal strengths
- Jobs people do/preparation for adulthood
- Rules and laws/diversity, rights and responsibilities
- Taking care of the environment
- Money/managing finances
- Belonging to a community
- Skills for learning

All students at Newark Orchard are entitled to progressive careers education appropriate to their developmental and learning needs. Each educational pathway is listed below with what is offered:

Informal & Pre-Formal:

- Exploration of roles, workplaces, and skills through play
- Development of self-awareness and communication

Semi-Formal, Formal & Post 16

- Access to a stable careers programme
- Labour market information adapted for SEND
- Personalised careers guidance
- Encounters with employers
- Careers/Futures Fairs
- Supported workplace experiences
- Encounters with education and training providers
- Transition planning linked to EHCPs

Accreditation

In the 14-18 department, students have access to a variety of different accreditation. From year 10 the pupils follow the appropriate pathway (see **Implementation**). Students access vocational studies in a variety of areas between Year 10 and Year 13.

In Post 16, students follow the Personal Social Development (PSD) course accredited by ASDAN to support the diverse curriculum.

Education Health Care Plans

All students who attend Newark Orchard School have an Education Health Care Plan (EHCP) and every year they have an annual review. From Year 8, there is a clear focus of preparing for adulthood, including invitations to the Careers/Futures Fair. In Year 10, students start to look at Work Experience and transition options for P16/P18 (including college, day service, preparation for adulthood referrals, etc).

Partnership

Newark Orchard is offered support from Ideas4Careers. A careers advisor works with groups of students and individuals to help support planning the next steps.

The Preparing for Adulthood team can provide support for parents/carers and young people from 17 ½ years old with their transition pathway out of school at the end of Year 13. Where appropriate, they will attend Education Health Care Plan reviews for Year 12 students.

Work experience

Throughout school, students have access to work experience such as jobs around school and related aspects of the curriculum. Government guidelines state that students should have at least 5 days of Work Experience between Year 7-9, and a further 5 days by the end of Year 11. This can either be in the form of workshops with employers (Year 7-10) and more formal placements (Year 10-11), though this can vary depending on the needs of the students and which pathway they follow.

For our Informal and Pre-Formal students, Work Experience is accessed through experiences with external providers either in or outside of school. Examples of this could be visits from the fire department or to a farm. These experiences are tailored for the cohort of students who access this pathway.

Once students on the Semi-Formal and Formal pathways reach Year 10 there is an expectation, where appropriate, that pupils will access some form of placement. In Key Stage 4, we aim for pupils (where appropriate) to take part in an internal placement, and in Post 16, our focus is to organise an external placement under the supervision and organisation of the Careers Leader and Work Experience Teaching Assistant. These placements can vary in length, but we aim for a minimum of 6 weeks in order to provide the young person with the best possible experience. Some students will take part in long-term placements, as well as working towards relevant accreditation.

Key Stage 4 and Post 16 students are likely to take part in team enterprise and group work experience placements.

Travel training

Students have access to Independent Travel Training where appropriate (see separate Travel Training Policy).

The focus is to develop independence skills and travel to and from familiar places.

The Independent Travel Training coordinator incorporates planning routes to and from work experience to prepare students to access work experience independently and therefore up skilling them for future possible employment.

Monitoring training and development

The Careers Leader will ensure the intent, implementation and impact of the careers curriculum by:

- Use Compass+ as a strategic tool to measure Newark Orchard's progress against the Gatsby Benchmarks against other schools and hubs
- Attend regular update meetings with the Careers and Enterprise Co-ordinator and East Midlands Combined Authority (EMCCA) to ensure we are up to date with the current guidance and procedures
- Review the Careers Curriculum offer at least every 3 years to ensure it meets the needs of our current cohort
- Review the Careers Policy as required every 3 years
- Monitor careers planning and provide feedback and support to staff as required
- Lead training and mentor staff
- Liaise with external agencies, including colleges, day service providers and employers to ensure all careers opportunities meet the needs of our students
- Conduct regular meetings with the Careers Governor to report on progress and areas for development

- Work collaboratively with the Preparing for Adulthood co-ordinator to monitor student progress across the careers section of the Preparing for Adulthood targets
- Work collaboratively with the Work Experience Teaching Assistant to ensure placements for students are successful
- Gain feedback from students, parents, staff, employers and stakeholders from all careers-based activities to determine the strategic impact
- Ensure pupils, parents, carers and stakeholders have access to relevant and current information about the local labour market and experiences the students have through their education via in person events, the school website and social media page

Impact

The impact from the implementation of the careers curriculum and content detailed within this policy will result in:

- Students being equipped with the appropriate skills to become adults that can make contributions member of society at a level that is appropriate to their level of need
- Students, parents and carers having the information and support to allow them to make appropriate choices for their future
- The school working collaboratively with employers, businesses and charities to play an active role in the community
- The school working collaboratively with other special schools, the Careers and Enterprise Service to showcase our strengths and plan strategically for the future

Roles, Responsibilities and Contacts

Role	Name	Contact Details
Careers Lead	Joe Hayes	joe.hayes@newarkorchard.notts.sch.uk
Work Experience TA	Susannah Stokes	Susannah.Stokes@newarkorchard.notts.sch.uk
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