

Careers At Chatten Free School



Chatten Free School Careers Strategy: 2024-2027

Our Vision and Values

Happiness, Independence, Respect

Our vision is to make a positive and tangible difference in the lives of our pupils both in their present and for their future. Our values for our pupils is happiness, independence and respect for all.

Last reviewed: Summer Term 2025
Next review: Summer Term 2026



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Our Careers Strategy: Introduction

Our commitment

There has never been a time when careers guidance has been as important for young people as it is today. At Chatten Free School, we have a critical role to play in preparing our pupils for the next stage of their lives.

Pupils within our school are statistically the least likely to gain any form of employment and face significant barriers to being included in the local community. We seek to change that.

We seek to understand what our pupils enjoy and their strengths and find opportunities for them in the local community and working world. We seek to ensure that our pupils have the skills and opportunities to have a life filled with happiness and meaningful activity, including the chance to experience employment and community-based opportunities. We also want to ensure that our pupils have their voice heard and have the skills to communicate their preferences as they transition into adulthood.

Our Values

Our key values at Chatten Free School are for each and every pupil are **Happiness, Independence, and Respect.**

- **Happiness:** We have created a safe, secure and happy learning environment in which all pupils can thrive. We acknowledge and celebrate their successes widely. We want to ensure that all pupils go on to have a meaningful and happy adult life.
- **Independence:** We strive to teach functional skills that will allow our pupils to live as independently as possible and to be able to independently express their preferences and make choices about their future.
- **Respect :** Respect is the foundation on which our school values are based. We promote care, trust and honesty with our pupils, their families/carers, and all other partners and stakeholders.

Entitlement

We have a whole school approach to careers education with every member of staff helping to deliver quality and impartial Careers Education, Information, Advice and Guidance. Our careers program supports our individualised careers curriculum and is in line with the most recent careers guidance strategy (December 2017), supporting the achievement of the eight Gatsby benchmarks. Careers Education at Chatten Free School is not just a stand-alone strand; it is integrated into every area of the school and woven into each individual curriculum. Our aim is that every skill pupils are being taught will link to their future pathways.

Aims and Objectives

The careers education, information and guidance program is designed to meet the needs of each and every pupil at Chatten Free School. It is completely personalised to meet the individual needs of every pupil.

The main aims of the careers provision at Chatten Free School are to:

- To develop and maintain a culture of high aspirations for our pupils through a fully embedded careers education, information and guidance program.
- To raise and track pupils' and parents/carers' engagement with the careers programme during their journey through Chatten Free School and evaluate to ensure that learners and families are supported in raising their aspirations for their journey into adulthood.
- To build a continuously increasing and relevant network of partners and providers who can provide a range of opportunities for pupils for employment, community participation, and transitioning to adulthood.

Legal framework

This policy has due regard to legislation and statutory guidance, including, but not limited to, the following:

- DfE 'Careers guidance and access for education and training providers' 2018
- Education Act 1997
- Education and Skills Act 2008
- Apprenticeships, Skills, Children and Learning Act 2009
- Equality Act 2010
- Children and Families Act 2014
- Technical and Further Education Act 2017

Roles and responsibilities

The governing body is responsible for:

- Ensuring that arrangements are in place to allow a range of education and training providers to access all pupils/carers and inform them about approved opportunities.
- Ensuring that the guidance includes information on the range of options.
- Ensuring the Careers Policy does not discriminate on any grounds, including but not limited to: ethnicity/national origin, culture, religion, gender, disability or sexual orientation.
- Handling complaints regarding this policy as outlined in the school's Complaints Procedure Policy.
- Providing clear advice and guidance to the Head of School on which they can base a strategy for careers education and guidance which meets the school's legal requirements.

The careers leader is responsible for:

- Managing the provision of careers information.
- Liaising with the Head Teacher and the careers adviser to implement and maintain effective careers guidance.
- Establishing, maintaining and developing links with providers and employers.
- Supporting teachers and tutors to provide initial information and advice.
- Monitoring teaching and learning in careers education.
- Advising senior leadership on policy, strategy and resources for careers education, information, advice and guidance (CEIAG).
- Preparing and implementing a development plan for CEIAG.
- Reviewing and evaluating the program of CEIAG.

- Encouraging the training of school staff to promote careers.
- Using the [Gatsby Benchmarks](#) to improve the school's careers provision and ensure compliance with legal duties, with an ultimate aim to meet all benchmarks.
- Using the [Compass tool](#) for self-evaluating the careers provision the school offers.
- Publishing details of the school's careers program and a policy statement on provider access on its website.
- Engaging with the designated teacher for LAC and previously LAC to ensure they know which pupils are in care/are care leavers, to understand their additional support needs and to ensure that any personal education plans can inform careers advice.

Teaching and support staff are responsible for:

- Ensuring careers education is planned into pupils' individualised curriculums.
- Attending any relevant CPD or training to ensure they are up-to-date with the school's careers plan.
- Creating a learning environment that allows and encourages pupils to tackle real life challenges, manage risks and develop skills that can be applied to the workplace and local community.



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The Gatsby Benchmarks

An overview of the Gatsby Benchmarks

SEND Gatsby Benchmark Toolkit

The SEND Gatsby Benchmark Toolkit, which was created collaboratively by Talentino, CDI (Careers Development Institute) and the Careers & Enterprise Company states that: *'there is a consensus that the Gatsby Benchmarks are appropriate for all students, although we recognise that some flexibility should be applied when using the Gatsby Benchmarks with students with PMLD/Highly Complex Needs.'*

Gatsby Benchmarks	<i>'The analysis of the Gatsby Framework using the content devised for the Special Schools version of Compass identified that the following changes could easily be made and located within a broader guidance document and the essence of all the Benchmarks themselves can stay intact.'</i>
<p>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.</p>	<p>The content of a holistic careers programme to reflect the core themes of the Preparation for Adulthood programme including employment health, independent living, education, housing options, relationships and community.</p>
<p>2. Learning from career and labour market information: Every student, and their parents, should have access to good quality information about future study options and labour market opportunities. They will need the support of an informed adviser to make best use of available information.</p>	<p>The aim remains the same, but the content will reflect the relevant information that the cohort and their family needs.</p>
<p>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 careers programme should embed equality and diversity considerations throughout.</p>	<p>The aim remains perfectly aligned and needs to refer to the multiple statutory planning processes and achieving participation of students.</p>
<p>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 career paths.</p>	<p>The language does need to reflect this group more strongly and the interpretation of the subjects English, Maths and Science must reflect a cross curricular approach as opposed to the hard-core subject matter.</p>
<p>5. Encounters with employees and employers: Every student should have multiple opportunities to learn from employers about work, employment and the skills that are</p>	<p>The aim needs to be re-framed possibly as a two-way learning for employers and the activities to reflect the types of destinations for this cohort.</p>

<p>valued in the workplace. This can be through a range of enrichment activities including visiting speakers, mentoring and enterprise schemes.</p>	
<p>6. Experiences of workplaces: Every student should have first-hand experiences of the workplace through work visits, work shadowing and/or work experience to help their exploration of career opportunities, and expand their networks.</p>	<p>The recommendation is to follow the same approach as with Benchmark 5 with an enhanced focus on Enterprise.</p>
<p>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.</p>	<p>Universities / HE has already been removed and the inclusion of the wider range of destinations and young people's transition into them need to be highlighted.</p>
<p>8. Personal guidance: Every student should have opportunities for guidance interviews with a careers adviser, who could be internal (a member of the school) or external (provided they are trained to an appropriate level). These should be available whenever significant study or career choices are being made.</p>	<p>The focus has been on generating internal qualified Careers Advisers and the advantages to their being in place for this cohort.</p>

Strategic Objectives

Benchmark 1 – A stable careers programme

Key Strategic Objectives	
1	Obtain Governor approval of Careers Programme and Strategy – as well as for Provider Access Policy, CEIAG Policy and Next Steps Guidance.
2	Update school and college websites with approved documentation – ensuring accessibility for staff, pupils, parents/carers and employers.
3	Evaluate the careers provision and programme every 3 years.
Outcomes	Ensure clarity for all involved parties (pupils, staff, parents/carers, SLT and Governors) will provide firm foundations as the careers provision is developed across the school.

Benchmark 2 – Learning from career and labour market information

Key Strategic Objectives	
1	Create a Transitions Directory/Next Steps Guidance – obtain SLT and Governor approval and put on website and have paper copies in parent meeting rooms.
2	Develop relationships with local businesses and social care providers.
Outcomes	Pupils and their parents/carers to receive appropriate information regarding careers and future study options.

Benchmark 3 – Addressing the needs of each pupil

Key Strategic Objectives	
1	Develop a system to keep systematic records on students experience of career and enterprise activities, and decisions on future pathways.
2	Work with the local authority to provide careers guidance to pupils and parents through Annual Review process.
Outcomes	Pupils and their parents/carers receive appropriate career guidance and systematic records kept for each pupil.

Benchmark 4 - Linking curriculum learning to careers

Key Strategic Objectives	
1	Create 'Careers and Community' section of new school assessment and curriculum framework and embed this in individual pupil programmes across the school.
2	Work with Talentino to expand our careers curriculum and resources.
Outcomes	Where appropriate, pupils across the school will have a target relating to careers and community embedded into their individualised pupil programme.

Benchmark 5 - Encounters with employees and employers

Key Strategic Objectives	
1	Ensure, where appropriate, all pupils to have meaningful encounters with employees/employers through local community access, work experience and transition visits.
2	Systematically record encounters
3	Develop relationships with local businesses, social care providers, and community based activity providers.
Outcomes	Ensuring all pupils are involved in meaningful community activity and have meaningful encounters with employers/employees will raise aspirations and support transitions to adulthood.

Benchmark 6 - Experiences of workplaces

Key Strategic Objectives	
1	Ensure, where appropriate, sixth form pupils have access to external work experience placements. Where not appropriate, ensure sixth form pupils have access to meaningful community and enrichment activities or internal work experience opportunities.
2	Ensure, where appropriate, all key stage 4 pupils have access to internal work experience taster sessions. Where not appropriate, ensure key stage 4 pupils have access to meaningful community and enrichment activities.
3	Develop relationships with local businesses, social care providers, and community based activity providers who can offer meaningful work experience and community activities for our pupils.
Outcomes	All pupils to have meaningful experiences with places of work and/or meaningful community activities to support successful transitions to adulthood.

Benchmark 7 - Encounters with further and higher education Encounters with further and higher education

Key Strategic Objectives	
1	Develop links with local colleges that have specialist provisions and local social care providers.
2	Organise taster days at local colleges and/or social care providers for sixth form pupils to support transitions to adulthood.
3	Create a Transitions directory including further/higher education to be shared on website and paper copy available in parent meeting room.
Outcomes	Pupils and their families will be provided with all relevant information about further education and social care options.

Benchmark 8 – Personal guidance

Key Strategic Objectives	
1	Work with the local authority to provide careers guidance to pupils and parents through Annual Review process.
2	Develop template for a vocational profile that will be accessible for our pupils to show their preferences for vocational and community-based activities.
Outcomes	Pupils to feel confident and supported through periods of transition and pupils preferences to be taken into account.