

Careers Education & Guidance Policy

Carlton Digby School

Review Date: November 2025

Next Review: November 2027 (or earlier if guidance changes)

Introduction

The Careers Education and Guidance Policy at Carlton Digby School reflects our commitment to preparing all young people for life beyond school. It is designed in alignment with the **Gatsby Benchmarks (updated 2021)** and the **Department for Education’s Statutory Guidance on Careers Education (January 2023)**.

This structured programme supports pupils in understanding their interests, strengths, and areas for development in the context of work and lifelong learning. It includes a range of planned activities that use work-related and community-based experiences to build knowledge, skills, and confidence — including *learning from direct experiences of work, learning about work, and developing essential employability and independence skills*.

These skills are embedded within our wider curriculum and *Preparation for Adulthood (PfA)* framework, recognising that successful adulthood may look different for every young person. Pupils are supported to explore pathways including employment, volunteering, further education, supported internships, or active participation in the community — developing autonomy and ownership over their future choices.

Note: Within the school, “careers” may be referred to as “Digby Futures” to encourage engagement and ownership from young people, families, and those who support them.

Gatsby Benchmarks

This policy and programme are structured around the following **Gatsby Benchmarks**:

1. A stable careers programme
2. Learning from career and labour market information
3. Addressing the needs of each pupil
4. Linking curriculum learning to careers
5. Encounters with employers and employees
6. Experiences of workplaces
7. Encounters with further and higher education
8. Personal guidance

Aims

The focus of Careers Education and Guidance at Carlton Digby is to:

- Support informed choices around careers and life pathways.
- Raise aspirations while recognising individual strengths and needs.
- Equip pupils with the knowledge, skills, and attitudes to thrive as adults.
- Provide a foundation for lifelong learning and meaningful participation in society.


Our aim is that every young person leaves Carlton Digby prepared for their next steps — confident, informed, and empowered to make decisions aligned with their abilities, interests, and ambitions.

Roles and Responsibilities

Careers & CIAG Lead:

Tricia Marron

 tricia.marron@carltondigby.notts.sch.uk

 0115 956 8289

The careers programme is coordinated by a dedicated team including the Careers Lead, Enterprise Advisor and two teaching assistants. All staff at Carlton Digby contribute to careers learning through their teaching, support roles, and pastoral work.

Curriculum

Careers Education and Guidance comprises five key components:

- Careers education within the curriculum
- Planning and recording achievement and work-related activities
- Work experience
- Access to individual guidance and support
- Access to up-to-date careers and future pathways information

The programme includes:

- Careers education lessons and PSHE sessions
- Individual careers guidance and planning
- Mock interviews and telephone calls with employers or the Enterprise Advisor
- Raising aspirations and goal-setting activities
- Duke of Edinburgh Award (Semi-Formal 2 / Semi-Formal PFA pathways)
- Extended work placements and volunteering opportunities
- Internal or external work experience for all pupils
- TITAN independent travel training
- Work simulations, role play, and enterprise projects
- Curriculum-linked workplace visits and employer encounters

- Student Council involvement and leadership
- Taster sessions at local day services, colleges, and training providers
- Annual “World of Work” and transition events

Careers learning is embedded within PSHE and wider curriculum subjects, ensuring meaningful links between education and future opportunities.

Careers in the Curriculum

Careers learning is integrated across subjects to ensure relevance and engagement. Subject leaders plan opportunities for pupils to develop employability and independence skills through everyday learning, with activities differentiated to meet each learner’s stage of development.

Work Experience

Work experience is a key element of our careers programme, providing all pupils in Years 10–13 with meaningful experiences of work. These may be external or internal placements, supported and monitored by staff to ensure safety, relevance, and personalisation.

Each placement is tailored to individual needs and reviewed through feedback from pupils, staff, and employers. Feedback is retained securely for three years and contributes to each pupil’s **Annual Review**.

Additional opportunities include **enterprise projects, transition fairs**, and the **World of Work Day**, involving colleges, apprenticeship providers, supported internships, and local businesses — fully meeting the requirements of the **Baker Clause and Provider Access Legislation (PAL) 2023**.

Accreditation

Pupils in the **Semi-Formal 2** and **Semi-Formal PFA** pathways work towards qualifications from the **AIM Awards** in *Employability Skills* (Entry 1–3). Some pupils also undertake **Functional Skills**.

The **Duke of Edinburgh Award** (Bronze and Silver levels) forms an integral part of the curriculum, helping pupils build resilience, teamwork, and problem-solving skills.

Equal Opportunities

Carlton Digby School promotes equality, diversity, and inclusion throughout its Careers Education and Guidance programme.

All pupils are entitled to impartial, confidential, and comprehensive advice about their future pathways. No pupil will be disadvantaged or discriminated against on the basis of ethnicity, gender, background, or disability. Pupils are supported to recognise and challenge discrimination and to develop the confidence to advocate for themselves and others.

Monitoring, Review, and Evaluation

Evaluation takes place after all major careers events to assess outcomes and inform improvement. This includes:

- Pupil, staff, and employer feedback forms
- Observations and verbal feedback
- Analysis of destination data and pupil progress

The school uses the **Compass+ tool** to evaluate progress against the Gatsby Benchmarks and identify areas for development.

Each pupil maintains a record of their careers-related learning, experiences, and achievements, used to inform personalised guidance and next steps.

Partnerships

Carlton Digby School works in partnership with:

- **Gedling Borough Council**
- **Local charities and businesses** providing work experience
- **Further education colleges and training providers**
- **Supported internship organisations**
- **Special Schools Soft Federation**, to share expertise and resources

These partnerships enhance opportunities for meaningful encounters with employers and further education providers, in line with **Gatsby Benchmark 5**.

Management of Provider Access Requests

This section sets out the school's arrangements for managing the access of education and training providers to pupils for the purpose of giving information about their offer.


This complies with **Section 42B of the Education Act 1997** and the strengthened **Provider Access Legislation (PAL) 2023**, which requires *six* provider encounters between Years 8 and 13.

Providers wishing to request access should contact:

Tricia Marron

Careers & CIAG Lead

 tricia.marron@carltondigby.notts.sch.uk

 0115 956 8289

Opportunities for access:

The school offers a comprehensive Careers Education, Information, Advice, and Guidance (CEIAG) programme. Please contact the **Careers Lead** or **Work Experience Coordinator** to identify suitable opportunities for engagement.

A suitable space will be provided for discussions between providers and pupils, with additional support arranged as required. Providers are encouraged to leave copies of prospectuses or other materials for pupils and parents/carers.

Parents and Carers

Parents and carers play a central role in supporting pupils' understanding of careers and life choices. They are invited to attend a range of events, including:

- Parents' evenings
- Transition events
- Work experience and "World of Work" events
- Annual reviews

Individual appointments are also available to discuss post-school options and support needs.

Policy Review

This policy was developed and reviewed through collaboration with staff, pupils, parents, governors, and external partners.

It will be reviewed every two years, or sooner if statutory guidance changes.