

# Careers Policy

2025-2026



Pride  
Passion  
Partnership  
Professionalism  
Positivity

## Introductory Statement

At The Bridge Easton School we believe in ensuring all students receive effective careers education, information advice and guidance appropriate to their needs.

The Gatsby Career Benchmarks form the basis of the government's careers strategy and at TBES we are committed to using these benchmarks as a way of planning and auditing our careers provision.

Communication forms the basis of all our policies and in order to achieve impact against the Gatsby criteria we will, at times, have to interpret the benchmarks in a way that best meets the needs of our pupils.

## Aims

- To prepare our students for the opportunities and responsibilities they will encounter throughout their lives.
- To support students and their families/carers to make informed decisions and choices about the future, which are appropriate for them.
- To support students to manage change and transition.
- To improve student's awareness and understanding of the world of work through local visits and employer contacts.
- To provide impartial advice and promote a culture of high aspirations and equality of opportunity.

These aims will be achieved through delivering a broad, balanced and progressive curriculum that caters to the individual needs of our pupils across the school. Student learning outcomes are designed so that there is both progression and development through the Stages in; knowledge, skills and understanding, breadth and experience.

TBES acknowledges that for students with complex needs, progression is not necessarily only hierarchical, and that lateral progression is also important.

The careers provision at TBES will be monitored in line with the Careers Development Institute (CDI) six learning areas:

- Grow through life
- Create opportunities
- Explore possibilities
- Manage career
- See the big picture
- Balance life and work

Much of the career's curriculum will be taught through the PHSE and Citizenship curriculums including the following elements: self-awareness, awareness of opportunities in the community, decision making, opportunities for change and transition, financial awareness, an awareness of the support systems in school and the wider community.

## Statutory Requirements

- 2018 Access to Providers legislation, ensuring access to a range of training and education providers
- 2011 Education Act requirement for access to independent careers advice and guidance for all pupils in years 8-11
- 2002 Education Act ensuring pupils are prepared for experiences in later life
- 1997 Education Act requiring a range of up-to-date materials on careers education and opportunities to be available

## Curriculum Coverage

The plans form part of the curriculum taught across the primary and secondary age range through relevant topics such as: global awareness, world of work, the future, help and advice and making choices. Lessons taught through PHSE and Life skills, might include

topics such as: self-care and independence; relationships and others; feelings, behaviours and morals. Topics are for the duration of a term or half term and activities are timetabled for at least one weekly session usually taught by the class team. The number of PHSE sessions increases in secondary, and in Stage 4 a careers lesson has been worked into the curriculum using Steps Careers Programme materials.

#### **Primary:**

When children join the primary part of the school, teachers get to know the individual students at the start of their journey, and provide opportunities that are accessible for all - *Refer to the Preparing for Adulthood Stage 0 to Stage 2 document for further details.*

#### **Secondary:**

Teachers ensure that the Gatsby Benchmark criteria are met - *Refer to the Career Programme and Gatsby Benchmarks linked to Curriculum Provision document for further details.*

### **Gatsby Benchmarks**

Coverage of the Gatsby benchmarks is tracked onto software called Compass Plus. Each year, the Careers Lead will conduct a review of provision using the Compass tool. This is done with the support of the Careers Enterprise Officer. This will highlight areas of good practice and the focus areas for the school improvement plan for the next year.

The eight Gatsby Benchmarks are:

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

### **Teaching Learning Expectation**

The expectation for teaching across year groups in the secondary department should be a minimum of:

#### **Stage 3: Year 7, 8 and 9**

- Careers quiz
- Recording and on-going updating of early aspirations
- Cross-curricular career day
- Careers links made across the whole curriculum and tracked using Compass plus
- Visits / guest speakers / virtual or mock role-play
- Visits to other organisations
- College guest speakers on offers
- Progress reviews/Annual review

- Managing money
- Health and safety
- Work place visits with learning objectives
- Visual display of work places post visit
- Participation in Enterprise activities

#### **Year 9 only**

Pupils in Year 9 will receive a 1:1 appointment with the careers lead. This meeting is used to review the student's progress alongside their career aspirations in order to provide guidance that supports their future dreams.

#### **Stage 4: Year 10 and 11**

All students in Stage 4 receive a 1 hour appointment with an external careers advisor. This ensures that all children receive impartial, unbiased careers advice as per statutory requirements.

Other expectations may include:

- Careers Provider/ CIAG advisor session with conversations regarding: - aspirations - opportunities - work experience - interests
- Starting Options Appraisal Form / Job application practice / CV writing / letter of application
- Interview skills
- One to one session focusing on the Exploration of Careers / Options for Interest Areas for post 16 (included in the EHCP annual review)
- Meeting with careers lead to set targets
- Money skills
- Mock interviews
- Internal work experience opportunities
- Visits to workplaces
- Preparation tasks for work experience
- Post 16 options evening to meet with potential providers
- Post 16 college and apprenticeship providers talks
- Progress review days

#### **Year 11 only**

The 6<sup>th</sup> form at TBES is application only. The leadership team will make a decision based on and hold a discussion with parents around aspirations and next steps provided by TBES.

Students who have not applied to TBES Sixth Form will have a 1:1 meeting with a member of either their class teacher or careers lead to review their progress check, discuss their aspirations and to ensure pupils are applying to appropriate providers of Further Education or Apprenticeships. This information will be shared with the Senior Leadership Team.

Pupils identified at risk of not securing an appropriate placement are identified and SLT informed. They will receive a follow up appointment with an external careers advisor.

Other expectations may include:

- Sessions with CIAG Advisor around applications for post 16 destinations and writing personal statements
- Monitoring of aspirations and action plans
- Apprenticeship Fair visit

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- Creating a CV
  - What trade unions are
  - Mock interviews
  - Interviews with post-16 destinations
  - Visits to post 16 providers
  - Post 16 evening for students to meet providers and see options
  - Transition visits and support

### Transition

A transition plan is initiated in Year 9 at the EHCP Review Meeting. The Transition Co-ordinator is available for information and to talk through any concerns pupils or parents/carers may have.

The transition from TBES to college or other post 16 or post 18/19 provision begins in the autumn term prior to the student leaving. All students that are leaving have their review held during the autumn term of their last year in school. The Transition Co-ordinator is available to offer advice regarding possible college courses and social care placements. We are also able to support applications and will be responsible for transferring all relevant documentation to the college providers. Students will be supported to develop a communication profile to carry with them giving easy access to essential information available for them to share with new adults during their transition, where applicable.

### Policy Owner and Contact Details

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Next Review Date: September 2026