
CAREERS POLICY

[057]



PILGRIM
PATHWAYS
SCHOOL

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Pilgrim Pathways School – Policy for Careers Education, Information and Guidance (CEIG)

Lead member of Pilgrim Pathways School staff for CEIG	Sonia Trickey
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1. Introduction

At the Pilgrim Pathways School, we recognise that good careers guidance is essential for all young people, giving them a clearer idea of the routes to jobs and careers that they will find engaging and rewarding. Such guidance should be impartial, promote equality of opportunity, widen students’ horizons, challenge stereotypes and raise aspirations; it can help them make decisions and manage transitions as learners and workers. Options for young people are becoming more varied and complex as we enter the Fourth Industrial Revolution and it is vital we support them to make informed decisions for their futures.

Students at the Pilgrim Pathways School face the future with increased vulnerability due to their particular medical and/or mental health difficulties. Knowing what they want to do in the future is a strong motivation and can inspire them to continue and complete their studies. Our careers programme is personalised to each student’s interests, needs and aspirations.

2. Context

Students in year 7-13 are entitled to receive CEIG provision in accordance with current legislation (see DfE Statutory Guidance on Careers guidance and access for education and training providers, updated January 2023: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1127489/Careers_guidance_and_access_for_education_and_training_providers_.pdf)

At PPS CEIG is provided alongside CEIG provision from students’ home schools (where appropriate). Pilgrim Pathways School staff liaise closely with students’ home schools to continue CEIG programmes and to identify possible gaps in provision caused by a student’s absence from school, especially at key transition points.

3. Aims and Objectives

CEIG at the Pilgrim Pathways School aims to:

- help students to understand the changing world of work;
- support positive transitions post-16 and post-18;
- offer support with writing CVs;
- offer support with university / HE / FE college applications;
- offer support with apprenticeship applications;
- provide opportunities for students to consider their interests and unique skills in terms of job / career possibilities;
- encourage students to develop the skills, attitudes and qualities to make a successful transition into further/higher education, apprenticeships and/or the world of work;
- support inclusion, challenge stereotypes and promote equality of opportunity;
- help students to find strategies to foster growth mindset, increase and maintain motivation and aim high.
- provide information (through books, leaflets, online etc) advice and guidance (from staff, visitors, external providers etc) for students which is impartial and student centred.
- provide a pool of work experience opportunities suitable for young people in the Pilgrim Pathways School context
- to support encounters with employers and employees
- work with external CEIG providers, such as Form the Future and The Careers and Enterprise Company, to offer bespoke advice to Pilgrim Pathways School students, as appropriate
- ensure that information about careers is linked into the teaching curriculum and reflected in planning
- provide opportunities for visitors to come into school and talk about their careers and professions
- make use of the proximity of our NHS settings to provide real-life experiences of the workplace
- keep up to date with CEIG initiatives and share best practice by continuing to be part of local networks for Careers Leaders and SEND School Careers Leaders.

4. Pilgrim Pathways School CEIG Programme – (Underpinned by the Gatsby Benchmarks)

The Pilgrim Pathways School CEIG Programme is not organised as a year by year (Key stage by key stage) set of lessons and events, as it might be in mainstream schools. The Pilgrim Pathways School approach will, by necessity, be a bespoke programme tailored to the individual needs of young people who find themselves in our care.

The Gatsby Benchmarks are a framework of 8 guidelines that define the best careers provision in schools and colleges. Delivery of CEIG at PPS is structured around each benchmark (see below). In order to ensure that we meet the benchmarks, an assessment tool (Compass) is completed every term. This helps us to review our provision and implement further improvements on a continual basis.

Gatsby Benchmark	Pilgrim Pathways School CEIG Action
1. A stable careers programme	<ul style="list-style-type: none"> ● Information from home schools ● Regular CEIG lessons based on the CDI framework for KS 2-4 and 16-19 age group delivered as part of general curriculum (SMSC & PHSE curriculum) ● Individual support via AQA unit awards ● Pilgrim Pathways School Staff make use of Gatsby Benchmark Toolkit to deliver all aspects of CEIG programme
2. Learning from career and labour market information	<ul style="list-style-type: none"> ● Careers libraries / 'corners' in each centre add: regularly updated ● Dedicated section of Pilgrim Pathways School website with quality and up to date careers information and links to sites providing LMI (e.g LMI for All / Nomis)
3. Addressing the needs of each student	<ul style="list-style-type: none"> ● Individual profiles via National Careers Service or updating online profiles of home school choice (eg Unifrog) ● CV support ● 1:1 interviews in Y11 and Y13 offered with appropriate guidance advisor (if missed in Home Schools) either via home schools or organised by PPS staff—details recorded on individual students' IEPs / Learning Journeys
4. Linking curriculum learning to careers	<ul style="list-style-type: none"> ● All Pilgrim Pathways School staff use curriculum to promote careers, as appropriate (see individual unit/lessons plans)
	<ul style="list-style-type: none"> ● Resources on www.stem.org.uk to promote career possibilities in STEM subjects
5. Encounters with employers and employees	<ul style="list-style-type: none"> ● Link with Form the Future and The Careers & Enterprise Company (CEC) and support of named Enterprise Co-ordinator ● Staff make use of links in hospital / wider community – invite visitors and speakers ● YP enabled to attend local careers events

	<ul style="list-style-type: none"> YP encouraged and enabled to attend careers events at home schools / colleges, where appropriate
6. Experiences of workplaces	<ul style="list-style-type: none"> Work experience offered, as appropriate to needs / health of YP. <ul style="list-style-type: none"> Support of school's named Enterprise Adviser
7. Encounters with further and higher education	<ul style="list-style-type: none"> Visits from FE / HE staff / past students Support visits to post-16 education providers' Open Evenings (with parents or school/unit staff) Support visits to post-18 education providers' Open Days (with parents or school/unit staff) Local links with Cambridge University / ARU Inform students about apprenticeship programmes and support students with the application process where relevant Support YP with UCAS applications / personal statements etc
8. Personal guidance	<ul style="list-style-type: none"> Ensure Y11 and Y13 personal interviews take place at home school or at Pilgrim Pathways School and recorded on YP's IEP Pilgrim Pathways School staff will support students to find personal guidance qualified staff, as needed

5. Link Organisations (ADD)

Pilgrim Pathways Schools works with the following organisations to promote CEIG

- i. The Careers and Enterprise Company (careersandenterprise.co.uk)
 - Enterprise Co-ordinator: Lisa Gledson (lgledson@formthefuture.org.uk)
 - Enterprise Adviser: Kate Greenway (kate.greenway10@nhs.net)
- ii. Form the Future (formthefuture.org.uk)
- iii. Growth Works with Skills (growthworkswithskills.co.uk)
- iv. Cambridgeshire and Peterborough Careers Hub (growthworkswithskills.com/careers-hub)