

**Outcomes  
First  
Group.**



**Benton House  
SCHOOL**

Careers Education and  
Guidance  
and Work-Related Learning  
Policy

Benton House School is safe, supportive and exciting place to be. We provide an environment that is stimulating and nurturing, balanced with structure and boundaries. This is to ensure that your child can learn and develop academically, socially and emotionally. We encourage children to have a clear understanding of school expectations and to set their own personal targets and goals. We offer a caring atmosphere where all children are valued and encouraged to respect themselves and each other.

When we come to Benton House School, we enjoy the present and we follow the following core values: Curiosity, Ambition, Respect and Empathy. This, partnered with positive relationships and nurturing principles, underpins all that we do.

We always strive to provide the very best educational environment in which the children can all achieve and experience success. We are fortunate to have a very caring and committed staff, and children who are friendly and eager to learn

## INTRODUCTION

At Benton House School, we aim to embed careers education across the curriculum at all key stages. This will be delivered through dedicated lessons, enrichment activities, and a range of learning opportunities. Additionally, careers will be a key focus within daily PSHE lessons, ensuring consistent exposure and exploration throughout pupils' education.

## AIMS

Benton House Schools Curriculum policy has the following aims:

- satisfy the requirements of legislation relating to the National Curriculum and religious education (RE), ensuring that sufficient time is allowed for all aspects of the curriculum and the development of essential skills especially literacy, numeracy and the use of information and communications technology (ICT);
- Provide for individual needs, whilst limiting disapplication from the National Curriculum to an absolute minimum;
- Achieve high standards and make good/excellent progress;
- Enable those not achieving age-related expectations to narrow the gap and catch up with their peers;
- Be challenged and stretched to achieve their potential;
- Provide access, at an appropriate level, to a curriculum that takes account of developments in provision for 11-14 year olds;
- To prepare all pupils for a successful adult and working life in a 21st century global society.
- Provide a combination of academic and vocational options, catering for individual pupil needs and desired pathways;
- Provide enrichment activities that broaden a pupil's experiences whilst at school. It is our ambition to encourage our young people to develop into responsible citizens with moral purpose and values that help sustain their everyday lives;
- Help pupils develop personal moral values, respect for religious values and tolerance of other races' beliefs and ways of life;
- Help pupils understand the world in which they live;
- Show commitment to all pupils as we believe that each individual matters and should be provided for.

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- Value their learning outside of the curriculum.

## **STUDENT ENTITLEMENT**

Careers Education and guidance (CEG) is an important component of the 11-14 Curriculum and at Benton House School, we fully support the statutory requirement for a programme of careers education in Years 7-9.

## **DEVELOPMENT**

The policy was developed and is reviewed every 2 years by senior management on current good practice guidelines by DfE/Ofsted, CEG Framework.

## **LINKS WITH OTHER POLICIES**

The Careers Advice and Guidance Policy supports and is underpinned by key school policies including those for Teaching and Learning, Assessment, Equality Statement, Health and Safety, and Special Needs and curriculum policy's.

## **IMPLEMENTATION OF CAREERS ADVICE**

Careers Education is delivered via completion of Employee Encounters, Careers portfolios, Career visits and Careers interviews.

## **EQUALITY AND DIVERSITY**

Careers education is provided to all students and provision is made to allow all students to access the curriculum. Students are encouraged to follow career paths that suit their interests, skills and strengths with the absence of stereotypes. All students are provided with the same opportunities and diversity is celebrated. Due to us having our own on-site 11 -14 Co Ordinator, we provide excellent knowledge of our students needs and can tailor our approach in line with EHC needs.

### **YEAR 7**

The focus is about introducing careers and thinking about the vast number of careers/jobs available including clarifying their own early aspirations.

### **YEAR 8**

The focus is on employability skills and learning to learn, including the skills and attributes that employers value and required to engage in enterprise

### **YEAR 9**

The focus is self-assessment, considering own strengths, stereotyping and discrimination as well as career paths and options post 14. There is a focus on employment rights and responsibilities.

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## WORK EXPERIENCE

The value of work experience, this could be in conjunction with Parkside school and their career pathways as well as enrichment opportunities in and around school.

- **Social Skills**

Students will be able to experience working as part of a group and learning to work with new people and adults in a work situation.

- **Personal Development**

Work experience will help students understand the different roles and respond to different routines.

They can practice decision-making skills, be responsible for their own actions and the effect these actions have on others.

Students will develop communication skills in different contexts.

Work experience can play an important role in the development of student's self-image and maturity.

Work experience should enable students to experience the success and frustrations of seeing a project through to completion.

- **Knowledge and Understanding**

Students will be aware of the disciplines of work and the differences that exist between school and work.

Students will see the effect of new technology and gain knowledge of Health and Safety issues.

### **Aim of Work Experience:**

- To support and encourage an integrated work experience programme
- To enable the development and learning of students
- To provide students with records/documents to provide evidence of their experience
- To ensure all placements are safe and secure
- To provide students with direct experience of the world of work
- To give students the experience of relationships, routines and processes that are part of a working environment
- To develop work related skills
- To contribute towards approved vocational and academic qualifications where necessary
- To prepare students for adult and working life
- To encourage students to widen their horizons by viewing work experience as an opportunity to sample non-traditional areas of work
- To prepare students by discussing equal opportunities
- To make clear the roles and responsibilities of all involved in work experience
- Work experience can provide an excellent opportunity for students to develop an understanding of what an employer will expect of them and so enhance their employability.

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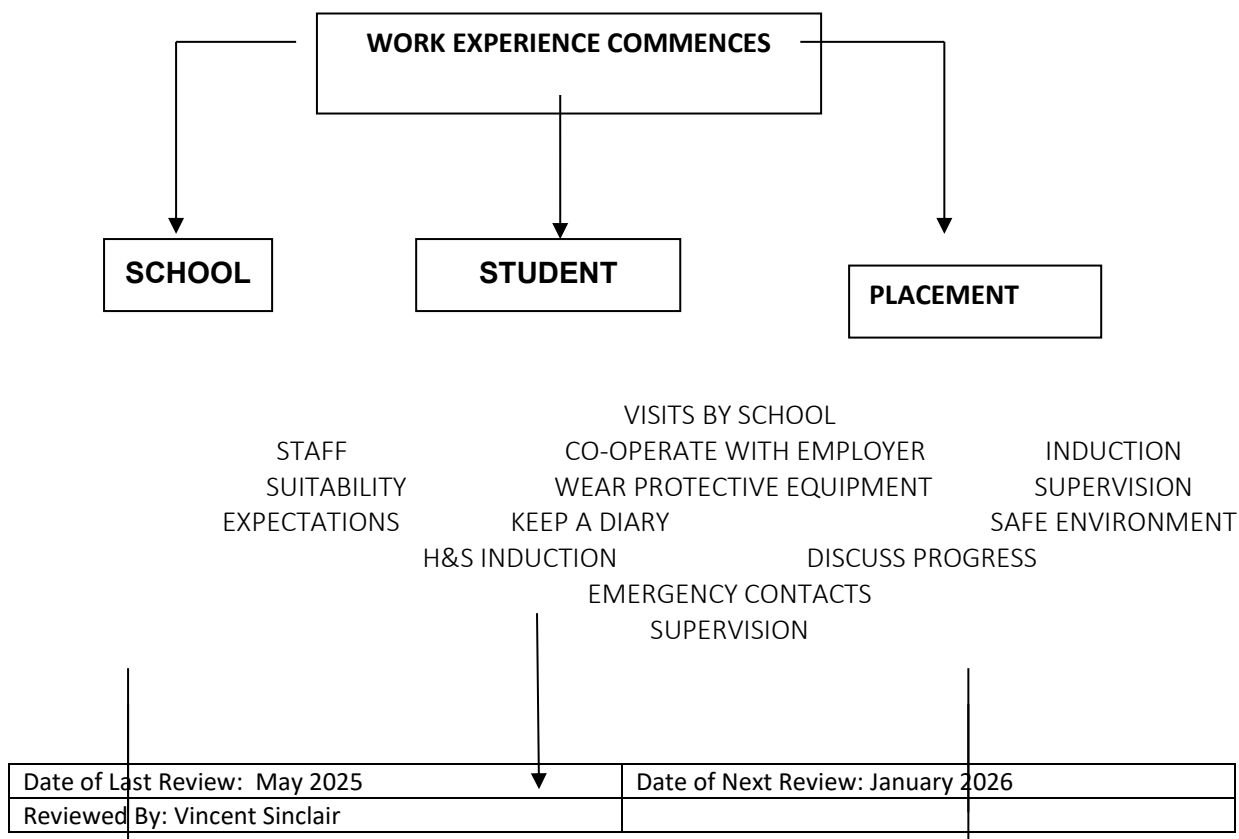
- Various patterns and length of work experience placements need to be flexible to ensure that the learning needs of our students are met.
- The work will be appropriate to the student's capabilities.
- There will be an adequate level of supervision provided throughout the placement.
- Placements are assessed for risks and insurance checked.

## Stages of Work Experience Programme

Preparation – the focus may be the careers programme or PHSE programme.

1. Student to meet with 11-14 co Ordinator to discuss and identify a student's choice of placement.
2. Meeting with school staff and care staff. Risk assessment carried out.
3. 11-14 co Ordinator to make contact with suitable establishments, insurance checks and risk assessment to be carried out.
4. Attendance – students may benefit from a block week/week's attendance. Some students may benefit from several one-day placements over a period of time to build their confidence and to prepare them for an extended period. For others the most appropriate way to meet their needs may be a pattern of one day a week over several weeks.
5. Diary/logbook to be kept by the student, showing what tasks are carried out each visit.
6. Member of staff to visit a student in placement.
7. **Evaluation** – we need to evaluate the placement. We should discuss with the student what they did, identify skills they have improved and acknowledge what they have learned.
8. **Follow up** – letter of thank you to be sent to employers.
9. **Evaluation** – evaluate the success of the placement

## Supporting Young People on Work Experience





## **IMPLEMENTATION OF CAREERS ADVICE**

### **i) Careers resources**

- These are available from the 11-14 Co-ordinator
- Accessible on request and during sessions for careers guidance

### **ii) Extra support where appropriate**

Pupils in Year 9 are targeted for extra help by SENCO, 11-14 Co-Ordinator and careers advisor

### **iii) IT**

Software products are available for pupils to use. This will be facilitated by the 11-14 Co-ordinator

## **PARENTS AND CARERS**

Parental involvement is encouraged at all stages. Online resources have been specifically chosen to help parents become more involved. Parents / carers are kept up to date with careers related information through letters and newsletters relating to local events. Parents / carers are welcome at careers interviews and where necessary are invited. Regular updates are also given at reviews (EHCP, PEP, and LAC)

## **MANAGEMENT**

A named member of staff coordinates the Careers programme and is responsible to his/her senior management line manager. Work Experience is also the responsibility of the 11-14 Co-Ordinator.

## **STAFFING**

All staff contribute to CEG through their roles as teachers.

The Careers programme is planned, monitored and evaluated by the Careers Lead.

## **CURRICULUM**

The Careers programme includes careers education sessions, career guidance activities (group work and individual interviews), information and research activities, work related learning and individual learning activities.

Careers lessons are part of the schools PSHE Curriculum. Other events and activities are planned and organised separately throughout the year and can be seen through the careers programme.

## **PARTNERSHIPS**

Other links with local 11-14 Providers are made when required.

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## **MONITORING, REVIEWING AND EVALUATING**

Careers Education is monitored and evaluated annually via the Headteacher. Careers Guidance is monitored and evaluated annually through discussion with key staff and pupils and appropriate observation of activities by the Line Manager.

The programme is reviewed annually by the 11-14 Coordinator, Careers Lead and their Leadership Team Line Manager. Changes and improvements to the programme are entered into the Careers action plan and the School Improvement Plan (SIP) along with timescales for completion.

When reviewing the programme, the School Improvement Plan (SIP) is used to ensure that the Careers provision is fully supporting whole school aims.

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