Birkett House School

Careers Education

STATUS: DUE FOR REVIEW / AWAITING APPROVAL / IMPLEMENTED (HIGHLIGHT AS APPROPRIATE)	
Reviewed date:	8th September 2026
Reviewer:	Andy Bennett
Implementation date:	September 2020
Next review:	8th September 2027
Headteacher:	Tom Harrup
Date of review by Governors:	26th September 2026
Chair of Governors or Committee:	Tim Pearce

Careers Education Policy for Birkett House School

Birkett House School is committed to providing a high-quality careers education, information, advice and guidance (CEIAG) programme to all students and their parents.

Our bespoke careers programme is based on the three stages of the career curriculum framework, which we then embed across our whole curriculum.

- Self-development
- Career Exploration
- Career Management

In line with the statutory guidance produced by the DFE and the Gatsby Benchmarks, students receive relevant and appropriate careers advice embedded into the curriculum in addition to dedicated one to one opportunities and group work. CEIAG is incorporated into our curriculum in order to stimulate the interests of students and to inspire them to reach their full potential. As per our school motto our careers programme endeavours to challenge all of our students, is designed in such a way that all of our students can achieve, and we are able to celebrate the diversity of all students.

Careers education is an integral part of the learning process for all students

We are aware that many of our students will not secure conventional employment. However, we need to "aim high" and identify opportunities to experience the world of work and to consider employment as an alternative to further education or as part of a package of career choices is a possibility.

Careers Education needs to address the following:

1. We need to develop a wide understanding of "work related learning" which will allow our students to develop in a way that reflects their needs.

2. We need to prepare our students for adult life in the wider community by making them aware of the opportunities that exist in the world of work, for example; unpaid supported work, skills training, vocational learning opportunities in Further Education, leisure opportunities, opportunities to access paid employment and how to access bespoke employment.

3. Careers education needs to be taught in such a way that it teaches students about the world of work while at the same time raising student self-awareness about what they can realistically do while maintaining confidence and optimism.

4. If conventional employment can meet the needs of our students, then the opportunity to go to work needs to be given a high profile.

The Gatsby Benchmarks

To ensure our programme achieves this, it has been developed in line with the eight Gatsby benchmarks for ensuring best practice and to meet the requirements of the Department for Education's statutory guidance ~~2018.~~ (updated September 2025)

Gatsby Benchmark	Gatsby Statement	Strategy
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 employer.	• A clear, sequenced Careers Programme and Careers Education Curriculum accessible on the website, tailored to the needs of all learners including those with complex needs • The programme and curriculum are actively supported by the Senior Leadership Team, and governors are actively engaged in setting the direction for our whole-school approach to careers guidance

		• The careers programme is embedded throughout the curriculum with clear progression pathways from Primary through to Key Stage 5 • Growing links with a variety of employers • Consistent work experience programme aligned with statutory requirements • Established vocational pathway 'Allotment' • Regular staff CPD on careers • 6th form display to showcase careers • National Careers Week embedded in the KS3, KS4 and KS5 calendar • Careers Leader has completed appropriate training
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.	• Students have access to information regarding careers and possible transition pathways • EHCP plan for students is revised each year as necessary • Transitions Team support students/parent/carers to plan for adulthood in KS5 • Links with Careers Enterprise Company, Chamber Schools and Leicester and Leicestershire Enterprise Partnership • A range of career resources available • Employer and Workplace visits
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.	• Destinations of each student will be collected, monitored and reviewed to ensure we are meeting the needs of each student • Systematic records are kept of pupils' participation in the careers programme, and data is used as part of our evaluation process • Careers programme is tailored to meet the needs of all our students • Lesson plans and resources are differentiated appropriately for all students • IEP plans target areas of development and skills in preparation for adulthood • We work in partnerships with parents/carers to target specific areas of difficulty • The Careers Programme promotes and celebrates diversity, supporting all students to succeed and achieve their potential • Vocational profiles are developed for students, documenting their individual skill's, abilities, interests and aspirations • Students' experiences of careers and enterprise activities are recorded in their individual Careers Passport
4) Linking curriculum learning to careers	All teachers should link curriculum learning with careers.	• Careers and work-based learning are embedded throughout the curriculum • Classroom activities are designed to help student build the necessary skills, knowledge and independence for adulthood, as identified in the 'Preparation for Adulthood' documentation • Through the use of pathways, the curriculum is tailored to the individuals' needs and learning outcomes • The development of a range of links with different industries so that students can gain insight into a range of sectors • Careers strategy is regularly shared to engage staff and identify their role in the programme

		• Where appropriate entry level qualifications are taught in KS4 and 6th Form
5) Encounters with employer and employees	Every student should have multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace. This can be through a range of enrichment activities including visiting speakers, mentoring and enterprise schemes.	• Engagement with a variety of businesses to offer our students meaningful encounters with employers • Students encounter employers of different sizes and specialisms, including self-employment opportunities • The delivery of meaningful work-based experiences to our students • Regular enterprise, vocational and voluntary initiatives that are students contribute to the success of
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.	• See separate detailed section below on Work Experience Requirements
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 colleges, universities and in the workplace.	• All students will be made aware of further/higher educational opportunities that are available to them, presented in accessible formats • Meaningful encounters with further and higher education providers are facilitated, with appropriate support for our students • Independent travel training is delivered where appropriate in KS4 and 6th form • Students are supported to enhance their skills, providing opportunities for greater responsibility and challenge, as part of career progression and development • Students are encouraged and supported to attend local open days
8) Personal guidance	Every student should have opportunities for guidance interviews with a career adviser, who could be internal (a member of school external, provided they are trained to an appropriate level. These should be available whenever significant study or career choices are being made.	• Students career pathways and transitions are reviewed each year during the Annual Review • Individual programmes of support are identified and delivered • Students/parent/carers have the opportunity for an individual careers meeting if required • Useful links and resources are provided on the school website for students and their parent/carers to access

Work Experience Requirements

In line with statutory guidance (September 2025), Birkett House School provides structured work experience opportunities for all students, adapted to meet their individual needs and abilities.

Years 7-9: Work Experience Activities:

All students in Years 7-9 receive 1 weeks' worth of work experience activities per academic year. These activities are designed to be accessible and meaningful for students with special educational needs and may include:

- Multi-day work visits involving employer-set tasks or projects adapted to student ability levels

- Work shadowing with appropriate support
- Employer talks in the workplace, including technical demonstrations or tours of working premises
- Hands-on vocational activities within school-based enterprises (e.g. Allotment project)

These activities may be:

- Individual or group/class-based
- In person or virtual (though we prioritise in-person experiences where possible)
- Delivered in blocks or spread throughout the year

Activities are multiple, varied, and employer-led to help pupils explore different industries and careers, and engage with a diverse range of employers. Each activity is differentiated to ensure all students can participate meaningfully, including those with complex needs.

Years 10-11: Work Experience Placements

All students in Years 10-11 receive 1 weeks' worth of work experience placement(s) per academic year. These placements are:

- Individually tailored to each student's abilities, interests and aspirations as identified in their EHCP
- Supported by appropriate staff or job coaches where necessary
- Risk-assessed to ensure student safety and wellbeing
- Linked to students' preparation for adulthood outcomes

For students with complex needs who may not be able to access traditional work placements, we provide:

- Extended work-related learning within our school-based enterprises
- Supported workplace visits with hands-on participation
- Simulated work environments within school
- Volunteer opportunities in the community

Key Stage 5: Extended Work Experience

Students in 6th form engage with work-related learning in different settings as part of their preparation for adulthood. This includes:

- Extended work placements where appropriate
- Supported internship opportunities
- Regular engagement with our vocational pathways
- Community-based volunteering
- Independent travel training to access work opportunities

Recording and Evaluation

All work experience activities and placements are:

- Recorded in students' individual Careers Passports
- Evaluated for impact on student outcomes

- Used to inform future careers planning
- Shared with parents/carers and included in Annual Reviews

Leadership and Governance

Our careers programme has the explicit backing of governors and senior leaders. Governors are actively engaged in setting the direction for our whole-school approach to careers guidance. This includes:

- Regular reports to the governing board on careers provision and outcomes
- Governor involvement in strategic planning for careers education
- A named careers link governor who works closely with the career's leader
- Governor participation in careers events and activities where appropriate
- Annual review of the careers programme by governors as part of school improvement planning

The Senior Leadership Team ensures that careers education is embedded across the curriculum and that all staff understand their role in supporting students' career development.

Aims

Our careers education programme aims to:

1. Help students develop positive attitudes to purposeful activity and understand the value of work in adult life
2. Help all students develop the skills necessary to undertake purposeful activity, including concentration, application, and task completion
3. Help students recognise the various roles adults play as paid workers, volunteers, and contributors to their communities
4. Develop independent travel skills so students can access opportunities in the community without relying on others
5. Give students insight into the world of paid employment – the range of jobs available, who does them, and for what purpose
6. Provide every student with appropriate work experience opportunities, supported by adults where necessary and adapted to their individual needs
7. Prepare all students to take their place in the adult world and wider community, whether through day services, further education, supported employment, training, volunteering, or paid employment
8. Work with other agencies to support and enhance careers education, including Leicestershire Education Business Company, Prospects, the Careers Enterprise Company, and local employers
9. Ensure all students have multiple, meaningful encounters with employers and workplaces throughout their school career
10. Support students to understand the full range of post-16 and post-18 opportunities available to them, including supported internships, apprenticeships, further education, and employment
11. Embed careers learning systematically across the curriculum, with clear progression from Primary through to Key Stage 5
12. Work in partnership with parents/carers to support each student's career aspirations and preparation for adulthood

Progression

Our embedded careers curriculum begins in the Primary Department where efforts are concentrated on helping and encouraging students to develop positive attitudes to purposeful activities and to learning the skills of concentration and application to tasks.

This is continued throughout Key Stage 3, where students also begin to look at a variety of career options, the 'world of work', and experience enterprise opportunities.

In the Senior Department all students are given specific careers education appropriate to their level of functioning and understanding. For example, our complex learners are given a specific programme of activities and experiences to introduce them to opportunities that exist for their transition to adulthood and to leaving school. They have multi-sensory experiences of different jobs and work coactively with their peers.

All students in the senior department are involved in Enterprise Education and bespoke careers lessons. At our Seniors base, students have the opportunity to undertake work experience in a range of settings.

Other students are given opportunities to experience vocational type activities that could lead to employment e.g. horticulture, photography, hospitality and catering. We will regularly review the opportunities provided in relation to the changing work environment and the development of new technologies.

Finally, there are some students who are actively given opportunities to learn more about paid employment and financial capability through:

A. Foundation Learning Courses, such as, ASDAN PSD, OCR Life and Living Skills, Duke of Edinburgh, and Arts Award and by working with outside agencies, such as, LEBC and Prospects. Students experience meeting real employers, undertake some training in interview practice, letter writing and learning about employer expectations. They learn how to work as part of a team, develop an understanding of money and experience running their own business.

B. Where possible students are given opportunities to undertake work experiences – supported by an adult where necessary.

The school tracks and reviews the post-school destinations of former students to evaluate the effectiveness of its preparation for adulthood curriculum. Information regarding progression to further education, supported internships, employment, training, independent living and community engagement is analysed to identify strengths, celebrate achievements and inform ongoing development of the school's provision.

Birkett House Careers Curriculum

Key Stage 1

Year	Autumn	Spring	Summer
1 (Yr 1)	Employment • Following instructions • Adapting to new environment • Playing with others	Independent Living • Real world play • Making Choices	Community Interaction • Making friends • Social Interaction • Visits / Day trips
2 (Yr 2)	Employment • Real Work visits • Meeting Role models • What do you want to be when you grow up	Independent Living • Community Visits • Paying in shops • People that help us	Community Interaction • Team playing • Developing friendships / friendship groups

Key Stage 2

Year	Autumn	Spring	Summer
1 (Yr 3)	Employment • Talk about different careers and education options	Independent Living • Shopping	Community Interaction • Managing Change
2 (Yr 4)	Employment • Access to career related role models	Independent Living • Cooking	Community Interaction • Understanding bullying
3 (Yr 5)	Employment • Start to build a personal profile of interests and ambitions	Independent Living • Transport and road signs	Community Interaction • Knowing the local area
4 (Yr 6)	Employment • School sessions from visitors on their careers	Independent Living • Travel Training	Community Interaction • Learning to be safe online

Key Stage 3

From Year 7 onwards, students begin engaging in structured work experience activities as part of their statutory entitlement. These activities are embedded within the curriculum themes below and recorded in students' Careers Passports.

Year	*Autumn*	*Spring*	*Summer*
1 (Yr 7)	Developing Self • Describe strengths	World of Work • Explore different careers	Employability Skills • Managing budgets
2 (Yr 8)	Developing Self • Identify choices and opportunities	World of Work • Investigate work and working life	Employability Skills • Enterprise opportunities
3 (Yr 9)	Developing Self • Know how to prepare and present yourself well	World of Work • Value equality, diversity and inclusion	Employability Skills • Work / volunteer experiences

Key Stage 4

In Years 10-11, all students undertake work experience placements tailored to their individual needs and abilities. These placements form a core part of their preparation for adulthood and are supported by appropriate staff.

Year	Autumn	Spring	Summer
1 (Yr 10)	Developing Self • Recognise how you are changing – what you have to offer • Problem Solving	World of Work • Look at pros and cons of different businesses • Health & Safety	Employability Skills • Practise filling out application forms • Work Experience

2 (Year 11)	Developing Self • Set personal learning targets • Self-Management	World of Work • Draw up a list of questions for identified career choices • Rights and Responsibilities	Employability Skills • Mock interviews • Independent Travel

Key Stage 5

Learning Outcome Statements	Activities / Links
• Research and evaluate career options available to them • Reflect on achievements • Set challenging but realistic learning and work goals • Recognise the skills and attributes needed for different careers • Review and evaluate their experiences and achievements • Identify the skills and qualifications needed for preferred pathways • Understand how to budget and manage money • Develop a positive self-concept • Consider realistic learning and work options	• Workplace, University and College visits • Links with local businesses and organisations • Fundraising and charity work with local organisations • Links with the local radio station • Tutor time careers-themed tasks • Tutor group roles linked to the world of work • Subject-specific group employer engagement sessions • Visits to careers fairs and events • Work experience for students from Year 10 onwards • Employer visits and support with employability skills and attributes • Access to employers through Leicestershire Enterprise Network • CV/application writing skills and mock interviews conducted through role play • Updated supported internship information and support with applications and interviews where required • Impartial information for Post 16 and Post 18 options • Volunteering opportunities in the local community which prepares them for adulthood. • Curriculum opportunities through ASDAN Employability, Duke of Edinburgh and Personal and Social Development

Each student also has their own Careers Passport, which is updated throughout their time at Birkett House, tracking their careers progression.

Policy statement for provider access

The school is committed to ensuring that all pupils have access to information about the full range of post-school opportunities available to them. We provide opportunities for education and training providers, employers and other relevant organisations to engage with pupils and their families, enabling informed decisions regarding future education, employment, training and preparation for adulthood pathways.

A provider wishing to request access should contact Andy Bennett (Deputy Headteacher), via 0116 2477711 or seniors@birketthouse.leics.sch.uk. Please see separate policy for further details.