HERITAGE HOUSE SCHOOL

CAREERS AND ASPIRATIONS POLICY

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Adapted from The Key

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1. Aims

This policy aims to set out our school's provision of impartial and informed careers guidance for our learners. This includes the ways in which learners, families, school staff, and employers/employees can access information about our Careers and Aspirations programme.

A high-quality careers programme is important for our learners' futures, and our provision aims to:

- Develop learner's awareness of the variety of education, training and careers opportunities available to them.
- Help learners to understand routes to careers that they're interested in, and to make informed choices about their next step in education or training.
- Help learners prepare for the workplace, by building self-development and career management skills.
- Provide experience and a clear understanding of the working world.
- Promote a culture of high aspirations and equality of opportunity.
- Prepare learners for the transition to life after Heritage House School.
- Provide learners with a wide range of engaging and meaningful work experiences, and encounters, with employers/employees, workplaces, and further and higher education.
- Support learners in making informed decisions, which are appropriate for them.
- Develop personal characteristics such as social skills, communication, independence and resilience.

2. Statutory requirements

This policy is based on the Department for Education's (DfE's) statutory Careers guidance and access for education and training providers.

This guidance refers to:

- The Education Act 1997
- The Education and Skills Act 2008
- The School Information (*England) Regulations 2008

This policy is also in line with the more recent Skills and Post-16 Act 2022, which came into force on **1 January 2023**. It explains that our school must provide a minimum of **6 encounters** with technical education or training providers to all pupils in years 8 to 13. For more detail on these encounters, see our provider access policy statement, which you can find on our school website.

This policy is also in line with the Education (Careers Guidance in Schools) Act 2022. This came into force on 1 September 2022, and amended the existing duty in The Education Act 1997, so that:

- Our school provides careers guidance from year 7 (instead of from year 8, previously). Careers guidance is tailored to the individual needs of the learner.

Additionally, this policy is in line with the DfE statutory guidance **'Careers guidance and access for education and training providers**' (Published June 2026).

The above guidance requires that schools publish information about their careers programme on their website. This policy includes this information and shows how our school complies with this requirement.

We also act in line with our statutory duty under the 'Baker Clause', to be impartial and not show bias towards any route, be that academic or technical. This policy should be read in conjunction with our provider access policy statement, which sets out how our school meets this duty, and can be found on our school website.

3. Roles and responsibilities

3.1 Careers leader

Our careers leader is Sky Gregory and they can be contacted by phoning 01494 771445 or emailing careers@heritagehouse.bucks.sch.uk Our careers leader works closely with the Senior Leadership Team (SLT) and will:

- Take responsibility for developing, running and reporting on the school's Careers and Aspirations programme
- Plan and manage Careers and Aspirations activities and resources
- Manage the budget for the Careers and Aspirations programme
- Support school staff to build Careers and Aspirations education and guidance into session planning and learners' personalised planning
- Establish and develop links with employers, education and training providers, and careers organisations
- Work closely with relevant staff, careers adviser, to identify the guidance needs of all of our learners with special educational needs and/or disabilities (SEND) and put in place personalised support and transition plans
- Work with designated teacher and Class Teachers for looked-after children (LAC) and previously LAC to:
    - Make sure they know which learners are in care or are care leavers
    - Understand their additional support needs
    - Make sure that, for LAC, their personal education plan can help inform careers advice
- Review our school's provider access policy statement at least annually, in agreement with our governing board

3.2 Senior leadership team (SLT)

Our SLT will:

- Support the Careers and Aspirations programme
- Support the careers leader in developing their strategic Careers and Aspirations plan
- Make sure our school's careers leader is allocated sufficient time, and has the appropriate training, to perform their duties to a high standard
- Allow training providers access to talk to learners about technical and vocational education qualifications and internships and apprenticeships, and set out arrangements for this in our school's provider access policy statement
- Network with employers, education and training providers, and other careers organisations

3.3 The governing board

The governing board will:

- Provide clear advice and guidance on which the school can base a strategic Careers and Aspirations plan which meets legal and contractual requirements
- Appoint a member of the governing board who will take a strategic interest in Careers and Aspirations education and encourage employer engagement
- Make sure careers guidance is provided to all learners throughout their secondary education (11- to 18-year-olds) and that the information is presented impartially, includes a range of educational or training options and promotes the best interests of learners
- Make sure that a range of education and training providers can access learners in years 8 to 13 to inform them of approved technical education qualifications and apprenticeships
- Make sure that details of our school's Careers and Aspirations programme and the name of the career's leader are published on the school's website
- Make sure that arrangements are in place for the school to meet the legal requirements of the 'Baker Clause', including that the school has published a Provider Access policy statement on the school website.

4. Our Careers and Aspirations programme

Our school has an embedded Careers and Aspirations programme that aims to inform and encourage learners to consider their Careers and Aspirations options, and take steps to understand their choices and pathways. All learners, across all phases access our Careers and Aspirations programme. We provide statutory careers guidance to learners from year 7 onwards.

Our programme has been developed to meet the expectations outlined in the **Gatsby Benchmarks**:

1. A stable careers programme with a career's leader
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. Experience of workplaces
7. Encounters with further and higher education
8. Personal guidance

Our programme does not show bias towards any particular path for our learners' journey to life after school, and promotes a full range of careers, technical, vocational, and academic options for all learners.

It is structured in a way that builds upon previous years, and the overarching aim is divided between the Key Stages so that learners are encouraged to think appropriately about their future. We provide aims, objectives and activities that are appropriate for the learners' individual needs.

Our Careers and Aspirations programme is delivered through a number of methods, including:

- Lessons and small group sessions
- Workshops
- Learner-led discussions
- Displays
- Celebration and awareness days/events

- Guest speakers
- Internal and external work experiences and encounters
- Transition fairs

All learners have access to the following:

- Personalised planning that is based around the individual learners' needs, interests, aspirations and life goals, and links to Careers and Aspirations
- A learning journal documenting all learning and experiences from across the term, and an end of year report, showcasing the embedded Careers and Aspirations learning
- Careers and Aspirations Programme that links to personalised planning and meets individual needs of the learner, and The Gatsby Benchmarks
- Meaningful encounters with Employers and Employees in to school, internal and external Work Experiences, and offsite visits support learners in developing their understanding of a range of different post 19 pathways, different career pathways, and understanding the world of work
- Work experiences, where it is relevant, and Encounters with Employers and Employees are meaningful, and enable meaningful relationships between the employer and learner.
- Access to Labour Market Information (LMI) through the school website/links, school displays, sessions/activities and resources

Additionally:

- From Year 7, learners can participate in at least one meaningful Encounter with Employers and Employees each year.
- Where appropriate for the individual leaner, by the age of 16, learners should have had meaningful Experience of a Workplaces. Where appropriate for the individual leaner, by the age of 18, learners should have had at least one further meaningful Experience of a Workplaces.
- Where appropriate for the individual leaner, by the age of 16, learners should have had meaningful encounters with providers of the full range of learning opportunities, including sixth forms, colleges, universities and ITPs. Where appropriate for the individual leaner, by the age of 18, learners who are considering applying to higher education should have had at least two visits to a higher-education provider to meet staff and learners.
- Where appropriate for the individual learner, learners can access at least one personal guidance meeting with a career's adviser by the age of 16, and a further meeting by the age of 18.

Careers and Aspirations is taught throughout all three Heritage House School pathways (Exploratory, Semi-Formal, and Formal) and in all year groups / Key Stages. Careers and Aspirations focuses on the fundamental building blocks for preparation for adulthood, independence and life after school; such as in further education, employment, apprenticeships, internships or volunteering. Also, Careers and Aspirations activities and sessions aim to give learners the information they need to help them develop aspirations, make choices, and the tools to support the learner to achieve their aspirations.

Careers and Aspirations sessions are delivered by Teachers and Learning Support Assistants as part of timetabled sessions, and in daily opportunities that arise during social opportunities and when assisting the development of peer relationships. Small group discussion topics and special events or awareness/celebration days may also feature this curriculum content. Careers and Aspirations is an integrated and embedded part of the school curriculums. All areas of our curriculums refer to and discuss career opportunities specific to individual areas, as well as exploring the transferable skills which enable learners to develop across all year groups / Key Stages.

Our school acknowledges the important of preparing our learners for adulthood and life after school and this is built in to everything we do, starting with the youngest learners to give them the best possible outcomes for them. Visitors in to school and offsite visits support learners in developing their understanding of a range of

different post 19 providers. All learners from Year 7 have access to relevant transitions and careers events hosted at Heritage House School, Buckinghamshire Skills Hub and Buckinghamshire Council; and opportunities for enriching employment experiences such as internal and external work experience, career support and planning, coaching and time to explore work experience opportunities, as appropriate. All learners accessing external work experience placements are covered by the employers' insurance and places of work are risk assessed by the career's leader.

Within school, we have many enriching and thriving business enterprise projects and work experiences for those learners who do not access external work experience and workplace encounters. Within school we have the school café 'Potting Shed Café and the Potting Shed Horticulture area.

The overall organisation of Careers and Aspirations and work experience is undertaken by the school careers leader who liaises with the Senior Leadership Team and school staff to ensure the most relevant and engaging opportunities are taken.

Measuring progress:

We ensure that our Careers and Aspirations programme is relevant, purposeful and progressive for learners by following the Gatsby Benchmarks. Each learner has personalised planning each term whereby each foci can be linked to Careers and Aspirations learning. At the end of each term, a learning journal details the learners' experiences and achievements throughout their school life. This supports learners to have an individualised Careers and Aspirations experience that encourages personal development and allows them to reach their full potential. Also, at the end of the year, each learner will have an end of year report.

Key Stage 3

Our Key Stage 3 Careers and Aspirations programme supports learners in their independence and life skills, and draws on their motivators and interests. Careers and Aspirations is embedded in daily sessions and activities, and is documented within each learner's termly individual personalised planning and evidenced within the learners' learning journal.

In Key Stage 3 (year 7, 8 and 9), where appropriate for the learner, learners will have five days' meaningful work experience. Additionally, learners will have encounters with apprenticeships, vocational and Higher Technical qualification providers – every learner has one encounter in year 8 and one encounter in year 9 (by 28th Feb). Furthermore, learners will have one meaningful encounter with an Employer and Employee, every year.

Benchmark 1. A stable careers programme: Careers and Aspirations is taught through focused Careers and Aspirations sessions embedded throughout the wider school curriculums and our learners' personalised planning in Key Stage 3. The careers leader seeks feedback from all stakeholders to continuously improve our offer through consultation with learners, staff, families, employers, providers and our governors. Our Careers and Aspirations programme has been ratified by our Senior Leadership Team and Governors and we have an appropriately trained Careers Leader in school. Additionally, our Careers and Aspirations programme and provision is available on our website for learners, families, school staff and employers to access and understand. The trained careers leader regularly reviews the effectiveness of the curriculum; and meets with the Bucks Skills Hub Careers Enterprise Advisor and Careers Enterprise Co-Ordinator to ensure information and knowledge is always kept up to date and relevant.

Benchmark 2. Learning from career and Labour Market Information (LMI): Careers and Aspirations learning in Key Stage 3 includes employability skills, interview skills, mindfulness/stress and resilience, exploring different careers and sectors and financial planning. Families and learners are invited to attend our transitions event, with access to a range of providers.

All learners have access to good-quality, up-to-date information about future pathways, study options, and Labour Market Information and opportunities. Our learners can access Labour Market Information in ways that best suit the individual needs of the learner. Where appropriate for the individual learner, learners have access from support of a careers adviser to make the best use of available information.

Benchmark 3. Addressing the needs of each learner: Our Careers and Aspirations programme actively seeks to challenge stereotypical thinking and raise aspirations for all learners. Careers and Aspirations learning is differentiated on a continuum between Exploratory, Semi-Formal and Formal pathways and learning is personalised for each learner, and their motivators and interests.

Benchmark 4. Linking curriculum learning to careers: All Teachers link curriculum, planning and learners personalised planning learning to Careers and Aspirations. All Teachers highlight the importance of English and Math's and these are on each learners' timetable. Employability skills are developed throughout the curriculum.

Benchmark 5. Encounters with Employers and Employees: The Key Stage 3 Careers and Aspirations programme includes structured encounters with Employers/Employees which are designed to enable learner to learn from employers about work, employment and valuable skills. There is one such encounter (internal or external) a year embedded into the Careers and Aspirations programme. The school uses the 'Making it Meaningful' checklist; designed to ensure each encounter or experience is meaningful for all participants and will ensure quality and consistency to the activity.

Benchmark 6. Experiences of workplaces: Learners access at least one internal workplace experience through their personalised planning and individualised timetable. Experiences of external work experience, where appropriate for the individual learner, is based on the learners' strengths, needs and interests of each individual learner. In line with the Equalex Framework, learners will have five days' meaningful work experience.

Benchmark 7. Encounters with further and higher education: Learners and families are invited to attend our annual transition fair. At the fair we have visitors from academic and vocational routes including from schools, colleges, supported internships and the Local Offer. Learners are offered visits to possible next destinations in the years leading up to their final year at Heritage House School.

Benchmark 8. Personal guidance: All learners are involved in their Annual Review and their preparation for adulthood.

Key Stage 4

Our Key Stage 4 Careers and Aspirations programme further supports learners in their independence and life skills, and draws on their motivators and interests. Careers and Aspirations is embedded in daily sessions and activities, and is documented within each learner's termly individualised planning and learning journal.

In Key Stage 4 (year 10 and 11), where appropriate for the learner, learners will have five days' meaningful work experience. Additionally, learners will have two encounters with apprenticeships, vocational and Higher Technical qualification providers – every learner has one encounter in year 10 and one encounter in year 11 (by 28th Feb). Furthermore, learners will have one meaningful encounter with an Employer and Employee, every year.

Benchmark 1. A stable careers programme: Careers and Aspirations is taught through focused Careers and Aspirations sessions embedded throughout the wider school curriculums and our learners' personalised planning in Key Stage 4. The careers leader seeks feedback from all stakeholders to continuously improve our offer through consultation with learners, staff, families, employers, providers and our governors. Our Careers and Aspirations programme has been ratified by our Senior Leadership Team and Governors and we have an appropriately trained Careers Leader in school. Additionally, our Careers and Aspirations programme and provision is available on our website for learners, families, school staff and employers to access and understand. The trained careers leader regularly reviews the effectiveness of the curriculum; and meets with the Bucks Skills Hub Careers Enterprise Advisor and Careers Enterprise Co-Ordinator to ensure information and knowledge is always kept up to date and relevant.

Benchmark 2. Learning from career and Labour Market Information (LMI): Careers and Aspirations learning in Key Stage 4 includes transition choices/qualifications and supported internships, application/CV writing and interview skills, skills/occupations/sectors and jobs, disability confident employers, using LMI to research jobs, STEM careers, making informed decisions and financial planning. Families and learners are invited to attend our transitions event, with access to a range of providers. All learners have access to good-quality, up-to-date information about future pathways, study options, and Labour Market Information and opportunities. Our learners can access Labour Market Information in ways that best suit the individual needs of the learner. Where appropriate for the individual learner, learners have access from support of a careers adviser to make the best use of available information.

Benchmark 3. Addressing the needs of each learner: Our Careers and Aspirations programme actively seeks to challenge stereotypical thinking and raise aspirations for all learners. Careers and Aspirations learning is differentiated on a continuum between Exploratory, Semi-Formal and Formal pathways and learning is personalised for each learner, and their motivators and interests.

Benchmark 4. Linking curriculum learning to careers: All Teachers link curriculum, planning and learners personalised planning learning to Careers and Aspirations. All Teachers highlight the importance of English and Math's and these are on each learners' timetable. Employability skills are developed throughout the curriculum.

Benchmark 5. Encounters with Employers and Employees: The Key Stage 4 Careers and Aspirations programme includes structured encounters with employers/employees which are designed to enable learner to learn from employers about work, employment and valuable skills. There is one such encounter (internal or external) a year embedded into the Careers and Aspirations programme. The school uses the 'Making it Meaningful' checklist; designed to ensure each encounter or experience is meaningful for all participants and will ensure quality and consistency to the activity. Some learners attend local events such as Bucks Skills Show, and Shout Out for SEND, where all learners encounter a range of employers/employees, apprenticeships, internships, traineeships, further and higher education providers, and volunteering, and take part in activities.

Benchmark 6. Experiences of workplaces: Learners access at least one internal workplace experience through their personalised planning and individualised timetable. Experiences of external work experience, where appropriate for the individual learner, is based on the learners' strengths, needs and interests of each individual learner. Where appropriate for the individual leaner, by the age of 16, learners should have had meaningful experiences of a workplaces. In line with the Equalex Framework, learners will have five days' meaningful work experience.

Benchmark 7. Encounters with further and higher education: Learners and families are invited to attend our annual transition fair. At the fair we have visitors from academic and vocational routes including from schools, colleges, supported internships and the Local Offer. Learners are offered visits to possible next destinations in the years leading up to their final year at Heritage House School. Where appropriate for the individual leaner, by the age of 16, learners should have had meaningful encounters with providers of the full range of learning opportunities, including sixth forms, colleges, universities and ITPs.

Benchmark 8. Personal guidance: All learners are involved in their Annual Review and their preparation for adulthood. Learners may have a personal guidance meeting with a Career's Advisor. If appropriate for the learner to access personal guidance meetings, these will be tailored to meet the individual needs of the learner. Where appropriate for the individual learner, learners can access at least one personal guidance meeting with a Careers Adviser by the age of 16.

Key Stage 5

Our Key Stage 5 Careers and Aspirations programme supports learners to explore and understand their choices and next steps after school, including planning for their future. Careers and Aspirations is embedded in daily sessions and activities, and is documented within each learner's termly individualised planning and learning journal.

Benchmark 1. A stable careers programme: Careers and Aspirations is taught through focused Careers and Aspirations sessions embedded throughout the wider school curriculums and our learners' personalised planning in Key Stage 5. The careers leader seeks feedback from all stakeholders to continuously improve our offer through consultation with learners, staff, families, employers, providers and our governors. Our Careers and Aspirations programme has been ratified by our Senior Leadership Team and Governors and we have an appropriately trained Careers Leader in school. Additionally, our Careers and Aspirations programme and provision is available on our website for learners, families, school staff and employers to access and understand. The trained careers leader regularly reviews the effectiveness of the curriculum; and meets with the Bucks Skills Hub Careers Enterprise Advisor and Careers Enterprise Co-Ordinator to ensure information and knowledge is always kept up to date and relevant.

Benchmark 2. Learning from career and Labour Market Information (LMI): Careers and Aspirations learning in Key Stage 5 includes transition choices/qualifications and supported internships, application/CV writing and interview skills, skills/occupations/sectors and jobs, disability confident employers, using LMI to research jobs, STEM careers, making informed decisions and financial planning. Families and learners are invited to attend our transitions event, with access to a range of providers. All learners have access to good-quality, up-to-date information about future pathways, study options, and Labour Market Information and opportunities. Our learners can access Labour Market Information in ways that best suit the individual needs of the learner. Where appropriate for the individual learner, learners have access from support of a careers adviser to make the best use of available information.

Benchmark 3. Addressing the needs of each learner: Our Careers and Aspirations programme actively seeks to challenge stereotypical thinking and raise aspirations for all learners. Careers and Aspirations learning is differentiated on a continuum between Exploratory, Semi-Formal and Formal pathways and learning is personalised for each learner, and their motivators and interests.

Benchmark 4. Linking curriculum learning to careers: All Teachers link curriculum, planning and learners personalised planning learning to Careers and Aspirations. All Teachers highlight the importance of English and Math's and these are on each learners' timetable. Employability skills are developed throughout the curriculum.

Benchmark 5. Encounters with Employers and Employees: The Key Stage 5 Careers and Aspirations programme includes structured encounters with employers/employees which are designed to enable learner to learn from employers about work, employment and valuable skills. There is one such encounter (internal or external) a year embedded into the Careers and Aspirations programme. The school uses the 'Making it Meaningful' checklist; designed to ensure each encounter or experience is meaningful for all participants and will ensure quality and consistency to the activity. Some learners attend local events such as Bucks Skills Show, and Shout Out for SEND, where all learners encounter a range of employers/employees, apprenticeships, internships, traineeships, further and higher education providers, and volunteering, and take part in activities.

Benchmark 6. Experiences of workplaces: Learner's access internal workplace experience through their personalised planning and individualised timetable. Experiences of external work experience, where appropriate for the individual learner, is based on the learners' strengths, needs and interests of each individual learner. Where appropriate for the individual leaner, by the age of 18, learners should have had at least one further meaningful experience of workplaces.

Benchmark 7. Encounters with further and higher education: Learners and families are invited to attend our annual transition fair. At the fair we have visitors from academic and vocational routes including from schools, colleges, supported internships and the Local Offer. Learners are offered visits to possible next destinations in the years leading up to their final year at Heritage House School. Where appropriate for the individual leaner, by the age of 18, learners who are considering applying to higher education should have had at least two visits to a higher-education provider to meet staff and learners.

Benchmark 8. Personal guidance: All learners are involved in their Annual Review and their preparation for adulthood. Learners may have a personal guidance meeting with a Career's Advisor. If appropriate for the learner to access personal guidance meetings, these will be tailored to meet the individual needs of the learner. Where appropriate for the individual learner, learners can access at least one personal guidance meeting with a Careers Adviser by the age of 18.

4.1 Learners with special educational needs or disabilities (SEND)

All learners will follow the Careers and Aspirations programme. This meets the Gatsby Benchmarks, Equalex Framework, and DfE statutory guidance, and the individual needs of the learner.

Our careers leader will work with Teachers and professionals from relevant organisations, to identify the needs of our learners and put in place personalised support and transition plans. This may include meetings with learners and their families to discuss further and higher education, training and employment opportunities, supported internships and transition plans into higher education.

Our careers leader may, as appropriate, invite adults with disabilities to visit and share their experience and advice.

4.2 Access to our Careers and Aspirations programme information

A summary of our school's Careers and Aspirations programme is published on our school website including details of how learners, families, school staff and employers can access information about the Careers and Aspirations programme.

Learners, families, school staff and employers can request any additional information about the Careers and Aspirations programme by contacting Sky Gregory on careers@heritagehouse.bucks.sch.uk.

4.3 Assessing the impact on learners

Our Careers and Aspirations programme is designed so learners can give feedback, and their progress measured as they move through the Key Stages, their learning journals and end of year reports. We measure and assess the impact of the programme's initiatives by:

Questionnaires; leavers' information; feedback from learners, families, school staff and employers; learning walks audits; reviews and evaluations.

5. Links to other policies

- This policy links to the following policies Provider access policy
- Child protection & Safeguarding policy

6. Monitoring and review

This policy, the information included, and its implementation will be monitored by the and reviewed annually.