



Careers Education and Guidance Policy

Vision and values

Charlton Park Academy is committed to implementing a careers programme that provides all our learners with a high quality of Career Education Information and Guidance (CEIAG). Our aim is to support and empower our learners in exploring possible careers and independence pathways as well as self-developing through their passions, self-exploration and the acquisition of new life skills.

This will be achieved through our tailored programme involving both academic and vocational activities, community projects, and through careers advice & guidance.

This Policy and our approach to Career education is directly influenced by the School Improvement Plan - *'We aim to ensure that our students' personal aspirations can be achieved as we support and equip them in preparation for adulthood, providing each student with the necessary skills to be able to successfully navigate their world. Achieving this by continually reviewing strategic overview of the curriculum ensuring that skills are developed for preparation for independence and adulthood.'*

Statutory requirements and expectations

The school is committed to fulfilling its statutory duties in relation to independent Career guidance by ensuring that all students are provided with independent support from year 8 to year 14. This is presented in an impartial manner, providing information on the range of education, or training options, including respite support, apprenticeships, and other vocational pathways. the best interests of the students and their families is central to this support.

Current Independent Career Adviser: Ani Bolina

Careers Practitioner (SEND)

Targeted Careers Education Information Advice and Guidance

Children's Services Royal Borough of Greenwich

Learner entitlement

Every student is entitled to high quality career education and guidance as part of their overall education which is reflected across our curriculum.

At Charlton Park Academy, careers is taught across all subjects with a particular focus on vocational studies.

Students' progress and development is recorded using the Skillsbuilder framework.

This is reflected in our curriculum mapping for all Key stages.

Management and delivery

We recognise the importance of putting in place effective arrangements for the management and delivery of the programme.

Roles and responsibilities

The Governing Body is responsible for:

- Ensuring that all registered learners are provided with independent careers guidance from Year 7 to Year 11
- Ensuring that arrangements are in place to allow a range of education and training providers to access all learners and inform them about approved technical education qualifications and apprenticeships. A policy statement will set out these arrangements.
- Ensuring that the independent careers guidance is presented in an impartial manner, showing no bias or favouritism towards a particular institution, education or work option.
- Ensuring that the guidance includes information on the range of education or training options, including apprenticeships and technical education routes.
- Ensuring the Careers Policy does not discriminate on any grounds, including but not limited to:
 - ethnicity/national origin, culture, religion, gender, disability or sexual orientation.
- Handling complaints regarding this policy as outlined in the school's Complaints Policy and Procedure.
- Providing clear advice and guidance to the Principal on which they can base a strategy for careers education and guidance which meets the school's legal requirements.

The Careers Leader is responsible for:

- Managing the provision of careers information.
- Liaising with the Principal, Senior Vice Principal and the careers adviser to implement and maintain effective careers guidance.
- Liaising with the RSE leader and other subject leaders to plan careers education in the curriculum.
- Liaising with Senior Vice Principal, Vice Principals, the pastoral team, and the SENCO to identify students needing guidance.
- Referring students to careers advisers.
- Establishing, maintaining, and developing links with FE colleges, apprenticeship providers and employers.
- Negotiating an annual service level agreement with the LA for support for vulnerable and disadvantaged students.
- Providing students with effective careers guidance and supporting social mobility by improving opportunities for all young people.
- Supporting teachers of careers education and tutors providing initial information and advice.
- Monitoring teaching and learning in careers education, and the access to and take up of career guidance.
- Advising senior leadership on policy, strategy and resources for careers education, information, advice and guidance (CEIAG).
- Preparing and implementing a development plan for CEIAG.
- Reviewing and evaluating the programme of CEIAG.
- Encouraging the training of school staff to promote careers guidance to their students.
- Using the Gatsby Benchmarks to improve the school's careers provision and ensure compliance with legal duties, with an aim to meet all benchmarks.

- Allowing students to have access to providers of technical education, such as colleges, and apprenticeships to ensure every student is well-informed about their future options at every stage.
- Using the Compass tool for self-evaluating the careers provision the school offers.
- Publishing details of the school's careers programme and a policy statement on provider access on its website.
- Engaging with the designated teacher for LAC and previously LAC to ensure they know which students are in care/are care leavers, to understand their additional support needs and to ensure that any personal education plans can inform careers advice.
- Ensuring that students with SEND understand their different career pathways, and enabling them to gain the skills, knowledge and experience they require to achieve their career goals.

The Careers Adviser is responsible for:

- Reporting regularly to the careers leader, regarding student progress and the effectiveness of the school's career plan.
- Providing a thorough, personalised career service throughout the school.
- Staying up-to-date with relevant CPD and developments in the CEIAG sector.
- Producing careers information and guidance through online and hard copy literature, and visual displays in school.
- Attending regular meetings with the careers leader to discuss the school's career plan.
- Arranging meetings and follow-up appointments with students.
- Offering services to past students for up to a year after their departure from compulsory education.

Teaching and support staff are responsible for:

- Ensuring careers education is planned into their lessons and is shown in planning.
- Attending any relevant CPD or training to ensure they are up-to-date with the school's careers plan.
- Promoting careers guidance in the classroom through visual aids.
- Creating a learning environment that allows and encourages students to tackle real life challenges, manage risks and develop skills that can be applied to the workplace.

Staff development

All staff are expected to contribute to the career learning and development of students in their different roles. To meet the training needs that arise from this we will provide CPD training throughout the year and when we identify the need for it (i.e. new teachers)

Teaching, learning and assessment

We recognise the importance of basing our approach to teaching, learning and assessment on evidence of what works in career education and guidance for our learners.

Working with SEN students we acknowledge that all individuals are unique. Our approach to teaching and learning is person centred with the Education, Health & Care plans (EHCP) at the centre. Via differentiated and personalised teaching we support

students to identify and communicate their aspirations for adult life, including for many their aspiration to work.

Information, advice and guidance

We will ensure that all students have access to independent and impartial career guidance and that students have access to information and advice about all pathways from residential facilities to HE.

Monitoring, reviewing, evaluating and reporting

The implementation of the careers programme will be monitored and reviewed by the Senior Vice Principal annually.

We will evaluate engagement, student experience, routes into employment, the destination for leavers into employment, and teacher planning, and delivery to ensure that students receive high quality lessons.

stakeholders and partners

We recognise the important role that parents have in their child's career development. Parents are consulted yearly through EHCP review meetings. Any information related to careers is then passed on from the SENCO team to the career leader and SLT.

The school has an annual agreement with Talentino and the South London Careers hub.

Date approved

Adopted and ratified by the governing board : November 2024

Date reviewed: November 2025

Next review date: November 2026

Annexe

This policy should be read in conjunction with:

- The Academy's Careers Map
- The Provider Access Policy
- The Vocational Studies Policy