



Careers Policy

This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment

Date Approved by Governing Body:	January 2026
Last Review:	December 2023
Review Period:	Every three years
Next Review Date:	January 2029
Chair of Governors:	Teresa Cutler

At Uffculme School, we recognise that barriers to participation and adulthood are often created by environments, systems and expectations, not by individuals themselves. Our role is to remove barriers, personalise opportunities and empower every young person to make choices that lead to a meaningful, dignified and enjoyable adult life.

Careers Education, Information, Advice and Guidance (CEIAG) and Work-Related Learning (WRL) Policy

This Policy has been written with reference to:

- Careers guidance and access for education and training providers - Statutory guidance for schools and guidance for further education and sixth-form colleges (Department for Education, January 2023)
- Section 42A and 42B of the Education Act 1997 (as amended)
- The Technical and Further Education Act 2017
- The Gatsby Charitable Foundation's Benchmarks of Good Career Guidance
- The SEND Code of Practice (2015)

Careers Education, Information, Advice and Guidance

1. Introduction

Uffculme School provides a comprehensive and inclusive Careers Education, Information, Advice and Guidance (CEIAG) programme for all students from Year 7 to Post-16. The programme is designed in line with:

- Careers guidance and access for education and training providers (DfE, January 2023)
- The Gatsby Benchmarks of Good Career Guidance
- The Education Act 1997 (as amended)
- The Technical and Further Education Act 2017 and Provider Access Legislation (PAL) 2023

Our aim is to ensure all students receive high-quality, personalised careers guidance that supports them to lead meaningful, aspirational and enjoyable adult lives.

2. The Gatsby Benchmarks

Uffculme School's CEIAG provision is structured around the eight Gatsby Benchmarks:

1. A Stable Careers Programme
2. Learning From Labour Market Information
3. Addressing the Needs of Each Pupil
4. Linking Curriculum Learning to Careers
5. Encounters with Employers and Employees
6. Experiences of Workplaces
7. Encounters with Further and Higher Education
8. Personal Guidance

3. Statutory Duties

The governing body must ensure:

- All students from Year 8 to Year 13 receive independent and impartial careers guidance.
- Students are informed about the full range of education and training options, including apprenticeships, technical pathways, and supported internships.
- The school provides minimum provider access opportunities for external training and education providers, as required by the 2023 PAL update.
- A Provider Access Policy is published on the school website.

Governance and Oversight

The Governing Body has strategic oversight of Careers Education, Information, Advice and Guidance (CEIAG) and Work-Related Learning (WRL) to ensure statutory duties are met and provision is effective.

A named Link Governor for Careers is appointed to:

- Take a strategic interest in CEIAG and WRL
- Monitor progress against the Gatsby Benchmarks
- Receive updates on destination data and impact measures
- Support and challenge the school to ensure continuous improvement

Link Governor for Careers: Karen McGrath

This role is reviewed periodically by the Governing Body.

4. Provider Access (Provider Access Legislation - PAL)

Uffculme School is committed to complying with the statutory requirements of the Provider Access Legislation (Education Act 1997, as amended by the Technical and Further Education Act 2017 and PAL update 2023).

The school ensures that approved education and training providers are able to access students in Years 7–13 to inform them about the full range of education, training and technical pathways available at each transition point.

Student Entitlement

All students at Uffculme School are entitled to:

- Learn about approved technical education qualifications, apprenticeships and supported internships
- Hear from a range of local and national providers, including FE colleges, training providers, apprenticeship providers and employers
- Understand how to access and apply for academic, technical and vocational routes
- Receive this information in a manner that is impartial, accessible and appropriate to their individual needs

Opportunities for Provider Access

Providers may be invited to engage with students through a range of activities, including:

- Careers events (e.g. Uffculme Futures Careers Event)
- Assemblies and group sessions
- Options and transition events
- Workshops and employer encounters
- Post-16 and Post-18 transition activities
- Parent and student information events

All provider interactions are planned to ensure they are meaningful, inclusive and appropriate for the students involved. Management of Provider Access Requests (Appendix C)

5. Definitions:

Independent guidance:

Careers guidance delivered by a person or organisation external to the school (e.g. Stepping Forward Ltd, employers, FE providers).

Impartial guidance:

Advice that is free from bias and promotes the student's best interests.

6. Independent Careers Advice

The school commissions Stepping Forward Ltd to deliver impartial one-to-one guidance through our Careers Adviser, Carol Facey.

This partnership is reviewed annually.

7. Aims of the CEIAG Programme

Our aims must sit within the school's overarching mission to enable all young people to lead a meaningful and enjoyable life. The aims and objectives below will be met in the context of each individual's needs, abilities and aspirations.

The aims of our careers programme are to:

- Provide comprehensive information and advice
- Promote equality of opportunity and challenge stereotypes
- Empower students to plan and manage their own futures
- Respond to the individual needs of each student
- Inspire and raise attainable aspirations and plans for the future
- Help students to progress throughout their stages of education
- Support students in the transition from education into appropriate work and adult life and so enable our young people to lead a meaningful and enjoyable life

8. CEIAG Objectives

Our objectives are to:

- Ensure that students have a wider and deeper understanding of the world of work
- Equip students with the skills in order to make smooth transitions between key stages.
- Enable students to make use of career's resources available to them, as appropriate, including one to one interviews, computer programmes etc. so that they can make well-informed choices at various stages.
- Ensure students, and where more appropriate, their parents, are aware of the range of opportunities which are realistically available to them at all transition points.
- Widen and foster effective links with key partners e.g. colleges, universities, community groups and employers
- Ensure, wherever possible, that all students leave the school to enter employment, further education, training and/ or are enabled to engage with purposeful life experiences and opportunities

9. Curriculum Implementation

CEIAG is integrated into:

- PSHE
- Various qualifications
- Enterprise activities across all key stages
- Core curriculum links in subjects
- Work-related learning opportunities

From Year 7, students access meaningful encounters, information and activities tailored to their developmental stage.

The annual Uffculme Futures Careers Event provides an opportunity for students and families to meet external providers and employers.

Students access both digital and paper-based careers resources, including the Job Explorer Database (JED).

10. Independent & Impartial Guidance – Implementation

Impartial and independent guidance is provided through:

- One-to-one careers interviews
- Annual Review attendance (Years 9, 10 and Post-16)
- Personalised Careers Action Plans incorporating the students and the parents voice.
- Encounters with employers, FE/HE and training providers

- Supported and inclusive work experience opportunities to include internal, external, individual, group placements dependent on the needs and capabilities of students.
- Careers lessons focused on interests, strengths, and skills
- Use of JED to explore pathways and labour market information
- Organise and run an annual careers fair (Uffculme Futures)

Records are maintained through Evidence for Learning (EfL)

11. Work Related Learning (including Work Experience)

Rationale

Work-Related Learning (WRL) supports students to understand work, develop independence, and build essential employability skills. WRL includes:

- Learning about work
- Learning for work
- Learning through work

WRL entitlement applies to all students but is personalised according to need.

12. WRL Aims and Objectives

Our aims must sit within the school's overarching mission to enable all young people to lead a meaningful and enjoyable life. The aims and objectives below will be met in the context of each individual's needs, abilities and aspirations.

The programme aims to:

- Increase understanding of employment, business and finance
- Enhance transferable skills such as problem-solving, teamwork and communication
- Build students' independence and employability
- Promote positive attitudes to lifelong learning
- Ensure strong preparation for transitions into FE, training or adult life
- Provide students with opportunities to express preferences and make informed decisions
- Educate the wider community about the needs and abilities of our students
- Promote character education in the context of WRL

Objectives

Our objectives are to:

- Improve students' personal and social skills and behaviours in a range of contexts and develop student's understanding that these factors are necessary for future success.
- Improve our students' functional skills with particular emphasis on English and Maths
- Develop our students' independent learning and employability skills
- Improve our students' ability to *apply* knowledge, understanding and skills in a range of wider contexts, including tackling real-life challenges which require them to manage risk, develop their decision making, team building and problem-solving skills.
- Raise standards of achievement through contexts that improve motivation and self-confidence
- Widen and foster effective links with key partners e.g. colleges, universities, community groups and employers
- Increase our students' awareness of the range of education/ career/ life opportunities which are available to them
- Give students opportunities to express preferences and needs, and make choices and decisions that other people respect and, wherever possible, act upon
- Ensure an exceptionally well-prepared transition for students from school to further education, and/ or adult and working life

13. Work-Related Learning (WRL) Implementation

Work-Related Learning at Uffculme School is delivered through a structured and personalised programme of curriculum-based learning, employer engagement and practical experiences. Provision is adapted to meet the individual needs, abilities, readiness and aspirations of each student. (Appendix A)

WRL implementation includes:

1. Enterprise education and enterprise projects
2. Employer encounters and guest speakers
3. Workplace, college and community visits
4. Work tasters and vocational experiences
5. Mock interviews and employability workshops
6. Volunteering opportunities (where appropriate)
7. Work experience placements (where appropriate)

Placements are personalised based on strengths, interests and readiness.

14. Work Experience Implementation

Work experience is primarily offered within the Post-16 provision, although Key Stage 4 students may access placements where appropriate and beneficial.

Work experience:

- Is personalised to reflect students' interests, strengths, support needs and aspirations
- May take place internally and / or externally, and may be supported or unsupported, depending on individual need
- Includes placements such as admin support, IT support, site maintenance, cafés, farms, community venues, charities and local businesses. As well as internal group enterprise activities with a focus on producing a product for a school event.
- Is offered where suitable placements are available and where students are developmentally ready

Preparation for work experience includes:

- Development of employability skills through the curriculum
- Teaching around workplace expectations, health and safety, and personal safety
- Employer Work Placement Form (Appendix B) to determine all relevant health and safety, Risk assessments and Safeguarding and Work Placement checks in line with school policy

Work experience placements are monitored by staff and evaluated with students to support reflection, skill development and future planning.

15. Accreditation of WRL

The accreditation of students' achievements in work-related learning has an important role to play in supporting the transition for skills for life. Students will be able to gain accreditation through a variety of programmes that develop WRL skills: These include:

- AIM Diploma in Skills for Living and Working units
- ASDAN Preparation for Life
- Other accredited life skills and functional skills pathways

16. Enterprise Education

At Uffculme School, we aim to develop an enterprising attitude in our students.

Enterprise is about:

- Having a positive attitude to life
- Improving self-reliance, including the ability to overcome obstacles or failures
- Being creative and innovative
- Showing initiative
- Being an entrepreneur – setting up and running a business

We aim to develop these attitudes and skills throughout the curriculum engaging students through relevant and practical activities. There are also particular activities to promote enterprise skills and attitudes e.g. projects to raise money for charity. We aim to run enterprise activities at least once a term.

17. Impact & Evaluation

Evaluation is led by the Careers Leader, Kerenza Palmer, supported by the Birmingham Careers Hub Enterprise Coordinator, Antoe Walters.

Impact measures include:

- Compass+ evaluations against Gatsby Benchmarks (completed termly)
- Student, parent and external partner feedback
- Destination data analysis
- Annual programme review and improvement planning

18. Staffing

- Careers Leader & WRL Lead: Kerenza Palmer
 - Tel: 0121 464 3000
 - Email: Kerenza.palmer@uffculme.bham.sch.uk
- Enterprise Coordinator: Antoe Walters (Birmingham Careers Hub / BEP)

All teaching and support staff contribute to CEIAG and WRL delivery.

19. Staff Training

Training needs are identified annually and CPD is arranged accordingly, often in partnership with the Careers Advisor, Enterprise Coordinator or external specialists.

Information and resources

Students have access to the Job Explorer Database (JED). Also, up-to-date college prospectuses and additional materials are located in Chamberlain House provision. Resources are adapted where possible to further promote inclusion and accessibility for all.

20. Partnerships

The CEIAG/WRL programme is enhanced through links with the Career Adviser from Stepping Forward Ltd, and the Enterprise Coordinator from West Midlands Combined Authority (WMCA). This ensures that careers information is up to date and relevant.

We also work with a range of partners / agencies to include:

- Stepping Forward Ltd
- Birmingham Careers Hub
- Local employers and voluntary organisations
- FE and training providers
- Community organisations

21. Funding

Funding for the Careers and WRL is through annual secondary budget capitation.

22. Monitoring and Review

As noted before, the Careers and WRL programme is reviewed annually by the Careers Leader, in consultation with our Enterprise Coordinator. The views of students, parents, staff, and local partners e.g. business and colleges will be sought to contribute to the evaluation process. We will also consider our students' academic, social and personal progress, and their destination outcomes.

Progress towards the Gatsby Benchmarks are evaluated using the online Compass Plus Tool.

The programme is reviewed annually by the Careers Leader in consultation with our Enterprise Coordinator and our Careers Advisor. Reviews consider:

- Student progress
- Destination data
- Achievement of Gatsby Benchmarks (Compass Plus Tool)
- Feedback from students, staff, parents and partners

Appendix A

Careers Education, Information, Advice and Guidance (CEIAG) and Work-Related Learning (WRL) Programme Overview

Key Stage 3 & 4 (years 7 – 11): Main Pathway

Careers Delivery	WRL Activities
<ul style="list-style-type: none"> Discrete careers learning through PSHE and Skills for Living and Work Individual careers interviews from Year 8 onwards Use of Job Explorer Database (JED) Careers Action Plans reviewed annually Careers Adviser attendance at Annual Reviews (where appropriate) 	<ul style="list-style-type: none"> Enterprise activities (termly) Employer encounters and guest speakers Visits to local businesses and community venues College visits Uffculme Futures Careers Event Volunteering and work-related learning opportunities Where appropriate, supported work experience (KS4)

Key Stage 3 & 4 (years 7 – 11): Transition Pathways

Careers Delivery	WRL Activities
<ul style="list-style-type: none"> Careers education integrated within PSHE and Skills for Living and Work Focus on: <ul style="list-style-type: none"> Understanding self (likes, dislikes, strengths) Simple choices and preferences Developing independence and confidence Introduction to the idea of work and helping roles Careers discussions embedded within Annual Reviews and EHCP outcomes 	<ul style="list-style-type: none"> Group voluntary activities, including: <ul style="list-style-type: none"> Martineau Gardens Woodgate Valley Community Farm Termly enterprise activities (e.g. making, growing, selling) Community access activities to develop: <ul style="list-style-type: none"> Travel awareness Social communication Following routines Visits to local community workplaces (as observers or participants) <p>These experiences prioritise engagement, routine, and skill development rather than employment outcomes.</p>

Key Stage 3 & 4 (years 7 – 11): Complex Pathways

Careers Delivery	WRL Activities
<ul style="list-style-type: none"> Careers education embedded within: <ul style="list-style-type: none"> PSHE Sensory curriculum Communication and interaction work Focus on: <ul style="list-style-type: none"> Engagement and participation Awareness of familiar adults and roles Making choices and expressing preferences Preparation for adulthood within an adult social care context 	<ul style="list-style-type: none"> Highly personalised, often in-school or familiar community-based activities Participation in enterprise activities at an appropriate level (e.g. sensory, cause-and-effect, supported tasks) Experiences focus on: <ul style="list-style-type: none"> Routine Interaction Wellbeing Purposeful activity <p>There is no expectation of formal work experience; provision supports long-term wellbeing, dignity and meaningful adult life.</p>

Key Stage 5 (years 12 – 14): Main Pathways

Careers Delivery	WRL Activities
<ul style="list-style-type: none"> Discrete careers learning through PSHE and Skills for Living and Work One-to-one careers interviews with the Careers Adviser Individual Careers Action Plans reviewed annually Use of Job Explorer Database (JED) to explore roles, strengths and labour market information 	<ul style="list-style-type: none"> Personalised work experience placements: <ul style="list-style-type: none"> In-house or off-site Supported or unsupported Volunteering opportunities Enterprise projects Employer encounters and workplace visits

<ul style="list-style-type: none"> • Careers Adviser attendance at Annual Reviews • Preparation for: <ul style="list-style-type: none"> ○ Employment ○ Apprenticeships ○ Supported internships ○ Further education and training 	<ul style="list-style-type: none"> • College and training provider visits • Mock interviews and employability skills activities
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Key Stage 5 (years 12 – 14): Transition Pathways

Careers Delivery	WRL Activities
<ul style="list-style-type: none"> • Careers education embedded within PSHE and Skills for Living and Work • Focus on: <ul style="list-style-type: none"> ○ Understanding personal strengths and preferences ○ Developing independence and confidence ○ Awareness of work and helping roles • Careers discussions embedded within: <ul style="list-style-type: none"> ○ Annual Reviews ○ EHCP outcomes • Supported transition planning involving families and professionals 	<ul style="list-style-type: none"> • Group voluntary placements, for example: <ul style="list-style-type: none"> ○ Martineau Gardens ○ Woodgate Valley Community Farm • Termly enterprise activities (e.g. growing, making, selling) • Community-based activities to develop: <ul style="list-style-type: none"> ○ Routine ○ Teamwork ○ Communication • Visits to local community workplaces <p>WRL experiences prioritise engagement, routine and skill development rather than formal employment outcomes.</p>

Key Stage 5 (years 12 – 14): Complex Pathways

Careers Delivery	WRL Activities
<ul style="list-style-type: none"> • Careers learning embedded within: <ul style="list-style-type: none"> ○ PSHE ○ Sensory curriculum ○ Communication and interaction work • Focus on: <ul style="list-style-type: none"> ○ Choice-making ○ Engagement and participation ○ Awareness of familiar adults and roles ○ Preparation for adulthood delivered through: <ul style="list-style-type: none"> ○ EHCP outcomes ○ Multi-agency planning ○ Close partnership with families and adult social care 	<ul style="list-style-type: none"> • Highly personalised, meaningful activities delivered: <ul style="list-style-type: none"> ○ In-school ○ In familiar community settings • Participation in enterprise activities at an appropriate level (e.g. sensory or supported tasks) • Activities focus on: <ul style="list-style-type: none"> ○ Wellbeing ○ Routine ○ Interaction ○ Purposeful engagement <p>WRL supports preparation for adult social care and meaningful day opportunities.</p>

Appendix B

Employer's Work Placement Form



Employer's Work
Placement Form.pdf

Appendix B

Management of Provider Access Requests

Education and training providers wishing to request access should contact the Careers Leader:

Careers Leader: Kerenza Palmer

Telephone: 0121 464 3000

Email: Kerenza.palmer@uffculme.bham.sch.uk

Requests should include:

- The provider's offer and target age group
- The proposed activity (e.g. assembly, workshop, stand, visit)
- Preferred timing and format

The school will work collaboratively with providers to identify the most suitable opportunity, ensuring activities complement the existing CEIAG programme and meet students' needs.

Facilities and Resources

Uffculme School will make appropriate facilities available for provider activities, including:

- Suitable spaces for presentations or discussions
- Access to ICT or specialist equipment where required

All arrangements are agreed in advance with the Careers Leader.

Publication

Uffculme School's Provider Access Policy is published on the school website and reviewed regularly to ensure continued statutory compliance.

Appendix C

Careers and Work-Related Learning at Uffculme School

Information for Parents and Carers

At Uffculme School, we believe that every young person deserves a meaningful, enjoyable and dignified adult life. Our Careers Education, Information, Advice and Guidance (CEIAG) and Work-Related Learning (WRL) programme is designed to support all pupils — whatever their needs, strengths or pathway — to prepare for adulthood in a way that is right for them.

Our Approach

We follow a social model of difference, recognising that young people thrive when barriers are removed and support is personalised. Success looks different for different individuals, and our careers programme reflects this.

Preparation for adulthood at Uffculme may include:

- Employment or supported employment
- Apprenticeships or supported internships
- Further education or training
- Volunteering and community roles
- Meaningful day opportunities and adult social care pathways

All of these outcomes are valued.

What Your Child Is Entitled To

Every pupil at Uffculme School is entitled to:

- High-quality, impartial and personalised careers guidance
- Opportunities to explore strengths, interests and preferences
- Access to a wide range of education, training and employment pathways
- Encounters with employers, colleges, training providers and community organisations
- Support to make choices that are realistic, aspirational and appropriate
- Involvement of parents and carers in transition planning

Support is adapted so it is communication-appropriate, accessible and meaningful for each child.

Careers Support Across the School

Careers education starts early and develops gradually as pupils move through the school.

In Key Stages 3 and 4 (Years 7–11), pupils:

- Learn about themselves, their interests and their strengths
- Take part in careers activities within PSHE and Skills for Living and Work
- Use adapted careers resources where appropriate
- Meet employers and visit workplaces or community settings
- Take part in enterprise projects and practical learning
- Begin planning next steps through Annual Reviews and EHCP outcomes

In Post-16 (Years 12–14), pupils:

- Receive one-to-one guidance from an independent Careers Adviser
- Take part in personalised work-related learning or work experience (where appropriate)
- Develop employability, independence and life skills
- Explore post-school options including employment, training, FE, supported internships and adult provision
- Receive carefully planned support for transition beyond school

Work-Related Learning and Work Experience

Work-related learning helps pupils understand the world of work and develop skills for adult life. This may include:

- Enterprise projects (making, growing, selling)
- Volunteering opportunities
- Workplace visits and guest speakers
- Supported work experience placements (where appropriate)

For some pupils, work-related learning focuses on:

- Routine and purpose
- Engagement and wellbeing
- Communication and interaction
- Participation in meaningful activities

All placements and activities are carefully risk-assessed, and pupils are supported according to their individual needs.

Independent and Impartial Careers Advice

Uffculme School works with an independent Careers Adviser to ensure advice is fair, unbiased and in the best interests of each young person. Careers discussions take place during:

- One-to-one guidance sessions
- Annual Reviews
- Transition planning meetings

Parents and carers are encouraged to be part of these conversations.

Working in Partnership with Families

We value parents and carers as key partners in preparing young people for adulthood. We work closely with families to:

- Share information about options and pathways
- Plan next steps together
- Ensure pupil voice is heard — in ways that suit the individual
- Support smooth and positive transitions beyond school

How We Check Our Programme Is Working

We regularly review our careers programme to make sure it is effective and inclusive. This includes:

- Listening to pupil and parent feedback
- Tracking destinations after students leave school
- Working with local employers and education providers
- Using national quality frameworks to improve our provision

Who to Contact

If you have questions or would like to discuss your child's future planning, please contact:

Careers Leader: Kerenza Palmer

Telephone: 0121 464 3000

Email: Kerenza.palmer@uffculme.bham.sch.uk

Appendix D

Careers and Work at Uffculme School

Information for Students

What Is This About?

At Uffculme School, we help you get ready for adult life.

This includes:

- Work
- College or training
- Helping in the community
- Learning to be independent
- Making choices about your future

Everyone is different.

That is OK.

What Does “Careers” Mean?

Careers means:

- Learning about yourself
- Learning about work and adult life
- Thinking about what you might like to do when you leave school

You will be supported to:

- Try new things
- Learn new skills
- Make choices in your own way

Your Choices Matter

At Uffculme School:

- We listen to you
- We help you share what you like and do not like
- You can use words, signs, pictures or actions

Adults will help you:

- Make choices
- Understand options
- Feel safe and confident

Your views are important.

What You Will Learn

You will learn:

- What you are good at

- What you enjoy
- How to work with others
- How to follow routines
- How to be more independent

You may learn about:

- Jobs
- Helping roles
- College
- Volunteering
- Adult life

Learning About Work

You will take part in work-related learning.

This might include:

- Helping in school
- Making things
- Gardening or growing
- Visiting workplaces
- Meeting people who work
- Helping in the community

You will only do things that feel right for you.

Work Experience (For Some Students)

Some students will:

- Try work experience
- Go to a workplace
- Have support from adults

Work experience is:

- Planned carefully
- Safe
- Chosen to match your needs and interests

Not everyone will do work experience — that is OK.

People Who Help You

You will be helped by:

- Your teachers
- Teaching assistants
- Careers staff
- An adult who talks to you about future choices

Your family:

- Will be involved
- Will help plan next steps with you and school

As You Get Older

As you get older, we will help you plan what happens after school.

This could be:

- College
- Training
- Work
- Volunteering
- Adult social care
- Meaningful day activities

All of these are good outcomes.

What Matters Most

At Uffculme School:

- You are respected
- You are supported
- You are safe
- You are valued

We want you to have:

- A meaningful life
- Purpose
- Enjoyment
- Choices

Remember

- You are not expected to know everything
- You are allowed to change your mind
- Adults will help you
- Your future matters