

# Careers Policy

**St Vincent's School for Sensory Impairment and Other Needs**



<b>Approved by:</b>	Mr. C.McSorley, D. Swanston & Governing Body	<b>Date:</b> 13/10/2025
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## 1. Purpose of the policy

This policy reflects the aims and values of St Vincent’s School and outlines our approach to Careers Education, Information, Advice and Guidance (CEIAG). It ensures that all staff, governors, parents, and pupils work together to prepare young people for life beyond school, enabling them to make informed, confident decisions about their future education, training, and employment.

The purpose of this policy is to:

- Set out a clear framework for delivering a high-quality careers programme.
- Ensure alignment with the Gatsby Benchmarks and Department for Education (DfE) Statutory Guidance (2025).
- Provide clarity for staff, governors, and parents on the aims and implementation of CEIAG.
- Demonstrate our commitment to equality of opportunity and accessibility for all learners, including those with sensory impairments and additional needs.

This policy is available on the school website: [www.stvin.com](http://www.stvin.com)

## 2. Vision

At St Vincent’s, our vision for Careers Education is to ensure that every pupil is inspired, informed, and empowered to plan a positive and fulfilling future. Careers learning is not a one-off event but a continuous, progressive journey that begins in the early years and develops throughout a pupil’s time at the school.

We aim to ensure that all pupils:

- Recognise and develop their strengths, interests, and aspirations.
- Understand the broad range of careers available to them.
- Learn the skills and attitudes needed to succeed in education, training, and employment.
- Have meaningful encounters with employers and workplaces.
- Are supported to make informed transitions at key stages.

Our approach ensures that pupils with visual impairment and other needs access careers education that is practical, personalised, and inclusive, making use of tactile, auditory, and experiential learning opportunities.

### **3. Aims and outcomes**

#### **Aims**

St Vincent's School aims to deliver a comprehensive and inclusive careers programme that:

- Meets the eight Gatsby Benchmarks for good careers guidance.
- Complies fully with the DfE Careers Guidance and Access for Education and Training Providers (2025).
- Provides impartial, high-quality information, advice, and guidance for all pupils.
- Encourages ambition, resilience, and independence.
- Prepares every pupil for a successful transition into further education, training, or employment.

#### **Outcomes**

By the time pupils leave St Vincent's, they will:

- Understand the pathways available post-16.
- Have developed key employability and life skills, including communication, teamwork, and self-advocacy.
- Have experienced real-world learning through work placements, employer visits, and careers events.
- Be able to make informed, realistic decisions about their next steps.
- Have access to continued support and guidance to achieve their ambitions.

### **4. Teaching and Learning**

Careers Education is delivered through a whole-school approach, combining curriculum teaching, dedicated PSHE and life-skills lessons, and personalised guidance.

Learning takes place through:

- Careers-related lessons and projects across subjects.

- Careers Week in February, featuring guest speakers, employer workshops, and a Careers Fair showcasing diverse industries.
- Regular visits from local employers, apprenticeship providers, and further/higher education institutions.
- Work placements for Year 10 and above with partners such as MAPD Law Firm, PlayStation, and other local businesses.
- Enterprise activities, mock interviews, and workplace skills sessions.
- One-to-one careers guidance interviews with a qualified Careers Adviser.

All teaching and activities are adapted to ensure accessibility for pupils with visual impairment and additional needs, using tactile, auditory, and multi-sensory methods.

## 5. Curriculum Overview

Our careers curriculum is progressive, inclusive, and designed to meet the individual needs of each pupil. Careers learning is embedded throughout the curriculum, building pupils' knowledge and confidence year by year.

### Primary Phase

- Early exploration of "People Who Help Us" and jobs in the community.
- Developing curiosity about the world of work through sensory and role-play activities.
- Introduction to aspirations, teamwork, and independence.

### Key Stage 3

- Understanding different job sectors and roles.
- Exploring skills, interests, and personal strengths.
- Meeting employers and role models.
- Introduction to careers linked to curriculum subjects.
- Enterprise and teamwork challenges.

### Key Stage 4 and Post-16

- Preparing for transitions to college, training, or employment.
- Careers guidance interviews and transition planning.
- Extended work placements with employer partners.
- Employability workshops on CV writing, interviews, and workplace communication.
- Visits to local employers, universities, and training providers.
- Targeted preparation for independent living and employment skills.

The full careers programme and Gatsby Benchmark mapping are available on the school website: [www.stvin.com](http://www.stvin.com)

## 6. Cross-Curricular Links

Careers education links with all subjects across the curriculum. For example:

- **English/Communication** – speaking, listening, CV writing, interview skills.
- **Maths** – managing money, budgeting, and understanding business data.
- **ICT/Computing** – digital literacy, online applications, creative technologies.
- **PSHE and Citizenship** – life skills, independence, workplace behaviour, equality.
- **Humanities** – careers linked to history, geography, and environmental work.
- **Science and** – STEM careers and innovation.
- **Art, Music, and Media** – creative industry pathways and entrepreneurship.

Cross-curricular careers links support the Gatsby Benchmarks, ensuring that all subjects highlight relevant career connections and future pathways.

## 7. Assessment, Recording and Feedback

Assessment in Careers Education focuses on pupils' engagement, understanding, and progress in developing key employability skills and career awareness.

Pupils are assessed using the following methods:

- Self-assessment and reflection activities.
- Observation and discussion.
- Careers portfolios and progress folders.
- Feedback from employers during placements.
- Annual transition reviews and EHCP outcomes.

Progress is recorded and tracked using the school's iTrack system and individual learning plans.

## 8. Resources

St Vincent's Careers Programme is supported by a range of high-quality and accessible resources, including:

- Careers library with large-print and Braille materials.
- Online resources compatible with screen-reading and magnification software.
- Access to the **Smart School Council** platform for student voice and debate on workplace topics.
- Guest speakers, employer visits, and mentoring opportunities.
- Adapted work-experience tools and risk assessments to ensure full accessibility.

Careers Week resources and guest visits are reviewed annually to ensure they remain relevant and inspiring.

## 9. Roles and Responsibilities

**Senior Leadership Team (SLT):** Oversight of the school's careers strategy, ensuring compliance with DfE and Gatsby expectations.

### **Careers Leader:**

- Coordinates the careers programme across all key stages.
- Builds partnerships with employers, training providers, and colleges.
- Organises Careers Week, work placements, and the annual Careers Fair.
- Monitors delivery, impact, and student destinations.

### **Link Governor for Careers:**

- Oversees and reviews the impact of careers provision.
- Reports to the Governing Body on progress toward Gatsby Benchmarks.

### **Teachers:**

- Embed career learning within their subject areas.
- Support pupils in linking classroom learning to real-world opportunities.

### **Parents and Carers:**

- Encourage and support pupils in exploring future aspirations.
- Attend careers events and transition meetings.

## 10. Inclusion

Inclusion is central to our careers provision. Every pupil, regardless of ability or sensory need, is entitled to access a careers programme that supports their aspirations and potential.

Adaptations and support include:

- Accessible resources in Braille, large print, or audio format.
- Tactile and sensory-based work-related learning.
- 1:1 guidance from a specialist adviser experienced with visual impairment.
- Additional preparation for work placements, including mobility training and workplace orientation.
- Collaboration with external agencies and the VI Resource Team to provide tailored opportunities.

All guidance is impartial and promotes equality, diversity, and inclusion.

## 11. Links to Other Policies

This policy links to:

- Curriculum Policy
- PSHE and Citizenship Policy
- SEND Policy
- Equality and Accessibility Policy
- Safeguarding Policy
- Work-Experience Procedures

## 12. Monitoring and Review

The Careers Policy and programme will be reviewed annually by the Careers Leader, SLT, and the Link Governor for Careers.

Monitoring includes:

- Evaluation against the Gatsby Benchmarks using Compass+.
- Feedback from pupils, parents, staff, and employers.
- Analysis of pupil destinations post-16.



