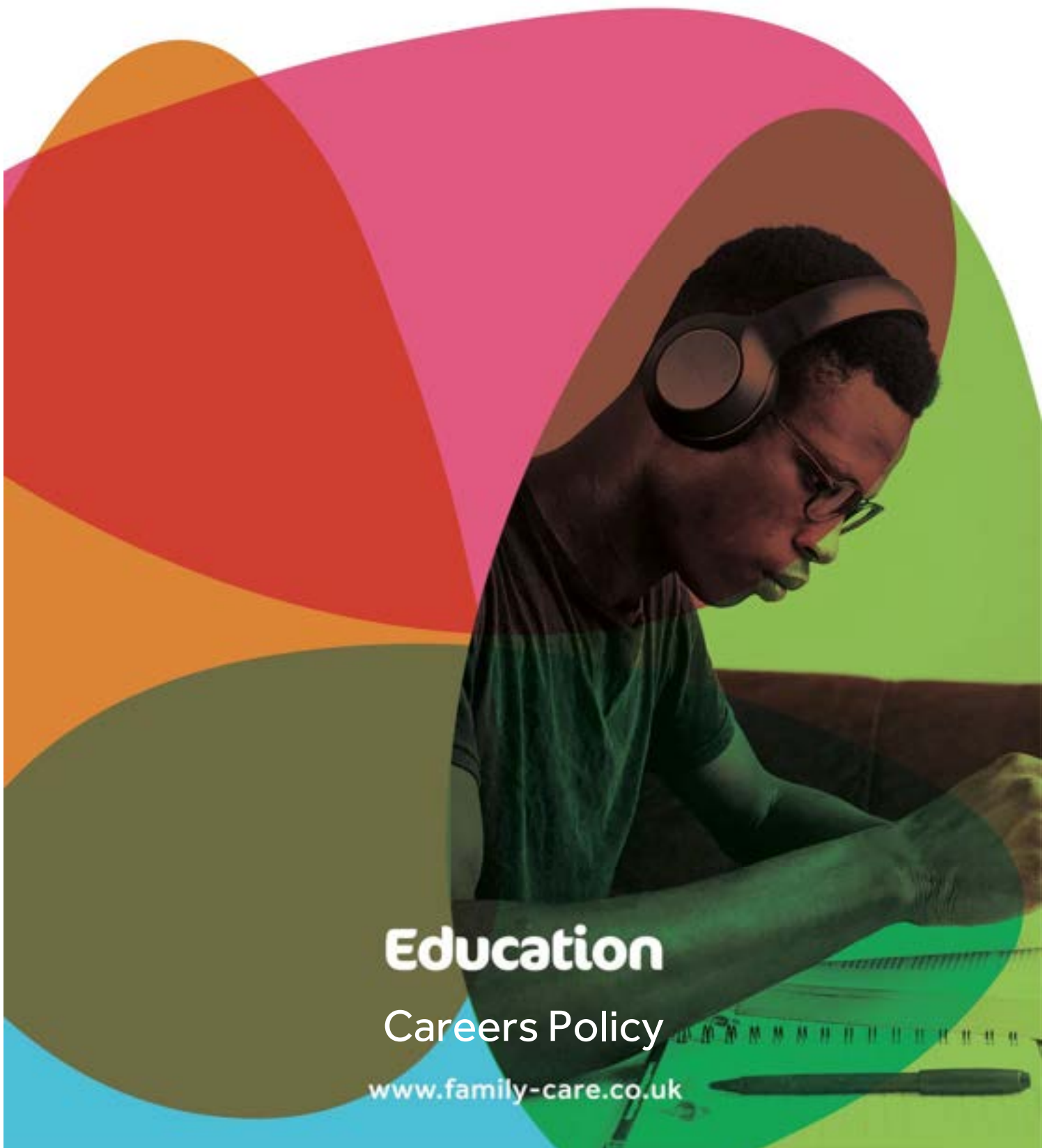


# FamilyCare

Healing pasts • Building futures



## Education

## Careers Policy

[www.family-care.co.uk](http://www.family-care.co.uk)

# Careers Policy

Implementation/Reviewed: September 2026

Date of Next Review: September 2027



## Aims

At Family Care we are committed to delivering tailored, trauma-informed careers guidance rooted in the Secure Base Model. Our objectives are to:

- Foster self-awareness, self-regulation, and confidence in pupils to make informed life choices.
- Provide structured, developmentally appropriate exposure to the world of work.
- Enable pupils to explore aspirations through a relational, strengths-based approach.
- Promote inclusive access to meaningful opportunities aligned with individual needs and abilities.
- Deliver impartial, informed guidance in line with statutory duties, adapted for neurodiversity.

## Statutory Requirements

This policy aligns with:

- Education Act 1997 & Education and Skills Act 2008
- Education (Careers Guidance in Schools) Act 2022
- Skills and Post-16 Education Act 2022 (Baker Clause compliance)
- SEND Code of Practice 2015
- Gatsby Benchmarks for Good Career Guidance
- DfE's updated statutory guidance (May 2025)
  - An overview of changes to the Gatsby Benchmarks.
  - Detailed information on amendments to the benchmarks' elements.
  - DfE's expectations for schools to meet the updated benchmarks.
  - Preparation for the future introduction of a guarantee of two weeks' work experience for every young person. (GOV.UK)

We ensure:

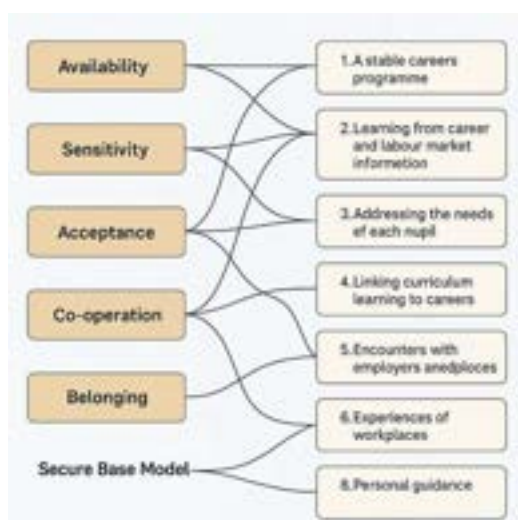
- Independent careers advice from Year 9, ensuring delivery is age/need appropriate and documented.
- Encounters with technical education/apprenticeship providers for pupils.
- Published information about our careers programme and access arrangements.

## Our Careers Programme: Secure Base Meets Gatsby

### Core Principles:

- **Secure Base Model:** Prioritising emotional security, trusted relationships, and personalised progression.
- **Gatsby Benchmarks:** Framework for high-quality careers guidance.
- **Trauma-Informed Practice:** Recognising and addressing the impact of trauma on career development.

## Mapping: Secure Base Model ↔ Gatsby Benchmarks



| Secure Base Model Dimensions                                                            | Gatsby Benchmarks of Good Career Guidance (8 Principles)                                                                | Linkage Explanation                                                                                                                                        |
|-----------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Availability</b><br>(Being emotionally present, offering safety and support)         | 1. A stable careers programme<br>3. Addressing the needs of each pupil                                                  | A stable, reliable careers programme mirrors emotional availability by providing consistent guidance, ensuring individual needs are recognised and met.    |
| <b>Sensitivity</b><br>(Being attuned to the young person's needs and feelings)          | 3. Addressing the needs of each pupil<br>8. Personal guidance                                                           | Sensitivity links with personalised career guidance, ensuring advice is relevant and responsive to personal aspirations, needs, and contexts.              |
| <b>Acceptance</b><br>(Offering unconditional positive regard, valuing the young person) | 2. Learning from career and labour market information<br>3. Addressing the needs of each pupil                          | Acceptance relates to recognising diverse ambitions and backgrounds, ensuring career information and support are inclusive and accessible.                 |
| <b>Co-operation</b><br>(Working together, encouraging collaboration and mutual respect) | 4. Linking curriculum learning to careers<br>5. Encounters with employers and employees<br>6. Experiences of workplaces | Co-operation reflects in collaborative opportunities through employer encounters, workplace visits, and embedding careers into curriculum learning.        |
| <b>Belonging</b><br>(Creating a sense of connection and community)                      | 7. Encounters with further and higher education<br>5. Encounters with employers and employees                           | Belonging is enhanced by experiences that build aspirations and help young people see themselves as part of broader educational and workplace communities. |



## Roles and Responsibilities

- **Careers Leader:** Oversees strategy, delivery, and evaluation. Coordinates with SENCO, DSL, LAC Lead.
- **Senior Leadership Team:** Embeds careers in whole-school development, ensures staff CPD.
- **Proprietor/Board:** Strategic oversight, compliance with statutory duties, and monitoring outcomes.
- **All Staff:** Contribute to a careers-rich curriculum, support pupil aspirations in daily practice.

## Monitoring and Impact

We evaluate through:

- Pupil Voice (using accessible methods like visuals, choice boards, 1:1 conversations).
- EHCP outcomes linked to Preparing for Adulthood.
- Leavers' destinations tracking and feedback from providers.
- Employer and parent/carer feedback.
- Self-assessment using Compass+ and regular SLT reviews.

## Linked Policies

- Provider Access Policy
- SEND Policy
- Safeguarding & Child Protection Policy
- Curriculum Policy
- Personal Development and RSHE Policy

## Review Cycle

This policy is reviewed annually by Family Care, with input from the SLT, Careers Leader, and pupil/parent voice.

## Appendix: Gatsby *Adaptation for Neurodivergent & Trauma-Experienced Pupils*

| <b>Gatsby Benchmark</b>               | <i>Adaptation for Neurodivergent &amp; Trauma-Experienced Pupils</i>                                                                 |
|---------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------|
| <b>1. Stable Careers Programme</b>    | <i>Led by a trained Careers Leader with trauma-informed and SEND expertise. Integrated with EHCP reviews and pastoral care.</i>      |
| <b>2. Labour Market Information</b>   | <i>Simplified, visual resources; scaffolded support to explore job roles and pathways.</i>                                           |
| <b>3. Addressing Individual Needs</b> | <i>Personalised careers plans, developed through Secure Base relationships, linked to EHCP outcomes.</i>                             |
| <b>4. Curriculum Links to Careers</b> | <i>Embedding work-related learning in Life Skills, PSHE, and vocational subjects with practical, hands-on activities.</i>            |
| <b>5. Employer Encounters</b>         | <i>Carefully curated, small-scale interactions with understanding employers. Focus on building safe, positive experiences.</i>       |
| <b>6. Workplace Experience</b>        | <i>Supported, low-anxiety placements including internal micro-enterprises and sensory-considerate environments.</i>                  |
| <b>7. FE/HE Encounters</b>            | <i>Flexible, tailored visits with high levels of pastoral support and familiarisation. Virtual tours as appropriate.</i>             |
| <b>8. Personal Guidance</b>           | <i>Regular 1:1 careers guidance with trusted adults, using Secure Base relational approaches to build aspiration and confidence.</i> |



| Requirement                               | Evidence                                       | RAG                      |
|-------------------------------------------|------------------------------------------------|--------------------------|
| Named Careers Leader appointed            | Job description and ADE approval               | <input type="checkbox"/> |
| Published Careers Programme               | Available on school website                    | <input type="checkbox"/> |
| Careers Policy reviewed annually          | Board approval recorded                        | <input type="checkbox"/> |
| Provider Access Policy (Baker Clause)     | Website and policy compliant                   | <input type="checkbox"/> |
| Updated Gatsby Benchmarks embedded        | Annual Compass+ or equivalent review           | <input type="checkbox"/> |
| Careers programme meets SEND needs        | Adapted provision for pupils                   | <input type="checkbox"/> |
| Independent careers guidance provided     | Qualified adviser records                      | <input type="checkbox"/> |
| Employer encounters recorded              | Logs from Years 7–11 (or relevant age range)   | <input type="checkbox"/> |
| Workplace experiences planned             | Including meaningful work-related learning     | <input type="checkbox"/> |
| Personal guidance interviews              | Recorded for pupils before transition          | <input type="checkbox"/> |
| Destinations tracked                      | Education, employment or training destinations | <input type="checkbox"/> |
| Governors receive annual report           | Minutes and challenge recorded                 | <input type="checkbox"/> |
| Staff understand careers responsibilities | CPD records                                    | <input type="checkbox"/> |

Careers included within School Improvement Plan

Website fully compliant

Clear objectives and monitoring

Statutory careers information published

