

FamilyCare

Healing pasts • Building futures



Education

Careers Policy

www.family-care.co.uk

Careers Policy

Reviewed: July 2025

Review Due: July 2026



1. 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.

2. 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), emphasising:
 - 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](https://www.gov.uk))

We ensure:

- Independent careers advice from Year 9.
Encounters with technical education/apprenticeship providers for pupils.
- Published information about our careers programme and access arrangements.

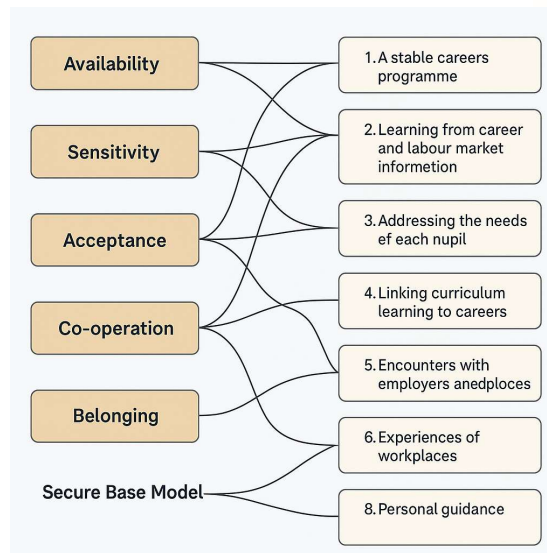
3. Our Careers Programme: Secure Base Meets Gatsby Core Principles:

- **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
Availability (Being emotionally present, offering safety and support)	1. A stable careers programme 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.
Sensitivity (Being attuned to the young person's needs and feelings)	3. Addressing the needs of each pupil 8. Personal guidance	Sensitivity links with personalised career guidance, ensuring advice is relevant and responsive to personal aspirations, needs, and contexts.
Acceptance (Offering unconditional positive regard, valuing the young person)	2. Learning from career and labour market information 3. Addressing the needs of each pupil	Acceptance relates to recognising diverse ambitions and backgrounds, ensuring career information and support are inclusive and accessible.
Co-operation (Working together, encouraging)	4. Linking curriculum learning to careers 5. Encounters with employers and	Co-operation reflects in collaborative opportunities through employer encounters, workplace



collaboration and mutual respect)	<i>employees 6. Experiences of workplaces</i>	<i>visits, and embedding careers into curriculum learning.</i>
Belonging (Creating a sense of connection and community)	<i>7. Encounters with further and higher education 5. Encounters with employers and employees</i>	<i>Belonging is enhanced by experiences that build aspirations and help young people see themselves as part of broader educational and workplace communities.</i>

4. 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.
- **Governors:** Strategic oversight, compliance with statutory duties, and monitoring outcomes.
- **All Staff:** Contribute to a careers-rich curriculum, support pupil aspirations in daily practice.

5. 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.

6. Linked Policies

- Provider Access Policy
- SEND Policy
- Safeguarding & Child Protection Policy
- Curriculum Policy

- Personal Development and RSHE Policy

7. 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



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