

CAREERS EDUCATION POLICY

POLICY ACTION CARD

Scope

- Applies to all Cygnet schools. Parents/carers can access it via school websites.
- Read with linked school policies, including Safeguarding, Anti-bullying, SMSC/British Values, PSHE/RSE and Provider Access.

Purpose

- Sets out the Careers Education approach, informed by statutory guidance, Gatsby Benchmarks and SEND Gatsby Toolkit.
- Promotes wellbeing, aspiration, independence and preparation for adulthood.
- Helps reduce risk of students becoming Not in Education Employment or Training (NEET) after discharge.
- Responds to individual needs, learning gaps and future pathways.

Policy Essentials

- Careers Education sits within PSHE and is personalised by aspiration, key stage, SEND profile and mental health presentation.
- Students access impartial guidance, including half-termly meetings with a qualified careers adviser.
- Careers learning is embedded across subjects and supported by employer/provider encounters, work experience and labour market information.
- Provision must be inclusive, accessible and aligned to Equality Act 2010, British Values and protected characteristics teaching.
- Activities must address safeguarding, welfare, online safety, data protection and risk assessment.

Staff Requirements

- Staff must provide impartial careers education with no bias toward any route.
- Education Officers gather/share previous careers learning, aspirations, actions and destination information.
- Careers Leads work with education staff, senior leaders, MDT, parents/carers and students on aspirational action plans.
- PSHE teachers personalise careers learning, include IEP targets and teach equality/protected characteristics.
- Subject teachers link curriculum learning to skills and future pathways.
- Urgent/safeguarding concerns must be reported immediately to the DSL or Deputy DSLs.

Accountability

- National Education Board holds overall accountability for careers governance, legal duties and strategic planning.
- Headteachers ensure protected time, budget, coordination, records, staff development and careers within school priorities.
- Careers Leads ensure impartial guidance and liaison with external advisers.
- Head of Education oversees Careers Education; Headteachers monitor local delivery with Careers Leads.
- Policy is reviewed bi-annually using stakeholder feedback, Gatsby mapping, destination data, student/parent/carer voice, staff feedback and IEPs.

This **Policy Action Card** is a handy quick reference guide.
All relevant staff must still read and understand the Policy on the following pages.

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1. AIM

- 1.1. This policy sets out this school's approach to Careers Education. It is informed by the statutory guidance outlined in the document 'Careers Guidance and Access for Education and Training Providers', the Gatsby Benchmarks framework, and 'The SEND Gatsby Benchmark Toolkit', which is provided by The Careers and Enterprise Company.
- 1.2. It is the personal responsibility of every individual referring to this policy to ensure that they are viewing the latest version; this will always be published on Cygnets' online policy library, myPolicy/CAMHS and Education.

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2. SCOPE

- 2.1. This policy applies to all Cygnets schools.
- 2.2. It is the agreed Policy and any deviation by staff from following this policy and supporting procedures and documents may be subject to disciplinary procedures.
- 2.3. Links to supporting Policy, documents and references are in [Section 11](#).
- 2.4. This policy has been produced by Cygnets Schools' senior leadership team in collaboration with local governance, each school's careers adviser, parents/carers and students.
- 2.5. The policy is reviewed bi-annually and updated with input from stakeholders. The **National Board** reviews any amendments and issues the final policy.

3. POLICY CONTEXT AND RATIONALE

- 3.1. This policy will be subject to regular reviews through the following channels:
 - Gatsby Benchmark mapping
 - Destination information
 - Student exit questionnaires
 - Student voice
 - Parent/carer voice
 - Staff feedback
 - IEPs

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- 3.2. Additionally, each school's **Headteacher** will monitor Careers Education with the support of the **Careers Lead**, and the Head of Education will oversee this.
- 3.3. Careers Education is a significant contribution to the school's responsibility:
- To promote student wellbeing.
 - To support students to fulfil their potential.
 - To reduce the risk of students becoming NEET after discharge.
 - To prepare students for employability and adulthood.
 - To consolidate learning that has taken place hitherto during attendance to mainstream education.
 - To bridge gaps in knowledge that may have occurred due to prolonged absence from mainstream education, or from the impact of the coronavirus (COVID-19) pandemic.
 - To provide students with the skills necessary to succeed in wider British society, including making informed choices and moving towards independence.
 - To challenge stereotypes
 - To contribute to Cygnet Hospital's therapy offering and prepare students for life after discharge, thus providing community cohesion.
 - To provide statutory careers education
 - To respond to the needs of the individual student as highlighted through MHFE scores and liaison with the wider hospital **Multi-Disciplinary Teams (MDTs)**.
 - To provide a cohesive and responsive curriculum.
- 3.4. The Cygnet Values inform and underpin this policy. These values encourage students to be respectful, empathetic, responsible, helpful, and honest.
- 3.5. British Values also underpin this policy. The British Values are outlined in the 2014 Department for Education document "Promoting fundamental British Values as part of SMSC in schools". These Values are democracy, the rule of law, individual liberty, mutual respect, and tolerance of those of different faiths and beliefs. All facets of careers education link either explicitly or implicitly to the core British Values.
- 3.6. This policy should be read in conjunction with the following **school policies**:
- Safeguarding policy
 - Anti-bullying policy
 - SMSC and British values strategy
 - PSHE and RSE policy
 - Provider Access policy
- 3.7. Parents can access this policy through the individual school's website.

4. LEGISLATION (STATUTORY REGULATIONS AND GUIDANCE)

- 4.1. Under the Education Act 2002, all schools must provide a balanced broadly based curriculum which:
- Promotes the spiritual, moral, cultural, mental and physical development of students at their school.
 - Prepares students at the school for opportunities, responsibilities and experiences of later life.

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- 4.2. The 2006 Education and Inspections Act placed a duty on Governing Bodies to:
- Promote the wellbeing of students at the school.
- 4.3. The Department for Education statutory document 'Careers Guidance and Access for Education and Training Providers' states that all schools in England must have regard to this guidance when:
- Carrying out their duty to ensure that a range of providers are able to access and inform pupils about technical education and apprenticeships.
- 4.4. Ofsted guidance document 'Inspecting Teaching of the Protected Characteristics in Schools'.
- 4.5. The Independent School Standards.

5. ROLES AND RESPONSIBILITIES

- 5.1. The Careers Leader for the Phoenix School of Therapeutic Education is:
Amy White
Amy-louisewhite@cygnethealth.co.uk
0114 279 3350
- 5.2. The Careers Leader for Forestwood School is:
Anastasia Lim
Anastasialim@cygnethealth.co.uk
0161 762 7200
- 5.3. The named accountability for careers from Cygnet's governance is The National Education Board, Cygnet Health UK; membership of which includes the CEO of Healthcare, Regional Manager for Healthcare North, Cygnet National Safeguarding Lead, CAMHS Hospital Managers, Head of Education, and Headteachers. The National Education Board will provide clear advice and guidance to the school on which they can base a strategic careers plan which meets the legal or contractual requirements of the school. The National Education Board is responsible for ensuring the individual schools comply with several legal duties under the Department of Education's statutory guidance for schools and colleges, and this includes:
- Impartial guidance
 - Provider access
 - Appointing a careers leader
 - Ensuring the details of the school's careers programme are published on the school website
 - Holding leaders accountable for measuring and improving the quality of the careers provision
- 5.4. The individual school's Education Officer is responsible for:
- Collating information about a student's previous careers learning and aspirations and cascading it to all school staff and the school's careers advisor.
 - Liaising with parents/carers, students and the MDT, to ensure all actions are agreed and discussed.
 - Sharing careers information to education providers when a young person is discharged.

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- Destination information is collated accurately
 - All learners have access to careers participation records so they can use them ahead of any key transition points to support their next steps and career development
- 5.5. The Careers Lead at each site will work in collaboration with the Education Officers, Designated Teacher, SENCO and senior leadership team, as well as with the wider MDT, parents/carers and pupils, to devise priorities and a relevant and aspirational action plan to address individual need.
- 5.6. The Careers Lead at each site is responsible for ensuring all students have access to careers guidance. They will liaise with the school's external careers adviser so that all advice is relevant, realistic and impartial.
- 5.7. The Headteacher is responsible for ensuring:
- The Careers Lead has protected time and a suitable budget to fulfil their role
 - Careers education forms part of the school evaluation form and school improvement priorities, where appropriate
 - A coordinated approach to addressing priorities is established and maintained
 - The PSHE teacher and the wider education team are providing appropriate and timely support to each individual
 - EHCP and CLA targets that are related to careers learning and preparation for adulthood are threaded throughout a student's IEP and reviewed in line with school policies.
 - The school keeps systematic records of the participation of learners in all aspects of their career programme
 - Careers forms part of the school's ongoing staff development programme for teachers, curriculum leads and all staff who support learners.
- 5.8. PSHE teachers are responsible for:
- Delivering careers education during PSHE curriculum time to address gaps in knowledge, skills and experience which are deemed to be priority areas for each individual.
 - Including careers-related targets in IEPs, responding to EHCP and CLA targets where appropriate.
 - Personalising the careers programme to ensure it responds directly to each student's aspirations, careers learning priorities, key stage and, where appropriate, SEND profile.
 - Liaising with all stakeholders when developing individualised learning plans.
 - Ensuring that students are taught about each of the protected characteristics outlined in the Equality Act (2010) and how the Equality Act affects rights in the workplace and equality of opportunity with regard to education, training and work.
 - Teaching about the full range of academic and technical pathways.
 - Any other careers-related responsibilities given by the individual school's careers lead.
- 5.9. All subject teachers are responsible for delivering careers education in line with their specialist subject's curriculum statement. Subject leaders will oversee this, with support from each individual school's Careers Lead and Headteacher.

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- 5.10. The Designated Safeguarding Lead is responsible for ensuring the Provider Access Policy is adhered to at all times.
- 5.11. The National SENCO will ensure learners with EHCPs have formal opportunities to discuss education, training and career opportunities as part of their annual review.
- 5.12. All education staff, as well as the wider MDT, have a responsibility to be impartial, showing zero bias towards any particular academic or technical path.

6. CURRICULUM DESIGN

- 6.1. Our Careers Education forms part of our PSHE curriculum offer and incorporates, but is not limited to, statutory content and Ofsted requirements. It is designed to suit the needs of Cygnets's inpatients, and as such is dynamic and responsive.
- 6.2. PSHE teachers deliver a careers unit of work as each student's first unit. This unit is personalised and adapted to each student's aspirations and addresses gaps in prior careers learning before moving on to deeper learning opportunities to consolidate and extend understanding and skills. Subsequent units of work are chosen by need. If the student needs more careers teaching input, PSHE teachers will create personalised resources to address this individual need.
- 6.3. Careers learning is embedded throughout the PSHE curriculum offer. Teachers will sequence learning so that it consolidates and extends understanding.
- 6.4. The careers unit of work is supplemented by:
- Mini-schemes such as entrepreneurship and rights in the workplace
 - Calendared lessons such as zero discrimination day.
- 6.5. Careers learning across the curriculum is implemented in a range of ways, including:
- Subject specific lessons that help pupils identify the essential skills they are developing and how the skills can help potential pathways to future careers.
 - Drop-down days, such as British Science Week.
- 6.6. All students have access to a careers meeting each half-term with an appropriately qualified careers advisor who acts impartially and does not show any bias towards any route. When working with learners with SEND, careers advisers draw on the outcome and aspirations in their EHCP.
- 6.7. Each school provides at least one opportunity for providers of technical education and apprenticeships to talk to all pupils to fulfil the statutory requirement for all schools to provide at least six talks during school years 8 to 13. These talks may be face-to-face or virtual. As our students are from different areas of the country, providers are chosen that provide similar offers to other providers in the UK. Each student in the school is expected to attend each talk, but some may be unable to due to a variety of reasons such as current mental health presentation or planned home leave.
- 6.8. Students are given the opportunity to complete virtual work experience through the programme designed by Careers Seekers Direct. They also have the opportunity to complete work experience in the hospital. These opportunities are valuable meaningful encounters with workplaces and employers. Examples of other encounters that the school may provide are: employer encounters:

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enterprise competitions, careers fairs, employer talks and mock interviews. For learners with SEN, the education staff will prepare students well for these encounters, providing any special support needed.

- 6.9. Students are taught about Labour Market Information in the careers unit of work, the wider PSHE curriculum and in subject specific lessons. National Labour Market Information is shared to reflect the diverse areas of the country students reside, and where possible local labour market information is shared. Careers leaders ensure equity of access to LMI by tailoring it to individual circumstances. Information, opportunities and support are personalised and sequenced to meet the needs of each young person with SEND.
- 6.10. Each school has a clear approach to engaging parents and carers throughout the careers programme. Careers, education routes and pathways are discussed in ward rounds with parents, carers, on roll schools, local authority stakeholders and the MDT, as well as within EHCP reviews and CLA Pep meetings. Up to date information about pathways and study routes are made available through our website.
- 6.11. Each school tailors its careers teaching to the needs of each learner, including any additional needs of vulnerable and disadvantaged learners and young people with SEND. They provide any additional support that is needed to help young people to navigate barriers to careers success.
- 6.12. Cygnet schools' career programme, along with careers in the wider curriculum, actively seeks to challenge misconceptions and stereotypical thinking, including showcasing a diverse range of role models.

7. SAFE AND EFFECTIVE PRACTICE

- 7.1. Careers education is delivered in a safe, inclusive and supportive learning environment.
- 7.2. All careers activities are planned with regard to safeguarding and welfare of pupils.
- 7.3. External employers, training providers and speakers are appropriately vetted and supervised on site, in line with the school's Provider Access Policy.
- 7.4. Risk / safety assessments are completed where appropriate.
- 7.5. Online careers resources and experiences are used in accordance with the school's online safety procedures.
- 7.6. Personal data relating to careers learning, guidance, work experiences and destination tracking is managed in line with UK GDPR and data protection legislation.
- 7.7. Staff should bring any non-urgent issues for discussion to the morning ward meeting and subsequent education meeting. Any urgent and/or safeguarding issues must be reported immediately to the Designated Safeguarding Lead or one of the Deputy Designated Safeguarding Leads in line with the school's Safeguarding Policy.

8. EQUALITY OF OPPORTUNITY

- 8.1. The delivery of the content will be made accessible to all pupils.

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- 8.2. Where a student is on a stabilisation and re-engagement pathway, they will be encouraged to engage in careers-related tasks where appropriate.
- 8.3. Classroom practice and pedagogy will take into account students' age, ability, readiness and mental health presentation. In short, teachers will adapt careers teaching to enable all students to access the learning.
- 8.4. We will use careers education as a way to address diversity issues and to ensure equality for all by addressing contextual issues identified through discussions with hospital professionals and student voice.
- 8.5. Schools are required to comply with relevant requirements of the Equality Act 2010 and must not unlawfully discriminate against students because of their age, sex, race, disability, religion or belief, gender identity, pregnancy or maternity, marriage or civil partnership, or sexual orientation (collectively known as the protected characteristics).
- 8.6. Our school will make reasonable adjustments to alleviate disadvantage and be mindful of the SEND Code of Practice when planning for the provision of Careers education

9. TEACHING PROTECTED CHARACTERISTICS

- 9.1. All content delivered at Cygnet Schools reflects the law – including the Equality Act (2010) – as it relates to career education. Additionally, knowledge and understanding of protected characteristics and of British Values are threaded throughout all subject areas.
- 9.2. All protected characteristics outlined in the Equality Act (2010) have equal weight within the careers programme.
- 9.3. All teachers challenge stereotypes and derogatory language in the classroom, and report on this in behaviour and discrimination trackers. Positive action is always taken as a result, as this is essential in addressing intolerance and inequalities.
- 9.4. All of the content covered in careers education is linked to the bigger picture of British Values, including that of Tolerance. Teachers of all subjects seek to impart knowledge of the British Values upon students.

10. ASSESSMENT

- 10.1. At Cygnet we recognise that careers education improves outcomes, attainment, attitudes and virtues.
- 10.2. We endeavour to capture learning when we can, but some learning will be challenging to assess due to the nature of the students' mental health presentation and the adaptations made to ensure inclusion and access to the careers curriculum
- 10.3. We expect the development of personal attributes and attitudes to be reflected in our positive school culture.

11. STANDARD FORMS, LETTERS AND REFERENCES, LINKED POLICIES

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Linked Policy

- 11.1. [Safeguarding in Schools](#) (4-17)
- 11.2. [Anti-bullying](#) (4-07)
- 11.3. [SMSC and British values strategy](#) (8-07)
- 11.4. [Careers - Provider Access policy](#) (8-13)
- 11.5. [PSHE and RSE](#) (8-08)

Version History

Archive versions can be obtained from policies@cygnethealth.co.uk and a detailed list of updates from myPolicy/Policy Updates				
Version	Date Published	Approver	Role	Reason
cv1	10-09-26	Rachel Rix	Head of Education	New Policy