






EMERGE SCHOOL

Careers Policy and Development Plan

2025 - 2026

 **Our Vision:** *A culture rooted in safety, where people feel seen, heard, included, and connected through authentic relationships.*

 **Our Mission:** *To create a safe and nurturing environment where everyone feels a sense of belonging, is empowered in their growth and learning, and is encouraged to embrace who they are and who they aspire to become.*

 **Our Values:** *At Emerge School, our values are the foundation of who we are, how we work, and what we believe in. They shape how we support young people and how we support each other.*

We are proud to uphold these four core values:



Voice: *empowering every voice to speak, shape and be heard*



Connection: *rooted in relationships, thriving through authenticity*



Growth: *evolving with purpose, innovating with heart*



Inclusion: *where every story begins, and every person matters*

Excel & Emerge Care was created to give children and young people with complex needs a safe, supportive place to grow and heal. Through residential care, education, and therapeutic support, we build stability, trust, and a future where children and young people can truly flourish

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1. STATEMENT OF INTENT

This policy is underpinned by Sections 42B and 45A of the Education Act 1997, and has due regard to the DfE's statutory guidance, 'Careers guidance and access for education and training providers'.

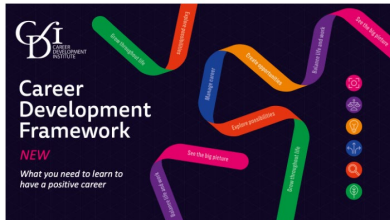
The main aims of the careers provision at Emerge is to provide a bespoke and comprehensive careers programme that will enable our learners to achieve their full potential.



The Eight Gatsby Benchmarks:

- A stable careers program.
- Learning from career and labour market information.
- Addressing the needs of each pupil.
- Linking curriculum learning to careers.
- Encounters with employers and employees.

- Experiences of workplaces.
- Encounters with further and higher education.
- Personal guidance.



CDI Framework

- Self-awareness.
- Self-determination.
- Self-improvement as a learner.
- Exploring careers and career development.
- Investigating work and working life.
- Understanding business and industry.
- Investigating jobs and labour market information (LMI)
- Valuing equality, diversity and inclusion.
- Learning about safe working practices and environments.
- Making the most of career's information, advice and guidance.
- Preparing for employability.
- Showing initiative and enterprise.
- Developing personal financial capability.
- Identifying choices and opportunities.
- Planning and deciding.
- Handling applications and interviews.
- Managing changes and transitions.

**The Baker Clause:
Best practice guidance for schools,
providers and learners**



The Baker Clause (compulsory Year 8 onwards)

The Baker Clause stipulates that schools must allow colleges and training providers access to every student in Years 8 to 13 to inform them about approved technical education qualifications and apprenticeships.

2. LEGAL FRAMEWORK

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Education Act 1997.
- Education and Skills Act 2008.
- Apprenticeships, Skills, Children and Learning Act 2009.
- Equality Act 2010.
- Children and Families Act 2014.
- Technical and Further Education Act 2017.
- The School Information (England) (Amendment) Regulations 2018.
- The Gatsby Benchmark 2013.
- Careers Development Institute (CDI) 2021.
- The Bakers Clause 2018.
- DfE (2021) 'Careers guidance and access for education and training providers' .

This policy operates in conjunction with the following school policies:

- Complaints Procedures Policy.
- Child Protection and Safeguarding Policy and KCSIE 2025.

3. ROLES AND RESPONSIBILITIES

The Senior Leadership Team is responsible for:

- Ensuring that all registered pupils are provided with independent careers guidance from Year 8 to Year 11.
- Ensuring that arrangements are in place to allow a range of education and training providers to access all pupils and inform them about approved technical education qualifications and apprenticeships.
- Ensuring that the independent careers guidance is presented in an impartial manner, showing no bias or favouritism towards a particular institution, education or work option.

- Ensuring that the guidance includes information on the range of education or training options, including apprenticeships and technical education routes.
- Ensuring this policy does not discriminate on any grounds.
- Handling complaints regarding this policy as outlined in the school's Complaints Procedures Policy.
- Providing clear advice and guidance on which they can base a strategy for careers education and guidance which meets the school's legal requirements.

The careers leader in conjunction with SLT is responsible for:

- Managing the provision of careers information.
- Taking responsibility for the development, management and reporting of the school's careers programme.
- Planning careers activities, managing the careers budget and, where necessary, managing and coordinating other staff involved in the delivery of careers guidance.
- Establishing and developing links with employers, education, training providers and careers organisations.
- Liaising with the Headteacher and the careers adviser to implement and maintain effective careers guidance.
- Liaising with the PSHE/ Curriculum leader to plan careers education in the curriculum.
- Liaising with class teachers, the SENCO and Head teacher to identify pupils needing guidance.
- Referring pupils to careers advisers.
- Establishing, maintaining and developing links with FE colleges, universities, apprenticeship providers and employers.
- Negotiating an annual service level agreement with the LA for support for vulnerable and disadvantaged pupils.
- Providing pupils with effective careers guidance and supporting social mobility by improving opportunities for all young people.
- Supporting teachers of careers education and tutors providing initial information and advice.
- Supporting class teachers to build careers education and guidance into subjects across the curriculum.
- Monitoring teaching and learning in careers education, and the access to and take up of career guidance.
- Advising Senior Leadership on policy, strategy and resources for careers education, information, advice and guidance (CEIAG).
- Preparing and implementing a development plan for CEIAG.
- Reviewing and evaluating the programme of CEIAG.
- Encouraging the training of school staff to promote careers guidance to their pupils.
- Using the Gatsby Benchmarks to improve the school's careers provision and ensure compliance with legal duties, with an ultimate aim to meet all benchmarks.
- Allowing pupils to have access to providers of technical education, such as colleges, and apprenticeships to ensure every pupil is well-informed about their future options at every stage.
- Self-evaluating the careers provision the school offers.
- Publishing details of the school's careers programme and a policy statement of provider access on its website.

- Engaging with class teachers to ensure they know which pupils are in care/are care leavers, to understand their additional support needs and to ensure that any personal education plans can inform careers advice.
- Working closely with the SEN Lead and other staff to identify the guidance needs of all pupils with SEND and implement personalised support.
- Ensuring that pupils with SEND understand their different career pathways, and enabling them to gain the skills, knowledge and experience they require to achieve their career goals.

The careers adviser is responsible for:

- Reporting regularly to the career's leader and SLT, regarding pupil progress and the effectiveness of the school's career plan.
- Providing a thorough, personalised career service throughout the school.
- Staying up to date with relevant CPD and developments in the CEIAG sector.
- Producing careers information and guidance through online, hard copy literature, and visual displays in school.
- Organising workshops for pupils and actively promoting the careers service in-house at open evenings, presentation days, assemblies and parents' evenings.
- Developing incentives and initiatives which actively encourage pupils to sign up to the school's career service.
- Attending regular meetings with the career's leader and SLT to discuss the school's career plan.
- Providing an open-door service for pupils once a week to drop in and discuss their options.
- Arranging meetings and follow-up appointments with pupils who are interested in the careers service.
- Offering services to past pupils for up to a year after their departure from compulsory education.
- Coordinating with the class teacher to work with the relevant virtual school head (VSH) to ensure a joined-up approach to identifying and supporting career ambitions are achieved for looked after children.

Teaching staff are responsible for:

- Ensuring careers education is planned into their lessons.
- Attending any relevant CPD or training to ensure they are up-to-date with the school's careers plan.
- Promoting careers guidance in the classroom through visual aids.
- Being good role models for their particular area of work or specialism.
- Creating a learning environment that allows and encourages pupils to tackle real life challenges, manage risks and develop skills that can be applied to the workplace.

4. DEVELOPING A STABLE CAREERS PROGRAMME

The school will have its own careers programme in place which meets the requirements of:

- The eight Gatsby Benchmarks.
- Careers Development Institute (CDI)
- The Bakers Clause

The programme will be reviewed regularly against each element to ensure it remains on target.

The school will demonstrate how it incorporates each element as part of its career's summary, including the aims, objectives and activities provided for each year group.

Regular feedback from pupils, parents/carers, teachers, directors and employers will be invited. Feedback will be used to contribute to the development of the school's careers programme to ensure it meets the needs of all pupils.

A careers leader will be appointed to ensure the leadership and coordination of a high-quality careers programme. The careers leader is recruited alongside the suggested requirements to ensure the role is correctly fulfilled.

The following will be published on the school's website:

- The name and contact details of the career's leader.
- A summary of the careers programme, including how information about the programme may be accessed.
- Details of how the school measures and assesses the impact of the careers programme on pupils.
- The date and review schedule of the career's information published.

A careers adviser will be appointed to support the careers leader and to provide individual, tailored careers guidance to pupils.

The Headteacher will work with external enterprise coordinators to build careers and employer engagement plans to broaden the range of guidance that pupils have access to.

Emerge school will work towards the Quality in Careers Standard to support the development of its careers programme, ensuring the programme is reviewed regularly to ensure it is in line with the required standards.

5. USING LABOUR MARKET INFORMATION

Emerge school will ensure every pupil, and their parents/carer, has access to high-quality information about future study options and labour market opportunities. Pupils and their parents/carers will be referred to an informed advisor to help them make best use of the information available.

The school will ensure pupils and their parents/carers understand the value of finding out about the labour market and support them in accessing this information. Pupils and their parents/carers will be provided with information on the benefits of understanding the labour market, including the salaries and promotion opportunities for different jobs, and the volume and location of vacancies across different sectors.

The school will ensure that all pupils, by the age of 14, have accessed and used information about career paths and the labour market to inform their own decisions on study options. Pupils will be provided with the necessary links and information that will enable them to access this. Access will be monitored to review whether pupils are making the most of the service, and if not, what can be done to ensure they do.

Parents/ carers will be encouraged to access and use information about labour markets and future study options to inform their support to their children.

The school will make use of local enterprise partnerships to provide pupils with presentations and workshops on the local labour market and employer expectations. The information provided through the partnership will be used to shape career guidance and workshops in schools.

To support social mobility, the school will work to raise pupils' aspirations and tackle stereotypical assumptions. Interventions will be used to tackle gender stereotypes; arrangements will be made for pupils to talk to employees who work in non-stereotypical jobs to raise awareness of the range of careers that STEM qualifications lead to.

The school will use labour market information, such as job roles, pay and vacancies, to inform pupils about the trends and opportunities in each industry. Information about a diverse range of progression pathways will be shared with pupils, including technical routes, to strengthen their capacity to make effective choices.

6. ADDRESSING THE NEEDS OF PUPILS

The school's careers programme will aim to raise the aspirations of all pupils whilst being tailored to individual needs. The programme will inform pupils of the range of opportunities available to them, encouraging them to aim higher and make choices relevant to what they feel they can achieve.

The school will embed Equality and Diversity considerations throughout its careers programme and actively seek to challenge stereotypical thinking.

All forms of stereotyping will be prohibited in the careers advice and guidance will be provided to ensure pupils of all genders, backgrounds and abilities can consider the widest possible range of careers.

The school will tailor careers activities and educational goals to the needs of each pupil, considering their prior knowledge and skills, the choices they may face, and any additional support they may need to overcome barriers to progression.

Comprehensive and accurate records will be kept supporting the career development of individual pupils at all relevant stages of education, beginning from the first point of contact. These records will be stored securely in the SLT office. Access to this information will be permitted, should a pupil or their parent request it.

Destination data will be retained by the school for at least three years.

Data retained will be collected, stored and managed in line with the Data Protection Policy.

Emerge school will collect and analyse destination data to assess how well the careers programme is countering stereotypes and raising aspirations. The data will be reviewed by the Senior Leadership

Team and careers leader on a regular basis who can then base further development of the school's career guidance plan on the results and areas of success or failure.

7. PROVIDING TARGETED SUPPORT

The school will work with the LA, children's social care and VSHs to identify pupils who need targeted support or those who are at risk of not participating in post-16 pathways.

Agreements will be made on how these pupils can be referred for support drawn from a range of education and training support services available locally. The school will share the relevant data on these pupils with the LA and local education and training providers where support costs may be required, such as care leavers and pupils who are eligible for FSM.

The school will work in partnership with their commissioning schools and LAs as well as post-16 providers to provide support and advice on transitional pathways into further education or training.

The school will work with Jobcentre plus under their 'Support for Schools' programme.

The school will ensure that pupils understand the programmes available to support them and the financial costs associated with staying in post-16 FE. To support pupils who are likely to need support with post-16 participation costs, such as those with SEND, the school will work with the LA and local post-16 education or training providers to share pupil data and ensure these pupils receive such support.

Pupils will be made aware of the 16-19 Bursary Fund, which has been devised to support those individuals with financial hardship. They will be advised of how to access this funding and who they should speak to in order to find out more information.

8. SUPPORTING PUPILS WITH SEND

Emerge school will ensure that careers guidance is differentiated, appropriate, and based on high aspirations and a personalised approach. The SEND local offer will utilize; annual reviews for a pupil's EHC plan and will be informed by good careers guidance.

The careers leader will work closely with the SEN Lead and other staff to support pupils with understanding different career pathways and how to develop the necessary skills, knowledge, experience and qualifications to succeed and fulfil their potential. The school will work with families of pupils to help them understand what career options are available.

Surveys will be conducted to find out individual pupils' aspirations. The results of the surveys will create careers guidance and experience that will be tailored to pupils needs based on their own aspirations and abilities.

Careers guidance will take account of the full range of relevant education, training and employment opportunities. It will inform pupils about the ways employees with SEND are supported in the workplace, and how jobs can be adapted to fit a person's abilities. Guidance will focus on a pupil's career aspirations and the post-16 options which are most likely to give the pupil a pathway into employment or higher education.

The school will build partnerships with businesses and other employers, employment services, and disability and other voluntary organisations. Pupils will be prepared for encounters with employers and provided with any special support that will allow them to benefit fully from the experience.

Pupils with SEND will have the opportunity to hear from adults with disabilities who have succeeded in their careers as part of the school's successful careers strategy.

When arranging work experience for pupils, the school will work with the employer to determine any additional support that will be needed during the work placement and support with the transition.

9.LINKING CURRICULUM LEARNING TO CAREERS

The school will work to encompass careers education and guidance into subjects across the curriculum. All teachers will be asked to support the career development of young people in their role and through their subject teaching.

Pupils are expected to study the core academic subjects at GCSE, including English, maths, science, history or geography, and a language. Pupils will be informed that if they do not achieve a grade 4 or higher in GCSE maths and English by the end of KS4, they will be required to continue working towards this aim as part of their 16-19 study programme.

The school will ensure that, by the age of 14, every pupil has had the opportunity to learn how various STEM subjects aid their entry into a wide range of careers and enable them to be more effective workers. The same will be applied for every pupil in their chosen subjects by the end of their course of study.

10.ENABLING ENCOUNTERS WITH EMPLOYERS AND ALUMNI

The school will engage with local employers, businesses and professional networks, inviting visiting speakers, particularly alumni with whom pupils can relate to. Every pupil will be exposed to the world of work by the age of 14.

Every year, from the age of 11, pupils will participate in at least one meaningful encounter with an employer; at least one of these encounters will be with a STEM employer or workplace.

These encounters will include:

- Careers events such as careers talks, careers carousels and careers fairs.
- Alumni activities.
- school assemblies on aspirational and inspirational speakers
- Transitions skills workshops such as CV workshops and mock interviews.
- Mentoring and e-mentoring.
- Employers deliver employability workshops.
- Employer encounters with parents/carers.
- Employer involvement in the curriculum.
- Business games and enterprise competitions.

The school will develop strong links with local, regional and national employers across all sectors to help pupils obtain information on and participate in the rollout of T-levels. The careers programme

will have a strong employer focus, allowing pupils to meet with sector representatives and businesses, to gain insights into a range of industries and sectors. Pupils will have the opportunity to meet with individuals from different levels within an organisation and those who have followed a variety of pathways into employment.

11. PROVIDING WORK EXPERIENCE

The school will ensure that all pupils have had at least one first-hand experience of a workplace by the age of 14, supported by school staff.

The school will ensure that, by the time they transition from Emerge to their next phase of education, or before the end of their programme of study every pupil has had the opportunity to access first-hand experience of a workplace.

Where required and appropriate, virtual experiences of the workplace will be used to complement the in-person experience.

The school will encourage pupils to experience a wide variety of workplaces and support them to plan for, reflect upon and learn from these experiences.

Work experience will be designed to meet the needs of individual pupils, with consideration for pupils with SEND. The school will carefully match the placement to each pupil's ability, needs and aspirations. The school will work with the employer to put in place additional support within the work placement for pupils with additional needs, where required and help prepare the pupil for the work placement.

Experiences of the workplace by the time the pupil is aged 14, will include the following:

- Workplace visits.
- Job shadowing.
- Career-related volunteering and social action.

12. ENABLING ENCOUNTERS WITH FURTHER EDUCATION (FE) AND HIGHER EDUCATION (HE)

Emerge school will ensure all pupils understand the requirement to remain in education or training until their 18th birthday and what this requirement means for them. The school will ensure pupils are aware that this does not mean they need to stay in school, and that they may:

- Study full time in a school, college or with a training provider.
- Undertake an apprenticeship, traineeship, or supported internship.
- Work or volunteer 20 hours or more a week, combined with part-time accredited study.

The school will provide pupils with a range of information and opportunities to learn about the academic and technical pathways for education, training, and career paths throughout their school life, to prevent last minute decision-making.

By the age of 14, every pupil will be provided the opportunity to have a meaningful encounter with providers of educational opportunities, including sixth forms, colleges, universities and apprenticeship providers.

Pupils will be encouraged to use information tools, such as websites and apps, which display information about opportunities. Education and training providers will have access to all pupils in Years 8 to 11 for the purpose of informing them about approved technical education qualifications and apprenticeships.

The school will ensure that there are opportunities for providers to visit the school and speak to pupils in Years 8 to 11, by maintaining connections with providers of further education and apprenticeships, and arranging regular visits, presentations and workshops. A range of opportunities for visits from providers offering other options, such as FE will also be provided.

13. PROVIDING PERSONAL GUIDANCE

Careers advice provided by the school will be unbiased and maintain the best interests of individual pupils at all times. The school will not promote careers or progression routes as better or more favourable than others; however, pupils will be advised, where evidence supports it, whether a chosen course has the potential to lead to poor career outcomes.

All pupils will be provided with opportunities for personal guidance and interviews with a qualified careers adviser external to the school.

14. MONITORING AND REVIEW

The Chairman of the Proprietary Board in conjunction with the Senior Leadership Team and careers leader will review this policy on an annual basis.

The Headteacher/Deputy Head will make any necessary changes to this policy and will communicate these to all members of staff.

Achieving Excellence

Appendix 1: Summary of the Gatsby Benchmarks

<p>1.A stable careers programme</p>	<p>Every school and college should have an embedded programme of career education and guidance that is known and understood by pupils, parents/carers, teachers, Chairman of the Proprietary Board and employer</p>	<ul style="list-style-type: none"> - Every school should have a stable, structured careers programme that has explicit backing of the Senior Leadership Team, and has an identified and appropriately trained person responsible for it - The careers programme should be published on the school's website in a way that enables pupils, parents/carers, teachers and employers to access and understand it - The programme should be regularly evaluated with feedback from pupils, parents/carers, teachers and employers as part of the evaluation process
<p>2.Learning from career and labour market information</p>	<p>Each pupil, and their parents/carers, should have access to good quality information about future study options and labour market opportunities. They will need the support of an informed adviser to make best use of available information and to ensure that they fully understand</p>	<ul style="list-style-type: none"> -By the age of 14, all pupils should have accessed and used information about career paths and the labour market to inform their own decisions on study options - Parents/carers should be encouraged to access and use information about labour markets and future study options to inform/ support to their children
<p>3. Addressing the needs of each student</p>	<p>Students have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each student. A school's careers programme should embed Equality and Diversity considerations throughout.</p>	<ul style="list-style-type: none"> -A school's careers programme should actively seek to challenge stereotypical thinking and raise aspirations - Schools should keep systematic records of the individual advice given to each pupil, and subsequent agreed decisions - All pupils should have access to these records to support their career development - Schools should collect and maintain accurate data for each pupil on their education, training or employment destinations
<p>4. Linking curriculum learning to careers</p>	<p>All teachers should link curriculum learning with careers. STEM subject teachers should highlight the relevance of STEM subjects for a wide range of future career</p>	<p>By the age of 14, every pupil should have had the opportunity to learn how the different STEM subjects help people to gain entry to and be more effective workers within a wide range of careers.</p>

	paths	
5. Encounters with employers and employees	Each pupil should have multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace and society. This can include visiting speakers, mentoring and enterprise schemes.	Every year, from age 11, pupils should participate in at least one meaningful encounter with an employer. *A 'meaningful encounter' is one in which the young person has an opportunity to learn about what work is like or what it takes to be successful in the workplace and be able to communicate positively.
6. Experiences of workplaces	Each pupil should have first-hand experiences of the workplace through work visits, work shadowing and/or work experience to help their exploration of career opportunities and expand their networks in order to develop better opportunities	By the age of 16, every pupil should have had at least one experience of a workplace, additional to any part time job they may have - By the age of 18, every pupil should have had one further such experience additional to any part time job they may have
7. Encounters with further and higher education	All pupils should understand the full range of learning opportunities that are available to them. This includes both academic and vocational routes and learning in schools, colleges, universities and in the workplace.	By the age of 16, every pupil should have had a meaningful encounter* with providers of the full range of learning opportunities, including Sixth forms, colleges, universities and apprenticeship providers. This should include the opportunity to meet both staff and pupils - By the age of 18, all pupils who are considering applying for university should have had at least two visits to universities to meet staff and pupils. *A 'meaningful encounter' is one in which the young person has an opportunity to explore what it is like to learn in that environment.
8. Personal guidance	Each pupil should have opportunities for guidance interviews with a careers adviser, who could be internal (a member of school staff) or external, provided they are trained to an appropriate level. These should be available whenever significant study or career choices are being made	- Every pupil should have at least one such interview by the age of 16, and the opportunity for further interviews by the age of 18.

The Career Development Framework

The six learning areas



The Baker Clause: Best practice guidance for schools, providers and learners

Guidance at a glance

This paper has been published in partnership by AELP and ASCL and provides an overview of the Baker Clause, its implications on stakeholders and guidance to support navigation of the further education sector. It is designed to assist schools, providers, young learners and their parents and carers.

This guidance provides further information as follows:

- Section 1** The Baker Clause and what it means for stakeholders
- Section 2** Advice and guidance for schools, parents and carers
- Section 3** Advice and guidance for young people
- Section 4** Further information and Appendix

Appendix 2: Careers Provision

Year 7	Year 8
Baseline careers assessment for the Cre8tive Careers Curriculum	Baseline careers assessment for the Cre8tive Careers Curriculum
National Careers week March 23 Greens Career week	National Careers week March 23 Greens Career week
Enterprise project	Enterprise project
School Careers Fair	School Careers Fair
Assemblies with guest speakers and other YP who have succeeded in their carers	Assemblies with guest speakers and other YP who have succeeded in their carers
1-2-1 diagnostic careers meetings with careers adviser for identified students	1-2-1 or small group diagnostic meeting with careers adviser to support with decision making
Attendance of careers adviser at Parents' Evening	Building on interest within lessons as part of the subject curriculum planning
College/university visits for identified students as part of a transitional phase	College visits
Building on interest within lessons as part of the subject curriculum planning	Assemblies with local colleges/training providers/employers
Student Council	
Student Careers representative	
STEM learning activities	

Date	September 2025
Reviewed By	Danielle Clowes, Andy Gould
Next Review	September 2027
Summary of Changes	<p>First Edition February 2025- Deputy Head Teachers details updated. September 2025 – Headteacher details updated Careers Leader Updated KCSIE reference updated January 2026 – Approved by Headteacher- Sarah Mason</p>

Approved by:



Headteacher:

Date: 06.01.2026