Careers Policy for Whitefield School

November 2026

Reviewed	November 2026

POLICY OVERVIEW

Key Elements

This policy sets out how Whitefield School's careers education, information, advice and guidance provides pupils with the knowledge and skills to make choices to achieve their ambitions and goals for their future pathway.

It also includes the school's provider access statement in section 6, in line with the January 2023 legislation.

Table of Contents

1. Careers Education, Information, Advice and Guidance (CEIAG) 1

Rationale and commitment to Careers Education, Information, Advice and Guidance (CEIAG) 1

1.1.1. Our careers education: 1

Legislation and Policy 2

Trustees 3

2. Curriculum Outline 4

Work Related Learning and Work Experience 6

External Partners 6

3. Careers Information 7

Whitefield School Careers Fair 7

National Careers Service 7

Waltham Forest Local Offer 7

Careers Week 7

Partnerships with Mainstream schools 7

4. Supported Internship Programme – Project SEARCH 8

5. Careers Advice and Guidance 9

Independent and Impartial Careers Information, Advice and Guidance 9

Parent/Carer Involvement 9

6.1.1. Pupil entitlement 6

6.2.1. Procedure 6

1. Careers Education, Information, Advice and Guidance (CEIAG)

Pupils at Whitefield School are taught knowledge, skills and attitudes to become as independent as they can be and to prepare for adulthood. This forms part of each schools' curriculum and the Trust's mission "Enjoyment, Achievement and Wellbeing for all."

1.1. Rationale and commitment to Careers Education, Information, Advice and Guidance (CEIAG)

At Whitefield School, careers education, information, advice and guidance ensure that pupils leave with the right tools and values to help prepare them for adulthood. The school supports pupils to consider their future options, realise their potential and decide how their skills and experiences fit with future employment opportunities. The school prepares pupils for their preferred pathway whether that is to continue with further education, employment, training, supported or independent living independent. We use a person-centred approach with the young person's voice at the heart. We are committed to our strong track record for supporting to shape our pupils' destinations towards full time paid employment and/or supported living or access to our own successful supported internships namely 'Project Search' in partnership with BARTS NHS Trust and DfN Project Search. We keep abreast of education training routes pre- and post-16.

All pupils from Year 7 have access to an independent Careers Advisor. This role aims to inspire and motivate our pupils about the world of work, ensuring ambitious, achievable aspirations are considered for a range of careers available. Our Careers policy is supported by our Provider Access Policy and enhanced by our PSHE policy.

The school participates in local Careers and Enterprise hubs and networking meetings. All pupils have an Education and Health Care Plan to support their special education needs and disabilities and the school works closely with the placing local authority in this context to identify a pupils' goals and future aims. This partnership ensures we can access the services available to support pupils to achieve their goals.

The school shares the belief and ambition that many of our pupils are capable of sustaining meaningful full-time paid employment with the right preparation and support. Whitefield school regularly celebrates and promotes the achievements of our pupils at every possible opportunity, inviting the wider school community and external partners to participate in relevant aspects of the career's curriculum (please see appendix 1 for overview). The school explores all routes with pupils; including apprenticeships, supported internships, further education, employment and social care placements. This is reviewed annually at each pupil's EHCP review.

The school is committed to reducing the number of 16-19-year-olds who are not in education, employment or training (NEETs) by ensuring careers. Our education is ambitious and integral to our curriculum intent and implementation. The overwhelming majority of our pupils remain with us until aged 19 and are then supported onto their next destination.
Our school is highly ambitious for all of our pupils' futures.

1.1.1. Our careers education:

- Is underpinned by evidence-based practice e.g. the National Careers Council objectives and the SEND Gatsby Benchmark Toolkit and is reviewed online termly
- Ensures that all pupils understand the range of career routes open to them and how to access information

- Encourages pupils to think about their aspirations and explore the world of work throughout their early years and primary education
- Is embedded within the early years, primary, secondary and post-16 PSHE curriculum
- Has strong links with local employers e.g. Tesco, Sue Ryder and Co-op
- Helps pupils develop relevant competencies through our Life Skills curriculum so they can transfer their knowledge and skills, be resilient and adaptable within changing sectors and economies e.g. our dedicated life skills teaching provision as well as onsite work experience with Whitefield's EYFS department and the Flourish Learning Trust site services team.
- Works with parents and carers to raise aspiration and awareness about career routes and further education pathways
- Advocates to encourage employers to recognise the business benefits, contribution and capabilities of young people with SEND
- Provides professionally qualified independent career development professionals to provide face-to-face guidance during transition years so that there is a multi-agency approach to job exploration and transition support
- Ensures that all leavers have a planned progression route through robust pathway planning, involving parents, carers and borough representatives in annual reviews
- Integrates career management skills into a broad and balanced curriculum
- Collects and maintain accurate data for each pupil around their education, training and employment destinations
- Creates opportunities for an alumni network and inspiring role models for current students.

1.2. Legislation and Policy

This guidance refers to:

- The Education Act 1997
- The Education and Skills Act 2008
- The School Information (*England) Regulations 2008
- The Department for Education's (DfE's) statutory Careers guidance and access for education and training providers (publishing.service.gov.uk) updated version, January 2023

This policy is also in line with the more recent Skills and Post-16 Act 2022, which came into force on **1 January 2023**. It explains that our school must provide a minimum of **6 encounters** with technical education or training providers to all pupils in years 8 to 13. For more detail on these encounters, see our provider access policy statement, which you can find on our website.

This policy is also in line with the Education (Careers Guidance in Schools) Act 2022. This came into force on 1 September 2022, and amended the existing duty in The Education Act 1997, so that:

- Our school must now secure independent careers guidance from year 7
- As an academy in England, we're now required to provide and publish careers guidance

The above guidance requires that schools publish information about their careers programme on their website. This policy includes this information and shows how our school complies with this requirement.

This policy complies with our funding agreement and articles of association.

We also act in line with our statutory duty under the 'Baker Clause', to be impartial and not show bias towards any route, be that academic or technical. This policy should be read in conjunction with our provider access policy statement, which sets out how our school meets this duty, and can be found on our website.

1.3. Trustees

The statutory duty requires Trustees to ensure that all registered pupils at the school are provided with independent careers guidance from Year 7. However, learning about jobs and the world of work does begin for our pupils as part of the curriculum in early years and primary classes. The Board of Trustees provide a link Trustee to challenge and support leaders' work to use and apply this policy.

Our trustees are regularly updated about our career's education and impact through reports to the Board of Trustees and updates during Trustee school visits, when they meet pupils and staff. The Trust Board has access to the school's improvement planning and self-evaluation. The Trust's strategic planning and reporting, including the Annual Report incorporates information about careers education and our pupils' destinations. Our Trustees approve our Careers policy and updates. They are reminded and aware of their statutory duty to ensure;

- Careers guidance is presented in an impartial manner
- Careers guidance includes information on the range of education or training options, including apprenticeships and other vocational pathways
- Careers guidance given promotes the best interests of the pupils to whom it is given
- They provide clear advice to the school staff on which they can base a strategy for advice and guidance, which is appropriately resourced and meets the school's legal requirements.
- They are informed by the requirements and key principles for good careers guidance set out in the 'Careers guidance and access for education and training providers: Statutory guidance for governing bodies, school leaders and school staff.' Department for Education paper dated January 2018
- They strategically look at destination data and outcomes of teaching and learning specific to CEIAG
- A nominated Trustee will oversee the school's CEIAG.

2. Curriculum Outline

Our careers curriculum begins in Early Years and builds throughout the key stages. Key topics in Early Years and Primary, for example, 'People who help us' and 'Jobs around school', facilitate an early engagement with the concept of work and careers.

Our post-16 curriculum includes a pathway on the World of Work. Class teachers fully support pupils and discuss futures by delivering World of Work lessons which embed inspiration and aspiration, not just advice. This includes broadening students' horizons, challenging stereotypical thinking about the kind of careers which individuals might aspire to. They use appropriate methods to do this which might include group, one-to-one teaching, coaching or mentoring methods. Raising the aspirations of our pupils is a key value we all hold at Learning in Harmony, ensuring the information we provide is current and relevant.

Teachers identify the interests, strengths and motivations of pupils and use these as a basis for planning support.

Some of the education areas covered include;

- Curriculum Vitae (CVs)
- Covering Letters
- Interviews techniques
- Job searches
- Making telephone calls for information and advice
- Attire
- Volunteering and Work Experience
- Online portals
- Career talks
- Role expectations
- Work related skills and knowledge
- Open days/experiences

The school works with local organisations to embed careers in the curriculum, this includes DWP, Aston Group, RIOT Programme and Haven house enterprise programme.

We can also have termly theme for careers - Jobs in Community, Building skills and Business and Enterprise

Careers Programme by Pathway and overview

SEND Careers Programme Overview
Academic Year 2026-27 Whitefield

THE CAREERS & ENTERPRISE COMPANY

Vision Statement
We have high aspirations for our pupils and believe many will go on to achieve employment. Through specialist career guidance, work experience opportunities, and employability skills training, we are committed to doing whatever we can to help our pupils follow their chosen path.

Contact: Sam McCarthy (Careers leader)
Email: sam.mccarthy@lintrust.uk
Telephone: 020 8523 4833

Milestones and Learning Outcomes

Key Stage 3 Yr 7-9

- Develop self-awareness, confidence, and aspirations
- Introduce the concept of work, roles, and community participation

Key Stage 4 Yr 10 - 11

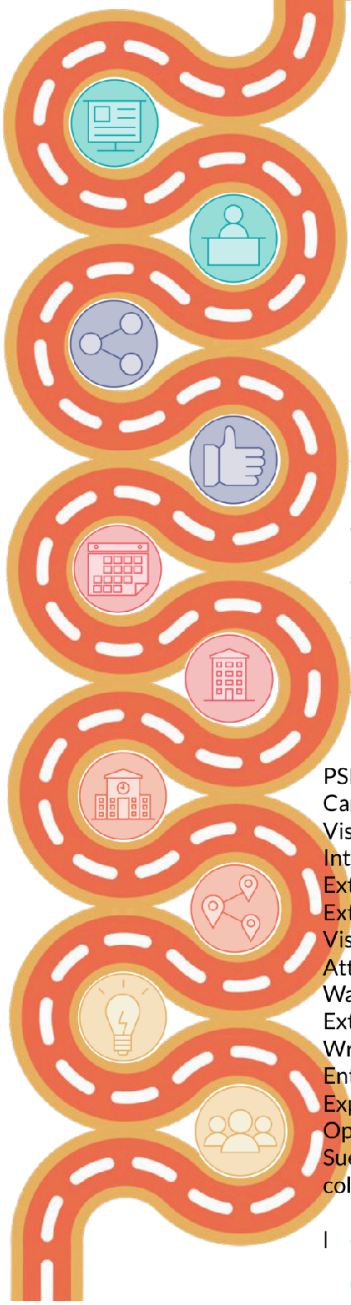
- Explore career pathways and next-step options
- Begin to plan transition routes
- Build independence and employability skills

Key Stage 5 Yr 12 - 14

- Prepare for adulthood and employment
- Increase independence and community participation
- Make informed post-19 choices

Additional Information

- Curriculum links: Careers learning is embedded across PSHE, Life Skills, vocational subjects.
- Employer engagement: Partnerships with local employers and organisations such Organiclea
- Monitoring & evaluation: Student voice, destination data, and Compass+ tracking.
- Responsibility: Careers Lead oversees delivery and review with support from staff and external partners.



Key Events and Experiences

Yr 7-9

PSHE Careers units
Assemblies
Careers Advice 1:1's
Life Skills
Work experience
Visits in local community including Internal Café
Attend In School Career Fairs
In class Workshops including Job role play lessons / Enterprise Activities

Yr 10 – 11

PSHE Careers units
Assemblies
Careers Advice 1:1's
Life Skills
Work experience Opportunities St Louis café
Visits in local community
External SEND Careers for Waltham Forest /External speakers talks Workshops, CV Writing, Mock interview / Enterprise Activities

Yr 12-14

PSHE- Careers units /Assemblies
Careers Advice 1:1's
Visit to Project Search Supported Internships programmes Year 13-14
External SEND Careers for Waltham Forest
External speakers talks. Workshops
Visits in local community
Attend External SEND Careers Fair for Waltham Forest
External speakers talks Workshops, CV Writing, Mock interviews with Employers / Enterprise Activities / Timetabled Work Experience internal and External Opportunities including local Charity Shop Sue Ryder, Work Experience, Visits to local colleges Providers

Inspiring and preparing young people for the world of work.

	Activities	Possible Destinations
Pathway 1	Sensory stories i.e Builder(trying on hard hat vest)	Adult Social Care NELFT Memory Service PMLD,Infinite Oasis Care
Pathway 2	Sensory stories Community visits People in the community uniform vehicles Community visits	Adult Social Care Acorn, Vibrance Autism Specialist
Pathway 3	Sensory stories Community visits Enterprise activities Dream Job/All about me	Adult Social Care Acorn, Vibrance Autism Specialist
Pathway 4	Sensory stories - boxes Community visits ie fire station, leyton orient Enterprise activities Dream Job All about me One to ones - Careers Interview Internal work experience ie school cafe site services, reception Post 14-16 Assembly School Careers Fair One page career profiles	Waltham Forest college - Life Skills/Independence NewCity College St Jons College (Ambitious Autism college Acorn Vibrance
Pathway 5	Employers visit ie firstation,visit joseph clarke cafe,Leyton Orient College visit Careers Fair Work experience internal - Cafe site Services, Reception, Primary,Nursery external -opportunities Cafe/ Charity Shop Enterprise activities - Haven House BTEC workskills Attend Sustainability expo 2027 LASC construction workshops Attend SEND Careers Fair CV/Mock Interview / Application Careers interviews	Waltham Forest College- NewCity College-Horizon Capital City College Big Creative College St John's College (Ambitious Autism) Project Search MencapWest Lea School – Horizon Capital City College Barking and Dagenham college

	One page career profiles	

There are four My Independence programmes, catering for learners working from pre-Entry level to Entry level 3:

- Exploring Aspirations: for learners aged 11–14
- Transforming Aspirations: for learners aged 14–16
- Realising Aspirations: for learners aged 14+
- Supporting Aspirations: for learners with PMLD, all ages as appropriate

My Independence courses have been developed around the four preparing for adulthood pathways:

- Friends, relationships and community
- Employment
- Good health
- Independent living

The programmes are developed to ensure progress is made over the key stages at a personalised pace to each pupil.

2.1. Work Related Learning and Work Experience

Pupils identified as sufficiently independent to be supported in internal and external work experience placements and undertake a real-life supported work experience placement within the local community.

The school has had pupils placed in local charity shops, libraries, cafes and retail shops. This allows pupils to enhance the skills developed within the school environment, develop their employability skills, and move forward to becoming work ready; achieving paid employment, apprenticeships and internships. Pupils are encouraged to reflect on their work experience and keep a learning log.

2.2. External Partners

Whitefield School works with local charities and companies to provide a range of experiences for our Pupils . The Trust is committed to this practice as we find it is more meaningful and moves teaching and learning into the real-world context. Whitefield School welcomes other educational bodies to access registered pupils during the relevant phase of their education for the purpose of informing them about approved technical education qualifications or apprenticeships as outlined in the amendment to the Technical and Further Education Bill, where appropriate. Employers may be able to;

- Volunteer and attend events
- Mentor and give Pupils /staff advice
- Deliver business presentations or workshops
- Provide pupils with a taste of life at work
- Offer mock interviews

3. Careers Information

3.1. Whitefield School Careers Fair

Whitefield School is committed to hosting a Careers and Opportunities Fair every year. We invite local colleges, employers, apprenticeship and supported internship providers to share information with pupils and parents.

3.2. National Careers Service

Young people are encouraged to access the support provided over-the-telephone and online by careers services to 13-18-year olds for information, advice and guidance on learning, training and work opportunities. The website contains over 750 job profiles, and each of them gives you the essential information you need on what the job involves and how to get into it. The site also has a job market information section about the job situation in your local area and you can also talk to an adviser – www.nationalcareersservice.direct.gov.uk. The service offers confidential and impartial advice, supported by qualified careers advisers.

3.3. Waltham Forest Local Offer

Waltham Forest Local Offer supports young people (aged 14 to 25 years), their parents, carers and health and care professionals to find out about the wide range of options available for young adults post-16. It provides the opportunity to talk with service providers and professionals, to ask about further education, preparation for employment, social and leisure activities, individual support and much more.

3.4. Careers Week

The Trust participates annually in National Careers Week each November, which runs throughout the school to inform and raise aspirations amongst our pupils. This is a great opportunity for our pupils to focus on their future whilst engaging with a range of organisations and training providers.

4. Supported Internship Programme – Project SEARCH

Supported Internships are aimed at pupils that have an Educational Health and Care Plan. Project SEARCH is a supported internship programme the Trust provides for young people with learning disabilities and/or those on the autistic spectrum. It is a unique business led, one-year education to work programme that takes place entirely in the workplace.

Our Project SEARCH supported internship programmes are run in partnership between our host employer (BARTS Health NHS Trust), education establishments (Flourish Learning Trust and local schools/colleges) and supported employment services. It offers total workplace immersion, facilitates a seamless combination of employability skills introduction, career exploration and hands-on training through a series of job rotations within the host business.

Project SEARCH runs five days a week, for a full academic year. Typically, interns complete three work placements between 10 – 12 weeks in length. Interns learn to travel independently to the workplace, follow the BARTS Health NHS Trust induction, undertake new employee checks, Occupational Health guidelines as well as work to the Trusts visions, values and behaviours. Our pupils have successfully been employed as Pathology Medical Laboratory Assistants, Ward Supports, Healthcare Assistants, Ward Hosts, Endoscopy Technicians, Medical Records Clerks, Porters, Medical Engineering Assistants, Stores Operatives, Pharmacy Assistants, X-Ray Imaging Assistants, Receptionists, Ward Clerks and much more.

Our Trust (Learning In Harmony Trust) delivers two programmes with 26 interns across Whipps Cross and St Bartholomew's Hospitals.

5. Careers Advice and Guidance

5.1. Independent and Impartial Careers Information, Advice and Guidance

Whitefield School fulfils its Statutory Duty to secure access to independent, impartial careers guidance for pupils, by working with a suitably qualified careers advisor experienced at providing careers advice to pupils with special education needs and disabilities. We understand that it is crucial for young people to have high-quality and impartial information and guidance to get the most out of their learning, to enable successful progression from one stage to another and to inform the important choices that young people make for future career aspirations.

Parents, teachers and pupils can request a career appointment at any time, when they think it would benefit transition, progression or pathway planning. The Careers Advisor will draw on the SEND local offer published by the local authority.

The service we buy in is external to the school ensuring impartiality, ensuring no bias or favouritism towards a particular education, training or profession. This is provided face-to-face and over the phone and includes all of the education, training and employment opportunities on offer, and signposted to study programmes that will support pupils transition into paid employment. This advice includes information regarding supported internships for young people with EHCPs, traineeships, apprenticeships and qualifications that will enable young people to study at higher education, where appropriate. We ensure that parents are part of this process to ensure a collaborative approach.

Pupils are also given advice and guidance from staff members who have known them for a long time, helping pupils to explore their options. This may be during PCRs and World of Work lessons.

5.2. Parent/Carer Involvement

The Trust works in partnership with parents/carers, care providers and other agencies to ensure that pupils are supported holistically in their onset development. We do this by the use of home-school books, newsletters, parents' evenings, coffee mornings, Twitter, school website, events and annual reviews. We share course information, open days and careers fairs to help inform the decision-making process. Useful website links are also available on our school website: www.whitefieldschool.org.uk

Whitefield School makes parents/carers aware of events which will enrich, enhance and add to the curriculum offered at Flourish Learning Trust, including open days, activities and events. The Trust reminds parents/carers that at Flourish Learning Trust we promote gender-neutral careers and request that parents/carers do the same. The Trust encourages parents with personal budgets to use this to access activities that promote greater independence and to learn important life skills which are transferrable to the world of work. A young person's life inside and outside school needs to include opportunities that enhance their personal development and the chance to explore activities that extend their interests. We highlight these wider opportunities and encourage pupils to participate. We initially start the discussions about life after school from Year 8. During annual PCRs we complete Pathway Plans; exploring options for the future of the student.

5.3. Raising the Participation Age (RPA) The law requires all young people in England to continue in education or training until at least their 18th birthday. RPA is not quite the same as the school leaving age as it doesn't mean young people have to stay on at school as young people have the option to choose alternative education and training routes. The majority of our pupils stay with us into Post 16 and then transition into social care, further education or a supported internship.

Provider Access Statement

For full details, please see ourProvider Access Statement on the Careers section of our website.

6.1. Introduction

This section sets out the school's arrangements for managing the access of providers to pupils at the school for the purpose of giving them information about the provider's education or training offer. This complies with the school's legal obligations under Section 42B of the Education Act 1997.

6.1.1. Pupil entitlement

All pupils in years 7-14 are entitled to:

- Find out about technical education qualifications and apprenticeships opportunities, as part of a careers programme which provides information on the full range of education and training options available at each transition point;
- Hear from a range of local providers about the opportunities they offer, including technical education and apprenticeships – through options events, assemblies and group discussions and taster events;
- Understand how to make applications for the full range of academic and technical courses.

6.2. Management of provider access requests

6.2.1. Procedure

Please see the Provider Access Policy statement for further information.

A provider wishing to request access should contact Whitefield Schools careers leader, Sam McCarthy via email sam.mccarthy@lihtrust.uk or on 02085313426

6.3. Opportunities for access

A number of events, integrated into the school's careers programme, will offer providers an opportunity to come into school to speak to pupils and/or their parents/carers such as:

- Annual Careers Fair
- Assemblies
- Work place visits and experiences
- Presentations to pupils and families

Providers are encouraged to leave a copy of their prospectus or other relevant course literature with the Careers Leader who will make this accessible to learners, parents and staff.