



HIDELOW GRANGE SCHOOL

Education Policy

Careers Policy

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Date approved:	September 2026
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Policy approver (CareTech):	Jo Dunn, Compliance, Regulation and Quality Director
Version:	001
Last reviewed:	February 2026
Next review due:	February 2029

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1. Local school profile

Hidelow Grange School is an independent SEMH day school in Acton Beauchamp, Herefordshire, educating pupils aged 7–16 with social, emotional and mental health needs. The school operates under CareTech Community Services Ltd and is inspected by Ofsted. Many pupils are looked-after children with complex histories of educational disruption. Our careers programme is designed to be ambitious, motivating and trauma-responsive, building confidence, self-belief and practical skills so that pupils can aspire to and achieve positive futures. The school's values — Reflect, Believe, Develop, Achieve — are woven into all aspects of careers education.

2. Purpose

Hidelow Grange School is committed to delivering an ambitious, equitable and fully compliant careers provision that:

- Prepares pupils for successful progression into education, employment or training
- Ensures pupils understand all routes, including academic, technical, vocational and apprenticeships

- Provides independent, impartial guidance that acts in the best interests of each pupil
- Embeds careers learning progressively across all year groups

Careers education, information, advice and guidance (CEIAG) is an essential part of the support we offer at Hidelow Grange School. Effective careers support helps young people prepare for the opportunities, responsibilities and experiences of life. It helps them make decisions and manage transitions as learners and future workers. As options become more varied and complex, it is vital that we support pupils to develop the knowledge and skills they need to make informed choices.

3. Scope

This policy applies across all education functions at Hidelow Grange School. It establishes the standards and expectations that must be followed consistently. The school follows the England statutory and regulatory framework for careers, as set out in Appendix A.

4. Legal and regulatory context

Hidelow Grange School is governed by the statutory duties, safeguarding requirements and inspection arrangements applicable to independent schools in England. The standards in this policy are implemented in line with the legal and regulatory framework set out in Appendix A.

5. Universal operation framework

5.1 Programme aims

Our careers programme aims to:

- Equip pupils with career management and decision-making skills
- Broaden horizons and challenge stereotypes
- Provide exposure to employers, training providers, and further and higher education
- Embed career-related learning into curriculum subjects
- Support pupils with SEND and those facing disadvantage

5.2 Programme design

The programme:

- Encourages pupils to be ambitious, broaden their horizons and explore their own career aspirations
- Ensures readiness for each pupil's next step in learning or work
- Allows pupils to plan their progression routes
- Helps pupils understand the changing world of work
- Facilitates meaningful encounters with employers for all pupils
- Supports positive transitions when pupils leave us
- Enables pupils to develop research skills to find out about opportunities
- Helps pupils develop the skills, attitudes and qualities to make a successful transition into the world of work
- Encourages participation in continued learning, including further and higher education and apprenticeships
- Supports inclusion, challenges stereotyping and promotes equality of opportunity
- Contributes to strategies for raising achievement, particularly by increasing motivation

5.3 Pupil entitlement

All pupils are entitled to be fully involved in an effective careers programme and to take an active role in their own career development. During their time at Hidelow Grange School, all pupils can expect:

- The support they need to make the right choices across all year groups
- Access to up-to-date and unbiased information on future learning and training, careers and labour market information
- Support to develop the self-awareness and career management skills needed for their future
- Career learning linking to accredited qualifications, the world of work and the skills needed for the future
- Structured, meaningful encounters with representatives from the world of work, through work experience where risk assessment allows, activities, assemblies, career talks, projects and visits
- Access to information about a range of education and training providers, including colleges, universities and apprenticeship organisations
- The opportunity to relate what they learn in lessons to their life and career beyond education
- The opportunity to talk through career and educational choices with staff including tutors
- Access to one-to-one guidance with a trained, impartial, independent careers adviser
- Parents, carers and social workers (where appropriate and at the direction of any allocated social worker) to be informed of their progress and provided with information to support career planning and decision-making
- The opportunity to give their views on the service they have received

5.4 Delivery of the careers programme

- Careers learning is planned progressively across all year groups
- Cross-curricular links are embedded where appropriate
- The school follows the statutory and regulatory frameworks for England (see Appendix A)
- Careers learning supports personal development, independence and transition readiness

5.5 Careers Lead

The school appoints a named Careers Lead, responsible for:

- Meeting all statutory duties (see Appendix A)
- Implementing and quality-assuring the careers programme
- Maintaining accurate records of encounters, experiences and guidance
- Tracking compliance with relevant national careers frameworks
- Overseeing provider access and publishing required information

Careers Lead: this role sits with the Headteacher (B. Neasom) until a specialist member of staff is appointed. The Employability Tutor supports day-to-day delivery.

5.6 Careers programme by year group

Key Stage 2 and Year 7 — Exploring the world of work

Lessons introduce pupils to what work is, how different jobs work, salary and budgeting basics, how to find out about careers, and the skills needed for different kinds of work. Pupils begin to develop self-awareness and understand that there are many pathways to success.

By the end of Year 7, all pupils will have had the opportunity to:

- Be introduced to career resources to help them understand their preferences and options
- Begin to develop self-awareness and personal skills
- Hear from or talk to representatives from the world of work

Years 8 and 9 — Developing awareness and skills

Lessons explore different job sectors, the skills employers value, routes into different careers, understanding stereotyping and challenging limiting beliefs. Pupils begin to plan their curriculum choices.

By the end of Year 9, all pupils will have had the opportunity to:

- Develop self-awareness and begin to explore career interests
- Hear from employers and encounter a range of careers through assemblies, talks and visits
- Receive support to make informed curriculum choices
- Engage in initial work experience opportunities where risk assessment allows

Year 10 — Work experience and skills for the workplace

Lessons include preparing for work experience placements; CVs, applications and interview technique; and understanding post-16 options.

By the end of Year 10, all pupils will have had the opportunity to:

- Develop career management skills, including writing a CV and preparing for interview
- Engage in work experience, building towards weekly sessions where risk assessment allows
- Be interviewed by someone from the world of work
- Learn about the different post-16 pathways

Year 11 — Post-16 applications and transitions

Pupils learn how to write personal statements for post-16 applications, attend group sessions on post-16 pathways, and receive support to apply for their next steps. Regular work experience continues.

By the end of Year 11, all pupils will have had the opportunity to:

- Use a range of information sources to explore post-16 options
- Attend events where they can speak to employers, colleges, training providers and universities
- Apply for post-16 options, with support for back-up plans as necessary
- Have at least one meeting with a careers adviser
- Gain regular work experience

5.7 Career guidance meetings

- All pupils from Year 9 onwards have at least one appointment with an independent careers adviser
- Pupils complete a careers questionnaire in Year 10 to inform guidance
- Additional guidance sessions are available to any pupil at any year group on request

5.8 Career information

Career information is available through the Employability Tutor, a careers library and relevant displays and assemblies. The careers library includes university and college prospectuses, career guides, apprenticeship and employer information, and guides on job search. Online resources include Fast Tomato and a curated selection of reliable websites maintained by the Careers Lead.

5.9 Independent careers guidance duty

Hidelow Grange School provides:

- Independent careers guidance for all pupils from Year 7 through to Year 11
- Guidance that is impartial and presents all pathways without bias
- Information covering T Levels, apprenticeships, traineeships, FE and HE pathways, and technical qualifications

6. Events for corporate parents, carers and social workers

Social workers, house managers, parents, carers and those with parental responsibilities are invited into school to discuss pupil progress. Carers form part of the Personal Education Plan (PEP) meetings held termly. Whole-school targets are shared with all staff to encourage pupils to achieve their goals. Careers progress is reported at PEP meetings for all looked-after pupils.

7. Assessment and recording

Teachers assess careers work through formative assessments in class that match daily, medium-term and long-term planning. Short-term assessments support teachers in adjusting plans. Medium-term assessments measure progress against key objectives. Long-term assessments evaluate overall progress against school and national targets.

Each half term, SMART targets specific to each pupil are created to support focused development and to address gaps in progress. Targets are tracked as work is completed, with trackers maintained in teacher folders and displayed in the classroom so pupils can visualise their progress.

8. External providers

A range of external providers are invited into school to support the careers programme. These may include local colleges, universities, training providers, apprenticeship organisations, employers and project staff. All external providers are vetted for suitability in accordance with the school's safeguarding policy and safer recruitment procedures. The school follows the statutory Provider Access Policy for England.

9. Cross-curricular links

English

Careers links with English through writing CVs, letters and job applications, developing skills in spelling, punctuation and proofreading.

Mathematics

Careers uses mathematics through budgeting, exploring how to manage money, understanding personal finance, wages, tax and National Insurance.

PSHE

Planned activities encourage pupils to work together, respect each other's views and develop communication skills. Lifestyle choices, money, health and safety, and personal wellbeing are linked to both personal and working life.

10. Fundamental British Values

Fundamental British Values — democracy, the rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs — are taught throughout all aspects of education at Hidelow Grange School and are woven throughout the careers programme. Pupils are taught to explore and develop their own moral values and how they engage with society. Respect for others and their opinions is encouraged in lessons and across school life.

1. Management and staffing

The Careers Lead takes strategic lead and direction for careers work in the school, working under the direction of the Headteacher. The Employability Tutor supports day-to-day programme delivery.

2. SMSC: Spiritual, Moral, Social and Cultural Development

The teaching of careers supports the social development of pupils through collaborative working, discussion of ideas and mutual respect. The school takes into account the spiritual needs and

cultural awareness of its pupils when exploring different job sectors, encouraging pupils to attend careers fairs and exploring the full variety of pathways available to them.

13. Personal, Social, Health Education (PSHE)

Careers contributes to PSHE by developing communication and social skills, encouraging independent study and supporting pupils to become increasingly responsible for their own learning. Group discussions on topical issues, work on safety, health, money management and lifestyle choices all connect to the world of work. Pupils meet visitors from the local community and discuss how careers learning applies to their lives.

14. Equality and diversity

All discussions are open and encourage pupils to express their own views. Pupils develop an understanding that every individual is different and that all opinions matter. Deliberate discrimination and racism are not tolerated and are dealt with in accordance with school policy. Inappropriate behaviour is challenged and addressed. Teachers continually challenge and develop pupils' knowledge and understanding whilst listening to their views.

15. SEND, inclusion and vulnerable learners

Pupils with SEND have tailored interventions in place to ensure equal access. Resources to support sensory needs are available, including fidget tools and sound-cancelling headphones where appropriate. Pupils with EHCPs have specific needs tracked across:

- Communication and Interaction
- Social, Emotional and Mental Health
- Cognition and Learning
- Sensory and Physical

The school provides personalised careers support for:

- Pupils with SEND, including those with EHCPs up to age 25
- Pupils who are looked-after or care leavers
- Pupils facing disadvantage or at risk of becoming NEET

Careers guidance for pupils with EHCPs is aligned with EHCP outcomes and transition plans.

16. Reading

Pupils are encouraged to read aloud from worksheets, books and other materials. Career information is used as reading material, including research tasks that require pupils to find out about qualifications needed for different careers. The school follows its reading strategy across all curriculum areas, including careers.

17. Positive behaviour and reward

Hidelow Grange School has a reward points scheme to monitor behaviour and encourage pupils to succeed in attitude to learning, attendance, punctuality, engagement and overall conduct. Pupils take responsibility for their own reward tracking, building habits of independence that will serve them in the wider world of work. This includes both lesson and non-lesson points, encouraging pupils to engage positively across school life.

18. Safeguarding and health and safety

The safety of pupils and staff is a priority at all times. The school follows its Health and Safety Policy across all aspects of careers delivery. All sharps and equipment are stored appropriately

and signed in and out as required. Pupils are taught how to work safely with any required equipment.

All external provider interactions are subject to:

- School safeguarding procedures
- Supervision and risk assessment
- Safer recruitment and visitor protocols

19. Staff development

Teachers and tutors are introduced to the concepts, goals and programme for CEIAG. CPD is updated regularly. During staff meetings, training needs are reviewed and new training opportunities are shared.

20. Resources

Hidelow Grange School is committed to providing the resources necessary for an effective careers programme, including adequate staffing, staff training and high-quality resources for pupils.

21. Employer links

Links with employers, businesses and external agencies continue to develop through community connections. Pupils have the opportunity to undertake work experience in sectors that interest them, volunteer in the local community and engage with fundraising activities. Guest speakers from a range of industries and backgrounds come into school to discuss their roles, answer questions and raise aspirations.

22. Equal opportunities

Hidelow Grange School is committed to promoting equal opportunities, challenging stereotypes and addressing limiting beliefs. All pupils can access advice and guidance tailored to their individual needs, with support to explore options that suit their preferences, skills and strengths. Role models including local business people are brought in to raise aspirations. There is no limit placed on how many times a pupil may see a careers adviser.

23. Destinations tracking

Hidelow Grange School tracks:

- Pupil aspirations
- Intended destinations
- Actual destinations upon leaving
- Sustained destinations at 3 and 6 months

Destinations data is reviewed by the Headteacher and reported to the governing body and proprietor.

24. Monitoring and evaluation

When monitoring the success of the careers programme, the school considers formal and informal measures, qualitative and quantitative data, and hard and soft outcomes for pupils. Careers work is evaluated through:

- Pupil feedback on their experience of the careers programme [learner survey]
- Staff feedback on careers lessons and mock interview activities
- Informal feedback from external partners, parents, carers and social workers
- Quality assurance of careers lessons as part of the school's lesson observation programme

- Pupil destination figures post-16
- Tracking compliance with the statutory careers framework for England

Evaluations inform improvement planning each term.

25. Impact

Through a positive and engaging careers curriculum, pupils at Hidelow Grange School progress through their individual learning journey academically and holistically. We know the programme is working when pupils are engaged, attending, completing qualifications, and transitioning positively to further education, training or employment. Skills gained in careers support social skills, communication and aspiration across the whole curriculum. Each pupil's progress from their individual starting point demonstrates the positive impact of effective careers teaching.

26. Equality impact statement

This policy has been developed to promote equality, safeguard individuals' rights, and ensure fair and inclusive practice. The potential impact on pupils, families and staff with protected characteristics has been considered in line with the Equality Act 2010. No negative impacts have been identified. Staff must apply this policy with sensitivity to individual need and make reasonable adjustments to ensure equitable access, safety, wellbeing and participation for every pupil.

Review and ownership

This policy will be monitored on an ongoing basis through the school's governance and quality assurance systems. A formal review will be undertaken no later than three years from the date of approval, or sooner if changes in legislation or operational requirements necessitate it.

This policy was approved by Jo Dunn (Compliance, Regulation and Quality Director, CareTech) in February 2026. It was adopted and locally adapted for Hidelow Grange School in June 2026 by B. Neasom (Headteacher).

Next review: February 2029.

Appendix A — Legal and regulatory framework (England)

Education Act 1997, Sections 42A, 42B, 45, 45A	Requires schools to secure independent, impartial careers guidance for all registered pupils, including information on 16–18 education, apprenticeships and technical pathways.
Education (Careers Guidance in Schools) Act 2022	Extends the duty to provide independent careers guidance to all pupils in Years 7–13, including independent and alternative provision schools.
Skills and Post-16 Education Act 2022 (Provider Access Legislation)	Requires a minimum of six mandatory provider encounters across KS3–KS5: two encounters in Years 8–9, two in Years 10–11, and two available in Years 12–13. The school must publish and follow a Provider Access Policy.
School Information (England) Regulations 2008	Requires schools to publish details of their careers programme, including a policy statement, provider access policy and Careers Lead contact details.
DfE Careers Guidance and Provider Access (updated May 2025)	Defines statutory expectations on CEIAG delivery, impartiality, encounters with providers, publishing careers information and inspection and accountability.
Gatsby Benchmarks of Good Career Guidance	Referenced throughout DfE statutory guidance as the national model for good practice. The school works towards embedding all eight Gatsby Benchmarks.
Compass+ (Careers and Enterprise Company)	Required for schools to self-evaluate Gatsby compliance and report to governing bodies.
Ofsted Education Inspection Framework (EIF) 2025	Evaluates personal development including careers, quality of education, behaviour and attitudes, and leadership and management. Careers compliance is directly linked to Ofsted outcomes.
Equality Act 2010	Requires reasonable adjustments so pupils with SEND are not disadvantaged in accessing careers provision. Careers guidance is adapted to individual need.
SEND Code of Practice 0–25 (updated 2024)	Requires careers guidance for pupils with EHCPs to be aligned to EHCP outcomes and transition planning.