



Tor View
School



Careers Education and Guidance

January 2026

Rationale

Tor View School is committed to ensuring all pupils Belong, Achieve, and Thrive as they prepare for adult life. Careers Education and Guidance (CEG) plays a central role in this mission by helping pupils feel a sense of belonging within their school and wider community, supporting them to achieve personal goals, and enabling them to thrive in future pathways.

Careers Education and Guidance:

“Provides a means of developing individuals’ knowledge, understanding and experience of opportunities in education, training and employment and the skills necessary to make informed decisions.”

This procedure aligns with our Preparation for Adulthood (PfA) curriculum and supports every pupil to find pathways where they can Belong, Achieve, and Thrive beyond Tor View.

Aims

Through a planned, inclusive and aspirational Careers Education and Guidance programme, Tor View School aims to ensure that all pupils:

- Belong – feel valued, included, and supported in exploring future aspirations
- Achieve – gain the knowledge, skills and experiences needed for adulthood
- Thrive – pursue fulfilling and meaningful future destinations that build long-term wellbeing

The programme aims to help pupils develop confidence, self-awareness, motivation and independence, ensuring they are equipped to Achieve and Thrive throughout transitions and adult life.

Curriculum Implementation:

Careers Education and Guidance is embedded across the PSHE and Preparation for Adulthood curriculum, supporting pupils to Belong, Achieve and Thrive through:

- Personalised learning experiences
- Pathway-specific content for pre/informal, semi-formal and formal learners
- Opportunities across community participation, independent living, and employment
- Experiences that help pupils feel part of their community and future workplaces

Pathway Alignment:

Pre/Informal Pathway

- Activities that build confidence and help pupils Belong in their class, school and community
- Early skills development enabling pupils to Achieve at their own pace
- Structured experiences that help pupils Thrive through success, familiarity and engagement

Semi-Formal Pathway

- Supported work-related learning that helps pupils Belong within group activities

- and wider environments
- Practical learning that enables them to Achieve independence and work-related skills
- Community participation where they can Thrive socially and personally

Formal Pathway

- College links, work experience and vocational profiling that foster a sense of Belonging in adult settings
- Academic and vocational progress helping pupils Achieve long-term goals
- Preparation for employment or further training ensuring pupils Thrive in their next steps

Work Experience Opportunities:

Work experience is designed to help pupils:

- Belong: feel connected to real workplaces, staff teams and community roles
- Achieve: develop employability skills through meaningful tasks
- Thrive: pursue areas of interest and experience success in real-world contexts

Opportunities include:

On-site Work Experience

Classroom helper roles, café simulation, gardening, office duties — all designed to build belonging and achievement in a safe, supportive environment.

Off-site Work Experience

For learners ready to engage with community placements, these experiences allow pupils to step into adult environments where they can Thrive and build future aspirations.

Enterprise Opportunities

Enterprise projects allow pupils to Achieve practical skills, belong through teamwork, and thrive by seeing the tangible outcomes of their efforts.

Development and Delivery:

Careers Education and Guidance will be:

- Person-centred so every pupil feels they Belong
- Aspirational and skill-building so all pupils can Achieve
- Empowering and supportive so every learner can Thrive

All teaching staff, external partners and families contribute to ensuring each pupil's pathway is meaningful and rooted in their strengths and aspirations.

Entitlement – What All Pupils Can Expect:

All pupils will be supported to:

- Belong through inclusive opportunities, positive relationships and community engagement
- Achieve by developing skills for their future and contributing to their progression plan

- Thrive by accessing unbiased guidance, personalised support and meaningful experiences

This includes:

- Access to independent personalised advice
- Regular transition planning
- Opportunities for real-world learning
- Progressive skill development
- Access to FE links, employer encounters and work experience

Gatsby Benchmark:

The DfE Careers strategy sets out that schools should use the Gatsby Benchmarks to develop and improve their careers provision. We are currently using the “Compass” self-evaluation tool to assess and further develop our careers programme. Our current Careers Programme includes:

1. A stable careers programme:	<ul style="list-style-type: none"> • Onsite (classroom and school) based Work experiences • Offsite work experiences • Independent living skills • Travel training opportunities • Volunteering • Careers/jobs workshops • Further education visits • Visits from/to professionals working in the community
2. Learning from career and labour market information:	<ul style="list-style-type: none"> • CSW support with career and labour market information (where appropriate). • Parents communication and transitions meetings • EHCP reviews to provide pupils and families with advice and information
3. Addressing the needs of each student:	<ul style="list-style-type: none"> • Travel training opportunities • Where appropriate aspirations discussed as part of EHCP reviews and as part of “all about me” presentation. • Next Steps transitions meetings – information for pupils/parents/carers about future pathways • CSW and SENDIASS individual action plans (Years 9-14) • Where appropriate 1-1 support with CV writing, college/job/apprenticeship applications • Transition support from social care/ health professionals and other agencies involved with the young person
4. Linking curriculum learning to careers:	<ul style="list-style-type: none"> • NCFE- Functional skills accreditation • Computing/ICT learning about digital footprint and safety online and communication for the workplace • Enterprise activities- including raising money for charity events both nationally and locally • Skills Builder- developing skills in- team building, negotiation, decision making, communication skills, planning, research and making choices • My self/communication/thinking- encompasses – making choices, listening to others, professional relationships, personal qualities, presenting information.
5. Encounters with employers and employees:	<ul style="list-style-type: none"> • Links with local employers- supporting work placements • Community visits to (fire service/police) • Opportunities to visit careers event locally • Parents evening – advice and support next steps and

	careers information
6. Experience of workplace:	<ul style="list-style-type: none"> • Visits to workplaces, volunteering and work shadowing • Education from home and within the community supporting independence • Visits to theatres, supermarkets, cafes, universities, museums, libraries, sports centres • Links with local charity organisations for work placement • In housework working opportunities/volunteering
7. Encounters with further and higher education:	<ul style="list-style-type: none"> • Links with pathway specific F.E providers • KS4&5 pupils create a “all about me” presentation/passport • Visit to local colleges and universities to encounter what is available- supporting next steps • Local college open days and local offer events advertised to all staff and parent’s • Taster sessions offered before and during the transition period
8. Personal guidance:	<ul style="list-style-type: none"> • CSM and SENDIASS advisor spends time in school getting to know all pupils and work increases on a 1-1 level closer to transition review

How we measure and assess the impact of our Careers programme

- Progress measured through use of Goals, appropriate accreditation - formalised assessment frameworks (Earwig)
- Teacher feedback and annotation on Earwig evidence
- Pupil voice, through feedback sessions with teaching groups and completing the work experience placement books
- Vocational work profiles
- Planning and recording of achievement for work related learning activities
- Reports from 1-1 meetings with CSM and SENDIASS personal advisor
- Parent feedback is welcomed- for example at Parents afternoons, transition events and through parental feedback requested for Annual Reviews
- Compass framework

Links to Other Policies and Procedures:

This procedure sits within a wider context including:

- Curriculum Policy
- Teaching and Learning Policy
- SEN Policy
- Preparation for Adulthood curriculum
- Careers Curriculum Map 2025
- Gatsby Benchmark Self-Assessment

Lydia Gannon

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