

# Newton Bridge Academy Careers (Work Related Learning) Policy

## September 2025



## Careers (Work Related Learning) Policy

### Introduction

There is a statutory requirement for schools to provide a broad and balanced curriculum which prepares pupils for the opportunities, responsibilities and experiences of adult life.

The government published a new careers strategy in December 2017 (Reviewed November 2024) and statutory guidance for school leavers in January 2018. This is supported by the 'Careers guidance and access to education and training providers' guidance (May 2025). The plan is to build high quality careers education to help young people to achieve to the best of their ability. The Gatsby benchmarks were introduced to:

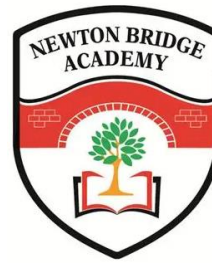
- Ensure schools delivers an aspirational careers curriculum that meets the needs of their students
- Ensure students, parents and stakeholders have information on the local labour markets
- Ensure students have encounters with employers in a range of contexts
- Ensure students have opportunities in a workplace environment
- Ensure students have independent careers advice

In addition, the Provider Access Legislation was added to ensures all school and colleges included technical qualification options to ensure all students had a fair choice of courses.

The 2011 Education act places schools under a duty to secure access to independent careers advice and guidance in years 8-13. This is also a requirement to meet Gatsby Benchmark 8.

Careers guidance must be:

- Presented in an impartial manner.
- Include information on the full range of Post 16/18 education or training options including apprenticeships and traineeships.
- Promote the best interests of pupils to whom it is given.
- Available to all students where it is deemed appropriate
- Information from these meeting should be shared with parents and carers



## **Intent**

Newton Bridge Academy is committed to maximising the benefits for every pupil in the development of the whole school approach to careers and work-related learning. We recognise the importance for all pupils. However, where appropriate, for some pupils personalised learning will require a greater focus to work related learning.

Newton Bridge Academy's careers curriculum is based around the Gatsby benchmarks with a clear focus on preparing for adulthood.

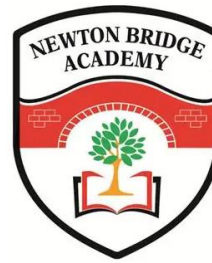
We aim to make an important contribution in the education of all pupils in order to make an effective transition from school to adulthood and employment. Our school website and social media page will showcase the opportunities provided for our students and used as a teaching tool in the classroom.

## **Implementation**

At Newton Bridge Academy, the curriculum is based around the skills needed to become as independent as possible and to develop a variety of skills needed to prepare them for adulthood, develop a sense of responsibility and become prepared for the working world. Newton Bridge Academy will prepare students to become an active member of the community. The skills within our career's curriculum have been embedded across the long term maps to ensure the activities are meaningful and have a clear purpose for the students. Wherever possible, these include an employer encounter to enrich the learning, which could include visitors in school and workplace visits.

In order to develop these skills, we incorporate a variety of different activities and opportunities for our students, parents and stakeholders, where appropriate:

- A variety of vocational subjects in the 14-18 department
- Access to careers information, education and guidance both from staff and an independent careers advisor
- A careers library with information on jobs, colleges etc.
- The school library promoting equality and values relating to preparing for adulthood.
- Support and guidance from the Careers Leader and Work Experience Teaching Assistant
- Work experience (face to face and virtual), where appropriate, internal, external and group
- Visits to places of work and visitors promoting different jobs in school.
- Problem solving and work activities.



- Internal school related activities eg, milk monitor, registers, library monitors etc.
- Enterprise activities.
- Visits to internal and external careers fairs.
- Visits to colleges and activity-based providers.
- Annual EHCP reviews, with an emphasis on including Preparing for adulthood targets from Y9 and where possible, are attended by transition social workers at Y13
- Development of vocational profiling, CV writing, interview skills, forms filling, job searches, college prospectus.
- Delivery of careers skills embedded in subjects across the curriculum
- Volunteering.
- Mentoring roles.
- Student council.
- Organisation of charity events, themed weeks
- Residential field study trips
- Duke of Edinburgh

It is important that there is a range of high-quality opportunities to enhance the curriculum and develop awareness to promote understanding of work, industry, economy and community.

Throughout school, pupils are encouraged to think about themselves as an individual and think about how others may see them and the positive impact they can make in their local community.

Pupils are encouraged to be familiar with routines and procedures such as punctuality, rules and taking pride in their appearance through all aspects.

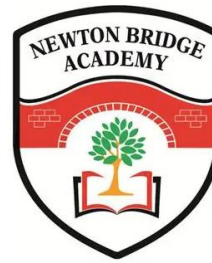
The embedded careers curriculum has been written to meet the needs of all our students across all our pathways. The learning strands include:

we are good at/personal strengths

- Jobs people do/preparation for adulthood
- Rules and laws/diversity, rights and responsibilities
- Taking care of the environment
- Money/managing finances
- Belonging to a community
- Skills for learning

### **Accreditation**

Our formal Y9 students (where appropriate) follow the Entry level Science curriculum and Entry level Functional Skills in English in Maths.



In Key Stage 4, the students on the formal pathway, continue with Entry Level qualifications in English, Maths, Science, Humanities and Computing. They will also get the opportunity to complete ASDAN Life Skills challenges and Arts Awards through their weekly enrichment sessions.

In Key Stage 4, the students on the semi-formal and informal pathway follow the ASDAN My Independence qualification at the 'Realising Aspirations' (semi-formal) 'Supporting Aspirations' (informal) levels.

In Post 16 ASDAN's PSD courses are followed to support the diverse curriculum, ASDAN Life Skills and Arts Awards qualifications are completed for Maths, English and vocational subjects (Horticulture, Hospitality, outdoor education and creative arts).

### **Education Health Care Plans**

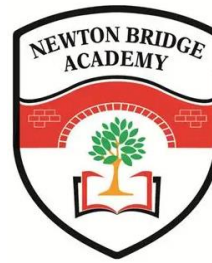
All pupils who attend Newton Bridge Academy have an Education Health Care Plan and every year they have an annual review. From Year 9 there is a clear focus of preparing for adulthood, including starting to look at work experience (where appropriate) Transition options for P16/P18 (including college, day service, preparation for adulthood referrals, etc).

### **Work experience**

The statutory guidance (May 2025) states that students should access 2 weeks work experience during their school career. Throughout school pupils have access to work experience such as jobs around school and related aspects of the curriculum. However, once students reach Year 10 there is an expectation, where appropriate, that pupils will access a placement. In Key Stage 4, we aim for pupils (where appropriate) to take part in an internal placement. In Post 16, our focus is to organise an external placement; under the supervision and organisation of the Careers Leader and Work Experience Teaching Assistant. These placements can vary in length but we aim for a minimum of 6 weeks in order to provide the young person with the best possible experience.

In the 14-18 department students are likely to take part in group work experience placements.

### **Travel training**



Pupils have access to Travel Training as part of their curriculum.

The focus is to develop independence skills and travel to and from familiar places on foot and via public transport, where appropriate.

### **Monitoring training and development**

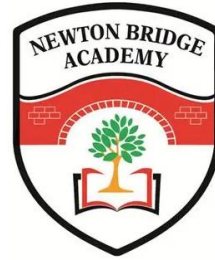
The Careers Leader will ensure the intent, implementation and impact of the career's curriculum by:

- Creating a yearly action plan
- Creating a termly curriculum overview that details the areas of strength/development, termly targets and the impact of completed activities
- Use Compass+ as a strategic tool to measure Newton Bridge Academy's progress against the Gatsby Benchmarks against other schools and hubs
- Attend regular update meetings with the Careers and Enterprise Co-ordinator-to ensure we are up to date with the current guidance and procedures
- Review the careers curriculum offer at least every 3 years to ensure it meets the needs of our current cohort
- Review the Careers Policy as required every 3 years
- Monitor careers planning and provide feedback and support to staff as required
- Lead training and mentor staff
- Liaise with external agencies, including colleges, day service providers and employers to ensure all careers opportunities meet the needs of our students
- Conduct regular meetings with the Careers Governor to report on progress and areas for development
- Work collaboratively with the Work Experience Teaching Assistant to ensure placements for students are successful
- Gain feedback from students, parents, staff, employers and stakeholders from all careers-based activities to determine the strategic impact
- Ensure pupils, parents, carers and stakeholders have access to relevant and current information about the local labour market and experiences the students have through their education via in person events, the school website and social media page

### **Impact**

The impact from the implementation of the careers curriculum and content detailed within this policy will result in:

- Students being equipped with the appropriate skills to become adults that can make contributions member of society at a level that is appropriate to their level of need



- Students, parents and carers having the information and support to allow them to make appropriate choices for their future
- Working collaboratively with employers, businesses and charities to play an active role in the community
- Working collaboratively with other special schools, the Careers and Enterprise Service to showcase our strengths and plan strategically for the future