



Bracken Hill School

Careers Policy

Author: Michaela Gregory

Policy Type: Whole School

This policy will be reviewed biennially to ensure compliance with current regulations.

The Governors of the school recognise that all staff play a vital role in the achievement of high standards and in providing our pupils with the best opportunities matched to their needs.

STATEMENT OF INTENT, IMPLEMENTATION AND IMPACT

Intent

Every student deserves a fulfilling life, and every student who wishes to gain paid employment should be able to do so. It is therefore our intent to help all our students acquire the knowledge, skills and attitudes they need to

- achieve relevant qualifications
- make informed choices for the next steps in their education and working lives
- access their local community for work, leisure, healthcare and support
- develop their independent living skills

The aims of our Careers Programme are

- to contribute to strategies for raising achievement, especially by increasing motivation and focussing students on their future aspirations
- to encourage participation in life-long learning including further education
- to support inclusion, challenge stereotyping and promote equality of opportunity
- to develop enterprise and employability skills
- to contribute to the economic prosperity of individuals and the local community
- to involve parents and carers in planning for their children's future
- to increase students' awareness of their own strengths, likes and dislikes

Therefore, all staff at Bracken Hill contribute towards

- providing a structured and coherent programme aimed at preparing students for the choices, changes and transitions affecting their future and continued education and training as outlined in our whole school careers curriculum; embedded in this curriculum are the Preparing for Adulthood outcomes, as well as the Career Development Institute framework and Young Money financial capability framework
- helping students understand their individual strengths, aspirations and potential and identifying their personal career targets, skills, interests and values by recording and building on achievements
- developing in students an appreciation of the rapidly changing world of work and what it offers and helping them develop an understanding of the range of opportunities and levels of entry
- enabling students to make smooth transitions from school to Further Education, apprenticeships, supported internships, employment or voluntary work
- providing all students with the opportunities and skills they need to make confident, informed choices about lifelong learning and thereby improving employability, increasing social mobility and raising aspirations and achievement.

Implementation

Definitions

Careers

Careers consists of Careers Education, Careers Guidance and Careers Information. The four main themes for this are:

- planning for change
- decision making
- self-development
- making guided choices

A person's career is their pathway through learning, work and life. All young people need a planned programme of activities to help them make informed choices that are right for them and to be able to manage their careers throughout their lives. Schools have a statutory duty to provide careers education in years 7-13 and to give students access to careers information and guidance.

Employability

Employability describes the skills, attitudes and behaviours that allow young people to find, keep and progress within work.

Enterprise

Enterprise is a skill, it is the willingness of an individual to take risks, show initiative, make things happen and undertake new ventures.

The National Context

Every school is required to provide a careers programme which complies with the following eight Gatsby Benchmarks:

- GBM1 – A stable careers programme
- GBM2 – Learning from career and labour market information
- GBM3 – Addressing the needs of each pupil
- GBM4 – Linking curriculum learning to careers
- GBM5 – Encounters with employers and employees
- GBM6 – Experiences of workplaces
- GBM7 – Encounters with further and higher education
- GBM8 – Personal guidance

The Regional and Local Context

D2N2 is the Local Enterprise Partnership for Derby, Derbyshire, Nottingham and Nottinghamshire, which has now been incorporated into the East Midlands Combined County Authority (EMCCA). Their vision is for a more prosperous, better connected, and increasingly resilient and competitive economy. The D2N2 'Skills for Growth Strategy' is a shared understanding of local skills and business needs. D2N2 state the 8 growth sectors for jobs as: Visitor Economy, Construction, Life Sciences, Logistics, Creative and Digital Industries, Low Carbon, Transport Equipment Manufacturing and Food & Drink Manufacturing. When this list is updated, our careers curriculum will be amended accordingly.

Our school context

Parental involvement is seen as an integral part of careers, employability and enterprise education. Online resources have been specifically chosen to help parents/carers become more involved. All online resources are easily accessed through the links on the school website. In addition, parents/carers are kept up to date with careers related information through letters, newsletters and at open evenings. We have also recently launched our own podcast to help students, and their parents/carers find their best next steps.

Career guidance is as much about inspiration and aspiration as it is about advice. Through our Enterprise Adviser and our Careers and Enterprise Company hub, we engage with a wide range of professionals, FE colleges, alumni and other high achieving individuals to motivate pupils to think beyond their immediate experiences, encouraging them to consider a broader and more ambitious range of future education and career options. By establishing close links with local businesses, we create clear pathways to employment through vocational options and individualised work experience. We evaluate compliance with the Gatsby Benchmarks termly through the online platform Compass+, seek continuous improvement by engaging with the CEC's peer to peer review, and we use stakeholder feedback to evaluate our careers provision year-on-year.

Activities on offer at Bracken Hill School include:

- Economic well-being and financial capability
- Exploration of progression pathways to college, sixth form, and traineeships/transition skills
- Employability and Job Search Programme (career planning, applying for jobs, interview techniques, developing a toolkit of employability skills)
- Meaningful encounters with employers, entrepreneurs and inspiring individuals through talks, activities and workplace visits in order to boost students' aspirations and employability skills, inform about the range of roles and opportunities available and help them understand how to make this a reality
- Volunteering
- Enterprise
- Career planning
- Independent travel training
- Independent living skills
- Work-based learning one day a week in KS5
- Relevant work experience opportunities that properly reflect individuals' interests and strengths
- Weekly vocational sessions in KS4 (currently students access Food Preparation and Catering, Small Animal Care, Duke of Edinburgh, Enterprise, Radio Broadcasting, Sewing and Textiles, Construction, First Aid, Social Care/Logistics on a two-year rolling programme)
- Access to 1:1 impartial information, advice and guidance for students in years 11 and 12
- Access to up-to-date Local Labour Market Information

Impact

This programme ensures that every student will have had opportunities, guidance and experiences during their time at Bracken Hill to help them prepare for the next phase of their education and life. More students will achieve better outcomes and more satisfactory and fulfilling lives. Parental/Carer involvement will increase, compounding positive impacts. Rigorous evaluation will ensure continuous growth and improvement.

Careers Lead: Michaela Gregory – mgregory@brackenhill.notts.sch.uk

Careers Governor: Angela Reed – areed@brackenhill.notts.sch.uk

Enterprise Advisor: Martin Rigley MBE – martin@lindhurst.co.uk

Policy updated: July 2025