Careers and Transitions Policy

Reviewed: September 2025
Review period: Annual
Review date: September 2026

Portesbery School
A happy school where every one matters

Rationale

At Portesbery School, we consider a career to be an individual's journey through life. Our careers education and guidance supports our learners to discover more about the world of work, further education, their local community and social care.

Principles

We believe that high quality careers education and guidance is critical, enabling our young people to consider their place in the world and to plan for their futures.

It helps to prepare them for life after school by developing their understanding of future options.

It supports them to have their voices heard and to be able to make informed choices about their pathway, improve their life opportunities and contribute to a productive and successful society.

It supports them to acquire the skills for life they need to achieve positive destinations after school.

We place the individual needs of each learner at the centre of all learning. We follow the government careers strategy and statutory guidance, whilst making sure we prepare our students for their futures which may include work, further education, accessing community facilities and day or residential services.

Procedures

Our Post 16 Lead is also our Careers Lead:
Jo Seldon jo.seldon@portesbery.surrey.sch.uk
Phone 01252 832100

Our Careers Pathway Plan sets out the intent, implementation and impact for all 3 of our pathways and each stage, from early years to Post 16. This document, along with other useful information, is available on our website for our stakeholders and the wider community. School staff can access the plan in the curriculum folder on the shared drive, along with further information and resources.

From Year 7, all young people and their families will receive transition advice and support about their next steps (KS5 and beyond).

From Year 11, all young people and their families will receive careers advice and support that:
• is impartial
• includes information on a range of pathways
• is adapted to the needs of the individual

Performance

We will monitor performance by carrying out appropriate evaluations within the school community by asking for feedback from parents, carers, our young people, teachers and employers in order to evaluate and improve our careers and transition process. Where possible, we will collect data from leavers for at least 3 years in order to track destinations and outcomes.

Gatsby Benchmarks

The government's statutory careers strategy states that from September 2025, the DfE expects all institutions to use the updated Gatsby Benchmarks. Our careers curriculum pathway plan follows the recommendations outlined in the Gatsby Benchmarks. We aim to meet these in full and use the SEND toolkit to ensure provision for our learners.

<table>
<tr><th colspan="2">Benchmark 1: A stable careers programme
Every school should have an embedded programme of careers education and guidance that is known and understood by pupils, parents and carers, staff, governors, employers and other agencies.</th></tr>
<tr><th>Criteria</th><th>How we meet these at Portesbery</th></tr>
<tr><td>Every school should have a stable, structured careers programme that has the explicit backing of governors, the headteacher and the senior management team, and has an identified and appropriately trained careers leader responsible for it.

The careers programme should be tailored to the needs of pupils, sequenced appropriately, underpinned by learning outcomes and linked to the whole-school development plan. It should also set out how parents and carers will be engaged throughout.

The careers programme should be published on the school's website and communicated in ways that enable pupils, parents and carers, staff and employers to access, and understand it. The programme should be regularly evaluated using feedback from pupils, parents and carers, teachers and other staff who support pupils, careers advisers and employers, to increase its impact.</td><td>• Our Post 16 lead, Jo Seldon, is also our career lead and is supported in this role by the governing body and the wider leadership team.

• Our careers curriculum pathway plan sets out our careers programme for each pathway through the school.

The following information is available on our website:
• Careers Policy
• PAL Policy
• Careers Pathway Plan
• Information for employers
• Student work experience photos
• Feedback from families
• Portesbery transition booklet
• SCC transition information
• SCC Local offer information
• All stakeholders have regular opportunities to feedback on the programme, both formal and informal.</td></tr>
<tr><th colspan="2">Benchmark 2: Learning from career and labour market information
All pupils, parents and carers, teachers and staff who support pupils should have access to</th></tr>
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good-quality, up-to-date information about future pathways, study options and labour market opportunities. Young people with special educational needs and disabilities (SEND) and their parents and carers may require different or additional information. All pupils will need the support of an informed adviser to make the best use of available information..	
Criteria	**How we meet these at Portesbery**
During each Key Stage, all pupils should access and use information about careers, pathways and the labour market to inform their own decisions on study options or next steps. Parents and carers should be encouraged and supported to access and use information about careers, pathways and the labour market to inform their support for pupils in their care.	• Transition meetings held as part of the annual review for students in Years 9, 11, 12, 13 and 14. • Transition workers invited to annual reviews in Years 9, 11, 13 and 14. • SEND case officers invited to all annual reviews. • Portesbery transition booklet available on the website and shared with families and carers from year 7. • Post 16 learners attend annual Surrey SEND transition fair. Families and carers invited to attend from year 7.
Benchmark 3: Addressing the needs of each pupil *Pupils have different careers guidance needs at different stages. Careers programmes should help pupils navigate their concerns about any barriers to career progression. In addition, opportunities should be tailored to the needs of each pupil, including any additional needs of vulnerable and disadvantaged pupils, young people with SEND and those who are absent.*	
Criteria	**How we meet these at Portesbery**
• A school's careers programme should actively seek to challenge misconceptions and stereotypical thinking, showcase a diverse range of role models and raise aspirations. • Schools should keep systematic records of the participation of pupils in all aspects of their careers programme, including the individual advice given to each pupil, and any subsequent agreed decisions. • For pupils who change schools during the secondary phase, information about participation and the advice given previously should be integrated into a pupil's records, where this information is made available. Records should begin to be kept from the first point of contact or from the point of transition. • All pupils should have access to these records and use them ahead of any key transition points to support their next steps and career development.	• We have high expectations and aspirations for all our pupils, which are demonstrated through our Curriculum Pathway Plans and our school aims of communication, promoting independence, developing essential life skills and making choices and learning in the community, the community learning from us. • Individual pupil records are kept with details of all meetings and agreements. This may form the transition part of the annual review (and information will be recorded within the annual review report) or separately, in which case separate notes will be kept and stored in the individual's pupil information folder. These are available to students and their families on request • Data is collected and maintained by the Head teacher for all leavers, for a minimum of 3 years where possible.

• Schools should collect, maintain and use accurate data for each pupil on their aspirations, intended and immediate education, and training or employment destinations, to inform personalised support. • Schools should use sustained and longer-term destination data as part of their evaluation process and use alumni to support their careers programme.	
Benchmark 4: Linking curriculum areas to careers As part of the school's programme of careers education, all teachers should link curriculum learning with careers. Subject teachers should highlight the progression routes for their subject and the relevance of the knowledge and skills developed in their subject for a wide range of career pathways.	
Criteria	**How we meet these at Portesbery**
Every year, in every subject, every pupil should have opportunities to learn how the knowledge and skills developed in that subject helps people to gain entry to, and be more effective workers within, a wide range of careers. Careers should form part of the school's ongoing staff development programme for teachers and all staff who support pupils.	• All pupils learn skills for life to enable them to function in the community, to be as independent as possible and to make a positive contribution to society, as demonstrated in our Curriculum Pathway Plans and through our school aims of communication, promoting independence, developing essential life skills and making choices and learning in the community, the community learning from us. • Post 16 students work towards their ASDAN Personal Progress Qualification and where appropriate, complete units related to careers.
Benchmark 5: Encounters with employer and employees Every pupil should have multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace. This can be through a range of enrichment opportunities including visiting speakers, mentoring and enterprise schemes, and could include pupils' own part-time employment where it exists.	
Criteria	**How we meet these at Portesbery**
Every year, from the age of 11, pupils should participate in at least one meaningful encounter with an employer.	• We enable regular opportunities for learning in the community and maximise opportunities to develop awareness and understanding of different workplaces, workers and skills pupils may encounter. • We enable opportunities for community workers to visit school e.g. fire service, police etc We support the statutory requirement for students to have direct access to future providers as appropriate, as outlined in our Careers Pathway Plan. We will comply with the new legal requirement to put on at least six encounters with

	providers, as appropriate to the individual learner This will include: • Two encounters for pupils during the 'first key phase' (year 8 or 9) (mandatory for all students to attend). • Two encounters for pupils during the 'second key phase' (year 10 or 11) (mandatory for all students to attend). • Two encounters for pupils during the 'third key phase' (year 12 or 13) (mandatory for the school to put on but optional for pupils to attend). Teachers will record these encounters using Compass+
Benchmark 6: Experiences of workplaces Every learner should have first-hand experiences of workplaces to help their exploration of career opportunities and expand their networks.	
Criteria	**How we meet these at Portesbery**
By the age of 16, every pupil should have had meaningful experiences of workplaces. By the age of 18, every pupil should have had at least one further meaningful experience.	• All learners in secondary and Post 16 have regular opportunities to undertake class jobs class and work-related tasks in and around the school e.g. ordering lunches, washing up, laundry, preparing resources, maintaining school garden, etc • All Post 16 learners have the opportunity to participate in enterprise sessions. • All Post 16 learners have the opportunity to participate in internal work experience, for example the tuck shop and the café. • Where appropriate, Post 16 learners undertake external work experience placements.
Benchmark 7: Encounters with further and higher education All pupils should understand the full range of learning opportunities that are available to them, including academic, technical and vocational routes. This should incorporate learning in schools, colleges, independent training providers (ITPs), universities and in the workplace.	
Criteria	**How we meet these at Portesbery**
By the age of 16, every pupil should have had meaningful encounters with providers of the full range of learning opportunities, including sixth forms, colleges, universities and ITPs. By the age of 18, all pupils who are considering applying to higher education should have had at least two	• Post 16 learners attend the annual Surrey SEND transition event. • Post 16 learners have regular opportunities to learn about and where possible, visit a range of colleges, social care provisions and leisure opportunities as appropriate.

visits to higher education providers to meet staff and learners.	
Benchmark 8: Personal Guidance Every pupil should have opportunities for guidance meetings with a career's adviser, who could be internal (a member of school staff) or external, provided they are trained to an appropriate level. These meetings should be available for all pupils whenever significant study or career choices are being made. They should be expected for all pupils but should be scheduled to meet their individual needs. The careers leader should work closely with the career's adviser, SEND coordinator and other key staff to ensure personal guidance is effective and embedded in the careers programme.	
Criteria	**How we meet these at Portesbery**
Every pupil should have at least one personal guidance meeting, with a career's adviser by the age of 16, and a further meeting by the age of 18. Meetings should be scheduled in the careers programme to meet the needs of pupils. Information about personal guidance support, and how to access it, should be communicated to pupils and parents and carers, including through the school website.	• All learners have an annual review attended by their families and/ or carers, class teacher, a member of the Leadership team and external agencies as appropriate. • Learners contribute to their review through a PowerPoint and attend as is appropriate for the individual. • This information is shared through parents' evenings, annual reviews and is published on our website.

Other relevant policies

Provider Access Policy

Other relevant documents

Careers Curriculum Pathway Plan
Transition Booklet