WHITE HOUSE SCHOOL

Careers Policy

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CAVENDISH EDUCATION

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1. Context

The White House School is an independent specialist school for children and young people with additional and complex needs. We are part of Cavendish Education and are committed to transforming lives through highly personalised education, therapeutic support and ambitious teaching.

Our vision is **"Making Learning Possible Again."** We create a school where pupils feel safe, belong, achieve and thrive. Through removing barriers to learning, rebuilding confidence and fostering positive relationships, we empower every pupil to realise their potential and prepare for successful and fulfilling lives beyond school.

Our mission is to provide a nurturing, ambitious and mindful education that supports both academic progress and personal growth. Guided by our whole-school ethos of **Healthy Minds, Happy Hearts**, we create the conditions for every pupil to become **Ready to Learn and Prepared for Life**.

Everything we do is underpinned by our core values:

- **Ambition** – developing curiosity, courage and aspiration.
- **Resilience** – developing confidence, character and perseverance.
- **Community** – demonstrating kindness, integrity and respect.

We believe that pupils thrive when they feel safe, understood and valued. Our culture is built upon strong relationships, high expectations and a commitment to seeing the strengths and potential in every child. We are deeply nurturing without lowering expectations and remain unashamedly ambitious for every pupil.

Our practice is informed by the National Autistic Society's **SPELL Framework**, which promotes:

- Structure and predictability;
- Positive approaches and expectations;
- Empathy and understanding;
- Low arousal environments;
- Strong links between school, home and professionals.

Alongside this, we adopt a trauma-informed, relational and therapeutic approach across all aspects of school life. We recognise that behaviour is a form of communication and believe that pupils do well when they can. Our role is to understand the barriers they face and provide the support, strategies and relationships that enable them to succeed.

At The White House School:

- Every interaction is viewed as an intervention.
- Every adult is an emotionally available adult.
- Relationships come first.
- Emotional readiness is the foundation for learning.

We support pupils to develop emotional regulation, communication, independence and social understanding through consistent relational practice, personalised support and integrated therapeutic approaches. Emotional regulation is explicitly taught through co-regulation, sensory support, movement opportunities and personalised regulation strategies. Pupils are encouraged to understand themselves, develop resilience and build the skills needed to navigate life successfully.

Safeguarding is at the heart of everything we do. We recognise the additional vulnerabilities that many pupils with special educational needs may experience and maintain a culture of vigilance, care and advocacy. We place the child at the centre of decision-making, listen to pupil voice in all its forms and work closely with families and external agencies to promote safety, wellbeing and positive outcomes.

Through ambitious and adapted teaching, meaningful relationships, therapeutic support and a culture of belonging, we help pupils feel safe, build confidence, achieve success and thrive both in school and beyond.

2. Aims

This policy aims to:

- Ensure that all pupils, in Key Stage 3, at the school receive a well-planned, cohesive and stable careers programme in line with the Gatsby Benchmarks
- Enable all pupils to learn from information provided by the career and labour market
- Ensure that the CEIAG programme should be individual and address the needs of each pupil
- Link curriculum learning to careers learning
- Provide pupils with a series of meaningful encounters with employers and employees
- Provide pupils with experiences of the workplace(s)
- Provide each pupil with the opportunity to receive personal guidance
- Provide each pupil with career guidance and aspirations free from gender stereotypes

3. Legislation and Guidance

As an independent school, we are free to determine our own arrangements. This policy is based on the following guidance:

- Careers Statutory Guidance for Schools
- Gatsby Benchmarks
- Careers Strategy

- Ofsted School Inspection Handbook
- The Independent School Standards
- The Education and Skills Act 2008
- The School Information Regulations 2008

4. Careers Education

At The White House School, we believe high-quality Careers Education, Information, Advice and Guidance (CEIAG) connects learning to future opportunities and supports successful transitions into adulthood. It raises aspirations, broadens horizons and is key to social mobility, especially for pupils with SEND.

Our CEIAG programme includes:

- A tailored and highly bespoke Life Skills curriculum focusing on likes/dislikes, employability skills, labour market information and application/interview preparation.
- Access to a wide range of experiences including workplace visits, volunteer fairs and talks from employers and professionals.
- Strong partnerships with local community businesses to support work-place experiences (the local garden centre café, for example).

We follow the eight Gatsby Benchmarks and the statutory guidance from the DfE (2018) to ensure a comprehensive and inclusive CEIAG offer across Key Stage 3.

All staff are expected to contribute to the careers offer, supporting pupils to understand themselves, explore opportunities and make informed decisions about their futures. Careers education is fully integrated into our Life Skills, PSHE and personal development curriculum.

5. Roles and Responsibilities

The school has a series of statutory duties:

- All registered pupils at the school must receive independent careers advice in Years 7 to 9
- This careers advice must be represented in an impartial manner, showing no bias towards a particular institution, education or work option
- This advice must cover a range of education or training options
- This guidance must be in the best interests of the pupil
- This policy and these arrangements must be published
- The school will base its careers provision around the Gatsby Benchmarks.

The Headteacher will ensure that:

- The work of the Careers Advisor and CEIAG events are supported and monitored
- A member of the Senior Leadership Team has an overview of CEIAG work and reports regularly back to the team
- The effectiveness of this policy will be measured in a variety of ways:
    - Feedback from stakeholders through mechanisms such as the Kirkland Rowell student and parent survey
    - Feedback from external visitors to the school such as a School Improvement Partner (SIP) or a regulatory body

The Careers Lead will:

- Promote and oversee the arrangements for implementing Careers Education in the school
- Support all staff in delivering and meeting their statutory duties
- Plan and review our curriculum for careers and signpost or prepare resources
- Actively seek and deliver a range of encounters and opportunities for our pupils in the realms of education, employment and training

All staff will:

- Promote and deliver the careers programme, via our Life Skills curriculum
- Ensure that pupils are aware of the whole range of opportunities available to them beyond school
- Encourage and support work related learning opportunities

The School Board will:

- Ensure that the school has a clear policy on Careers Education, Information and Guidance (CEIAG) and that this is clearly communicated to all stakeholders.
- Ensure that this policy is based on the eight Gatsby Benchmarks and meets the school's legal requirements
- Include a strategic interest in CEIAG for the Teaching and Learning Board member and encourage employer engagement

6. Careers Curriculum

It is part of The White House School's vision to provide pupils with a comprehensive programme of careers education, information, advice and guidance and to exceed its statutory duty to provide CEIAG from year 7 upwards.

We believe our diverse cohort should have the same access to a variety of opportunities that encompass just as varied a range of disciplines, while also

taking into account their individual access needs. Statistically, adults with Autism are less likely to be in full-time employment. This barrier requires acknowledgement, and it is our intention to support pupils from a young age to prepare for adulthood. Careers is taught as part of the Life Skills programme of study, as well as dedicated ASDAN lessons.

Pupils following our Discovery Curriculum pathway will cover the Supporting Aspirations course during their Key Stage 3 Learning Journey:

- Year 7 – Friends, relationships and community
- Year 8 – Good health
- Year 9 – Independent living

The aim of the course is to better prepare young people with SEND to plan for good life outcomes. The course modules are mapped to the four Preparing for Adulthood pathways. The course is based on a person-centred approach, starting with what is important to the individual to have good life outcomes across the four pathways. The module outcomes are based on what needs to be in place for a young person with SEND to plan for the future and make a successful transition to new opportunities at college, adult social care, training programmes, employment or in supported living.

See Appendix 2 for the 'Employment' Life Skills long term plan for this academic year.

7. Monitoring Arrangements

This policy will be reviewed and approved by Directors annually in consultation with the school board.

8. Links with Other Policies

This policy should be read in conjunction with:

- Key Skills Subjects Policy
- PSHE Policy

Appendix 1: The Gatsby Benchmarks

THE BENCHMARKS

1 A STABLE CAREERS PROGRAMME	Every school and college should have an embedded programme of career education and guidance that is known and understood by students, parents, teachers, governors and employers.
2 LEARNING FROM CAREER AND LABOUR MARKET INFORMATION	Every student, and their parents, should have access to good quality information about future study options and labour market opportunities. They will need the support of an informed adviser to make best use of available information.
3 ADDRESSING THE NEEDS OF EACH STUDENT	Students have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each student. A school's careers programme should embed equality and diversity considerations throughout.
4 LINKING CURRICULUM LEARNING TO CAREERS	All teachers should link curriculum learning with careers. STEM subject teachers should highlight the relevance of STEM subjects for a wide range of future career paths.
5 ENCOUNTERS WITH EMPLOYERS AND EMPLOYEES	Every student 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 activities including visiting speakers, mentoring and enterprise schemes.
6 EXPERIENCES OF WORKPLACES	Every student should have first-hand experiences of the workplace through work visits, work shadowing and/or work experience to help their exploration of career opportunities, and expand their networks.
7 ENCOUNTERS WITH FURTHER AND HIGHER EDUCATION	All students should understand the full range of learning opportunities that are available to them. This includes both academic and vocational routes and learning in schools, colleges, universities and in the workplace.
8 PERSONAL GUIDANCE	Every student should have opportunities for guidance interviews with a career adviser, who could be internal (a member of school staff) or external, provided they are trained to an appropriate level. These should be available whenever significant study or career choices are being made. They should be expected for all students but should be timed to meet their individual needs.

Appendix 2: 'Employment' Long Term Plan

Little Stars and Supernovas

Autumn 1	Autumn 2
Routines and Strategies for Change • I follow classroom routines, in accordance to the timetable • I have developed strategies to manage anxiety around changing routines • I can follow a routine outside of the classroom environment • I have developed strategies to manage anxiety around unplanned or unexpected events • I can transition between activities safely	**Careers** • I can name a wide range of jobs and careers • I can identify skills/education required to pursue a specific career • I can consider what job/career may be of interest to me • I understand the skills/education required for the specific jobs/careers which are of interest to me • I can identify and demonstrate professional behaviour, and I can identify unprofessional behaviour
Spring 1	**Spring 2**
Strengths and Weaknesses • I can write a profile or CV, highlighting my strengths, skills and achievements • I can identify my own strengths, skills and achievements • I can identify my own weaknesses, and I understand that everyone has weaknesses • I can identify my own likes and dislikes • I can practice a skill I would like to develop	**Following Instructions and Rules** • I can follow individual instructions to engage in classroom activities • I follow instructions from all (safe) adults • I follow the school rules • I can follow group instructions to engage in classroom activities • I can follow multi-step instructions
Summer 1	**Summer 2**
Tools and Workspace • I select the correct tool to complete a job • I use the correct tool for a job safely and accurately • I keep my workspace or area clear and safe when I am completing a job • I can assess if a workspace or area is safe • I use classroom equipment appropriately	**Online Safety and Digital Conduct** • I understand the different between a need and a want • I can work out if you have enough money to buy something • I can pay with cash and card • I understand where money comes from • I understand how to keep money safe

Comets and Meteors

Autumn 1	Autumn 2
Careers • I can name a wide range of jobs and careers • I can identify skills/education required to pursue a specific career • I can consider what job/career may be of interest to me • I understand the skills/education required for the specific jobs/careers which are of interest to me • I can identify and demonstrate professional behaviour, and I can identify unprofessional behaviour	**Strengths and Weaknesses** • I can write a profile or CV, highlighting my strengths, skills and achievements • I can identify my own strengths, skills and achievements • I can identify my own weaknesses, and I understand that everyone has weaknesses • I can identify my own likes and dislikes • I can practice a skill I would like to develop
Spring 1	**Spring 2**
Following Instructions and Rules • I can follow individual instructions to engage in classroom activities • I follow instructions from all (safe) adults • I follow the school rules • I can follow group instructions to engage in classroom activities • I can follow multi-step instructions	**Tools and Workspace** • I select the correct tool to complete a job • I use the correct tool for a job safely and accurately • I keep my workspace or area clear and safe when I am completing a job • I can assess if a workspace or area is safe • I use classroom equipment appropriately
Summer 1	**Summer 2**
Online Safety and Digital Conduct • I understand the different between a need and a want • I can work out if you have enough money to buy something • I can pay with cash and card • I understand where money comes from • I understand how to keep money safe	**Routines and Strategies for Change** • I follow classroom routines, in accordance to the timetable • I have developed strategies to manage anxiety around changing routines • I can follow a routine outside of the classroom environment • I have developed strategies to manage anxiety around unplanned or unexpected events • I can transition between activities safely

Galaxies

Autumn 1	Autumn 2
Strengths and Weaknesses • I can write a profile or CV, highlighting my strengths, skills and achievements • I can identify my own strengths, skills and achievements • I can identify my own weaknesses, and I understand that everyone has weaknesses • I can identify my own likes and dislikes • I can practice a skill I would like to develop	**Following Instructions and Rules** • I can follow individual instructions to engage in classroom activities • I follow instructions from all (safe) adults • I follow the school rules • I can follow group instructions to engage in classroom activities • I can follow multi-step instructions
Spring 1	**Spring 2**
Tools and Workspace • I select the correct tool to complete a job • I use the correct tool for a job safely and accurately • I keep my workspace or area clear and safe when I am completing a job • I can assess if a workspace or area is safe • I use classroom equipment appropriately	**Online Safety and Digital Conduct** • I understand the different between a need and a want • I can work out if you have enough money to buy something • I can pay with cash and card • I understand where money comes from • I understand how to keep money safe
Summer 1	**Summer 2**
Routines and Strategies for Change • I follow classroom routines, in accordance to the timetable • I have developed strategies to manage anxiety around changing routines • I can follow a routine outside of the classroom environment • I have developed strategies to manage anxiety around unplanned or unexpected events • I can transition between activities safely	**Careers** • I can name a wide range of jobs and careers • I can identify skills/education required to pursue a specific career • I can consider what job/career may be of interest to me • I understand the skills/education required for the specific jobs/careers which are of interest to me • I can identify and demonstrate professional behaviour, and I can identify unprofessional behaviour

Appendix 3: Useful Information

- Gatsby Benchmarks Leaflet for Schools and Useful Links for Careers Leads in Schools
- Resources for SEND Specialists: https://resources.careersandenterprise.co.uk/for/send
- Compass School Evaluation Tool: https://tools.careersandenterprise.co.uk/oauth/login/classic
- The Career Development Institute: https://www.thecdi.net/
- Give an Hour Campaign - Greater Lincolnshire LEP: https://www.thefuturefocus.co.uk/media/zdkb0ixg/669-gl-lep-ean-flyer.pdf
- GoCompare - The UK's Riskiest Jobs: https://www.gocompare.com/life-insurance/uk-riskiest-jobs-report/#GoCompare
- Careers Lead Training from The Careers and Enterprise Company: https://www.careersandenterprise.co.uk/careers-leaders/careers-leader-training/

USEFUL ORGANISATIONS AND RESOURCES

There are many organisations and sources that provide advice, support and information in order to deliver good career guidance. Some examples are set out below.

DEPARTMENT FOR EDUCATION	The Department for Education has produced statutory guidance for governing bodies, school leaders and school staff on providing careers guidance and inspiration.
THE CAREERS AND ENTERPRISE COMPANY	The Careers and Enterprise Company works with schools, Local Enterprise Partnerships (LEPs) and businesses to support the careers of young people. careersandenterprise.co.uk
NATIONAL CAREERS SERVICE	The National Careers Service provides career advice for 13–19 year olds via phone and web.
APPRENTICESHIPS	Apprenticeships are a route valued by government and employers, combining study with practical experience in the workplace. Search GOV.UK for the latest information and updates on apprenticeships.
UCAS	The UCAS website provides a range of career-related resources for students. ucas.com
NATIONAL GOVERNANCE ASSOCIATION	The National Governance Association, NGA, has guidance for school governors.
CAREERS ENGAGEMENT	A number of organisations have come together to produce Careers Engagement: A Good Practice Brief for Leaders of Schools and Colleges, from ASCL, NFER, ATL and 157 Group.
CAREERS ENGLAND	Careers England provide a Quality in Careers Standard. www.careersengland.co.uk
CAREER DEVELOPMENT INSTITUTE	A register of career guidance professionals is managed by the Career Development Institute (CDI).
MATRIX QUALITY STANDARD	There are numerous commercial providers of services to schools. Many will have the Matrix quality standard for information, advice and guidance services. matrixstandard.com
STEM AMBASSADORS AND STEMNET	STEM Ambassadors and STEMNET broker partnerships between schools and science-based employers. stemnet.org.uk

A more detailed, regularly updated list of organsations, resources and weblinks is available at goodcareerguidance.org.uk/support
You can email careerguidance@gatsby.org.uk with queries or suggestions.

For more information on NAHT and ASCL please visit naht.org.uk or ascl.org.uk

Approval & Policy Review

This Policy has been reviewed and approved by:

Policy Approver(s)	Sarah Moorcroft – Executive Headteacher
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Revision History

Version	Change	Author	Date of Change
1	Updated policy for new academic year	Elle Vinall	July 2025
2	Updated format to match Cavendish Policies.	Elle Vinall	September 2026