



‘Improving the quality of family life’

Careers Policy

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Aims

This policy aims to set out our school's provision of impartial and informed careers guidance for our pupils. This includes the ways in which pupils, parents and carers, teachers and employers can access information about our careers programme.

High-quality careers guidance is important for our pupils' futures, and our provision aims to:

- Help pupils prepare for the workplace, by building self-development and career management skills
- Provide experience and a clear understanding of the working world
- Develop pupils' awareness of the variety of education, training and careers opportunities available to them
- Help pupils to understand routes to careers that they're interested in, and to make informed choices about their next step in education or training
- Take into account the individual needs of all pupils to tailor the programme accordingly and provide the right level of support
- Promote a culture of high aspirations and equality of opportunity

Our Vision

At Snowflake School, our vision is to empower every learner to recognise their strengths, develop confidence and independence, and build the knowledge, skills and experiences required for a meaningful and fulfilling adult life. Through a personalised, therapeutic and strengths-based approach, we nurture ambition, resilience and self-belief, enabling pupils to explore their interests, develop their talents and support their future pathways.

Our careers programme is embedded throughout the curriculum and centred around Preparation for Adulthood outcomes. Through the Snowflake Café enterprise programme, community participation, employer encounters and external work experience placements, pupils are provided with meaningful opportunities to develop employability skills within authentic real-life contexts. Current employer partnerships, including Scope Charity Shop and Auntie Bonnies Food Truck and Store, allow pupils to experience different workplace environments while developing communication, teamwork, responsibility and independence.

The Skills Builder framework is woven throughout our careers provision, supporting pupils to develop the eight essential skills of listening, speaking, problem solving, creativity, staying positive, planning, leadership and teamwork. These skills are explicitly taught, practised and evidenced through classroom learning, enterprise activities, community engagement and workplace experiences.

Our careers curriculum is further underpinned by Essential for Living, ASDAN accreditation pathways and ABA-informed approaches, ensuring pupils develop functional communication, independence, employability and life skills that can be generalised across school, community and workplace environments.

By providing meaningful experiences, personalised guidance and structured pathways into further education, supported internships, training and employment, Snowflake School is committed to ensuring every pupil develops the confidence, independence and aspiration needed to participate positively within their community and achieve successful outcomes in adulthood.

Our Values

At Snowflake School, we believe every pupil should be supported to REACH their potential. Our values underpin all aspects of school life, including our careers and Preparation for Adulthood programme.

Respect

We build positive relationships founded on trust, dignity and inclusion. We celebrate neurodiversity and ensure every learner feels valued, understood and supported. Through community participation, workplace experiences and employer engagement, pupils learn to develop respectful relationships and become positive contributors within society.

Effort

We encourage perseverance, resilience and active participation in learning. Through the Snowflake Café, Skills Builder activities and external work experience placements, pupils are supported to challenge themselves, embrace new experiences and develop confidence through achievement. We recognise that success looks different for every learner and celebrate progress at every stage.

Achieve

We promote ambition and high aspirations for all pupils. Through personalised pathways, ASDAN accreditation, employer encounters and Preparation for Adulthood opportunities, pupils are supported to develop the skills and confidence needed to achieve meaningful outcomes and successful future destinations.

Communication

Communication sits at the heart of everything we do. We recognise that communication takes many forms and support pupils to develop their voice, self-advocacy and social interaction skills through meaningful real-life experiences. Strong partnerships between school, families, employers and the wider community help ensure the best outcomes for our learners.

Happy and Healthy

We prioritise emotional wellbeing, positive relationships and a sense of belonging. Through structured support, community engagement and Preparation for Adulthood experiences, pupils develop confidence, resilience and emotional regulation skills that help them thrive in school, the workplace and their wider lives.

Statutory Requirements

This policy is based on the statutory [Careers guidance and access for education and training providers](#) from the Department for Education (DfE).

This guidance refers to:

- [The Education Act 1997](#)
- [The Education and Skills Act 2008](#)
- [The School Information \(England\) Regulations 2008](#)

This policy is also in line with the [Skills and Post-16 Education Act 2022](#) (the ‘provider access legislation’). It explains that our school must provide a minimum of **6 encounters** with technical education and apprenticeship providers to all pupils in years 8 to 13 about their education or training offer. For more detail on these encounters, see our provider access policy statement.

This policy is also in line with the [Education \(Careers Guidance in Schools\) Act 2022](#), which amends the existing duty in The Education Act 1997, so that:

- Our school must now secure independent careers guidance for pupils from year 7 (instead of from year 8, previously)

The above guidance requires that we publish information about the careers programme on our website, and that it is communicated in a way that enables learners, parents and carers, staff, and employers to access and understand it. This includes:

- The name and contact details of the career’s leader
- A summary of the careers programme
- Details of how pupils, parents and carers, teachers, and employers can access information about the careers programme
- How our school measures and assesses the programme’s impact on learners
- The date by which we will review information

We also act in line with our statutory duty under the provider access legislation (also known as the ‘Baker Clause’), to be impartial and not show bias towards any route, be that academic or technical. This policy should be read in conjunction with our provider access policy statement, which sets out how our school meets this duty.

Roles and Responsibilities

Trustee

Careers Link Trustee is Shahin Bekhradnia

The trustee will:

- Actively engage in setting the direction for a whole-school approach to careers guidance with the headteacher, to make sure it is aligned with the school's vision, priorities and development plans
- Provide clear advice and guidance on which the school can base a strategic careers plan which meets legal and contractual requirements
- Maintain strategic oversight of the school's legal and contractual requirements for careers guidance and hold senior leaders to account for delivering against those requirements
- Appoint a member of the governing board who will take a strategic interest in careers education and encourage employer engagement
- Make sure that independent careers guidance is provided to all pupils throughout their secondary education (11 to 16 year-olds) and that the information is presented impartially, includes a range of educational or training options and promotes the best interests of pupils
- Make sure that a range of education and training providers can access pupils in years 8 to 13 to inform them of approved technical education qualifications and apprenticeships
- Make sure that arrangements are in place for the school to meet the legal requirements of the provider access legislation, including that the school has published a provider access policy statement
- Make sure that details of our school's careers

Headteacher

The headteacher will:

- Work with the governing board to set the direction for a whole-school approach to careers guidance, making sure it is aligned with the school's vision, priorities and development plans
- Support the careers team to deliver the school's careers programme
- Build careers into staff development for teachers and support staff, and make sure that the careers leader, careers adviser and senior leaders receive training and development to deliver high-quality careers provision
- Make sure that personal guidance is provided to pupils by a qualified careers adviser
- Network with employers, education and training providers, and other careers organisations

SLG

The SLG will:

- Support the careers programme
- Support the careers leader in developing their strategic careers plan
- Make sure the careers leader is allocated sufficient time and budget, and has the appropriate training, to perform their duties to a high standard
- Support the careers adviser to deliver personal guidance to pupils, making sure it's well-resourced
- Work closely with the careers leader and careers adviser in the overall development and evaluation of the careers programme
- Network with employers, education and training providers, and other careers organisations

Careers Leader

The Careers Lead:

- Take responsibility for planning and delivering the careers programme and work towards meeting the Gatsby Benchmarks in a meaningful way
- Coordinate and manage careers activities and the budget for these
- Work with the SLG to make sure the careers programme is informed by a strategic careers plan aligned to the school's priorities
- Engage parents and carers throughout
- Establish and develop key relationships to drive progress and continuously improve the careers programme
- Establish and develop links with external employers, education and training providers, and careers organisations
- Use and sequence labour market information (LMI) throughout the careers programme, tailoring it to individual circumstances
- Support the careers adviser to work with relevant staff, including the ABA Lead, subject teachers and pastoral teams
- Work closely with relevant staff, including our ABA Lead and careers adviser, to identify the guidance needs of all of our pupils with special educational needs and/or disabilities (SEND) and put in place personalised support and transition plans
- Evaluate and continuously improve the careers programme, drawing on feedback from all stakeholders and the destinations of pupils
- Review our school's provider access policy statement at least annually, in agreement with our trustee board

Careers Advisor

Our careers leader is Mariam Polad.

They will:

- Support pupils to make effective career decisions
- Work with the careers leader and ABA Lead to identify the needs of pupils with SEND and provide personalised support
- Contribute to the overall development and evaluation of the careers programme
- Provide independent and impartial careers guidance to pupils, helping them explore realistic and ambitious future pathways aligned with their individual needs, interests and aspirations.
- Support pupils to understand the range of opportunities available beyond Snowflake School, including further education, supported internships, employment, training opportunities, community participation and adult services.

Teachers, Middle Leaders and Tutors

They will:

- Embed careers education, employability skills and Preparation for Adulthood outcomes throughout teaching, learning and wider curriculum experiences.
- Ensure careers learning is incorporated into planning and linked to meaningful real-life contexts, enabling pupils to understand the relevance of their learning beyond the classroom.
- Support the delivery of the Skills Builder framework by providing regular opportunities for pupils to develop and practise the essential skills of listening, speaking, problem solving, creativity, staying positive, planning, leadership and teamwork.
- Promote the development of communication, independence and employability skills through classroom activities, community participation, enterprise learning and workplace experiences.
- Support pupils to engage with the Snowflake Café, ASDAN pathways, Essentials for Living outcomes and external work experience opportunities as part of the wider careers programme.

Addressing the Needs of Pupils

- At Snowflake School, our careers programme is designed to be ambitious, personalised and accessible to every learner. We recognise that all pupils have unique strengths, interests, aspirations

and support needs, and our careers provision is carefully adapted to ensure every learner can engage meaningfully with Preparation for Adulthood opportunities.

- Through a strengths-based approach, pupils are encouraged to develop confidence, independence and self-awareness while exploring a wide range of future pathways. Careers education, employer encounters, the Snowflake Café enterprise programme, ASDAN accreditation pathways and external work experience opportunities provide meaningful experiences that help pupils identify their interests and develop aspirations for adult life.
- Snowflake School is committed to promoting equality, diversity and inclusion throughout the careers programme. Pupils are encouraged to explore a broad range of educational, employment and community opportunities free from stereotypes or preconceived expectations. Careers guidance and workplace experiences are personalised to ensure that neurodiverse learners can access opportunities that reflect their individual aspirations, strengths and potential.
- The careers curriculum is underpinned by the Preparation for Adulthood framework, Skills Builder, Essential for Living and ABA-informed approaches, ensuring that pupils develop the communication, employability, independence and community participation skills required for successful transitions into adulthood.
- Comprehensive records are maintained to monitor pupil engagement, progress and destination outcomes. This information supports individual transition planning, helps evaluate the effectiveness of the careers programme and informs future development. Destination data is retained in accordance with statutory requirements and is used to celebrate pupil success and demonstrate positive progression into further education, supported internships, employment and adult services.
- Where appropriate, Education, Health and Care Plans (EHCPs) and Preparation for Adulthood outcomes form an integral part of careers planning and transition support. The school works collaboratively with families, employers, colleges and external agencies to ensure pupils receive the support, adjustments and opportunities required to access meaningful experiences and achieve successful outcomes beyond Snowflake School.

Support for Pupils with Additional Needs

As a specialist provision, Snowflake School is committed to ensuring that careers education, information, advice and guidance is personalised, aspirational and responsive to the individual strengths, interests and needs of every learner. We recognise that successful Preparation for Adulthood outcomes are achieved through meaningful experiences, high expectations and carefully tailored support.

All pupils with SEND will be supported with a careers programme that follows the Gatsby Benchmarks. We expect that the majority of pupils with SEND will follow the same careers programme as their

classmates, with adjustments and additional support as needed. Information, opportunities and support will be personalised and sequenced to meet the needs of each pupil with SEND and their families.

Our careers leader will work with teachers and, where appropriate, professionals from relevant organisations, to identify the needs of our pupils with SEND and put in place personalised support and transition plans. This may include meetings with pupils and their families to discuss education, training and employment opportunities, supported internships and transition plans into higher education.

Our careers leader may, as appropriate, invite adults with disabilities to visit and share their experience and advice.

Access to our Careers Program

A summary of our school's careers programme is published on our school website, including details of how pupils, parents and carers, teachers and employers can access information about the careers programme.

Pupils, parents and carers, teachers, and employers can request any additional information about the careers programme by contacting Mariam Polad.

Access to Pupil Participation Records

We measure the progress of pupils and keep records as they move through the Key Stages.

We 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. We also keep records for each pupil of their participation in the careers programme, the individual advice given to them and subsequent agreed decisions.

Pupils have access to these records to support them during transition points and in their career development.

These records will be kept in line with our data protection policy.

Links to other Policies

This policy links to the following policies:

- Provider access policy statement
- Child protection policy
- Curriculum policy
- Data protection policy

Review

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