



Therapeutic Education Department  
at the St. Aubyn Centre

# Careers Policy

**Policy Lead:** Careers Leader – Carly Fenn (Level 6 certified)

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## 1. Introduction

SACTED is committed to providing a planned programme of careers education, as outlined in the Gatsby Benchmarks, which are established national standards for career guidance.

Our aim is to provide young people in the St Aubyn Centre Therapeutic Education Department with the knowledge, skills, and confidence they need to explore career options and make informed decisions about their futures, with a particular focus on preparing them for their next steps in education, employment, training, and adulthood.

The programme is designed to allow young people to engage at their own pace, in a way that respects their mental health needs and individual circumstances. We prioritise reintegration and transition planning, especially for those who are NEET (Not in Education, Employment or Training) and those returning to education, college, or training environments. This process is therapeutic, involving the young person, parents/carers, external professional careers advisers, and, where necessary, other specialist services.

We work with students from Years 9 to 13 (ages 13–18), adapting our approach to meet their unique needs and goals.

This policy outlines how SACTED meets its statutory duties under the **Education Act 2011** and the **Careers Guidance and Access for Education and Training Providers (2023)**, and how we structure our careers provision around the **Gatsby Benchmarks**:

1. A Stable Careers Programme
2. Learning from Career and Labour Market Information
3. Addressing the Needs of Each Student
4. Linking Curriculum Learning to Careers
5. Encounters with Employers and Employees
6. Experiences of Workplaces
7. Encounters with Further and Higher Education
8. Personal Guidance

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## 2. Commitment

SACTED is committed to:

- A flexible, individualised careers programme as outlined in section 5 of the careers policy and available on our website.
- Ensuring students with SEND and those at risk of becoming NEET receive targeted and ongoing support.
- Raising aspirations and supporting both practical and emotional readiness for transition.
- Helping to improve young people's self-esteem, resilience, confidence, and independent decision-making.
- Collaborative work with external partners, local authorities, colleges, training providers, and employers.

- Supporting young people to understand themselves, the barriers they face in education, and the influences around them.
  - Providing support to the young person, their parents/carers, and wider support team to ensure managed and effective planning for transition and reintegration.
  - Meeting aims through a range of opportunities, including enrichment activities.
  - Maintaining links with existing providers, with progression shared in weekly reviews and CPA (Care Programme Approach) meetings.
  - Supporting young people, when appropriate, in making college applications, arranging campus tours, and facilitating transitions to their next placement.
  - Ensuring Post-16 students are informed of all education pathways and feel confident in their chosen options.
  - Providing accessible and relevant information on education, training, and employment options.
  - Recognising the importance of work experience, which is offered through virtual placements and employer contact, depending on individual needs.
  - Aligning our careers programme with the School Development Plan to support whole-school improvement and student success.
  - Supporting work readiness through CV writing, interview techniques, identification of transferable workplace skills, and labour market research.
  - Identifying and offering appropriate ASDAN and AQA qualifications to support career aspirations.
  - Documenting and sharing Post-16 and NEET destination data with the Management Committee.
  - Careers Leader and Engagement Mentor deploy effective career resources.
  - Displaying and providing access to provider prospectuses and other course literature.
  - Careers Leader supports young people in using **Xello**, a software platform that supports future planning.
  - Promoting careers awareness and information across the teaching and support team, led by the Careers Leader.
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### **3. Links with other policies and Programmes**

The Careers Policy is related to the following:

- Curriculum and Assessment Policy
- PSHE Policy
- Special Educational Needs Policy
- Equality Policy
- Looked After Children Policy
- The Careers Programme
- The Provider Access Statement

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## 4. Implementation and Delivery

### Leadership:

- Careers provision is overseen by the Level 6 certified Careers Leader.
- The Careers Leader and Engagement Mentor provides 1:1 and small group support.
- The Management Committee includes a link member for careers and curriculum.

### Staffing and Roles:

- All staff are encouraged to embed career-related learning into their practice.
  - PSHE teacher delivers group work on future planning.
  - All careers related topics are logged in internal systems (e.g., QNIC-ERS) and where necessary shared in weekly reviews CPA meetings and discharge plans.
  - Careers Leader to write a careers summary when appropriate for the young person when discharged from the St Aubyns, this is shared with external organisations, educational providers, parents and carers.
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## 5. Careers Programme

The Careers programme and its relevant benchmarks and the benchmark criteria are as described below: This is also available on our website.

### **SACTED Careers Programme and its links with School Development Plan**

A Careers Programme is a vital component of a school's overall strategy for preparing students for their future. Its alignment with the School Development Plan (SDP) ensures that the career education initiatives are part of the broader school goals and contribute to the school's long-term vision for improvement and student success.

Careers Programme	Gatsby Benchmark
SACTED provides a Careers Leader level 6, they have the expertise needed to establish and maintain a comprehensive careers programme that benefits students, aligns with national standards, and supports students in making informed decisions about their future.	Benchmark 1
Information and about FE (further education) including T levels, and labour market information is communicated to staff via email and inset days.	Benchmark 1, 2, 3, 5, 7, 8
Communication and support to families/carers to support young person to achieve their next steps.	Benchmark 1,3,4,7,8
Careers Summary which are written for the young people who have had careers intervention, this is distributed to the Young Person, Teachers and is within the discharge pack. Ensuring that the guidance is clear, personalised, and actionable.	Benchmark 1,8
Informing young people through PSHE lesson of all post 16	Benchmark

options and challenging misconceptions and stereotypical thinking	1,4,5
All Careers contact is written in QNIC-ERS, shared with Key Teachers and when relevant shared within ward reviews, CPA's and external organisations.	Benchmark 1,3
ASDAN and AQA unit awards are often used to support students. By using these awards we can provide targeted career education that aligns with the specific needs and abilities of each student.	Benchmark 1,3,7
Have access to the Engagement and Careers Mentor for a Careers information, advice and guidance, including SEND pupils, identifying any barriers and supporting the young person to overcome these.	Benchmark 1,3,8
Career guidance given to the young person is shared with the young person and to parents, staff, carers and other specialist services, when necessary.	Benchmark 1,3,8
Targeted and Individualised advice, information and guidance is offered to any young person who requires this support.	Benchmark 1,8
Encounters with employers and employees both off and on site, giving young people the opportunity to learn from employers about work and employment, expectations within employment and skills that are valued.	Benchmark 1,5,3,4
When appropriate young people will have the opportunity of experiencing the workplace taster days or visits to chosen their chosen industry, either in person or virtually. expanding their CV, network, and work experiences.	Benchmark 1,5,6,4,3
Developing relationships and working collaboratively to support transition and reintegration to overcome any barriers to access education for the young person.	Benchmark 1,3,8,7,4
Offsite visits and direct interactions through visits, meeting tutors and lecturers in local area to the student.	Benchmark 1,5,6,3,4
Taking young person on 1-1 leave, such as shopping to support confidence. Building relationships to identify any barriers to education and offer therapeutic support to overcome these.	Benchmark 1,3
Maintaining contact for set period upon discharge when this is beneficial for the young person to maintain placement and aspiration.	Benchmark 1,3,8
Work experience through virtual work experience, such as Spring Pod	Benchmark 1,5,6,4,3
Support enrichment activities to support young person in the community and add skills to CV, such as The Big Garden Group.	Benchmark 1,5,6,3
Linking young people to post 16 youth development programmes such as The Kings Trust, Wilderness Trust, depending on their individualised need.	Benchmark 1,3,7,8
When appropriate each student has access to Xello. Xello is a software that helps students discover career possibilities and routes to that career, based on their personality, skills, and knowledge. This software is available to the young person when discharged with login details provided.	All Benchmarks

## **The Gatsby Benchmark Criteria is as below:**

### **Gatsby Benchmark 1: A Stable Careers Programme**

- The careers programme is available via the school website to students and parents, ensuring that all are aware of the support and opportunities available.

### **Gatsby Benchmark 2: Learning from Career and Labour Market Information**

- Outlines good career guidance practices, ensuring students and their parents have access to quality information about post 16 options, future study and job opportunities including labour market information, empowering them to make informed decisions.

### **Gatsby Benchmark 3: Addressing the Needs of Each Student**

- Tailored guidance based on each student's interests, strengths, barriers to career progression and mental health needs. Focusing on providing individualised advice to suit each student.

### **Gatsby Benchmark 4: Linking Curriculum Learning to Careers**

- Linking curriculum learning with careers, identifying progression routes within their subject and individualised to the young person.

### **Gatsby Benchmark 5: Encounters with Employers and Employees**

- To provide students with meaningful opportunities to learn from employers about work, employment, and workplace skills through various enrichment activities like visiting speakers, mentoring, and enrichment opportunities. Supporting young people in overcoming personal barriers related to mental health, building resilience, and developing confidence in their career aspirations.

### **Gatsby Benchmark 6: Experiences of Workplaces**

- To have an experience within a workplace environment.

### **Gatsby Benchmark 7, Encounters with Further and Higher Education**

- Ensure students understand the full range of learning opportunities available to them, including academic, technical, and vocational pathways. Engagement with local colleges, training providers, and employers to ensure that students feel connected to post-16 opportunities and understand what's available to them.

### **Gatsby Benchmark 8: Personal Guidance**

- Have access to level 6 trained careers Information advice and Guidance when needed and career choices are being made. This would be tailored to meet the individual needs of the young person.