The Link School
Careers Plan

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Careers Plan 2024/2025

The careers plan at the Link School feeds into the SDP and ensures all the Gatsby Benchmarks are being met.

		Summary	Criteria	The Link School Programme	Time
1	A stable careers Program	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.	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 school has a named careers leader (Lynn Shah) who has the backing of SLT. Governors are involved as part of the school development plan. The careers lead will feedback the careers plan to the Governors in Spring Careers lead has no formal training but is well supported through OHCAT CL Hub and the through the CEC.	Ongoing March 2025 Ongoing
			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	Careers is sequenced throughout the curriculum from year 7 including RSE lessons, lessons such as English (CV writing), in tutor time activities, life skills, Link priorities and CWL for the Sixth form. Careers feeds into PSD via Access lessons and RSE. Parents are informed of careers at parent information evening, via specific coffee mornings and during annual reviews. A copy of the career's questionnaire is sent home. Parents are updated about careers opportunities monthly via the newsletter. The careers plan is published on the website.	Ongoing Ongoing Monthly
			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 careers program is on the website.	Ongoing
			The programme should be regularly evaluated using feedback from pupils, parents and carers, teachers and other staff who support pupils, careers adviser	At the Link School there is regular contact with parents. A survey is sent to parents of students up to 5 years followed by phone calls. A survey of the careers program is to go out to parents in the summer term.	Ongoing Yearly Summer term

2	Learning from career and labour market information	All pupils, parents and carers, teachers and staff who support pupils should have access to 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.	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. .	All pupils learn about careers pathways in RSE, tutor time, CWL and life skills. The careers leader has regular discussions with all students about pathways and the labour market. Providers visit the school and give information about courses and pathways. Careers leader gets regular insights into LMI via the CEC and attending events such as Discover Careers Day. A parent information event is held annually.	Ongoing Ongoing Ongoing Annually, Summer term
			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	Parents and carers have an opportunity to learn about careers pathway at their child's annal review. There is also a parent information evening in Summer where local providers come and detail information about their courses. Parents can access information via the newsletter in the monthly careers bulletin. Parents are also sent a regular link to the open days for local colleges.	Yearly Yearly Monthly Termly
3	Addressing the needs of each young person	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	A school's careers programme should actively seek to challenge misconceptions and stereotypical thinking, showcase a diverse range of role models and raise aspirations.	The careers program ensures misconceptions are challenged in RSE lessons, tutor times and drop-down days (e.g. Black history month, NCW) As an SEN school aspiration and an understanding of diagnosis and barriers to learning underpin the ethos of the school for example in life skills lessons, access and via the link priorities. This feeds directly into PSD of pupils and their wellbeing. Workplace visits have taken place for example to construction sites. Alumni are keen to come in	Ongoing Ongoing

		additional needs of vulnerable and disadvantaged pupils, young people with SEND and those who are absent.		and talk about support they have been given in the workplace. This is a source of inspiration for the current students. Aspirations are linked to the Aim High skills section of Skills Bulder program	
			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.	Compass + is used to log participation in activities related to careers. Grid builder tracks all student participation in careers and PSD. Each pupil has their own career folder detailing feedback from activities, questionnaires, copies of their CVS etc.	Ongoing
			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.	This information can be passed on if required via the SENCo team.	
			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.	Discussions with pupils in years 9 to 13 ensure they are up to date with information and records of their activities are shared.	Ongoing
			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.	The school uses the Future Skills Questionnaire as part of Compass+ to record aspirations yearly. This does have a SEN questionnaire, but a survey created inhouse is more tailored to the pupil's needs is used in alongside. This is used to evaluate the careers program. Results are fedback to parents. Each pupil has their own careers folder that includes aspirations. All staff can add to this. There is also a section in the annual review pupil feedback form that is a good basis for discussion with pupils, parents, and the SENCO.	Yearly – Summer term Ongoing
			Schools should use sustained and longer-term destination data as part of their evaluation process and use alumni to support their careers program.	The school has information for pupils up to five years. This monitoring will continue beyond. Leavers are visited as part of the transition program to evaluate suitability of next steps for similar students.	Ongoing

				Evaluation of destination data is used to best advise parents and students on their next steps as well as ensuring the careers program is suitable and relevant to the students. Alumni regularly come back to take part in work start programs or to talk about their job or college courses to inspire and inform students.	Ongoing Ongoing
4	Linking curriculum learning 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.	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.	One whole half term is designated to careers for all year groups. Regular whole staff CPD is used to share information and good practice on how different subjects can impart knowledge and skills that can be useful in jobs in curriculum areas. Subject such as life skills, access and CWL explicitly teach skills for employment and preparing for adulthood. To develop employability skills further the school is using the Skills Builder program with success. For those pupils who help on site as part of their curriculum feedback is given on how these skills relate to the workplace. All students participate in WOW week, an enterprise week which focuses on work skills. MENCAP run a ten-week program for KS4 and 5 in Link Priorities. NCW activities linked to lessons. Participation in workshops such as Talk the Talk and Palace for Life.	Spring term Ongoing Ongoing
			Careers should form part of the school's ongoing staff development programme for teachers and all staff who support pupils	CPD is regularly given on careers in the curriculum for example on the best use of the Skills Builder program.	Ongoing
5	Encounters with employees and employers	Every pupil should have multiple opportunities to learn from employers about work, employment and the skills that are	Every year, from the age of 11, pupils should participate in at least one meaningful encounter with an employer	Staff encourage pupils to meet with employers and employees on all school trips. Staff should include careers focus as part of the school trip proposal process.	Ongoing

		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.		From year 9 students have also visited a wide range of employers e.g. care homes, cafes, tour operators, construction companies with visits to construction sites. All of these were meaningful with opportunities for students to talk to staff about their role and skills required. Students feedback after visits. Data is recorded on Compass + to ensure students of all ages and backgrounds are chosen for trips.	
6	Experiences of workplaces	Every pupil should have first-hand experiences of workplaces to help their exploration of career opportunities and expand their networks.	By the age of 16, every pupil should have had meaningful experiences of workplaces.	Work experience is limited but has included nurseries and cafes and a local tour operator. Students have been involved in workshops and visits with construction companies. It is the intention students in year 11 will have at least 2 days' work experience in July and visits to local businesses. Some students are working in the school as this helps with regulation. This is monitored and included in their records.	Yearly Ongoing
			By the age of 18, every pupil should have had at least one further meaningful experience	It is the intention students in year 12 and 13 will have at least 2 days Wex in July and workplace visits.	Ongoing
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.	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.	Pupils have had opportunities to meet and have meaningful encounters with a number of different providers including local colleges and ITPs such as MENCAP. This is through attendance of PFA events, visits to the college and providers come into school to give talks.	Ongoing
			By the age of 18, all pupils who are considering applying to higher education should have had at least two visits to higher education providers to meet staff and learners	Students will visit a number of local colleges they are interested in in which they can talk to staff and ask questions, All Sixth form students attend the Links program at Nescot once per week in which they take part in lessons and can get a feel for the college and different courses.	Ongoing

8	Personal guidance	Every pupil should have opportunities for guidance meetings with a careers 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 careers adviser, SEND coordinator (SENDCO) and other key staff to ensure personal guidance is effective and embedded in the careers programme.	Every pupil should have at least one personal guidance meeting with a careers 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.	This has not happened but after surveying our students' needs they all would prefer regular talks with someone they know. Students have regular opportunities to talk over their options.	Ongoing
			Information about personal guidance support and how to access it should be communicated to pupils and parents and carers, including through the school website	.	