

# CAREERS EDUCATION & GUIDANCE POLICY

Company Operations

ADO Services C.I.C.

Incorporating ADO River Valley

Version 1.3 ©2025

2025-2026

Last Ratification By Management Committee	March 2023
Next Review By Management Committee	December 2025
Latest Update by ADO River Valley	September 2025

## 1. Introduction

This Careers, Education, and Guidance Policy at ADO River Valley has been developed to incorporate the aims of the school and recent initiatives in careers education. The planned program of study helps our students to understand their interests, strengths and areas for development in relation to the world of work and lifelong education. Students also learn about different careers and opportunities for training, apprenticeships and volunteering.

## 2. Our Aim

Our aim as a school is to provide an inclusive, effective and stable careers strategy which raises our students' aspirations throughout the entirety of their school career, by discovering their potential, enjoying their success and preparing them for life. This is important to ensure that students are able to be adaptable, dynamic, innovative, flexible, resilient, self-initiating and collaborative to accommodate and thrive in workplaces, or to create work for themselves. To achieve this, we strive to address the needs of each student by providing them with enriching career and educational related guidance and experiences. By adapting the program to the needs and abilities of each student we ensure they are fully equipped with the knowledge, they are entitled to, which will enable them to make informed decisions about important life choices.

## 3. Our Commitment

We are committed to meeting national and local expectations in relation to careers and work by:

- Securing independent and impartial careers guidance for students 14-19, which includes information on the range of education and training options, including apprenticeships and vocational pathways that may include opportunities with our setting.
- Continuing to work towards meeting all of the 8 Gatsby benchmarks, whilst also adhering to the statutory guidance on careers issued by the Department for Education (July 2023).
- Ensuring equality, diversity and inclusion is mainstreamed through careers provision, breaking down gender stereotypes and raising aspirations for all students.
- Recognising the importance of providing young people with real-life contacts and experiences from the world of work.
- Working closely with Local Authority Careers Officers, Bromley Youth Support Program (BYSP), local borough youth centre careers guidance, businesses and other providers to assist with raising aspirations.
- Updating the school website with the latest information to support both parents/carers and students.
- Continuing to work towards the Quality in Careers Standard.

#### 4. Management and Review

The Proprietor Body will oversee the strategic vision, working closely with the Headteacher to ensure delivery of the strategy. The Headteacher will work closely with the Deputy Head, parent-carers, stakeholders and external providers to ensure the school's commitment is met.

The review of the strategy and policy will be conducted annually with the Proprietor Body and the Head Teacher.

#### 5. Implementation

The implementation will be achieved through a team approach, according to the activity and year group. All staff have a responsibility to involve careers within their teaching and to work towards raising the aspirations of students. They have received training in the form of CPD linked to careers in the curriculum subject specialisms. The Headteacher and Deputy Head will work closely with external providers such as colleges, training providers, providers of educational services and careers providers. Delivery will be via Independent Learner Plan discussions and additional events such as independent careers interviews and college visits. Where possible, learning will be assessed and accredited by AQA Awards. Impact of the learning will be measured via student evaluations.

#### 6. Student Entitlement

Every student is entitled to high quality career education and guidance as part of their overall education. The careers program has been developed to provide each student with an independent insight into their options Post 16 and thereafter in the world of work. The delivery of the program is adapted to the individual needs and abilities of each student to ensure they gain the best possible education and guidance. We use AQA unit awards as one aspect to develop an understanding of employability, along with supporting research or arranging external guidance for bespoke careers that maybe outside our pathway opportunities for Post16.

##### Key Stage 4 Year 10-11 (and Key stage 5 where appropriate to the needs of the learner)- Introduction To The World Of Work

- Students study AQA Entry Level Awards in employability skills which will highlight the skills required to become a good employee and have a successful working life.

##### Key Stage 4 Year 10-11 (and 5 where appropriate to the learner) – Progression Employability Skills Building

- Students build upon their learning and can progress to study AQA Level 1 Awards in employability skills. These units focus on the skills relevant to the future workplace requirements with a focus on digital skills, customer awareness and appropriate behaviour in the workplace.

- Once the students have completed the Level 1 Awards they will build upon their personal skills, including interview techniques and coping with issues in the workplace.

Students have employability and careers incorporated into their PSHE lessons.

#### Key Stage 4 Year 10-11 (and 5 where appropriate to the learner) – Employability And Professional Development

- Students progress to a Level 1 Open Award in Employability and Professional Development. This award has three main sections, understanding pay, managing money and discrimination in the workplace. These units were chosen to assist the students prepare for the world of work and adult life.
- During the Summer term each student will be given the opportunity to participate in a one-to-one interview with an independent careers advisor to discuss their Post 16 options. Following this interview, the students and their parent-carers will be provided with an action plan which will assist in their Post 16 decision making if they are not choosing to remain on roll with ADO River Valley and progress to Post 16.

#### Year 11 – Preparing For Transition

- The main focus of this year is the student's transition to their Post 16 option. They will be given the opportunity to participate in a one-to-one interview with a level 6 independent careers advisor during the Autumn term. This interview will build upon the interview in Year 10 and finalise the plan for the student's Post 16 options. An action plan from the interview will be shared with the students and their parent-carers.

In consultation with the students, their parent-carers and the tutor group teacher the careers coordinator will assist the students in their application for their chosen Post 16 option.

- Later in the Year students will undertake discussions and practical tasks to prepare them for their transition such as interview skills, interview preparation, other provision or college visits and work experience.
- Prior to the students undertaking their core and chosen qualifications with ADO River Valley or another college provider, they will be given a final opportunity to undertake a one-to-one interview with the independent level 6 careers advisor to discuss any final concerns they have about their transition and coping strategies they can employ.

#### Key Stage 5/Post16

The Career Pathway will follow the AQA Award program detailed above where the learner has not had access or managed to engage in careers guidance or attend a provision. Furthermore, within our generic BTEC subjects, we ensure units include 'Producing a Personal Development Plan', and 'Being Organised' This will then extend with bespoke careers guidance internally, and external independent advice where the chosen career pathway is linked to subject studies available at ADO River Valley or elsewhere as relevant to

the pathway of choice. Students will be supported to access a range of volunteering opportunities or work experience in the field of interest with local providers we are working to provide professional links with ie animal care charities and shelters, dog grooming salons, riding stables, adventure sport providers, national trust opportunities and friends of parks groups.

## 7. Staff Development

Staff training needs are identified through self-assessment, feedback and a continual awareness of local and national career agendas. The school will endeavour to meet training needs within a reasonable period of time.

## 8. Evaluation of Programme and Delivery

The importance of putting in place effective arrangements for the management and delivery of the programme are embraced by the school and any improvements to the course are quickly and efficiently implemented. The careers programme will be reviewed on a yearly basis, using the Gatsby Benchmarks via the Careers Company Compass Tool and the Career Development Institution (CDI) framework.

Service level agreements will be drawn up with key providers, such as BYSP, to agree involvement, evaluation and impact of provision.

Partnerships and Service Level Agreements ADO River Valley School currently uses the service of BYSP to help fulfil our obligation to provide impartial advice to our students. This arrangement is reviewed and/or renewed annually by the Proprietor, management committee and Headteacher. In the future the school aims to form more links with local businesses, the Careers and Enterprise Company and the designated Enterprise Advisor.

## 9. Engaging the Parent-Carers

Parent-Carers are encouraged to get involved in the progress of their young people through regular contact with the designated teacher or SENCO and the action plans produced following the Independent Learner Plans. The school website will also provide supporting information and resources.

## 10. Relationship to Other Internal Policies or SOW's

This strategy should be read in conjunction with the following school policies and schemes of work:

- Curriculum Policy
- Equality and Diversity Policy
- SEND Policy
- PSHE Sow

## 11. Statutory Guidance

This careers strategy is in line with the National Careers Strategy (December 2017) and Careers guidance and access for education and training providers statutory guidance (July 2021).

## 12. Review

All ADO River Valley policies and procedures follow ITIL guidelines to ensure version control, change control and release management of any documents. As a matter of policy, documents can be updated at any time to reflect changes to ADO procedures, legal changes, JCQ directives or any other reason to ensure the policies and procedures are accurate and correct. This involves consultation with stakeholders, management committee and approval from the directors. All policies and procedures are reviewed at the very least on an annual basis. Regular communication through newsletters, social media, text systems and through our website within the ADO Library is part of our Release Management.

## 12. Review

This document was produced by the ADO River Valley Operations Consultancy Team (Kylanja Ltd). This version supersedes any previous versions and will be reviewed annually.

All correspondence with regard to this policy, or any other operational policy and procedure should be directed to the ADO Business Operations and Support Executive by e-mailing [education@adorivervalley.co.uk](mailto:education@adorivervalley.co.uk) or calling 0208 855 6778, requesting to speak to the Office Manager or in writing, ADO Services CIC, Main Office, 126 Upper Wickham Lane, Welling, Kent, DA16 3DP.

## Appendix 1 Gatsby Benchmarks

A stable career 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.	Every school should have a stable, structured careers programme that has the explicit backing of the senior management team and has an identified and appropriately trained person responsible for it. The careers programme should be published on the school's website in a way that enables pupils, parents, teachers and employers to access and understand it. The programme should be regularly evaluated with feedback from pupils, parents, teachers and employers as part of the evaluation process.
Learning from career and labour market information.	Every student, and their parent-carers, should have access to good quality information about future study options and labour market opportunities. They need the support of an informed advisor to make best use of available information.	By the age of 14, all pupils should have accessed and used information about career paths and the labour market to inform their own decisions on study options. Parents and carers should be encouraged to access and use information about labour markets and future study options to inform their support to their children
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.	A school's careers programme should actively seek to challenge stereotypical thinking and raise aspirations. Schools should keep systematic records of the individual advice given to each pupil, and subsequent agreed decisions. All pupils should have access to these records to support their career development. Schools should collect and maintain accurate data for each pupil on their education, training or employment destinations.
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	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.

	range of future career paths.	
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.	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.
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.	By the age of 16, every pupil should have had at least one experience of a workplace, additional to any part-time jobs they may have. By the age of 18, every pupil should have had one further such experience, additional to any part-time jobs they may have.
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.	By the age of 16, every pupil should have had a meaningful encounter* with providers of the full range of learning opportunities, including Sixth Forms, colleges, universities and apprenticeship providers. This should include the opportunity to meet both staff and pupils. *A 'meaningful encounter' is one in which the student has an opportunity to explore what it is like to learn in that environment.
Personal guidance.	Every student should have opportunities for guidance interviews with a career advisor, who could be internal (a member of school staff) or external, provided they are	Every pupil should have at least one such interview by the age of 16.

	trained to an appropriate level. These should be available whenever significant study or career choices are being made.	
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