

Policy Name: Careers	
Last updated:	March 2026
Date of next review:	March 2027
Member of staff responsible for the policy:	Aileen Clough
Dissemination of the policy:	Management Committee, staff, website

Aims

Gloucestershire Hospital Education Service (GHES) aims to raise aspirations, challenge stereotypes, and encourage students to consider a wide range of careers. Through careers education and guidance it is hoped that students will be encouraged to make the most of their talents and to go on to jobs or courses which suit their needs, interests and abilities.

The careers programme aims to:

- encourage students to be ambitious, broaden their horizons and explore their own career aspirations throughout their time with GHES
- ensure the readiness of students to take their next steps in their learning or career.

GHES aims to meet all the Gatsby Benchmarks (Appendix 1) through our careers programme. The objectives are to:

- develop a broad understanding of the world of work and an ability to respond to changing opportunities
- develop independent research skills so that they can make good use of information and guidance
- develop and use their self-knowledge when thinking about and making choices
- develop the skills needed to review achievements, plan future actions, make decisions, present themselves well and cope with change and transition
- facilitating meaningful encounters with employers
- supporting positive Post-16 transitions
- encouraging participation in continued learning, including further and higher education and apprenticeships
- supporting inclusion, challenging stereotyping, and promoting equality of opportunity
- develop strategies for raising achievement.

We recognise that the process of making career decisions is a lengthy one and as a PRU we are unlikely to be with a student for their entire careers journey. Some students will only be with us for a very short time and some with us for much longer. As most students are dual-registered, working in partnership with the students' home-schools is critical. However, whilst students are with GHES we will take overall responsibility for ensuring that their careers journey is individually tailored to their particular needs; whatever point or stage they are at. Our aim is to provide our students with a broad range of opportunities, as their health needs allow them to access. We endeavour to ensure that no student is disadvantaged due to medical needs which have arisen, and the majority of our careers provision is bespoke and individualised. We see this as a strength.



Commitments

The Management Committee and staff are committed to:

- the provision of resources and advice to enable students to understand and develop career choices and to ensure that careers education is seen as part of the overall curriculum and learning framework for all years
- encouraging students to achieve and to be ambitious
- involving students, parents and carers in the further development of careers work
- working with Young Gloucestershire and other external agencies, where appropriate, so that no student is disadvantaged in gaining access to education, training or work
- providing careers advice and Post-16 support based on the Gatsby Benchmarks and where appropriate in partnership with schools.

Provision

Careers includes both education and guidance. Careers education helps our students develop the knowledge and skills they need to make successful choices, manage transitions in learning and move into work. Through guidance students can use their knowledge and skills to make the decisions about learning and work that are right for them. Progress in students' self-development and understanding of careers is regularly monitored.

Careers education forms an integral part across the whole curriculum.

The three main areas of careers learning, identified in the National Framework, form themes throughout careers work from years 7-11. They are:

Self-Development	<i>understand themselves and the influences on them</i>
Career Management	<i>make and adjust plans, to manage change and transition</i>
Career Exploration	<i>Investigate opportunities in learning and work</i>

For primary students the aim is to introduce them to the world of work through their lessons and external visitors.

Our careers programme for 2025/26 is as follows:

Year-by-Year Pathway (KS3–KS4)

Year 7 — Discover & Belong

- Curriculum-linked exploration (Benchmark 4): Specific modules tying English, Maths, Science, PSHE and Art to local jobs and skills. (Terms 1-6),
- Intro to LMI (Benchmark 2): Tutor-led session on local sectors and entry routes using accessible visuals and role-play.
- Employer encounters (Benchmark 5): practical tasters with employers/social enterprises. (Term 5) Science Festival (Term 6)
- Provider encounters (PAL & Benchmark 7): At least two encounters with FE/T Level/apprenticeship providers. (Term 4)

Year 8 — Explore Options

- Provider encounters (PAL & Benchmark 7): At least two encounters with FE/T Level/apprenticeship providers. (Term 4)
- Workplace/ Employer encounter (Benchmark 6): One half-day visit or on-site pop-up workplace encounter.
- Curriculum Links (Benchmark 4): Subject focus "Where this subject leads". (Delivered through subject lessons term 1-6)



- Employer encounters (Benchmark 5): practical tasters with employers/social enterprises. (Term 5) Science Festival (Term 6)

Year 9 — Build Skills & Try

- Employability skills: delivered through PSHE (teamwork, digital basics, customer service, problem-solving). (Terms 1-6)
- Work experience activity & Provider encounter (Benchmark 6 & 7): Focus on technical routes. (Term 5) Science Festival (Term 6)
- Exploring career links to GCSE options (Benchmark 2 & 4): Face to face group workshop (Term 3)
- Personal guidance (Benchmark 3 & 8): offer 1:1 for all students ahead of options. (Term 4)

Year 10 — Experience & Decide

- Micro-placements (Benchmark 5 & 6): half-day supported workplace visits with pre-task and debrief (Terms 1-6)
- Mentoring (Benchmark 5): Termly mentor meets with employers- online opportunities for all students promoted through parent bulletin and Link tutors (Terms 1 to 6)
- Provider Encounters (Benchmark 7) : Choices day Cirencester College (Term 6)
- Personal guidance (Benchmark 8): 1:1 exploring Post-16 routes. (Term 5-6)

Year 11 — Transition & Sustain

- Applications & provider encounters (Benchmark 7): application support; mock interviews. (Terms 1-6)
- Micro-placements (Benchmark 5 & 6): half-day supported workplace visits with pre-task and debrief (Terms 1-4)
- Final personal guidance (Benchmark 8): 1:1 with qualified adviser. (Term 1&2 onwards)
- Destination readiness: Travel training; workplace etiquette: communication skills. (Terms 1-5)
- Follow-up tracking: Record intended and sustained destinations.

In addition we provide/organise:

- Visitors speaking on specific career choices and opportunities (GRH classroom and Cheltenham Outpatient classroom). e.g. NHS careers day in the GRH Schoolroom for primary and secondary students.
- A comprehensive GHES careers website through our VLE which provides access to a wealth of material which is critical for students who may be unable to attend careers conventions due to medical needs.
- Experiences of the working environment. Transition workshops for students preparing to move on from GHES (particularly Year 11s) to improve resilience, organisation and confidence.
- Newsletters (and website information) informing students and parents about careers conventions and open evenings across the county.
- All Key Stage 4 students will be offered at least one meeting with an Independent Careers Advisor (IAG). This can be provided by the home school or GHES. Careers guidance interviews can be arranged in either of the GHES bases (GRH classroom or the Cheltenham outpatient classroom/offices) or in students' homes. Parents may be included in these 1:1 careers guidance sessions.
- Weekly careers news through the parent bulletin.
- We offer continued careers, advice and guidance as part of the Alumni to those students who have left us (post-16).

GHES Access Policy Statement sets out the school's arrangements for managing access of education and training providers to students for the purpose of giving them information about their offer. This can be found in Appendix 2 and on GHES website.

Monitoring, evaluation and review

The careers programme is monitored and reviewed on an annual basis by the career's leader at GHES. Feedback is obtained during the year from parents, students and training providers to identify outcomes for students, to identify ways of keeping the programme manageable and bespoke, and to identify improvements. Feedback is also sought from former students who have agreed to keep in contact with us with regards their education, training or employment as part of our alumni.

Relationship to other parts of the curriculum and other policies

Careers education is conducted in accordance with the School's Equality policy and other relevant policies. The whole school remit of careers is recognised and careers education is an integral part of the whole school curriculum. We aim to make links with careers through teaching in all subjects.

Management

The overall management of Careers Education and Guidance is with the Head of Service. A member of the management committee has designated responsibilities for overseeing careers provision and a designated careers leader in the teaching staff. The careers lead at GHES oversees the careers provision across the service.

Resources

- GHES careers website for students which is an extensive careers library including a library of videos and podcasts of real people talking about their careers and jobs
- Careers Advisor – 1:1 careers advice and guidance sessions which can be booked at any time of the year. Multiple sessions can be arranged if required
- Referrals to the YST (Youth Support Team), Forwards Education, Prospects and other local providers are made if intensive support and work is required in relation to CIEAG (Careers Information Advice and Guidance) for a young person
- We subscribe to Morrisby Careers which we use to support all our KS3 and 4 students with their individual careers journey
- Cheltenham Festival links e.g. The Science Festival –STEM careers
- Past students are a valuable resource with careers work. We are also for grateful for the support from local and national industries and organisations and higher education institutions as well as other schools
- Gloucestershire Careers Hub provides us with ongoing support.

This policy should be read in conjunction with the following GHES policies and documents:

Equality
Curriculum Statement
SEND
Safeguarding
GHES Journey



Appendix 1

The eight Gatsby benchmarks of Good Career Guidance

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

<https://www.gatsby.org.uk/education/focus-areas/good-career-guidance>



Provider access policy statement

Gloucestershire Hospital Education Service

Approved by:	GHES Management Committee	Date: October 2020
Last reviewed on:	March 2026	
Next review due by:	March 2027	

Rationale

High quality careers education and guidance in school or college is critical to young people's futures. It helps to prepare them for the workplace by providing a clear understanding of the world of work including the routes to jobs and careers that they might find engaging and rewarding. It supports them to acquire the self-development and career management skills they need to achieve positive employment destinations. This helps students to choose their pathways, improve their life opportunities and contribute to a productive and successful economy.

As the number of apprenticeships rises every year, it becomes increasingly important that all young people have a full understanding of all the options available to them post-16 and post-18 including wider technical education options such as T-Levels and Higher Technical Qualifications.

Commitment

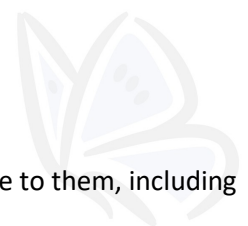
GHES is committed to ensuring there is an opportunity for a range of education and training providers to access students, for the purpose of informing them about approved technical education qualifications and apprenticeships. We are fully aware of the responsibility to set students on the path that will secure the best outcome which will enable them to progress in education and work and give employers the highly skilled people they need. That means acting impartially, in line with the statutory duty, and not showing bias towards any route, be that academic or technical.

We endeavour to ensure that all students are aware of all routes to higher skills and are able to access information on technical options and apprenticeships (The Department of Education, July 2021: "Baker Clause": supporting students to understand the full range of education and training options, and the Provider Access Legislation, January 2023).

Aims

GHES's policy for Access to other education and training providers has the following aims:

- To develop the knowledge and awareness of our students of all career pathways available to them, including technical qualifications and apprenticeships.
- To support young people to be able to learn more about opportunities for education and training outside of school before making crucial choices about their future options.



- To reduce drop out from courses and avoid the risk of students becoming NEET (Young people not in education, employment or training).

Student Entitlement

GHER fully supports the statutory requirement for students to have direct access to other providers of further education training, technical training and apprenticeships. The school will endeavour to comply with the new legal requirement to put on at least six encounters with providers of approved technical education qualifications or apprenticeships. (Due to the nature of our service we are able to offer this, but it would depend on an individual basis if a student would be well enough to access them, and /or depends on when they are referred to us during the academic year). This is carried out through our PSHE curriculum, Connect sessions, work place visits, visits to colleges and training providers, individual work with our Link Tutors, Careers Lead, apprenticeship providers.

Development

This policy has been developed and is reviewed annually by the Careers Leader and Head of Service based on current good practice guidelines by the Department for Education.

Links with other policies

It supports and is underpinned by key school policies including those for Careers, Child Protection, Equality and Diversity, and SEND.

Equality and Diversity

Access to other providers is available and promoted to allow all students to access information about other providers of further education and apprenticeships. GHER is committed to encouraging all students to make decisions about their future based on impartial information.

Parents and Carers

Parental involvement is encouraged, and parents may be invited to attend the events to meet the providers. We inform parents of events, resources, and further information on the weekly GHER bulletin.

Requests for access

Requests for access should be directed to **Aileen Clough**, Careers Lead.

aileen.clough@gloucestershire.gov.uk

Telephone: 01242 532363

Opportunities for access

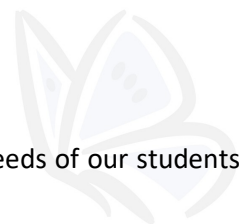
A number of events, integrated into our careers programme, will offer providers an opportunity to come into school to speak to students and/or their parents/carers:

Please speak to our Careers Lead to identify the most suitable opportunity for you.

Granting and refusing access

Access to our students will be granted where it can be agreed that the provider matches the needs of our students and that we can accommodate your request in terms of scheduling and space.

Safeguarding



Our safeguarding/child protection policy outlines the school's procedure for checking the identity and suitability of visitors.

Education and training providers will be expected to adhere to this policy.

Premises and facilities

- We work with students in small groups,(the maximum group size is around 8). We have rooms that have interactive whiteboards.
- If you require use of the interactive whiteboard, please request in advance. We will need to ensure that your equipment/ software is compatible
- Please request use of the whiteboard via email to our administrator karen.harris@gloucestershire.gov.uk at least 72 hours prior to your visit, so that we ensure that this is available for your use.
- You are welcome to leave small numbers of prospectuses and similar publications for our students (please remember our student numbers are small compared to mainstream schools).

Providers who have been invited into GHES to date include:

NHS Nurses
Kohler-Mira
University of Gloucester
Gloucester Police
Willans Solicitors
GE Engineering
Renishaw
House of Lords
Gloucester Crown Court

Destinations of previous students from GHES include:

Stroud College
University of Gloucester
Various Sixth Forms
Bridge Training
Various Apprenticeships
Prince's Trust
GlosCol
Hartpury
Worcester 6th Form College
Hereford 6th Form College
Cirencester College
Quayside
Other out of county providers

