



Elysian Careers Policy

Reviewed: May 2025

Date of next review: May 2026

Elysian Careers Policy

Elysian is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

Introduction

At Elysian, we are dedicated to equipping our young people with the knowledge, tools, and skills to make informed decisions about their future careers. We acknowledge that the specific needs of our young people, including anxiety and other barriers, can make self-reflection, uncertainty, and planning for the future challenging. Careers education is therefore embedded across the curriculum and therapeutic interventions to prepare learners for adult life, enabling them to develop independence and confidence in their decision-making.

Aims

We aim to:

- Equip young people to manage choices, changes, and transitions in their education, training, and future employment.
 - Build self-awareness regarding their skills, aptitudes, values, and aspirations.
 - Foster understanding of diverse career opportunities and paths within the UK and abroad.
 - Develop career management skills such as self-reliance, adaptability, and decision-making.
 - Embed equality and diversity considerations throughout our careers programme.
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The Gatsby Benchmarks

The Charitable foundation, Gatsby, commissioned Sir John Holman to examine what could be done to improve career guidance in England's secondary schools. After international research judgements were made on what "good" careers guidance looked like. Elysian aligns its careers programme with the **eight Gatsby Benchmarks**, which underpin good career guidance:

1. **A stable careers programme:** Embedded and understood by pupils, parents, staff, and employers.
 2. **Learning from career and labour market information:** Accessible, high-quality information supported by informed advisors.
 3. **Addressing the needs of each pupil:** Tailored advice and equality considerations for all.
 4. **Linking curriculum learning to careers:** Embedding career relevance across all subjects.
 5. **Encounters with employers and employees:** Opportunities to learn directly from workplace professionals.
 6. **Experiences of workplaces:** First-hand exposure to work environments.
 7. **Encounters with further and higher education:** Awareness of academic and vocational routes.
 8. **Personal guidance:** Career interviews tailored to individual needs.
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The Elysian Careers Offer

All young people from Year 7 to Year 12 have access to a wide range of career education opportunities, including:

- One-to-one interviews with a career's advisor.
 - Careers education embedded through PSHE lessons.
 - Visits to and from colleges and further education providers.
 - Work experience placements (subject to risk assessments).
 - Employability workshops with local employers.
 - Enterprise days and skills-based activities.
 - CV building, letter writing, and interview preparation.
 - Online platforms such as Career Pilot and Unifrog for career exploration.
 - Talks from professionals across diverse industries.
 - Support from local authority professionals during PEP meetings and CLA reviews.
 - Encouragement to engage in extracurricular activities to build transferable skills.
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Content

The careers programme is designed to meet the individual needs of our students, ensuring progression through activities that align with their stage of career learning and development. Key elements include:

1. **Self-Awareness:**
 - Assessing strengths, preferences, and limitations.
 - Identifying career aspirations and skills development areas.
 2. **Career Knowledge:**
 - Exploring occupational choices, labour market trends, and the impact of technological innovation.
 - Understanding academic and vocational pathways, including modern apprenticeships and internships.
 3. **Skills Development:**
 - Building employability skills such as communication, teamwork, and adaptability.
 - Enhancing financial literacy and understanding workplace health and safety.
 - Recognising and addressing workplace stereotyping and discrimination.
 4. **Transitions:**
 - Preparing for further education, employment, or training.
 - Developing independence skills and resilience for future transitions.
 - Participating in the "Going Places" transition programme for Years 11 and 12.
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Resources and Support

Elysian provides access to a variety of resources and support systems, including:

- **Local College Links:** Partnerships with institutions like Brinsbury College and South Downs College.
- **Online Tools:** Career Pilot, Unifrog, Barclays LifeSkills, and Youth Employment UK.
- **Local Authority Resources:** Information portals for Hampshire, Surrey, West Sussex, Sutton, and Reading.

- **Accreditation:** AQA units to recognise and validate career-related learning and skills.
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Implementation

Careers education is delivered through:

- Dedicated Careers/Life Skills sessions.
 - Off-timetable workshops and events.
 - Cross-curricular links in all subjects.
 - 1:1 and group-based therapeutic interventions.
 - Engagement with employers, colleges, and external providers.
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Monitoring and Review

The careers programme is reviewed annually to ensure it remains effective and relevant. Monitoring includes:

- Gathering feedback from students, staff, and parents.
- Reviewing outcomes against the Gatsby Benchmarks.
- Assessing young people's engagement and progress through pupil interviews and skills audits.

This policy is written, monitored, and reviewed by the Head of Education and Learning. It is tailored to meet the needs of Elysian's unique cohort, ensuring inclusivity and accessibility for all.

Conclusion

At Elysian, our careers education aims to inspire and prepare our young people for their next steps, equipping them with the tools and confidence to achieve their aspirations and thrive in an ever-changing world.

Appendix A:

Helpful links and resources to support our careers curriculum offer

Career Pilot - <https://www.careerpilot.org.uk/>

It is our aim to get all of our young people an account set up on Career Pilot - a free, award-winning, careers website www.careerpilot.org.uk. It is for young people aimed at helping parents and carers get the

information they need to help their children make the right choices at 14, 16, and 18. The site is managed by the Western Vocational Progression Consortium and funded through a partnership of 20 universities.

The Careerpilot website aims to provide 13-19-year-olds in the South of England with information on the full range of choices available at 14, 16 and 18, including apprenticeships, college, higher-level study, etc.

The website also includes information on 19 job sectors, a tool where you can search for courses and apprenticeships, links to providers in the South of England and, if users register (which is free, on the home page and takes 1 minute), they can save their choices of job sectors, providers and qualifications in Career Tools. They can also save their results from the Pre 16 Skills Map and Post 16 Skills Map.

The Careerpilot Parent Zone can help a parent/carers get answers to the career questions they may have, about:

- Choices at 14, 16 and 18
- Further Education College
- Apprenticeships and Traineeships
- Higher Education (including HE provided at local colleges)
- Job sectors and growth
- Funding and support

Answers are clearly written and link to additional information on the Careerpilot website or to other websites. Access the Parent Zone from the Careerpilot home page or by clicking on this link [Parent Zone](#)

Barclays LifeSkills - <https://barclayslifeskills.com/>

A free employability and financial education programme, to unlock skills and employment opportunities for all ages. Accessed through educators, organisations, families or directly, as well as our specialist charity partners who work in under-represented communities providing tailored support.

Unifrog - <https://www.unifrog.org/>

The universal destinations platform, which helps students compare every university course, every apprenticeship, and Further Education courses - then apply successfully. It also empowers teachers and counsellors to manage the progression process effectively.

Youth Employment - <https://www.youthemployment.org.uk/about-us/>

Youth Employment UK is an independent, not for profit social enterprise founded in 2012 to tackle youth unemployment.

As experts on youth employment and unemployment, we are ideally placed to understand the complex landscape facing young people, employers and policy makers.

Free career plans and resources available.

Career ready - <https://careerready.org.uk/>

They connect young people to the world of work.

KS3 Careers Scheme

Learning Objectives	Gats by reference	Possible Activity	Student outcomes
Developing their self through careers, employability and enterprise education			
Describe them self, their strengths and preferences	3	<p>Learners can talk about their strengths.</p> <p>Learners know what they like and enjoy doing</p> <p>Learners participate in the 'ZONES of REGULATION' programme to develop their self and social awareness, manage their feelings and become more effective learners</p> <p>Staff assess each young person against the readiness to learn criteria and share this with them so they are self-aware and know which areas they need to work on.</p>	Self-aware
Be able to focus on the positive aspects of their wellbeing, progress and achievements	3	<p>Learners can tell their own story, how they are making progress and what they need to do to raise their achievement and improve their wellbeing</p> <p>Learners tell the story of their earliest memories of what they were good at and interested in. They look at their story for clues about what they are like today</p> <p>Learners learn yoga and mindfulness activities and use these moments to reflect on themselves and their achievements</p> <p>Learners track their own progress towards their super goals</p>	Self-determined
Explain how Learners are benefitting as a learner from careers, employability and enterprise activities and experiences	3	<p>Learners can explain what they have learnt from career, employability and enterprise learning activities and experiences</p> <p>In a small group, Learners review their experience of taking part in activities with external visitors</p> <p>Learners keep a skills log</p> <p>Learners have the opportunity to reflect on enterprise and STEM activities</p>	Self-improving as a learner
Learning about careers and the world of work			
Describe different explanations of what careers are and how they can be developed	2	<p>Using the members of staff, Learners survey how their careers developed. Learners can spot similarities and differences</p> <p>Learners find out how the careers of different members of staff have developed and then reflect on the similarities and difference between them</p> <p>Learners create career timelines to summarise the career of someone they admire</p> <p>Learners link building of skills and qualifications to their Super goals where appropriate</p>	Exploring careers and career development
Give examples of different kinds of work and why people's satisfaction with their working lives can change	2	<p>Learners can identify different kinds of work that people do.</p> <p>Learners can say why people's job satisfaction varies</p> <p>In small groups, Learners research a job family and give 'table presentations' at their own careers fair</p> <p>Learners find out the purpose of work clothes/uniforms and whether people like or dislike wearing them – linked to sensory needs</p> <p>Learners read and discuss online research about work and working life</p>	Investigating work and working life

Give examples of different business organisational structure	5	<p>Looking at different businesses, learners can describe their organisation and structure</p> <p>Learners investigate the types of businesses involved in the exploitation of commodities such as coffee from the raw material stage to the finished product (Geography)</p> <p>Learners list the jobs involved in getting an everyday item such as a tin of beans to consumers</p> <p>Learners make a spider diagram of the contractors and suppliers linked to the farm (e.g. Farm and Country supplies)</p>	Understanding business structure
Be aware of what labour market information is and how it can be useful to Learners	5	<p>Learners can say what is Labour Market Information https://www.ons.gov.uk/employmentandlabourmarket) and why learners need to be aware of it for making future decisions</p> <p>Female learners investigate opportunities for women in the STEM (science, technology, engineering and maths) industries</p> <p>Learners analyse local job vacancies using job vacancy websites/apps and newspapers</p> <p>Learners investigate the features of jobs in the 'primary' labour market (e.g. high wages and benefits, longer lasting careers) and compare them with jobs in the secondary labour market (e.g. low wage, limited mobility within jobs and temporary careers)</p>	Investigating jobs and labour market information
Identify how to stand up to stereotyping and discrimination that is damaging to Learners and those around Learners	3	<p>Learners can say how to stand up to stereotyping and discrimination that is damaging to learners and those around learners</p> <p>Learners research advice on how to combat stereotyping and discrimination</p> <p>Learners plan a programme of activities for Black History or LGBTQ+ Month focusing on landmark workplace discrimination cases</p>	Valuing equality, diversity and inclusion
Be aware of the laws and bye-laws relating to people's permitted hours and types of employment; and know how to minimise health and safety risks to Learners and those around Learners	4	<p>Learners are aware of the laws and the bye-laws relating to the hours and types of employment for their age group</p> <p>Learners write a true or false quiz to test other learners' knowledge of the laws and by-laws relating to the employment of school-age children</p> <p>Learners discuss how to avoid the problems shown in a cartoon picture of hazards in the workplace</p>	Learning about safe working practices and environments

Developing their career management and employability skills

Identify their personal networks of support, including how to access and make the most of impartial face-to-face and digital careers information, advice and guidance service	2	<p>Learners can use family, school and friends to access information and can appreciate the role of impartiality and sources of partiality.</p> <p>Learners take part in employer led activities to develop their networking skills</p> <p>Learners create a mind map or visual representation of their networks of careers influencers and supporters</p> <p>Learners produce a guide to 'making the most of information, advice and guidance' in their community</p>	Making the most of career's information, advice and guidance (CEIAG)
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Recognise the qualities and skills Learners have demonstrated both in and out of school that will help to make Learners employable	4,5,6	<p>Learners can recognise the skills and qualities needed for the world of work through activities/experiences</p> <p>Learners watch short video clips and identify the qualities and skills that support employability</p> <p>Learners maintain a skills log recording their best demonstrations of the qualities and skills needed for employability (Skills Builder - https://www.skillsbuilder.org/)</p>	Preparing for employability
Recognise when Learners are using qualities and skills that entrepreneurs demonstrate	4,5,6	<p>Learners can show how other learners are using the qualities and skills when being enterprising as part of 'drop-down' days, challenges, through subjects</p> <p>Learners maintain a skills log recording their best demonstrations of the qualities and skills needed for employability</p> <p>Learners gain experience of event planning by working out the programme, timings, publicity and budget for a school event such as a fashion show or pet show. They review their contribution to the venture</p> <p>Learners plan and deliver a series of environmental awareness projects as part of Elysian's social and environmental work linked to the curriculum</p>	Showing initiative and enterprise
Show that Learners can manage a personal budget and contribute to household and school budgets	3	<p>Learners can show how to get the most from a personal budget, understand and use financial words</p> <p>Learners take part in a simulation that challenges them to manage a household budget (Maths)</p> <p>Barclays Life Skills</p>	Developing personal financial capability
Know how to identify and systematically explore the options open to Learners at a decision point	2	<p>Learners can make an informed decision after assessing the choices and opportunities open to all learners</p> <p>Learners brainstorm the criteria they will use to compare different options available to them in Y12</p> <p>As part of the transition process, learners will be provided with the required support and discussion to explore various career routes</p>	Identifying choices and opportunities
Know how to make plans and decisions carefully including negotiating with those who can help Learners get the qualifications, skills and experience Learners need	3	<p>Learners can research for the skills, qualifications and experience. Learners need to discuss, and where necessary, negotiate their plans for the future</p> <p>Young enterprise days linked to village shows, where learners work together - https://make-5-grow.co.uk/</p> <p>Learners engage in target-setting and review activities with their Elysian staff</p>	Planning and deciding
Know how to prepare and present themselves well when going through a selection process	3	<p>Learners can prepare and present themselves well when going through a selection process</p> <p>Learners apply for leadership roles in the school, e.g. as School Council representatives, peer mentors</p> <p>Learners role play doing well in informal or unusual interview situations, e.g. being interviewed for a part-time job in a shop when the interviewer keeps breaking off to serve customers</p> <p>Learners undertake skills builder presentations as part of the Skills Builder framework</p>	Handling Applications and interviews

<p>Show that Learners can be positive, flexible and well prepared at transition points in their life</p>	<p>7</p>	<p>Learners can be positive, flexible and well prepared for their move into key stage 4</p> <p>Learners write a guide for Year 6 Learners on how to make a success of the move from primary to secondary school and support them once they have transitioned into the school</p>	<p>Managing changes and Transitions</p>
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