Harford Manor School

Foundations For Futures

Careers Policy

Date approved by Governors	
Last reviewed by	Ruth Crawford April 2026
Next review date	23rd September 2027
Person(s) responsible for review:	Ruth Crawford

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1. Introduction and aims

Introduction

At Harford Manor school we believe in ensuring all students receive effective careers education, information advice and guidance appropriate to their needs. At Harford Manor School we have used the Gatsby Benchmarks to inform our careers provision and interpreted them to ensure they best meet the needs of our students.

Aims

- To prepare our students for the opportunities and challenges they will encounter throughout their lives.
- To support students and their families/carers to make informed decisions and choices about the future which are appropriate for them.
- To support students to manage change and transition successfully.
- To develop personal characteristics such as, social skills, communication, independence and resilience.

These aims will be achieved through delivering a broad, balanced and progressive curriculum that caters to the individual needs of our students. Students' Personalised Learning Goals are designed to ensure progression and development in; knowledge, skills and understanding, breadth and experience. Harford Manor School acknowledges that for students with learning difficulties, hierarchical and lateral progression are both important.

The careers provision at Harford Manor is in line with the statutory guidance from the Department for Education May 2025 for schools and colleges; 'Careers guidance and access for education and training providers.' The school's Careers, Post 16 policy Provider Access Policy are all available to view on the school website.

Curriculum

Informal careers education takes place through the development of independence, choice making and increasing responsibility throughout the school as part of our overall curriculum.

Formal careers education will take place during the 4 year topic curriculum with a focus of at least 1 topic per year on careers within the My Community strand, these have been identified as; Farming, Recycling – Green Issues, Work and Play, Then and Now

and The Seasons. This will also include various encounters throughout the school with different careers and businesses either on community visits or visits and learning tasks taking place at school.

In the Further Education curriculum Careers development is embedded through the life skills element of the plan and these activities are taught throughout the school year. This includes encounters with employers and colleges, daily jobs, internal and external work experience, mini-enterprise schemes, post 16 world of work activities - including our on site staff coffee shop, allotment, upcycling as an example of some activities.

Progress is monitored through EHCP outcomes, OCR accreditation Personalised Learning Goals and for post 16 a personal careers work folder.

Transition

The transition from Harford Manor School begins with a meeting for Year 13 students parents/carers with a level 6 Careers trained advisor to provide advice and guidance about post-school options. Year 14 students EHCP reviews are held in the autumn term and parents/carers are advised about the application process for post-school placements and when to complete them.

As a school we are able to support applications and are responsible for transferring all relevant documentation to post-school providers.

From the age of 14 parents/carers are advised to put their application in with PFAL as they are the organisation which works with parents/ carers to sort out placements for pupils when leaving Harford Manor school. School can offer support to fill in this application form and have regular contact with PFAL.

During their time in Further Education (FE, Lodge, Indigo, Purple, Orange class) students are given opportunities to visit and engage in taster sessions with colleges and social care provisions. Providers are also able to come into school to carry out observations and meet prospective students before transition sessions take place.

At Harford Manor School we continue to care about the welfare of our students after they transition from us. Students' destinations are tracked for 2 years after leaving Harford Manor and this

information is used to ensure students were well prepared and successfully moved on from the school environment and to improve current practice. Tracking information can be viewed on our school website.

2. Roles and responsibilities

2.1 Staff – Ruth Crawford Careers Lead – Oversight of careers education programme, transition advice, working with external agencies, PFAL.

2.2 Governors – Stuart Moore – Careers Link Governor.

3. Monitoring and review

The school is committed to ensuring that this policy has a positive impact of pupils' education, behaviour and welfare. When reviewing the policy, the school will take into account:

- Feedback from parents and pupils
- Feedback from teachers
- Records of behaviour and safeguarding incidents
- Relevant advice from the Department for Education, the local authority or other relevant organisations

This policy will be submitted for review and approval by the school's Full Governing Body whenever updated or amended.