



ABINGDON  
HOUSE SCHOOL

# Careers Policy

**Responsible Person:** Futures Director

**Last Review Date:** February 2026

**Review Cycle:** Annual

**Next Review Date:** February 2027

In all AHSP Policies, unless the specific context requires otherwise, the word “parent” imports the meaning parent, guardian, carer or any other person in whom is vested the legal duties and responsibilities of a child’s primary caregiver.

If you require a copy of this document in large print, braille or audio format, please contact the AHSP Office.

**AHSP employs the services of the following consulting companies to ensure compliance is met and best practice is implemented:**

**Peninsula HR Online**

**Peninsula Business Safe (Health and Safety)**

**Care Check (DBS)**

**Educare (online CPD)**

## Introduction

Abingdon House School, Purley (AHSP) is owned and operated by Cavendish Education.

This policy is one of a series of school policies that, taken together, are designed to form a comprehensive statement of the school's aspiration to provide an outstanding education for each of its students and of the mechanisms and procedures in place to achieve this. Accordingly, this policy should be read alongside these policies. In particular it should be read in conjunction with the policies covering equality and diversity, Health and Safety, safeguarding and child protection.

All of these policies have been written, not simply to meet statutory and other requirements, but to enable and evidence the work that the whole school is undertaking to ensure the implementation of its core values.

While this current policy document may be referred to elsewhere in AHSP documentation, including particulars of employment, it is non-contractual.

In the school's policies, unless the specific context requires otherwise, the word "parent" is used in terms of Section 576 of the Education Act 1996 as updated, which states that a 'parent', in relation to a child or young person, includes any person who is not a biological parent but who has parental responsibility, or who has care of the child. Department for Education guidance Understanding and dealing with issues relating to parental responsibility updated August 2023 considers a 'parent' to include: all biological parents, whether they are married or not any person who, although not a biological parent, has parental responsibility for a child or young person - this could be an adoptive parent, a step-parent, guardian or other relative any person who, although not a biological parent and does not have parental responsibility, has care of a child or young person

A person typically has care of a child or young person if they are the person with whom the child lives, either full or part time and who looks after the child, irrespective of what their biological or legal relationship is with the child.

The school employs the services of, among others, the following consulting companies to ensure regulatory compliance and the implementation of best practice:

Peninsula BrightHR  
Peninsula Health and Safety  
Atlantic Data (DBS)  
Educare (online CPD)  
SchoolPro (data protection)  
Marsh Commercial (insurance)  
VWV (legal)

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

All outcomes generated by this document must take account of and seek to contribute to safeguarding and promoting the welfare of children and young people at AHSP.

The policy documents of AHSP are revised and published periodically in good faith. They are inevitably subject to revision. On occasions a significant revision, although promulgated in school separately, may have to take effect before the scheduled re-publication of a set of policy documents. Care should therefore be taken to ensure, by consultation with the Senior Leadership Team, that the details of any policy document are still effectively current at a particular moment.

### **Introduction**

AHSP aims to provide a relevant and engaging careers curriculum which meets the differing needs and requirements of our pupils. This is developed throughout a pupil's time at the school and is always supportive of their abilities, strengths and skills. The careers programme is audited [against the Gastby Benchmarks](#) and the Careers Education Company (CEC) toolkit. Together these reviews have formed the basis of the careers programme. Careers is integrated into the timetabled PSHE programme.

### **Aims and purpose**

- Prepare pupils for the transition to life after AHSP
- Support pupils in making informed decisions which are appropriate for them
- Provide pupils with well-rounded experiences
- Develop personal characteristics such as social skills, communication, independence and resilience
- Inspire and motivate pupils to develop themselves as individuals and live as independently as is possible

This policy summarises the statutory guidance and recommendations. It then outlines the provision of careers education, work experience and provider access.

### **Statutory requirements and recommendations**

The careers provision at AHSP is in line with the statutory guidance developed by the Department for Education, which refers to Section 42A and 45A of the Education Act 1997.

This states that all schools should provide independent careers guidance from Years 8 -13 and that this guidance should:

- be impartial

- include information on a range of pathways, including apprenticeships
- be adapted to the needs of the pupil

Abingdon House School, Purley is working in conjunction with [Scope](#) to provide this guidance.

In addition, the school is compliant with the careers guidance that the government set out for delivery from 5 January 2018: 'Careers Guidance and Inspiration for young people in schools.' This states that all schools must give education and training providers the opportunity to talk to students about approved technical qualifications and apprenticeships. Further information relating to this is set out later in this document, under Provider Access.

As part of the Cavendish group of schools, AHSP has access to the Cavendish Works initiative which aims to "change the employment prospects for all our young people".

### **All pupils have access to the following:**

- Half termly visits from a range of professionals, linked to all curriculum areas, to support pupils in developing their knowledge and understanding of future career possibilities.
- Calendared visits to a range of further education and employment opportunities.
- Taking part in a mock interview day
- Oversight of the program and successful transition planning by our Futures Director

### **Key Stage 3**

- Pupil pathways onto accredited courses are planned and prepared for in KS3.
- Pupils take part in Enterprise projects across the school year.
- STEM events and projects are a key part of the KS3 curriculum.

### **Key Stage 4 (in addition to KS3 ongoing provision)**

- Pupils in Year 10 and 11, will undertake work based simulations and opportunities.
- Targeted mock 'apprenticeships' delivered in house.

- Developing student's independence through Life Skills lessons which utilise the Wheel of Independence.
- Careers Interviews.
- Work experience opportunities.

### **Careers Talks:**

At Abingdon House School, Purley students will be invited to attend careers talks from a range of professionals and working environments. Professionals are asked to discuss how they entered their career path, the work it involves and how any interested students should proceed in their educational journey if they wish to pursue a career in that area.

Previous years' talks include:

- NA

### **Parent / Guardian Engagement**

AHSP will work with parents / guardians to ensure they are aware of the careers programme's aims and purpose. The school will also seek support from parents in developing links with business and enterprise opportunities. This policy is on the school website and is available to parents / guardians on request.

### **Work Experience and Safeguarding**

Work experience placements are only permitted by law for students during Key Stage 4 and above, i.e. chronological Years 10 - 14.

The Working Time Regulations 1998 apply to students at work experience placements. They should not work for more than five days in any consecutive seven-day period, for example.

The number of hours worked and pattern of duties is normally agreed by the placement provider, school, the student and the parent/carer. The school will ensure that students on placements are not required to work excessively long hours or unnecessarily unsocial hours.

We would not ask any student to work more than a standard eight-hour day and due to their autism needs we will ensure employers are fully aware of the need for more regular breaks and supervision.

Children between 13 and the minimum school leaving age (MLSA) are prohibited from being employed in industrial undertakings such as factories, construction sites etc, except when on work experience schemes approved by the Children's Services Department. The Health and

Safety (Training for Employment) Regulations 1990 state that in this work employers must provide the students with at least the same health, safety and welfare protection that they give their own staff. There are also some age-related restrictions which prohibit young workers, including children on work experience, from working with particular machinery or undertaking particular tasks.

Initially all work experience will be arranged on a personal basis according to the long term goals of the student. However, in the future, if there are businesses with whom we place students regularly we will ensure that these placements are risk assessed and visited routinely as follows:

- high risk placements are visited annually
- medium risk placements are visited every 2 years
- low risk placement are visited every 3 years

Part of the school's risk assessment will look to seek that the employer has adequate advice, support and training for health and safety (including the use of machinery, provision of safety clothing, COSHH, accident recording etc.)

The safeguarding team would expect to see any work experience provider's safeguarding statement and would share AHP's safeguarding policy with them. This would be in line with volunteers or visitors having to agree to our safeguarding procedure when coming onsite.

## **Providers Access Policy Statement**

### Introduction

This policy statement sets out the school's arrangements for managing the access of providers to pupils at the school for the purpose of giving them information about the provider's education or training offer. This complies with the school's legal obligations under Section 42B of the Education Act 1997.

### Pupil entitlement

All pupils in years 8-13 are entitled:

- to find out about technical education qualifications and apprenticeships opportunities, as part of a careers programme which provides information on the full range of education and training options available at each transition point;
- to hear from a range of local providers about the opportunities they offer, including technical education and apprenticeships – through options events, assemblies and group discussions and taster events;
- to understand how to make applications for the full range of academic and technical courses.

Management of provider access requests

- A provider wishing to request access should contact Jonathan Mansell on [jon.mansell@ahspurley.com](mailto:jon.mansell@ahspurley.com) or Louise Christian on [louise.christian@ahspurley.com](mailto:louise.christian@ahspurley.com)

## **Appendix 1 - The Gatsby Benchmarks**

The School's Careers Provision has been and will be recurrently mapped against the 'Gatsby Charitable Foundation's Benchmarks' to ensure a fully developed and continually improved careers provision.

### **1. A stable careers 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.

### **2. Learning from career and labour market information**

Every pupil, and their parents, should have access to good quality information about future study options and labour market opportunities. They will need the support of an informed adviser to make best use of available information.

### **3. Addressing the needs of each pupil**

Students have different career guidance needs at different stages. Opportunities for advice and support needs to be tailored to the needs of each pupil. A school's careers programme should embed equality and diversity considerations throughout.

### **4. Linking curriculum learning to careers**

All teachers should link curriculum learning with careers. STEM (Science, Technology, Engineering, Maths) subject teachers should highlight the relevance of STEM subjects for a wide range of future career paths.

### **6. Experiences of workplaces**

Every pupil should have first-hand experience of the workplace through work visits, work shadowing and/or work experience to help their exploration of career opportunities, and expand their networks.

### **7. 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.

#### 8. Personal guidance

Every pupil should have opportunities for guidance interviews with a career adviser, who could be internal (a member of school staff) or external, provided they are trained to an appropriate level. These should be available whenever significant study or career choices are being made. They should be expected for all students but should be timed to meet their individual needs.