



Careers Policy

(January 2026)

Intended audience:

Parents/carers. Parents/carers have an interest in understanding how the Policy influences the decisions that contribute to the preparation for adulthood of their children at Mill Water School, to enable them to make more informed decisions for their child's future based on the impartial information gained through events, meetings and individual support arranged for them.

School staff (Governors/Senior Leadership Team/Class Teachers). Governors have an interest in understanding how the Policy influences their decisions to ensure the school is meeting its duty to pupils in providing full support and key information for the transition to future destinations; members of the SLT in ensuring they provide sufficiently trained staff to support pupils with opportunities for work experience, voluntary work and taster sessions within all areas of pupils' aspirations and interests; class teachers for planning and resourcing their pupils to find appropriate and sustainable work experience placements, voluntary work and taster sessions with suitable employers, further education provision and social care placements.

All other stakeholders. All other stakeholders have an interest in understanding how the Policy influences their decisions with offers of help and support to the school and its pupils. This can be through funding, work experience, volunteering opportunities, resources, further education placements, supported living accommodation, spaces to run events etc.

Rationale:

Our aim for all of our pupils is that they develop skills which will be useful for the whole of their lives; so that they become increasingly independent and are able to find their place in the wider community and be prepared for adulthood when they leave Mill Water School. We do this whilst supporting individual health needs, and with community inclusion, employment and independent living being the three key areas of focus.

We have a clear provision map which focuses on preparation for adulthood, beginning in Year 7 and then continuing throughout every individual's school career. We work to ensure that all of our pupils have appropriate opportunities to prepare for adulthood by setting Personal Learning Goals which focus on independence, by planning a curriculum which promotes preparation for adulthood and by offering work-related opportunities appropriate to different age ranges and abilities. As our pupils transition out of Mill Water School to either further education, adult social care packages or a combination of both we work hard to ensure that they are facilitated to choose the pathways that are right for them.

Objectives:

We aim to raise aspirations of pupils, their families and the community by an increased focus on 'what a good life looks like for me'; including employment and experiences of work, increasing independence, community inclusion and good health.

We will ensure that our pupils feel that their opinion is valuable and strive to offer communication strategies to ensure that their voice is heard. We also work hard to develop good home-school communication and support with parents/carers so that they are fully involved in decisions about the future, whilst ensuring that each pupil's best interests remain at the centre of decisions.

The careers programme is designed to meet the needs of all learners at Mill Water School. Activities are differentiated and personalised to ensure progression in their learning and development, and to strengthen their motivation and aspiration whilst giving pupils the opportunity to think about what they would like to do in the future.

We begin this learning by inviting people within the community into school. Pupils from Key Stage 2 and onwards have exposure to positive and practical learning opportunities from the outset at Mill Water. The details below set out the guidance, curriculum links, encounters with people who work, further education and work experience we offer to pupils at each Key Stage of school life.

Key Stage 3 and 4 – Pupils, where possible, have the opportunity to develop their travel training and exposure to the world of work within their community. Pupils develop their independence in daily living skills, and skills in preparation for adulthood and moving on from Mill Water; pupils also have experiences with community workers and emergency services, and supported visits to work places.

Our aim is to build on first hand experiences and knowledge which will subsequently enable our pupils and their families to make appropriate and sustainable choices about their preparation for adulthood and destinations after leaving Mill Water. Pupils are taken to visit settings by staff members to support choices for moving on. This includes social settings for pupils whose education will cease upon leaving Mill Water.

We are working with partners and organisations including Careers South West, several charity shops, Tesco, and social workers, to help our pupils realise their ambitions in relation to:

- further education and/or employment
- independent living, enabling choice and control over their lives/support/living arrangements
- participating in society, including having friends and trusted relationships and participating in the local community
- being as healthy as possible

Our current active stakeholders who provide support to Mill Water's pupils include: parents, class teachers, support staff, governors, The Careers and Enterprise Company (CEC), employers, partner schools, FE colleges, Enterprise Coordinators, Enterprise Advisers, and Devon County Council.

Implementation:

The responsibility for the implementation of the Careers Policy in school lies with the Careers Lead. The delivery of the Careers Policy is embedded across the curriculum from Key Stage 3 to Key Stage 5. The delivery and progress of the Careers Policy is tracked in the mapping tool and is the responsibility of all teachers.

Resources:

Annual Review Meetings from Year 7 onwards involve learners expressing preferences and making choices about what is important now and in the future with particular reference to work, independent living, health and accessing the community; class teachers develop planning around this and the Careers Lead and Adviser assist where necessary. We welcome good relationships with parents and offer specialist guidance and support throughout learners' school careers and particularly at phase transfers.

Staffing:

All staff contribute to pupil progress within Careers through their roles as class teachers and subject leaders. The Careers programme is planned, monitored and evaluated by the Careers Lead in consultation with the Senior Leadership Team.

Monitoring and Evaluating:

Firstly, the main purpose of the monitoring and evaluation process is to ensure the Careers Programme is impactful and meeting its objectives, as set out in the policy. Secondly, it can be used to drive improvements to the programme.

The school will track the destinations of all pupils for three years after they leave the school. The Careers Lead will complete a termly review of the Careers Programme, using the Compass Evaluation Tool, to measure performance against the Gatsby Benchmarks.

Feedback is sought from pupils on what they have learned from the activities completed as part of the Careers Programme. Parents/carers are asked for their views on the Careers Programme, as part of the Annual Review process, in relation to how well their child is being prepared for adulthood.

Feedback is sought from employers (and other stakeholders) who contribute to the Careers Programme.

Finally, feedback is sought from the teaching staff team delivering the Careers Programme activities.

Provider Access

Please refer to the school's Careers Provider Access Policy.