



NHS

North London
NHS Foundation Trust

Gloucester House: Careers Education Procedure

NLFT adopted this policy from Tavistock and Portman NHS Foundation Trust (TPFT) in March 2026 ahead of the merger by acquisition. References in the policy to TPFT structures, links, processes and policies will, from 1 April 2026, usually refer to NLFT.

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NHS

The Tavistock and Portman
NHS Foundation Trust

Version Control

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Policy Author	Gloucester House
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Reviewed by	Locally within TPFT
Key words	

Key changes to policy document

Version	Date	Summary of key changes
1	June 2025	Update
1.2	May 2026	Updated with NFLT logo

1. Equality Statement

All public bodies have a statutory duty under the Equality Act 2010 to set out arrangements to assess and consult on how their policies and functions impact on equality and fairness.

All policy documents will be equality impact assessed and this will include equality and human rights with regard to the protected characteristics including age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex (gender) and sexual orientation.

The Trust will make accessible versions of this document available where requested by members of the public, service users or staff.

2. Trauma Informed Statement

To commit to a trauma informed organisational culture, all policies, practices, and decisions must seek to recognise and respond to trauma, reduce the risk of re-traumatisation and take steps to repair any harm the organisation may cause to those who work within it or use its' services.

3. Vision and Values

We are guided in all we do by our **vision** and **values** and all policies and procedures are written in line with them.

Our **vision** is better mental health, better lives, better communities.

Our **values**:





**Gloucester
House**

Working together for
learning and development

Careers Education Procedure

Reviewed by	Chilo Graham
Policy Updated	June 2025
Next review:	June 2028

Introduction:

As a school we are proud of how we prepare our pupils for progression beyond Gloucester House. We do this through a well thought out programme designed specifically to meet the needs of our pupils. As a school, our focus is on preparing our pupils for their next education placement but through our careers work want to prepare them for the world of work and for them to have aspirations and see themselves as 'workers'.

We believe that the pupils seeing themselves as workers is an important step, so we try to instil that idea and expose them to the range and variety of different opportunities that might exist. We believe that having an aspiration towards a particular career goal can be a strong motivator for many pupils, especially in KS3 and going into KS4.

We also use a token economy as part of our reward system meaning they have to engage with getting the money into their bank books and budgeting for what they want from the shop including the choices between immediate and delayed gratification.

The Careers programmes develop our pupils' skills and knowledge including:

- aspiration
- knowledge of the world of work and further and higher education
- learning about different jobs and pathways into those roles
- interaction with professional adults
- visiting places of work
- business etiquette skills appropriate for all work environments
- Financial awareness / management
- resilience and grit

Rationale:

A young person's career is their pathway through learning and work. All young people need a planned programme of activities to help them make decisions and plan their careers, both in school and after they leave.

The 1997 Education Act places a duty on schools to give pupils impartial careers education in transition years.

Commitment:

The school is committed to providing its programme of careers education, for all pupils appropriate to their age / level. We seek careers support from the referring authority in addition to

our input for pupils who have their transition review of their Statement or EHCP in the year that they turn 14 years old. A member of the senior leadership team has overall responsibility for Careers Education.

Development:

This policy will be reviewed every two academic years through discussions with teaching and support staff, parents and pupils. All evaluations completed with both staff and pupils feed into the re-development of the overall CEIAG planned programme for each key stage. The careers education programme is developed in collaboration with the curriculum lead.

Needs of pupils:

The Careers program is designed to meet the needs of pupils at this school. It is differentiated to ensure progression through activities that are appropriate to pupils' age / level and Individual Special Educational Needs.

The programme promotes equality of opportunity, inclusion, anti-racism and gender stereotypes. Pupils are entitled to:

- careers and work-related activities and opportunities
- up to date information, advice and guidance that is impartial and confidential
- access to a wide range of professionals from the world of work

We look at stages of development in line with those set out in the CDI framework. The activities devised for each stage derive from these entitlements.

Implementation:

The curriculum lead is responsible for overseeing the planned careers programme/SOW. However, all staff in the school have elements of careers education within their roles.

Access Statement (Baker Clause Informed)

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 8-11 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 (adapted as necessary to the individual needs of the young people in the school)
- to understand how to make applications for the full range of academic and technical courses and have assistance with this.

Management of provider access requests Procedure:

A provider wishing to request access should contact **Chilo Graham, Acting Head Teacher**

Email: cgraham@tavi-port.nhs.uk

Opportunities for access:

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

Pupils will have opportunities to visit prospective colleges or training providers with a member of staff and/or parent/carer.

Pupils will have access to the ASDAN programme, which covers topic areas designed to ensure our pupils are ready for the next stage of their education and the world of work, such as: Self-development, career exploration, career management, considering higher education, considering apprenticeships, preparing for the workplace and being at work.

Staffing:

All staff are expected to contribute to the careers programme through their roles. Careers education is planned, monitored and evaluated by the Curriculum lead in consultation with relevant staff.

Curriculum:

At Gloucester House, our careers education programme for Years 7–9 is designed to be aspirational, accessible and developmentally appropriate for pupils with SEMH needs. It focuses on developing self-awareness, exploring the world of work, and introducing future pathways through practical activities, employer encounters, and real-life experiences. The programme builds year-on-year to prepare pupils for informed choices at transition points.

Links to other policies:

This policy is underpinned by the school's policies for teaching, learning and assessment, PSHE and citizenship, health and safety and special needs.