



Policy/Procedure Name:	Treloar Career's Strategy, Policy and Programme School and College
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Policy/Procedure Author:	Transition Manager
Policy/Procedure Owner:	Principal/CEO
Management Committee Approved By:	SMT
Governor Committee/Trustee Committee (where appropriate) Approved By:	Careers Link Governor on behalf of Quality and Performance Committee
For Action By:	Careers Leads, Student Progress Coordinators, Education Managers, School Teachers College Tutors
For Information to:	All staff, students, parents
Approval requested to upload on the Treloar Website:	Yes ☒ (tick if requested)

1. Vision & Rationale:

At Treloar's, careers education is central to preparing learners with physical disabilities and complex needs for meaningful, independent adult lives. Our programme equips learners with the knowledge, skills and experiences to navigate post-education pathways including employment, further and higher education, future living, leisure, health and relationships.

Treloar's adopts a holistic and aspirational approach to careers, recognising that career for our learners extends beyond employment to include all aspects of adult life, including independent living, community participation, relationships and wellbeing. While expectations remain high, the structure of careers education is adapted to meet the complex and individual needs of learners.

1.1 Our Approach

Our careers programme is underpinned by high expectations, inclusivity and a commitment to improving outcomes for all learners. We work in partnership with learners, families, and external professionals to ensure that every learner is supported to achieve their full potential and to move towards meaningful and aspirational adult outcomes.

1.2 Commitment

At Treloar's, we recognise that careers pathways are increasingly complex and evolving. Learners will experience multiple transitions throughout their lives, and many will follow pathways that are not linear or traditionally defined. Our role is to prepare learners with the skills, confidence, and resilience to navigate change, make informed decisions, and adapt to future opportunities.

For learners with complex physical disabilities, this includes preparation not only for employment, but for all aspects of adult life, including future living, health, relationships, and community participation.

1.3 Our Aims and Objectives:

The Careers Education, Information, Advice and Guidance (CEIAG) programme at Treloar's School and College is designed to provide a high-quality, inclusive and aspirational careers education that enables all learners to successfully transition into adulthood.

The programme is informed by:

- The Gatsby Benchmarks
- The Career Development Institute (CDI) Framework, adapted to meet the needs of learners with complex physical disabilities
- The SEND Code of Practice (2015) and Preparation for Adulthood outcomes
- Careers Statutory Guidance:
<https://www.gov.uk/government/publications/careers-guidance-provision-for-young-people-in-schools/careers-guidance-and-access-for-education-and-training-providers>

It is underpinned by a commitment to personalisation, accessibility, and progression, ensuring that every learner is supported to achieve their individual aspirations.

1.4 Our Key Aims:

To raise aspirations and broaden horizons

We aim to:

- Challenge stereotypes and limitations associated with disability
- Expose learners to a wide range of career pathways and life opportunities
- Promote ambition, independence and self-belief

To develop employability and independence skills

We aim to:

- Equip learners with essential employability skills, including communication, teamwork, problem-solving and resilience
- Develop independence skills required for adult life, including decision-making and self-advocacy
- Integrate therapeutic, educational and care input to support functional skill development

To enable informed and realistic decision-making

We aim to:

- Provide accessible, impartial and up-to-date careers information
- Support learners to understand their strengths, needs and interests
- Ensure learners can make informed decisions about their future pathways

To facilitate successful transitions into adulthood

We aim to:

- Ensure all learners, from Key Stage 3 through to college, are progressively prepared for adulthood. Preparation begins at an early stage within the school, with a focus on developing awareness, aspirations, and foundational independence skills.
- Deliver a coordinated and staged transition process through the Transition Team, working in partnership with education, therapy and care staff, as well as external agencies, to support learners' increasingly independent participation in decision-making and planning.
- Embed careers and transition planning from Key Stage 3 onwards within EHCP annual reviews and Preparation for Adulthood pathways, ensuring that outcomes are developmentally appropriate and reflect each learner's individual needs, strengths and aspirations.

- Provide a graduated approach to transition, recognising that learners at Treloar's may require extended, personalised pathways, including supported experiences, assistive technology, and scaffolded opportunities to build confidence and independence over time.

1.5 Key Principles:

Personalised and EHCP-driven

Careers education at Treloar's is fully personalised, with careers outcomes embedded and reviewed through annual reviews and aims of placement. We have an MDT approach to target setting, and these are reviewed at least half termly.

Developing independence and preparation for adulthood

Learners are supported progressively to develop skills in line with their ability, aspirations and aims of placement

Accessible and inclusive employer engagement

Employer encounters and work-related learning are carefully adapted to ensure accessibility, including virtual encounters, on-site experiences, supported internal and external placements and simulations. Due to the complexity of care/medical needs encounters will vary in terms of length, duration etc. and we are flexible in line with the needs of the students

Multi-disciplinary delivery across education, therapy and care

Careers provision is delivered through a coordinated MDT approach, ensuring that preparation for adulthood is embedded across all aspects of learner experience.

2. Roles and Responsibilities:

2.1 Strategic Careers Leads

The Careers Leads have strategic responsibility for the planning, delivery and quality assurance of careers education across Treloar's School and College. This includes ensuring the careers programme meets statutory requirements and is aligned with the Gatsby Benchmarks, monitoring and evaluating provision using recognised tools, and maintaining oversight of employer engagement and external partnerships. The Careers Leads work closely with other senior leaders and manage the Transition Team to ensure that careers education is embedded across school and college provision and supports positive learner outcomes.

2.2 Student Progress Co-ordinators

The Transition Team plays a central role in supporting learners' progression into adulthood, with responsibility for post-16 and post-College pathways. The team works closely with learners, families and external agencies to coordinate transition planning and ensure that careers and future pathways are embedded within EHCP annual reviews and Preparation for Adulthood planning. This includes supporting learners to explore realistic and aspirational next steps,

facilitating multi-agency working, and ensuring continuity of support as learners move through Treloar's and beyond.

Student Progress Coordinators work with students and their families/carers to support the needs of learners with complex physical disabilities and ensure information, advice and guidance is delivered in an accessible and supportive way, allowing learners time to process information and express their views. Where appropriate, this work will be supported by members of the wider multi-disciplinary team such as Speech and Language Therapy.

Careers guidance is closely aligned with EHCP outcomes, Preparation for Adulthood pathways and transition planning, ensuring that guidance supports informed decision-making and progression. Where appropriate, parents and carers are involved in guidance discussions to support shared understanding and effective transition planning.

This role makes a significant contribution to Treloar's compliance with Gatsby Benchmarks ensuring that all learners have access to high-quality transition support.

2.3 Employability Co-ordinators

The Employability Coordinators at Treloar's School and College are responsible for coordinating and developing internal and external work experience, employer encounters and employability opportunities across school, sixth form and college provision. They are a key part of the Transition Team and wider multi-disciplinary teams. Employability Co-ordinators ensure that opportunities are accessible, personalised and aligned to learners' EHCP outcomes and Preparation for Adulthood pathways.

Employability Co-ordinators develop and maintain relationships with employers, community organisations and providers to support a range of meaningful experiences, including supported work experience, workplace simulations, internal placements and external opportunities where appropriate. They play a key role in ensuring that employer encounters and workplace experiences are well planned and vetted, appropriately supported and evaluated, enabling learners to build confidence, employability skills and understanding of the world of work.

This role makes a significant contribution to Treloar's delivery of Gatsby Benchmarks 5 and 6, ensuring that learners have high-quality, inclusive encounters with employers and experiences of workplaces that reflect their individual needs and aspirations.

2.4 Former Students Officer

The Former Students Officer supports Treloar's careers programme by maintaining links with learners beyond their time at the school or college and contributing to destination tracking and longer-term outcome monitoring. This role supports the evaluation of the impact of careers education by gathering information about learners' post Treloar's destinations and achievement of aims of placement.

The Former Students Officer also contributes to careers education by facilitating alumni engagement, including former student talks, mentoring opportunities and sharing real-life transition experiences with current learners and families. This helps to raise aspirations, provide realistic role models, and inform continuous improvement of the careers programme.

2.5 Teaching Staff

Teaching staff across the school and college are responsible for embedding careers, learning and skills within the curriculum and supporting learners to develop, independence, self-awareness, and where appropriate employability skills. Staff contribute to careers education by making explicit links between learning and future pathways, supporting employer encounters and work-related learning activities, and recording careers experiences to ensure progression and continuity for each learner.

2.6 Therapists

Therapists and members of the wider multi-disciplinary team support careers education by contributing specialist expertise to the development of communication and independence skills. Through close collaboration with teaching and care staff, therapists help learners develop functional skills, communication, mobility, and self-management skills that are essential for preparation for adulthood.

2.7 Treloar Leadership Team

The Treloar Leadership Team (TLT) provides strategic oversight of careers education at Treloar's, ensuring that careers provision is appropriately resourced, prioritised and aligned with the wider school and college vision. TLT monitors the impact of the careers programme and supports continuous improvement to ensure high-quality outcomes for learners.

2.8 Governing Body

The Governing Body holds overall accountability for careers education, ensuring that Treloar's meets its statutory duties and that careers provision is effective, inclusive and aligned with best practice. Governors receive regular updates on careers education, including Gatsby Benchmark performance and learner destinations, and provide appropriate challenge and support. We have a named Link Governor for Careers Education who meets regularly with the Transition team and supports the review and impact of our careers programme.

3. Careers Strategy

Intent, Implementation and Impact

Intent

Treloar's careers programme is designed to provide a progressive, personalised and aspirational pathway from Key Stage 3 through to college. It reflects the needs of learners with complex disabilities and ensures preparation for meaningful adult lives across community participation, future living, health and, where appropriate, employment.

Implementation

Careers education is delivered through a whole-organisation approach, embedded across education, therapy, care and residential provision.

The programme includes:

- A structured careers journey from KS3 to Post-19 (see figure 1)
- A strong multi-disciplinary approach (MDT)
- Employer encounters and workplace experiences adapted for accessibility
- Personalised careers guidance interviews
- Embedded curriculum delivery across all subjects
- Strong collaboration with external providers, employers and services
- All staff contribute to careers education, ensuring it is consistent, personalised and integrated into daily practice.

Treloar Careers Strategic objectives 2026-2029

- Staff receive regular updates and training to ensure they are confident in delivering careers education and supporting learners effectively.
- Deliver a high-quality, personalised careers curriculum that maps careers education across all learning programmes at Treloar's
- Embed holistic careers learning, information advice and guidance within teaching, therapy, residential and enrichment activities.
- Ensure all students undertake appropriate careers and destination activities during each academic year.
- Strengthen employer engagement by expanding our network of accessible employers and work placements, including working with national employers
- Develop appropriate high-quality enterprise, supported internships, work placements
- Provide support to employers to increase confidence and inclusivity.
- Improve students' readiness for transition from Treloar's and ensure every student has a curriculum underpinned by their aim of placement
- Ensure every student receives appropriate careers guidance based on their needs and transition aspirations.
- Increase bespoke support for families and carers on transitions beyond school or college and facilitate collaborative work with families and external stakeholders.
- Monitor progress towards students' Education Health and Care Outcomes each half term and align them with transition planning.

- Enhance tracking, reporting, and destination data and track destinations for up to 10 years after each student's end of programme; identifying patterns and improving curriculum and provision.
- Achieve the Quality in Careers Standard a national quality award for careers education, information, advice, and guidance (CEIAG) in schools, colleges, and training providers, fully aligned with the Gatsby Benchmarks and recommended by the Department for Education.
- Increase Parent/carer engagement in careers and support their understanding through increased opportunities such as parent/carer workshops
- Increase range of providers at our annual Future Fest event, in particular apprenticeship providers

Impact

The impact of the careers programme is measured through:

- Destination data, including high achievement of aims of placement
- Long-term alumni tracking to evaluate sustained outcomes
- Achievement of ILP/IEP targets achieved linked to EHCP and Preparation for Adulthood outcomes
- Learner voice, confidence and independence
- Parent and carer feedback
- Gatsby Benchmark performance and Compass+ tracking

4. Student Entitlement

Careers education at Treloar's is a whole-organisation responsibility. All staff contribute to the delivery of careers education, ensuring that it is embedded across the curriculum and wider provision.

Every learner is entitled to a personalised careers programme that supports them to make informed decisions, develop independence and prepare for adulthood, with access to appropriate information, experiences and guidance at each stage of their journey.

Treloar's recognises that some learners may require targeted and enhanced support to successfully transition into adulthood. The school and college work closely with local authorities, families and external agencies to identify learners who may be at risk of not progressing into appropriate post-education pathways. Personalised interventions and transition planning are implemented to ensure all learners are supported to achieve sustained and meaningful outcomes.

5. Provider Access and External Partnerships

Treloar's complies fully with the Provider Access Legislation (PAL) and ensures learners have access to a wide range of education and training providers.

All learners in Years 8–13 are entitled to:

- Access to information about technical education and training pathways
- Encounters with a range of providers
- Opportunities to explore different progression routes

Treloar's provides:

- A minimum of two encounters for all school students' year 7 and above
- A minimum of two encounters for all college students

All encounters are designed to be meaningful, accessible, and inclusive, including virtual and in-person opportunities.

6. Preparation for Adulthood

Careers education at Treloar's is aligned to the four Preparation for Adulthood outcomes:

- Employment and further education
- Independent and supported living
- Friends, relationships and community participation
- Good health and wellbeing

These outcomes are embedded across the curriculum, EHCPs, transition planning and careers provision, ensuring learners are prepared for a fulfilling and independent adult life.

7. Implementation of Gatsby Benchmarks

Benchmark 1: A stable careers programme:

Treloar's has a clearly defined and published careers strategy that sets out the intent, implementation and impact of careers education across the school and college. The programme is reviewed annually to ensure it remains responsive to learner needs, statutory guidance, and best practice. Careers provision is adapted to ensure accessibility and inclusion for all learners and is embedded within the wider curriculum, transition planning and EHCP processes, ensuring continuity and progression from Key Stage 3 through to post-19 provision.

Benchmark 2: Learning from career and labour market information:

Learners at Treloar's are supported to access relevant and meaningful career and labour market information in formats appropriate to their needs. Careers education helps learners develop an understanding of different pathways, opportunities and expectations, with information contextualised to reflect realistic and aspirational outcomes. Parents and carers are also supported to access information about pathways and destinations, recognising their key role in informed decision-making and transition planning.

Benchmark 3: Addressing the needs of each learner:

Careers education at Treloar's is personalised and closely aligned with each learner's EHCP outcomes. Individual strengths, needs, interests and aspirations are central to careers planning, with personalised pathways developed and reviewed regularly through EHCP annual reviews and transition meetings. The programme recognises that learners may follow different, non-linear pathways and require extended or highly individualised transition planning to achieve meaningful outcomes.

Benchmark 4: Linking curriculum learning to careers:

Across both school and college, curriculum learning is explicitly linked to future pathways and preparation for adulthood. Teaching staff work collaboratively with therapy and care teams to ensure that learning supports the development of employability skills, independence, and functional skills relevant to adult life. Learners are supported to understand how their learning connects to future opportunities, including employment, further education, and independent or supported living. In collaboration with Teachers, there is a PSHE curriculum in school with a focus on transition and life beyond education and in college SPC's are involved in the curriculum design and delivery of weekly transition sessions, based on student feedback destination data.

Benchmark 5: Encounters with employers and employees:

Treloar's provides learners with a range of meaningful encounters with employers and employees that are adapted to ensure accessibility and inclusion. These encounters may include virtual employer talks, on-site visits, workshops, and supported engagement opportunities. All employer encounters are carefully planned to ensure they are relevant, realistic, and aspirational, helping learners to develop an understanding of the world of work while removing barriers to participation. When facilitating encounters with employers, it is essential that health and safety, equality and diversity, and safeguarding are considered at all times. This ensures that all students can participate safely, are treated fairly and with respect, and are protected from harm, enabling them to benefit fully from meaningful employer engagement opportunities.

Benchmark 6: Experiences of workplaces:

Learners are supported to access appropriate experiences of workplaces that reflect their individual needs and readiness. This may include supported work experience, workplace simulations, on-site opportunities, or carefully planned external placements. These experiences are designed to build confidence, develop employability skills, and support learners to understand workplace expectations, while recognising that flexibility and personalised support are essential for meaningful participation.

Benchmark 7: Encounters with further and higher education:

Treloar's ensures that learners have opportunities to explore a wide range of post-16 pathways, including as appropriate further education, higher education, specialist provision, supported internships and training providers. Encounters are adapted to ensure accessibility and are integrated into transition planning, helping learners and their families to make informed choices about future pathways.

Benchmark 8: Personal guidance:

All learners at Treloar's have access to personalised transition support appropriate and responsive to their individual needs. Careers guidance is closely linked to EHCP outcomes and transition planning and supports learners to explore options, set goals and targets and make informed decisions about their futures. Guidance is delivered as part of a coordinated approach involving the Transition Team, and a wider multi-disciplinary team. Students also have level 6 qualified personal guidance interviews in line with the statutory guidance.

8. Careers Programme

The careers programme at Treloar's School and College provides a progressive, personalised and inclusive pathway from Key Stage 3 through to post-College, supporting learners with complex physical disabilities to achieve aspirational and meaningful adult outcomes.

The programme is fully aligned with the Gatsby Benchmarks (including Gatsby 2.0 developments) and is embedded within:

- EHCP outcomes and Preparation for Adulthood pathways
- A coordinated multi-disciplinary approach
- A staged model of independence and employability development

Learners experience a carefully sequenced programme of employer encounters, workplace experiences, careers education and personal guidance, ensuring they are prepared for further education, employment, supported internships, residential or supported living.

All learners from Years 7-11 will access a minimum of ten days of work-related activities in line with statutory guidance.

All targets are linked to EHCP outcomes and personalised Aim of Placement

KS3 – Foundations and Aspirations					
Phase	Year	Careers Learning through PHRSE Curriculum	Encounters and Experiences	Personal Guidance and Planning	Intended Outcomes
KS3	7	Introduction to self-awareness, interests, and early career awareness linked to curriculum.	Adapted internal/external employer encounters, MDT planning and peer discussions. Job shop Event, Careers Week	Personalised student pre EHCP review meeting with SPC and Section A review preparation	Awareness of self and careers

				with parent/carers	
KS3	8	Development of skills awareness and pathways.	Employer encounters linked to curriculum. Job shop Event, Careers Week	Personalised student pre EHCP review meeting with SPC and Section A review preparation with parent/carers	Understanding of skills and opportunities
KS3	9	Decision-making and preparation for KS4.	Employer Encounters. Job Shop Event, Careers Week	Personalised student pre EHCP review meeting with SPC and Section A review preparation with parent/carers	Confidence in choices

KS4 – Exploration and Decision making					
Phase	Year	Careers Learning through PHRSE Curriculum	Encounters and Experiences	Personal Guidance and Planning	Intended Outcomes
KS4	10	Exploring different options for future pathways	Employer encounters and workplace understanding, careers week, future fest, job shop	Transition focus and MDT input. Personalised student pre EHCP review meeting with SPC and	Awareness of progression routes

				Section A review preparation with parent/carers	
KS4	11	Preparation for post-16.	Workplace experience and provider engagement. Employer Encounter	Guidance interviews and EHCP review.	Clear plan of next steps

Sixth Form - Preparation and Experience					
Phase	Year	Careers Learning through preparation for adulthood sessions	Encounters and Experiences	Personal Guidance and Planning	Intended Outcomes
Sixth Form	Year 12	Exploring post 18 pathways	Work experience and employer encounters. Careers week, future fest, job shop	Personal transition guidance and MDT planning.	Readiness for adulthood
Sixth Form	Year 13	Post 18 readiness.	Further workplace experience and encounters. Encounters with post 18 placements as appropriate. careers week, future fest, job shop	Intensive guidance and transition planning.	Secured destinations

College – Preparation for life beyond Treloar's					
Phase	Year	Careers Learning through weekly Transition sessions	Encounters and Experiences	Personal Guidance and Planning	Intended Outcomes
College	Year 1	Introduction to post-19 provision focusing on independence, self-awareness, and early employability. Learners explore health, relationships, living options and community participation.	Supported internal work experience, workplace simulations, employer encounters, early engagement with community activities, day opportunities, careers week, future fest, job shop, former students and alumni talks.	Baseline transition assessment, EHCP outcomes focused on Preparation for Adulthood including independence, health and communication. MDT planning and family engagement. Establish aim of placement	Increased confidence, early independence skills and awareness of adult life options including employment, day opportunities and future living.
College	Year 2	Learners build understanding of future living, community participation, relationships, and health management.	External work experience where appropriate, supported internships (introductory), engagement with future living providers, community and leisure opportunities. careers week, future fest, job shop, former students and alumni talks	Ongoing EHCP reviews with clear transition plans, targets across employment, living, health and relationships. Multi-agency working with parents, social care and external providers.	Improved independence, increased participation in community and workplace environments, and clearer progression pathways.
College	Year 3+	Consolidation of	Supported internships,	Intensive transition	Sustained and meaningful

		independence, employability and preparation for sustained adult life including health, relationships, and independence.	external placements, engagement with employers, day services and future living providers, continued leisure and community participation. Careers week, future fest, job shop, former students and alumni talks	planning and meetings with SPC's, strong multi-agency collaboration, and family involvement. Clear transition logs and plans.	adult outcomes including, Community participation, employment, supported internships, day opportunities, and independent or supported living.
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Gatsby Benchmarks for Learners following the REACH Assessment/pre-entry level

Benchmark	Intent	Implementation	Impact / Evidence
Benchmark 1 – A Stable Careers Programme	Careers and PfA education embedded across the curriculum. Long-term progression model designed based on REACH assessment for sensory learners.	Student Progress Coordinators regularly meeting with families to discuss transition and next steps. Regular reviews of progress against REACH assessment with education, therapy and care staff. Structured routines developing communication, independence, and engagement as part of holistic curriculum. SLT, SPC, Tutor and MDT support to capture YP voice.	Progress against EHCP outcomes recorded in EHCP reviews. Holistic Targets set against EHCP outcomes showing increased awareness, anticipation and participation.
Benchmark 2 – Learning from Career & Labour Market Information	Provide accessible experiences linked to real community roles.	Sensory stories themed around real life roles. Objects of reference, sound cues and role-play equipment.	Photos/videos of learners exploring real life materials. Engagement observations identifying preferences and curiosity.
Benchmark 3 – Addressing the Needs of Each Pupil	Personalised, meaningful careers/PfA pathways for every learner.	EHCP outcomes linked to Individual learning plans. REACH assessments and progression through targets. Therapies integrated.	Personalised progress data using reach assessment tool. Progress through domains within reach assessment. Positive sensory regulation and engagement during PfA experiences.
Benchmark 4 – Linking Curriculum Learning to Careers	Embed real-life links into sensory and therapeutic curriculum areas.	Examples: Cooking, Music, Sensory, travel training	Photographs of learners participating in real-world, community tasks. Increased independence in daily routines. Evidence of curiosity and sustained engagement.

Benchmark 5 – Encounters with Employers/visits to the community	Provide positive, sensory-friendly encounters	Visits from for example, police, therapy dog teams, shop workers. Community visits. Hands-on exploration of occupational objects.	Videos or pictures of employer sessions/visits – evidence against targets. Anticipation and recognition behaviours. Engagement through looking, touching, reaching or making simple choices.
Benchmark 6 – Experiences of Workplaces	Build familiarity with community environments through sensory exploration.	Supported visits to shops, parks, cafés, sensory gardens. In-school workplace simulations such as helping on shop or delivering internal mail.	Target feedback showing increased tolerance in unfamiliar environments. Improved ability to cope with sensory stimuli. Learners showing engagement through looking, reaching, listening or activating switches.
Benchmark 7 – Encounters with Further/Higher Education	Smooth, person-centered transitions to specialist FE or adult services.	College outreach sessions using visual, tactile and sensory materials. Transition booklets, photo routes and sensory tours. Multi-agency transition planning with families led by Student Progress Coordinators.	Reduced distress during visits to new settings. Improved interaction with new staff. Progress against targets aligned with EHCP outcomes and Reach assessment. Clear and realistic transition goals captured in EHCP reviews.
Benchmark 8 – Personal Guidance	Provide high-quality, adapted personal guidance in line with PfA outcomes.	Annual reviews including Student Progress Coordinators, Tutor, Team Leader, therapists and families. Use of person-centred planning tools to support capturing student views. Guidance focused on future care, independence, community access and wellbeing.	Strong family engagement and confidence in future planning through meetings with Student Progress Coordinators. Clear documentation of learner preferences including emotional support plans and person-centered plans. Realistic pathways into adult services and future living, exploring options with families and funding authority.

9. Monitoring, Evaluation and Continuous Improvement

Careers Quality Assurance and Strategic Improvement

Treloar's uses the Compass+ tool to evaluate careers provision against the Gatsby Benchmarks. The outcomes of this evaluation inform a strategic careers improvement plan, which identifies priorities for development and ensures continuous improvement. Progress against these priorities is monitored by senior leaders and governors to ensure that careers provision remains high quality, inclusive and responsive to learner needs.

The careers programme is subject to regular monitoring and review to ensure high quality and impact.

This includes:

- Annual Gatsby Benchmark evaluation using Compass+
- Analysis of destination and alumni data
- Feedback from learners, families, staff and employers
- Quality assurance across school and college provision
- Reporting to Treloar Leadership Team and Governors

Destination data is systematically collected, monitored and reviewed to evaluate the effectiveness of the careers programme. This includes tracking learner destinations into further education, employment, supported internships, day opportunities and living arrangements.

Treloar's also undertakes longer-term tracking of learners beyond their time in education to ensure that outcomes are sustained and continue to reflect individual aspirations and Preparation for Adulthood goals.

10. Links to other Treloar Policies and Procedures:

- SMT0067 Staff Guidance on the School and College ILP/IEP process
- SMT031 Work Experience Policy and Procedure
- SMT014 – Provider Access Policy - Careers

11. Implications of Policy/Procedure

11.1 Training Requirements

- All SPCs and Tutors will receive training in this policy
- Gatsby Benchmark and career training delivered to SPCs and teaching staff

11.2 Communication Requirements

How will the Policy/procedure be communicated:	Via SharePoint Staff Meeting On the website
Who will ensure the above communication is carried out:	Head of Quality Director of Education Progress and Transition Manager Careers Lead
Do the changes made to this policy/procedure affect any other policies/procedures? If yes, has this been communicated to the policy/procedure author/owner	NA

2.3 Inclusive communications

If you require this document in an alternative format, such as large print, audio description or a colour background, please contact quality@treloar.org.uk

2.4 Other Implementation Requirements

Not applicable

1. Revision History

Listed below is a brief audit trail, detailing amendments made to this policy procedure in last 4 years

Page/para No.	Brief description of the change(s)	Change made by	Date
	NA – new policy		
	Updated legislation, new transition roles and new Careers Lead	Careers Lead	July 2024
	Complete rewrite of policy	Maria Sherwood	August 2026

IMPORTANT NOTES:

It is essential for those with designated responsibilities to familiarise themselves with the sources of information, referred to above.

Policy documents describe mandatory minimum standards and will be subject to audit and review. Line managers are required to ensure suitable and sufficient arrangements are in place to meet policy requirements, including the provision of information and instruction to staff.

Equality Impact Assessment (EIA) - Stage 1

Name of Policy / Function/Decision	Careers Guidance				
Name of Assessor / Author /Lead	Jo Cox				
Start Date	Sept 2026				
This EIA is being undertaken because it is:	<i>Delete as appropriate</i> A result of policy revision				
Screening					
Does the policy affect employees, students or other stakeholder groups? Could the impact be significant to that group of people?					Y
Is it a major policy with a significant effect on how our core business is delivered?					Y
Does it involve a significant commitment of resources?					Y
Does it relate to an area where there are known inequalities (e.g. gender pay gap, hate crime, accessibility of IT)					N
If the answer to any of these questions is 'YES' then continue to complete Equality impact assessment. If you are unsure about the answer to any of these questions, please contact EDI Co-ordinator or Head of Quality for further support.					
Has the screening identified the policy as having relevance to the any of the following groups?					
Age	N	Disability	N	Sexual Orientation	N
Race	N	Sex/Gender	N	Religion or Belief	N
Gender Reassignment	N	Pregnancy or Maternity	N	Marriage or civil partnership	N
Have we shown due regard for the 9 protected characteristics within the policy/procedure/decision?				Yes ☒ No ☐	
Are all opportunities to promote equality taken within the policy/procedure/decision?				Yes ☒ No ☐	
Have we stated how we will monitor the implementation and impact of this policy/decision?				Yes ☒ No ☐	
Date of Screening				21t Sept 2026	
Approval by EDI				HQA	
Refer Policy/Procedure to EDI Co-ordinator for further Stage 2 Assessment (if required)				No ☒	