

Careers Education at Bricklehurst Manor



We are committed to offering a rich and purposeful careers curriculum that nurtures a growing understanding of the world of work. We want every student to be able to recognise the opportunities available to them and to develop a clear sense of what they can aspire to. At the heart of our Careers Education, Information, Advice and Guidance (CEIAG) is a commitment to providing a well-planned, well-resourced programme that broadens students' knowledge, raises aspiration, and prepares them for the next stage of their education and life, post-16.

Our approach is grounded in experiential learning and enterprise. We provide a wide breadth of meaningful opportunities which allow students to explore different sectors, discover their interests, and begin shaping their own future pathways with confidence. These include hands-on activities, real-life projects, enterprise experiences, workplace encounters, opportunities to meet employers and employees, and visits to education and training providers.

We recognise that many of our students face unique challenges linked to their individual needs and diagnoses. With this in mind, we work closely alongside each young person to help them understand and overcome potential barriers. By tailoring support and creating accessible, empowering experiences, we ensure that all students have the chance to grow, thrive, and move forward with ambition and a sense of possibility.

Intent:

Our aims:

1. Early and Ongoing Careers Learning

We are committed to providing a progressive careers curriculum from Year 3 onwards, ensuring every student builds early awareness of the world of work (Gatsby 1). Our intent is to nurture aspiration, confidence and self-belief, recognising the impact of SEMH needs and embedding trauma-informed approaches that foster emotional safety and trust.

2. Experiential, Meaningful Encounters

We aim to offer regular, real-world, hands-on encounters with employers, workplaces, and enterprise opportunities (Gatsby 5 & 6), supporting students to make connections between learning and future possibilities.

3. Personalised, Supported Transitions

Our intent is to ensure every transition -from key stages to Post 16 - is carefully planned, holistic, and personalised. Support extends to families, recognising their vital role in each student's journey (Gatsby 3).

4. Unbiased, High-Quality Careers Advice

We aim to secure impartial, personalised guidance from qualified careers professionals from the OFG Futures Team, empowering every student to make informed and ambitious decisions about their future (Gatsby 8).

5. A Dedicated, Trauma-Informed Staff Team

Our staff are committed to relational, consistent, high-expectation practice that champions each student's strengths, supporting them academically, emotionally, and socially as they shape their own pathways.

6. Learning Shaped by the Whole Community

Our careers offer reflects the contributions of students, families, staff and employers, ensuring a responsive, community-driven curriculum that celebrates individual talents and promotes enterprise and experiential learning.

Implementation:

- Careers learning is embedded across the curriculum from Year 3, becoming explicit and structured from Year 7, with age-appropriate activities that build confidence and workplace understanding (Gatsby 4).
- Students engage in a wide range of experiential opportunities, including employer talks, workplace visits, enterprise projects, hands-on workshops, and careers fairs (Gatsby 2, 5, 6).
- Transitions are planned collaboratively with students, families, and external agencies, ensuring accessible, trauma-informed processes that reduce anxiety and promote readiness (Gatsby 3, 7).
- Students receive regular impartial guidance through the OFG Futures Team and personalised careers planning sessions, including bespoke pathways, vocational tasters, and 1:1 support (Gatsby 8).
- Staff receive ongoing training in trauma-informed practice and SEMH-specific approaches, enabling them to motivate, challenge, and advocate for students effectively.

- The careers curriculum is continually shaped through feedback and partnership with families, employers, and the wider community, ensuring relevance and authenticity.

Impact:

- Students demonstrate growing self-awareness, confidence, and understanding of future possibilities from an early stage. They can articulate their interests, strengths, and emerging goals.
- Students develop practical knowledge of the workplace, supported by meaningful encounters and experiential learning that broaden aspirations and reduce barriers linked to SEMH needs.
- Families feel informed, engaged, and supported through every transition, contributing to smoother, more positive moves into new key stages and Post-16 destinations.
- Students access high-quality, unbiased guidance and progress onto appropriate, ambitious Post-16 pathways, supported by personalised planning and close pastoral support.
- Staff foster strong, trusting relationships that enable students to thrive academically and emotionally, with improved engagement and increased readiness for adulthood.
- The school community shapes a careers offer that is relevant, dynamic, and inclusive—resulting in students leaving with greater independence, resilience, and a clear sense of future direction.