

Parkside Community School

Careers Guidance





Inclusion Statement

Careers Education, Information, Advice & Guidance (CEIAG)



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Vision: Achieve, Belong, Thrive

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At Parkside Community School, careers education is a central component of our commitment to ensuring that all pupils achieve, belong and thrive. Careers education and guidance is understood not only as preparation for future destinations, but as a key contributor to personal development, emotional wellbeing, confidence, aspiration and social mobility.

We recognise that pupils who are vulnerable, disadvantaged and/or have SEND may face additional barriers to engagement, participation and progression. Our careers programme is therefore intentionally designed to identify need early, remove barriers, and provide graduated and personalised support, enabling all pupils to flourish and transition successfully to their next steps.

This approach reflects the expectations of:

- The Ofsted Education Inspection Framework and Toolkit (2025), particularly the Personal Development and Wellbeing judgement.
- The Gatsby Benchmarks (2025), especially Benchmark 3 (Addressing the needs of each pupil) and Benchmark 8 (Personal guidance).
- The statutory careers guidance, which requires inclusive, impartial and personalised CEIAG for all learners





Student Entitlement Statement

Careers Education, Information Advice and Guidance (CEIAG)

As a student at Parkside Community School you have the opportunity to receive the following: –

- **ACCESS** to impartial advice and information about all career and progression options available to you
- **SUPPORT and GUIDANCE** to help you make choices and complete a career plan for the future, at the appropriate time
- **HELP** to decide what options to pursue at year 9, year 11 and year 13, including information about further learning, training or employment
- **A PLANNED PROGRAMME** of careers education helping you to develop skills and knowledge to enable you to make choices and the transition into work or learning.
- **ACCESS** to a range of online (and paper based) resources to help you to plan your next step, including labour market information, higher education and apprenticeship providers and career planning tools

You will also have the opportunity to: –

- **EXPLORE** the world of work via access to a range of opportunity providers including – employers, voluntary organisations, further and higher education.
- **ATTEND** events giving information on future learning opportunities within further and higher education
- **BE INVOLVED** in making decisions about things that affect your learning and future career options.



Contextual Profile

Parkside Community School and Local Community Need

School Context

Parkside Community School is a non-selective 11–16 secondary school serving Boythorpe and surrounding areas of Chesterfield, including Birdholme and Grangewood, within the Rother ward. The school serves a significantly disadvantaged and higher-need cohort compared with national averages.

Indicator	Parkside Community School
Number of pupils	572
Free School Meals eligibility	51.92%
SEN support	19.41%
EHC plan	4.37
CIN	11.54%
Persistent absence	Significantly above national
English as an additional language	10.50%

These indicators show that a high proportion of pupils experience socioeconomic disadvantage, SEND, attendance challenges and/or contextual vulnerability. These factors can affect wellbeing, confidence, aspiration and access to opportunities, and therefore require a strong, inclusive and targeted careers response.

Local Community Context: Rother Ward, Boythorpe, Birdholme and Grangewood

Parkside Community School is located within an area identified through national and local government data as experiencing high levels of deprivation.

Contextual Indicator	Local Data	Source
Households deprived in at least one dimension (Boythorpe/Birdholme)	~68%	Census 2021
IMD ranking (local LSOA)	Top 1.6% most deprived nationally	English Indices of Deprivation
Child poverty (Chesterfield)	~25–26%	DWP / Local authority analysis
Average household income (Boythorpe/Birdholme)	lowest in borough	ONS / Local analysis
Economic inactivity and low qualifications	Higher than county average	Derbyshire Observatory

These overlapping factors—income deprivation, health inequality, educational disadvantage and reduced access to enrichment opportunities—create additional barriers for many young people and directly inform the design of the inclusion strategy for Parkside's careers provision.





Identification of Need and Removal of Barriers

At Parkside Community School we use a graduated and holistic approach to identifying pupils who may require additional careers support.

Identification draws on:

- Academic, attendance and behaviour data.
- Student voice and wellbeing indicators.
- Referrals from tutors, pastoral teams, SENCO and safeguarding leads.
- Information from families and external agencies.

These indicators will be reviewed termly by the Careers Leader and SENCO, with students benefiting from different provisions and interventions depending on the cohort they are identified as.

Student Classification

- Universal cohort: All pupils.
- Targeted cohort: Pupils who are disadvantaged, at risk of NEET, experiencing low confidence, anxiety, poor attendance or engagement.
- Specialist cohort: Pupils with SEND support, EHCPs or complex needs.

For targeted and specialist cohorts, careers planning may be integrated with pastoral care, SEND provision and wellbeing support, ensuring barriers are actively identified and removed.

Inclusive Careers Provision: Achieve, Belong, Thrive





Universal Offer: **Achieve**

Provision

The universal careers provision is available to all students at Parkside, and forms the foundation which other, tailored approaches, build on to meet the needs of all our young people. The universal careers provision offers:

- A dedicated careers lessons taught through PSHE lessons as part of a stable, planned and robust careers curriculum
- Assemblies and mentor activities at key points throughout both key stages to ensure students receive information pertinent to their stage within the careers curriculum
- A wider school curriculum which has information on careers and future pathways embedded into each subject across all year groups
- Careers events, and trips to broaden student awareness and understanding of careers and how to enter the key pathways to help them achieve, belong and thrive in the future
- Have multiple, meaningful encounters with employers and employees from a variety of sectors, both virtually and in person across both key stages
- Practical experiences of workplaces to introduce students to the world of work and build skills and confidence.
- Access to local and national labour market information to advise their future studies and job opportunities
- Exposure to information on, and encounters with, further and higher education, including apprenticeships to support students to make informed choices about their future education and career routes.
- Personal, tailored career guidance from expert careers professionals.

Wellbeing Focus

- Building aspiration, resilience, confidence and motivation.

Evidence

- Schemes of work, participation data, student surveys, Gatsby tracking, student outcomes and destination data.



Targeted Offer: **Belong**

Provision

In addition to the universal offer, students identified as needing additional support to remove barriers to their engagement with, participation in and progression through, the planned careers curriculum will benefit from one or more of the following interventions.

- Small-group or individual careers sessions, tailored to their particular need
- Enhanced guidance at key transition points through consultations with the SENCO, careers advisor or other relevant professionals
- Targeted employer and workplace encounters adapted to needs of student interests and planned career pathways.
- Additional support to connect with further and higher education through help with course identification, interviews and transition.

Wellbeing Focus

- Reducing anxiety and increasing engagement.
- Supporting pupils to feel known, supported and included.

Evidence

- Careers action plans, intervention records, engagement data, destinations tracking, student outcomes.



Specialist Offer: Thrive

Provision

Students requiring a specialist approach such as those with EHCPs or complex needs, will be provided with bespoke programmes, designed to meet significant individual needs. Some of the possible supportive actions, in addition to the universal and targeted offers are:

- Bespoke careers guidance and vocational profiling
- Supported workplace experiences with employers that recognise the additional requirements some students possess.
- Integrated EHCP and transition planning.
- Prioritised career guidance meetings with an expert careers advisor.

Wellbeing Focus

- Empowering pupils to plan confidently for adulthood and independence.

Evidence

- Case studies, guidance records, EHCP-linked outcomes, sustained destinations.



Potential Careers Interventions for Vulnerable, Disadvantaged and SEND Students

Student Group	Targeted Careers Intervention	Description of Intervention	Intended Impact
Persistently Absent Students	Flexible 1:1 careers guidance	Short, frequent guidance sessions delivered at alternative times, including offsite or virtual meetings where appropriate	Improves engagement with careers planning; supports re-engagement with education and reduces risk of disengagement
	Bespoke transition pathways	Individualised post-16 planning with phased attendance or part-time provision links	Supports sustained destinations and realistic progression routes
Students at Risk of NEET	Early identification, 1:1 careers guidance and tracking	Data used to identify risk from KS3 onwards, with early pre-emptive guidance sessions	Enables timely intervention and reduces NEET outcomes
	Supported employer encounters	Small-group or 1:1 employer visits with trusted staff support	Builds confidence, aspiration and understanding of work expectations
SEMH / Anxiety Students	Trauma-informed careers guidance	Careers interviews delivered in a calm, predictable environment with clear structure	Reduces anxiety around decision-making and transitions
	Gradual exposure to workplaces	Virtual work experience, employer talks in school, followed by supported in-person experiences	Builds resilience and readiness for post-16 pathways
EHCP Students	Careers targets embedded in EHCP outcomes	Careers and transition goals aligned explicitly to EHCP annual review outcomes	Ensures statutory compliance and personalised progression
	Multi-agency transition planning	Joint planning with SENDCo, parents/carers, FE providers and external agencies	Smooth transitions and sustained post-16 placements
Students with Behavioural Concerns	Alternative curriculum pathways	Introduction to vocational, technical and practical routes linked to labour market information	Improves engagement and motivation through relevance
	Mentored employer engagement	Carefully matched mentors and employers with clear behavioural expectations	Develops employability skills and self-regulation
Disadvantaged Students (PP)	Priority access to 1:1 guidance	Guaranteed careers interviews at key transition points (Year 9, 11, 13)	Reduces inequality of access and raises aspiration
	Financially supported experiences	Funding for transport, clothing, tools or equipment for work experience and interviews	Removes practical barriers to participation
Students with Severe Literacy Needs	Visual and accessible careers materials	Use of symbols, videos, infographics and verbal explanations	Ensures equal access to careers information
	Supported applications	Guided completion of CVs, applications and personal statements	Enables successful progression to post-16 options
All Vulnerable Groups	Small-group careers interventions	Targeted group work focused on confidence, employability and decision-making	Builds social skills and readiness for next steps
	Destination tracking and follow-up	Post-16 and post-18 monitoring with re-engagement support if required	Demonstrates sustained destinations and accountability

** This is an indicative list of potential interventions, and they may or may not be used in all cases. Students will be assessed on an individual basis and bespoke interventions put in place where required.



Leadership, Review and Accountability



Leadership, Review and Accountability

The Careers Leader works closely with the Senior Leadership Team, SENDCO, pastoral teams and governors to ensure that careers provision at Parkside Community School:

- Responds effectively to local context and pupil need.
- Contributes directly to personal development and wellbeing.
- Enables all pupils to achieve, belong and thrive.

The careers programme is reviewed annually, published on the school website, and embedded within whole-school improvement planning.



Feedback and Involvement



We actively seek feedback from parents and carers to help shape our CEIAG provision. We welcome:

- Parent participation in employer panels and events
- Offers of work experience placements.
- Feedback through surveys and informal discussion.
- Suggestions for improving communication and support.

Contact Us

If you would like more information, or want to get involved in our Careers Programme, please contact:

Careers Lead: Mr Hoben, Senior Leader for Ebacc and Personal Development

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