Outcomes First Group

Careers Education & Guidance & Work Related Learning Policy

Bluebank School

CAREERS EDUCATION & GUIDANCE & WORK-RELATED LEARNING

INTRODUCTION

Careers education and guidance programmes make a major contribution to preparing young people for the opportunities, responsibilities and experiences of life. A planned progressive programme of activities supports them in choosing 11–16 pathways that suit their interests and abilities and help them to follow a career path and sustain employability throughout their working lives.

COMMITMENT

Bluebank School is committed to providing our students with a programme of careers education, information, advice and guidance (IAG) for all students in years 7-11 which is impartial and effective. We also begin careers education via indirect working as of Year 7. We aim to support the aspirations of our students and ensure that they gain the understanding, skills and experience to make progress and succeed in learning and work.

Bluebank School endeavours to follow the Careers guidance and access for education and training providers (DfE, 2018) and other relevant guidance and Ofsted as it appears.

Our SENDco; Gaynor Black has the Level 7 Diploma in Careers Education and Guidance. This means that she is qualified to give Level 6 impartial advice. We provide pupils with the knowledge, information and skills to make informed choices about suitable courses at school, college and other providers. The service enables students to receive accurate information, advice and guidance about the options open to them

AIMS

Bluebank School's Curriculum policy has the following aims:

- Satisfy the requirements of legislation relating to the National Curriculum and religious education (RE), ensuring that sufficient time is allowed for all aspects of the curriculum and the development of essential skills especially literacy, numeracy and the use of information and communications technology (ICT).
- Mapped against Gatsby benchmarks using the Compass platform from the Careers and Enterprise Company.
- Prepare pupil's for adulthood and independent living.
- Provide for individual needs, whilst limiting disapplication from the National Curriculum to an absolute minimum.
- Achieve high standards and make good/excellent progress.
- Enable those not achieving age-related expectations to narrow the gap and catch up with their peers.
- Be challenged and stretched to achieve their potential.
- Provide access, at an appropriate level, to a curriculum that takes account of developments in provision for 11–16-year-olds.
- To prepare all pupils for a successful adult and working life in a 21st century global society.
- Provide a combination of academic and vocational options, catering for individual pupil needs and desired pathways.
- Provide enrichment activities that broaden a pupil's experiences whilst at school. It is our ambition to encourage our young people to develop into responsible citizens with moral purpose and values that help sustain their everyday lives.

- Help pupils develop personal moral values, respect for religious values and tolerance of other races' beliefs and ways of life.
- Help pupils understand the world in which they live.
- Show commitment to all pupils as we believe that each individual matters and should be provided for.
- Value their learning outside of the curriculum.

OBJECTIVES

To achieve this aim, the careers strategy sets out that every school should use the Gatsby Charitable Foundation's Benchmarks to develop and improve their provision. These Benchmarks are summarised below:

1) **A stable careers programme –** Careers programme is published on school website and evaluated annually

2) **Learning from career and labour market information –** Through curriculum and careers interviews pupils will access career and labour market information to inform their options.

3) **Addressing the needs of each student –** Individual Careers Portfolios are kept for all pupils. Career options consider pupils needs in line with their EHCPs

4) **Linking curriculum learning to careers -**All teachers are responsible for including careers within their subject and the teaching of careers is the responsibility of all staff

5) **Encounters with employers and employees –** All pupils should have access to one meaningful encounter with an employer every year. Many pupils will gain more opportunities throughout the year

6) **Experience of workplaces -** All students should have firsthand experiences of workplaces to help their exploration of career opportunities and expand their networks

7) **Encounters with further and higher education -** All students have access to visit and speak to a range of learning opportunities available to them both academic and vocational

8) **Personal guidance-** By the end of Year 9 all pupils should have at least one guidance interview with a qualified careers advisor. Many pupils will receive several interviews before leaving Bluebank School.

PUPIL ENTITLEMENT

Careers Education and guidance (CEIAG) is an important component of the 11-16 Curriculum and at Bluebank School, we fully support the statutory requirement for a programme of careers education in Years 7-11. All students have a timetabled career session each week which gives them the opportunity to explore the different

careers, qualifications and learning routes. Our school has a Level 7 qualified careers advisor who will meet with the pupils and this will be followed up by an individual career action plan, which will be shared with the student and their parent/carers. These reports can be used to inform meetings at key transition points including phase transfer to Post 16 and other training providers.

DEVELOPMENT

The policy was developed and is reviewed every 2 years by the Careers Lead and his/her Line Manager based on current good practice guidelines by DfE/Ofsted, CEG Framework.

LINKS WITH OTHER POLICIES

The Careers Advice and Guidance Policy support and is underpinned by key school policies including those for Teaching and Learning, Assessment, Equality ACT 2010, Health and Safety, and Send Code of Practice.

IMPLEMENTATION OF CAREERS ADVICE

Careers Education is delivered via PHSE and Life skills lessons and completion of Employee Encounters, Careers portfolios, Career visits and Careers interviews.

EQUALITY AND DIVERSITY

Careers education is provided to all students, and provision is made to allow all students to access the curriculum. Students are encouraged to follow career paths that suit their interests, skills and strengths with the absence of stereotypes. All students are provided with the same opportunities and diversity is celebrated. Due to us having our own on-site 11 -16 Co Ordinator, who is also the SENDCo and a member of Senior Leadership means that we provide excellent knowledge of our students needs and can tailor our approach in line with EHC needs.

Key Stage 3
A career, work related learning and enterprise program will be introduced by the school. Years 7 and 8 will investigate their skills, interests and work preferences to match against suitable occupations. They will also research into the labour market and their expectations of job availability. Year 9 will encompass an exploration of KS4 future options with a focus on individual career paths.

Key Stage 4
Students in year 10 will have exposure to visits and external speakers to provide impartial careers advice and options. Students will visit various local employers or have external visitors to Bluebank School, to gain an insight into varying professions and will have the opportunity to complete one week of work experience or virtual work experience during a career's activities week or at a set time period to be agreed between the school, employer, parent and pupil. All pupils within KS4 will have a Careers 1:1 interview. Students in Year 11 will focus on post 16 personal statements and applications during PSHE lessons. Mock interviews for different pathways and institutions will be run throughout KS4. The focus is post-16 options and the application process.

WORK RELATED LEARNING

The value of work experience, be it in the workplace or virtual to support the needs of the students.

- **Social Skills**

Students will be able to experience working as part of a group and learning to work with new people and adults in a work situation.

- **Personal Development**
  - Work experience will help students understand the different roles and respond to different routines.
  - They can practice decision-making skills; be responsible for their own actions and the effect these actions have on others.
  - Students will develop communication skills in different contexts.
  - Work experience can play an important role in the development of student's self-image and maturity.
  - Work experience should enable students to experience the success and frustrations of seeing a project through to completion.

- **Knowledge and Understanding**

Students will be aware of the disciplines of work and the differences that exist between school and work. Students will see the effect of new technology and gain knowledge of Health and Safety issues.

Aim of Work Experience:

- To support and encourage an integrated work experience programme
- To enable the development and learning of students
- To provide students with records/documents to provide evidence of their experience
- To ensure all placements are safe and secure
- To provide students with direct experience of the world of work
- To give students the experience of relationships, routines and processes that are part of a working environment
- To develop work related skills
- To contribute towards approved vocational and academic qualifications where necessary
- To prepare students for adult and working life
- To encourage students to widen their horizons by viewing work experience as an opportunity to sample non-traditional areas of work
- To prepare students by discussing equal opportunities
- To make clear the roles and responsibilities of all involved in work experience
- Work experience can provide an excellent opportunity for students to develop an understanding of what an employer will expect of them and so enhance their employability.
- Various patterns and length of work experience placements need to be flexible to ensure that the learning needs of our students are met.
- The work will be appropriate to the student's capabilities.
- There will be an adequate level of supervision provided throughout the placement.
- Placements are assessed for risks and insurance checked.

Stages of Work Experience Programme

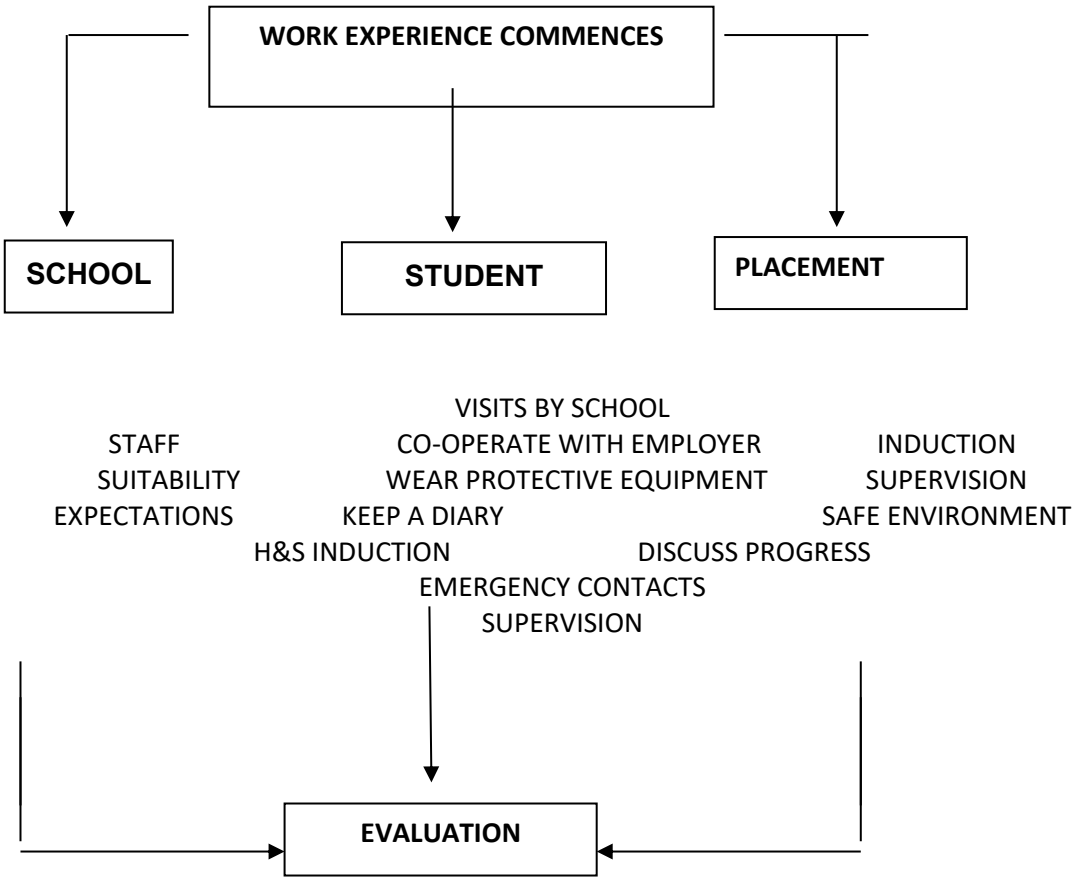
Preparation – the focus may be the careers programme or PHSE programme. We also facilitate Bluebank School with completing and supporting work experiences.

1. School will source and support a meaningful and appropriate work placement that suits a students' aspirations.
2. Meeting with school staff and care staff. Risk assessment carried out.
3. Insurance and DBS checks and risk assessment to be carried out.
4. Attendance – students may benefit from a block week/week's attendance. Some students may benefit from several one-day placements over a period of time to build their confidence and to prepare them for an

extended period. For others the most appropriate way to meet their needs may be a pattern of one day a week over several weeks.

5. Diary/logbook to be kept by the student, showing what tasks are carried out each visit.
6. Member of staff to visit a student in placement.
7. **Evaluation –** we need to evaluate the placement. We should discuss with the student what they did, identify skills they have improved and acknowledge what they have learned.
8. **Follow up –** letter of thank you to be sent to employers.
9. **Evaluation –** evaluate the success of the placement

Supporting Young People on Work Experience



IMPLEMENTATION OF CAREERS ADVICE

The school has a Level 7 qualified careers advisor who will meet regularly with the students throughout their time at Bluebank.

Outcomes
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Parental involvement is encouraged at all stages. Online resources have been specifically chosen to help parents become more involved. Parents / carers are kept up to date with careers related information through letters and newsletters relating to local events. Parents / carers are welcome at careers interviews and where necessary are invited. Regular updates are also given at reviews, (EHCP, PEP, and LAC) A copy of the careers advice is shared with parents.

MANAGEMENT

A named member of staff coordinates the Careers programme and is responsible to his/her senior management line manager. Work Experience is also the responsibility of the 11-16 Co-Ordinator.

STAFFING

All staff contribute to CEG through their roles as teachers.

The Careers programme is planned, monitored and evaluated by the Careers Lead.

CURRICULUM

The Careers programme includes careers education sessions, career guidance activities (group work and individual interviews), information and research activities, work related learning and individual learning activities.

Careers lessons are part of the schools PSHE Curriculum. Other events and activities are planned and organised separately throughout the year and can be seen through the careers programme.

PARTNERSHIPS

Other links with local 11-16 Providers are made when required including work with Chesterfield College.

MONITORING, REVIEWING AND EVALUATING

Careers Education is monitored and evaluated annually via the Headteacher. Careers Guidance is monitored and evaluated annually through discussion with key staff and pupils and appropriate observation of activities by the Line Manager.

The programme is reviewed annually by the Careers Lead and their Leadership Team Line Manager. Changes and improvements to the programme are entered into the Careers action plan and the School Improvement Plan (SIP) along with timescales for completion.

When reviewing the programme, the School Improvement Plan (SIP) is used to ensure that the Careers provision is fully supporting whole school aims.