Outcomes First Group

Careers Education & Guidance & Work Related Learning Policy

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

Hemlock Stone School is committed to providing our learners with a programme of careers education, information, advice and guidance (IAG) for all learners 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 learners and ensure that they gain the understanding, skills and experience to make progress and succeed in learning and work.

Hemlock Stone 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.

Hemlock Stone School has a member of staff dedicated to careers education. We provide learners with the knowledge, information and skills to make informed choices about suitable courses at school, college and other providers. The service enables learners to receive accurate information, advice and guidance about the options open to them

AIMS

Hemlock Stone Schools 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);
- 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 learners for a successful adult and working life in a 21st century global society.
- Provide a combination of academic and vocational options, catering for individual learner needs and desired pathways;
- Provide enrichment activities that broaden a learner'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 learners develop personal moral values, respect for religious values and tolerance of other races' beliefs and ways of life;

- Help learners understand the world in which they live;
- Show commitment to all learners 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 learners will access career and labour market information to inform their options.

3) **Addressing the needs of each learner –** Individual Careers Portfolios are kept for all learners. Career options consider learners 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 learners should have access to one meaningful encounter with an employer every year. Many learners will gain more opportunities throughout the year

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

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

LEARNER ENTITLEMENT

Careers Education and guidance (CEG) is an important component of the 11-16 Curriculum and at Hemlock Stone School, we fully support the statutory requirement for a programme of careers education in Years 7-11. Learners have access to an online careers programme. This gives them the opportunity to explore the different careers, qualifications and learning routes. Learners also have direct careers meetings and the attendance of where appropriate the 11-16 Co Ordinator at PEP's, LACS and EHC reviews.

DEVELOPMENT

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

LINKS WITH OTHER POLICIES

The Careers Advice and Guidance Policy supports and is underpinned by key school policies including those for Teaching and Learning, Assessment, Equality Statement, Health and Safety, and Special Needs and curriculum policy's.

IMPLEMENTATION OF CAREERS ADVICE

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

EQUALITY AND DIVERSITY

Careers education is provided to all learners and provision is made to allow all learners to access the curriculum. Learners are encouraged to follow career paths that suit their interests, skills and strengths with the absence of stereotypes. All learners are provided with the same opportunities and diversity is celebrated. Due to us having our own on-site 11 -16 Co Ordinator, we provide excellent knowledge of our learners 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
Learners in year 10 will have exposure to visits and external speakers to provide impartial careers advice and options. Learners will visit various local employers or have external visitors to the Hemlock Stone 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 careers activities week or at a set time period to be agreed between the school, employer, parent and learner. All learners within KS4 will have a Careers 1:1 interview. Learners 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 EXPERIENCE

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

- **Social Skills**

Learners 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 learners 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.

Learners will develop communication skills in different contexts.

Work experience can play an important role in the development of learner's self-image and maturity.

Work experience should enable learners to experience the success and frustrations of seeing a project through to completion.

- **Knowledge and Understanding**

Learners will be aware of the disciplines of work and the differences that exist between school and work.

Learners 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 learners
- To provide learners with records/documents to provide evidence of their experience
- To ensure all placements are safe and secure
- To provide learners with direct experience of the world of work
- To give learners 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 learners for adult and working life
- To encourage learners to widen their horizons by viewing work experience as an opportunity to sample non-traditional areas of work
- To prepare learners 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 learners 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 learners are met.
- The work will be appropriate to the learner'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

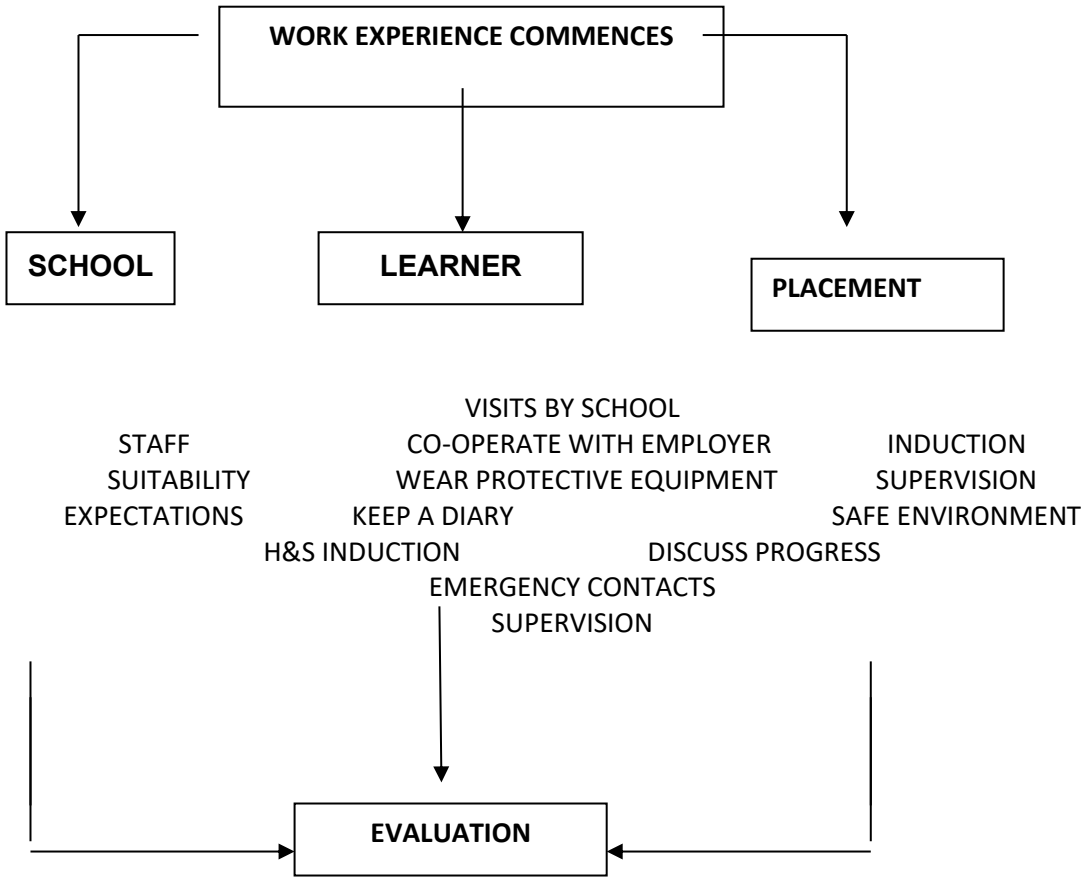
Preparation – the focus may be the careers programme or PHSE programme. We also facilitate Hemlock Stone School with completing and supporting work experiences.

1. Learner to meet with 11-16 Co ordinator to discuss and identify a learner's choice of placement.
2. Meeting with school staff and care staff. Risk assessment carried out.
3. 11-16 Co Ordinator to contact suitable establishments, insurance checks and risk assessment to be carried out.
4. Attendance – learners may benefit from a block week/week's attendance. Some learners 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 learner, showing what tasks are carried out each visit.
6. Member of staff to visit a learner in placement.
7. **Evaluation –** we need to evaluate the placement. We should discuss with the learner 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

i) Careers resources

- These are available from the 11-16 Co-ordinator
- Accessible on request and during sessions for careers guidance

ii) Extra support where appropriate
Support in career 1:1 as appropriate
Support accessing virtual or work base work experience



Outcomes
First Group

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 Hemlock Stone School.

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 learners 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.