

Careers Education Policy

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Heathermount School is owned and operated by Cavendish Education.

This policy is one of a series of school policies that, taken together, are designed to form a comprehensive statement of the school's aspiration to provide an outstanding education for each of its students and of the mechanisms and procedures in place to achieve this. Accordingly, this policy should be read alongside these policies. In particular, it should be read in conjunction with the policies covering equality and diversity, Health and Safety, safeguarding and child protection.

All of these policies have been written, not simply to meet statutory and other requirements, but to enable and evidence the work that the whole school is undertaking to ensure the implementation of its core value of building confidence and preparing students for life.

While this current policy document may be referred to elsewhere in Heathermount School documentation, including particulars of employment, it is non-contractual.

In the school's policies, unless the specific context requires otherwise, the word "parent" is used in terms of Section 576 of the Education Act 1996, which states that a 'parent', in relation to a child or young person, includes any person who is not a biological parent but who has parental responsibility, or who has care of the child. Department for Education guidance Understanding and dealing with issues relating to parental responsibility considers a 'parent' to include:

- all biological parents, whether they are married or not
- any person who, although not a biological parent, has parental responsibility for a child or young person - this could be an adoptive parent, a step-parent, guardian or other relative
- any person who, although not a biological parent and does not have parental responsibility, has care of a child or young person.
- A person typically has care of a child or young person if they are the person with whom the child lives, either full or part time and who looks after the child, irrespective of what their biological or legal relationship is with the child.

The school employs the services of the following consulting companies to ensure regulatory compliance and the implementation of best practice:

- Peninsula BrightHR
- Peninsula BusinessSafe (Health and Safety)
- Atlantic Data (DBS)
- Educare (online CPD)

Heathermount School is committed to safeguarding and promoting the welfare of children and young people and expects all staff, volunteers, pupils and visitors to share this commitment.

All outcomes generated by this document must take account of and seek to contribute to safeguarding and promoting the welfare of children and young people at Heathermount School.

The policy documents of Heathermount School are revised and published periodically in good faith. They are inevitably subject to revision. On occasions a significant revision, although promulgated in school separately, may have to take effect between the re-publication of a set of policy documents. Care should therefore be taken to ensure, by consultation with the Senior Leadership Team, that the details of any policy document are still effectively current at a particular moment.

ORIGINAL

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1. General statement - Our Vision

- 1.1. Heathermount recognises that learning is a lifelong process and that CEIAG (Careers, Education, Information, Advice and Guidance) is integral to this. We provide education and support as an SEN provision to ensure that every learner reaches their full potential and to ensure that they do not become NEET. (Not in Education, Employment or Training).
- 1.2. All staff have high expectations for students and are we very proud of the amazing progress every student makes once they are secure, settled and understood. We create a learning environment which builds confidence and allows for staff and children to flourish. All students are supported and encouraged to become independent, confident young adults who leave school and enter the world of further education or employment. We are privileged to have small teaching groups and a dedicated team of teaching and therapeutic staff who work relentlessly to find solutions to any barriers that might hinder learning to ensure that students leave Heathermount, equipped with the skills needed to secure appropriate post 16 provision and future employment.
- 1.3. We recognise that we have a statutory duty to secure independent careers guidance for all Year 8 to 14 students as outlined in the Careers guidance and access for education and training providers - Statutory guidance for governing bodies, school leaders and school staff - October 2018; we are working towards achieving this. Our aim is that all students acquire the skills, knowledge and attitudes to manage their learning and career progression. We will support students in making informed decisions by providing access to differentiated, impartial and independent information and guidance about the range of post 16 pathway's available to them.
- 1.4. This policy is underpinned by our long-term vision and core values. We are committed to implementing a careers programme that allows for individual success. We believe that CEIAG should be of the highest possible quality and relevant to student's needs. All students are entitled to participate in a planned programme of activities related to CEIAG regardless of gender, disability or cultural background.
- 1.5. Activities are provided to enable students to review and develop their individual strengths and qualities and thus gain in self-esteem. This will impact on all areas of students' progress.
- 1.6. The CEIAG programme is designed to help prepare students for the opportunities, responsibilities and experiences of adult and working life. This will involve them gaining knowledge, developing skills and attitudes that will enable them to make independent decisions and choices about their future.
- 1.7. It is recognised that many of our students will require additional help from staff and other outside providers in order to achieve this. We currently use 'Learning to work' as an external company to support us with Careers guidance and work experience.

2. Rationale

The school policy for CEIAG ensures;

- A comprehensive understanding of provision and how it is organised for staff, parents, the wider community and outside agencies.
- Provides opportunities to measure quality of provision.

This will be achieved in the following ways:

- Regular planned CPD for staff
- Planned schemes of learning
- Planned enrichment opportunities
- Using 'Learning to work' to provide students with impartial careers guidance and work experience opportunities
- A dedicated Careers leader to co-ordinate careers provision across the school.
- Regular Quality Assurance of CEIAG carried out throughout the year.

3. Student entitlement

- All students from Years 7 to year 14 participate in a planned, co-ordinated programme of CEIAG.
- Careers Education is an integral part of the PSHE programme at Heathermount
- Students in KS4 and KS5 have a lesson dedicated to Employability each week and complete a City and Guilds qualification in Employability.

We aim to equip students with the following concepts which underpin CEIAG:

- Self-Development: to understand themselves and the influences on them.
- Career Exploration: to investigate opportunities in learning and work.
- Career Management: to make and adjust plans to manage change and transition.
- Careers Guidance: All students are given advice and guidance from relevant adults including form tutors, PSHE and Employability teachers, subject teachers, the careers leader and an independent careers advisor.
- The independent careers advisor has a 1:1 session with all students each year from year 8 onwards. The careers advisor can be available at parents' evenings if it is thought appropriate. There is specific and targeted transition support for all students.

4. Monitoring, reviewing, evaluating and reporting

The implementation of the careers programme will be monitored and reviewed by the assistant head teacher with responsibility for Careers, the link governor and the Careers and the PSHE/Careers Leader. We will evaluate and report on the programme by asking for feedback from parents, students and teaching staff, and SLT will review and monitor lessons across the school and give feedback on the Careers provision delivered.

5. Legal obligations

- The 2002 Education Act requires schools to provide a balanced and broadly-based curriculum which prepares pupils at the school for the opportunities, responsibilities and experiences of later life.
- The statutory career guidance duty (2011 Education Act, subsequently extended) requires schools to ensure that all students are provided with independent careers guidance from year 8 to year 11 which is presented in an impartial manner, provides information on the range of education or training options, including apprenticeships and other vocational pathways and is guidance that the person giving it considers will promote the best interests of the students to whom it is given.
- All 16- to 18-year-olds (and 19- to 25-year-olds with a current EHC Plan) in college must have access to independent careers guidance (as set out in their funding agreement).
- All young people in England are required to continue in education or training between the ages of 16 and 18. They can do this in three ways: full time study in a school, college or training provider; an apprenticeship, traineeship or supported internship; full time work or volunteering (20 hours or more) combined with part time accredited study.
- 2018 Access to Providers - New legislation (2018) requires all maintained schools and academies to provide opportunities for a range of education and training providers to have access to pupils from Y8-13.
- Every school and college are expected to publish information about their careers programme, including the name of their Careers Leader (Statutory Guidance, 2018).

6. Our commitment

Heathermount school is committed to ensuring that all students receive;

- Information on a range of education or training options, including apprenticeship and other vocational pathways
- The opportunity to work with employers, HE, local learning providers, and apprenticeship providers
- Impartial careers advice (Delivered by Learning to Work)
- Information that is in the best interest of the students and meets their individual needs.
- We are committed to ensure that the school continues to meet the requirements outlined in the Gatsby Benchmarks. (See Appendix 1 for how we are currently meeting the benchmarks at Heathermount).

Key Personnel Involved in CEIAG Programme development and delivery include:

- Assistant Head teacher with responsibility for CEIAG – Harriet Agbenowu
- Careers/PSHE leader – Eva Carroll
- Link governor for Careers
- Employability teacher – Beverley Wijesekera
- Pastoral Team
- All teaching staff

- Independent Careers Advisor – Sorrel James
- Parents – Consultation of draft policy
- Students - Consultation - Student voice

7. Provision

- There is an allocated resource budget for Careers
- A Careers/PSHE lead is in place to manage the Careers curriculum across the school.
- There is a CPD budget available to allow for training needs
- Employers are contacted and encouraged to establish working links with the school, to offer their support and knowledge and giving students an insight into their industry.
- Employers and employees will have access to facilities to deliver sessions like the school hall or classrooms all which have ICT.

8. Responsibilities

- SLT responsible for supporting the CEIAG provision.
- Careers/PSHE Lead responsible for preparing appropriately differentiated learning materials.
- To review and evaluate the provision regularly.
- To liaise and co-ordinate appropriate work with external providers.
- All departments to work together to signpost and support all young people and ensure appropriate differentiation.
- All staff have responsibility in effective delivery of CEIAG provision, and to be part of the evaluation and development of the programme.
- Students have an opportunity to contribute to the careers programme and assist with the evaluation process.

9. Monitoring and evaluation

- To ensure regular QA of the CEIAG provision is carried out and acted upon to maintain high quality provision for all students
- To develop and review policy and practice accordingly
- To ensure staff are updated on any CEIAG developments and relevant CPD is delivered accordingly
- To ensure that START is embedded into the curriculum to aid with the recording of careers education for each student.

10. Success measures

The success of our CEIAG programme will be measured by:

- Ensuring regular quality assurance of the CEIAG provision is carried out and acted upon to maintain high quality provision for all students
- The progress made against the Eight Gatsby Benchmarks Use of the Compass Benchmarking Tool (twice yearly)
- Feedback from the Student Voice

- The number of students who are NEETS after they leave Heathermount School.
- The evidence from learning walks and observations of staff – integrating careers/skills/qualities into all subject lessons, where possible.
- The feedback from parents, students, teaching staff and employers
- The START (Careers platform) reports - showing that all children are getting a useful careers education to help them with their next steps

Reviewed: June 2021 Reviewed by: Eva Carroll – Careers Leader and SLT Team

Next review due: June 2023

ORIGINAL

Appendix 1 – How we meet the Gatsby Benchmarks

The eight Gatsby benchmarks of Good Career Guidance are;

Benchmark	Evidence
1 A stable careers programme	<p>A qualified dedicated Career's leader is in post to monitor, review and evaluate the Careers programme to ensure it meets the needs of all our students. We work closely with 'Learning to work' to support our students and ensure that we are creating a bespoke Careers Education programme for young people with additional needs.</p> <p>We have;</p> <ul style="list-style-type: none"> • A high-quality programme of careers education lessons within PSHE. • Key stage 4 complete a qualification in Employability • Opportunities to meet employers and employees • Work experience opportunities within various subjects, including Business Admin, Catering and Horticulture. <p>KS4 and KS5 have discrete Employability lessons each week, and work towards achieving an award, certificate or diploma in Employability (City and Guilds 5546).</p> <p>We use an independent Careers Education provider, 'Learning to work', All students in Key stage 4 will be taking part in a week of work experience starting in the academic year 2021-2022. Students will be given a work placement diary to complete during their experience, allowing them to reflect on their experience. They will also complete a unit towards their City and Guilds examination. Work based learning enables students to gain essential transferable skills. EHCP outcomes identify their learning goals and next steps post 16 education.</p> <p>Careers is delivered in a carousel within PSHE lessons each year, with a half term of lessons relating to Careers. These areas include;</p> <ul style="list-style-type: none"> • Self-Discovery • Planning for the future • Enterprise and Managing Money • Working life and labour Market • Health & Safety • Equal Opportunities
2 Learning from career and labour market information	<p>Careers Advisors provide support to students to make best use of available information. Parents and students are informed of college open days to find out more about future study options and are aware of when to apply for post 16 education. Students use the National Careers Service website, Career Pilot and START Careers platform in PSHE lessons to look up labour market information.</p> <p>Whole school PSHE curriculum – This is influenced by current affairs and social norms. This information is recognised by the lead and reflected within curriculum delivery.</p> <p>Recognition that the market is fluid and in constant change</p>

	<p>Business Admin course: Curriculum and assessment</p> <p>City and Guilds Employability qualification – See link outlining the units that can be delivered in Appendix 2</p>
<p>3</p> <p>Addressing the needs of each pupil</p>	<p>Our curriculum pathways are tailored to meet the needs of young people with additional needs. Student's desired employment goals are articulated in their EHCP and outcomes identifies to support their aspiration. All pupils will have access to careers education, and is suitable to the needs of each individual pupil.</p> <p>Students are taught in small groups, with TA support, so that the careers programme can be tailored to meet the specific needs of all learners. They have access to the START careers platform to explore job interests and their desired employment outcomes are articulated in their EHCP. We work with parents to overcome difficulties and deliver strategies to overcome these.</p> <p>Post 16 curriculum is designed around the needs of each student. This is highlighted within their transition planning, where each student is encouraged to take the lead. This is evidenced within their dedicated lesson time</p> <p>All subjects are individualised depending on the needs of the student.</p>
<p>4</p> <p>Linking curriculum learning to careers</p>	<p>All teachers are expected to plan careers and employment opportunities into their planning for every subject. This will ensure all pupils are given a variety of opportunities and experiences from different subject areas to build their knowledge and skills of a variety of employment opportunities.</p> <p>Whole school PSHE curriculum where appropriate is linked to the world of work. This is evidenced with curriculum maps.</p> <p>Pre & Post 16 Business Admin course: Curriculum and assessment</p> <p>Assemblies: Guest speakers invited in to speak about careers</p> <p>Catering Education: Experiences of kitchens as a place of work and those who work within it. Essential skills and life skills are covered throughout catering lessons, alongside skills for Working life Entry 3 qualification theory and practical and Entry 3 and Level 1 Introduction to Hospitality and Catering.</p> <p>Employability - Completion of City and Guilds course on Employability</p> <p>Horticulture & Catering: Skills for Working Life City and guilds qualification</p>
<p>5</p> <p>Encounters with employers</p>	<p>We are working towards every student having multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace. This can be through a range of enrichment activities including visiting speakers, monitoring and enterprise schemes. The Careers programme is in development stage, but will include;</p> <ul style="list-style-type: none"> • Visits to companies • Guest Speakers

and employees	<ul style="list-style-type: none"> • KS4 Taster Days at College • Mock interviews • Careers Fair • 1 week's work experience each year from Key stage 4. • Volunteering Work • Careers Week <p>Business Admin is focused around the world of business and employment. Each student experiences the school as a place of employment</p> <p>Catering Education: Experiences of kitchens as a place of work</p>
6 Experiences of workplaces	<p>All students who undertake Catering, Horticulture and Business Admin (BA) are required as part of the course to experience working conditions, as well as develop skills, knowledge and behaviours expected within the world of work. This is conducted within a safe and protected environment, however allowing students to put their skills and qualities into action and receive both formative and summative feedback on their development. As a school we are very proud that several students, who through their experiences at Heathermount are now employed by the school.</p> <p>In development with local employers where students will have volunteering and work experience opportunities to engage with places of work and its employees</p> <p>Post 16 Curriculum of Business Admin is entirely focused around the world of business and employment. Each student experiences the school as a place of employment.</p>
7 Encounters with further and higher education	<p>Supported transition - Students will be supported with their next steps, which will include visits to colleges, allowing them to explore future options</p> <p>Career's Fair - Students will attend a yearly career's fair where they will be able to access a variety of further and higher education institutions and gain valuable information for their next steps.</p>
8 Personal guidance	<p>Our Careers Advisor, (Sorrel James - Learning to Work) will provide support to students to make the best use of available information. The Careers Lead will be present in all careers interviews and will ensure that parents have the action plan from the interview and are made aware of any recommendations. Students will be given time in their PSHE lesson, following on from their careers interview to explore further using the information and suggested links in their action plan.</p> <p>Advice is available to students and their families at their yearly annual review.</p> <p>Post 16 tutor and transition meetings (within dedicated lessons) where 1-2-1 guidance is offered and discussed.</p> <p>Secondary PSHE curriculum: Future aspirations are explored and discussed with each student in PSHE and Employability lessons.</p> <p>Careers Corner: There will be a collection of careers books, information regarding further education courses and information on different jobs (in development).</p>

Appendix 2

Careers lessons in PSHE and Employability

Year 7	Year 8	Year 9
Careers and your future	Employability and Enterprise Skills	From failure to success
START Careers platform - Introduction and set up *	Proud to be me	The importance of happiness (Linked to employment).
What is money?	Career interests and job ideas	START Careers platform x 4 lessons *
What is budgeting?	Labour market information	
Creating a budget	START Careers platform x 2 Lessons*	
Savings, loans and interest rates		
Financial products and transactions	Finance, income and expenditure	Keeping financially savvy and avoiding debt
Financial transactions	Tax, NI and Tax	How to successfully manage money
START Careers Platform x 4 Lessons *	How tax is spent (Public services)	Consumers, the law, what are my rights?
	Finance, budgeting and saving	Employability and preparing for the world of work

Year 10	Year 11	
Consumer rights	Time Management	Health and safety at work
Employment rights	Exam stress and relaxation	How do trade unions protect us at work?
Exploring a payslip	Letter of application	Study Skills, Preparation for Exams and Transition
Household Bills and Budgeting	CV introduction	
START Careers platform x 4 lessons *	CV Writing	
	Writing a personal statement	
	GCSE Revision and Study Skills	START Careers Programme x 4 lessons *
	Applying to College and University	
	Independent living	FINANCIAL CAPABILITY - Rent v mortgages, Budgeting, Borrowing money, savings, household bills and the consequences of debt
	How do we prepare for a job interview	

*START Careers platform

<https://www.startprofile.com/about-start/>

Employability lessons – Students will work towards accreditation, completing a variety of Careers related activities from the link below (Page 3). https://www.cityandguilds.com/-/media/productdocuments/skills_for_work_and_life/employability_personal_and_social_development/5546/level-1/centre_documents/5546_level_1_unit_handbook_v7-0-pdf.ashx