

Springhead School - reviewed 16.3.21

Careers, Employability, Enterprise Education and Work Experience Policy

Rationale

We are committed to providing a planned programme of Careers Education, Information and Guidance for all pupils in Years 9-14. This is based within the Preparing for Adulthood model which the school promotes and evaluates for each young person.

We believe that it is especially important for our pupils, all of whom have an Education Health and Care Plan, that Careers Education Information and Guidance (CEIAG) permeates the whole school and is of the highest possible quality.

The CEIAG programme will promote equality of opportunity, celebrate diversity and challenge stereotypes.

The policy is guided by the 'Gatsby' benchmarks, to ensure best practice and to conform to statutory requirements.

Context

From September 2013 the Education Act of 2001 placed schools under a duty to ensure that all registered pupils in Years 8-13 have access to independent, accurate and impartial information, advice and guidance.

Careers guidance under this duty will:

- be presented in an impartial manner
- include information on the full range of post 19 education or training options,
- promote the best interests of the pupils to whom it is given

The DfE on 4th December 2017 also updated its statutory careers guidance for schools. Governing Boards need to ensure that the school has published a careers programme and clear advice and guidance which meets the school's needs. The government also expects Governing Boards to ensure that the schools careers strategy is developed in line with the Gatsby Benchmarks and informed by the requirements set out.

The careers strategy can be read online at

www.gov.uk/government/publications/careers-strategy-making-the-most-of-everyones-skills-and-talents

The statutory guidance for school is available at

www.gov.uk/government/publications/careers-guidance-provision-for-young-people-in-schools

Our Vision:

We are committed to

- Raising aspirations for the future, developing ambitious, independent and resilient learners
- Equipping our children and young people with skills essential for lifelong learning, in preparation for adulthood

- Developing pioneering, inspiring and innovative practice, backed by action research
- Providing wide-ranging learning opportunities through an extensive range of strong partnerships, in collaboration with other schools and colleges
- Creating increasingly powerful connections to our local, regional, national and virtual communities

Principles:

Careers Guidance will focus on the specific needs of the individual student to promote self-awareness and personal development. It will aim to provide current and relevant information to enable each student to make informed decisions about their future. It will be presented in an impartial manner, be confidential and differentiated to suit the requirements of each individual student. Our careers education and guidance is fully integrated with the 'Work and Enterprise' strand of the Post 16 curriculum and with the PSHCHE strand of the curriculum for pupils in Yrs 9 - 11 which provides realistic and relevant opportunities for young people to develop knowledge and understanding of work and enterprise, to develop skills for enterprise and employability and to learn through direct experiences of work and enterprise. Pupils learn about work, learn from work and learn to work.

This will promote the following to all students:

- *Self-development through careers and work-related education.*
Participation in career and work-related learning activities gives individuals valuable opportunities to discover more about themselves: who they are, how they are changing and who they could possibly become. They can also discover what inspires them, how they can be successful and what they can contribute. At Springhead School we encourage students to assess their strengths and weaknesses to inform future learning and work choices and develop positive self-esteem. They will understand themselves and the influences on them. Well-chosen and well-designed activities enable individuals to become more motivated and to take greater responsibility for their own learning, development and wellbeing.
- *Finding out about careers and the world of work*
Self-examination and exploration of careers and the world of work are two sides of the same coin. Looking inwards and looking outwards are central to the matching process when individuals weigh up where they could fit in, what the world of work has to offer them and what they have to offer in return. Looking outwards encompasses understanding careers and career progression, gaining useful insights into work and working life, understanding business and industry, knowing about the rights and responsibilities of workers and investigating opportunities. Students explore careers through the provision of a wide range of resources: computer software, books and leaflets, posters, subject related job displays, enterprise work, and access to our school's impartial careers guidance. They can experience the world of work first hand during work place visits, meeting external speakers from business, working with business advisers from Young Enterprise, taking part in Mock Interview sessions, meeting employers and people offering further education opportunities at our annual Moving on event and in some cases work placements. Through this extensive programme our students develop their understanding of the changing nature of work, learning and career choices, including the full range of post-19 education or training options, including Supported Internships.
- *Developing skills for career wellbeing and employability*
Individuals need to acquire and develop a range of skills to manage their own careers and to

prepare themselves for employment and/or self-employment. They must, for example, know how to access and make use of sources of information and advice, be able to make plans and decisions and know how to follow them through. Individuals also need to be able to acquire and demonstrate the skills which will add value to an employer's business (or their own business if they are self-employed) while at the same time enabling them to release their own potential and to achieve satisfaction and success in their working lives. Knowing when and how to invest in their own learning throughout their lives can help them achieve their goals. Students also develop their ability to challenge all types of stereotyping and how to deal with prejudice and discrimination in the world of work.

Roles and responsibilities

- All staff delivering CEIAG are accountable to the head teacher as part of their professional responsibilities in the school.
- The Lead for Careers is Sue Rose, Acting Head Teacher.
- Work Experience is planned and implemented by a Senior Level Teaching Assistant and a General Teaching Assistant who works closely with the Careers Lead.
- The Independent Careers Advisor is responsible for maintaining the careers information stored in the centre.
- The Independent Careers Advisor provides training and briefing sessions for staff on CEIAG.

The 'Gatsby' Benchmarks

<http://www.gatsby.org.uk/uploads/education/reports/pdf/gatsby-sir-john-holman-good-career-guidance>

Benchmark 1: A stable careers programme

- the strategic responsibility for the management of CEIAG is the Careers Lead.
- The careers programme is structured and updated by the Careers Lead and it is published and included on the school's website.
- Delivery is through planned lessons, enterprise opportunities, careers days, visits, work experience and also permeates through all school subjects
- Funding is allocated annually in the context of whole school priorities and particular needs for Careers Education, Information and Guidance.
- The school ensures Preparing for Adulthood is prominent in the EHCP process for every child.
- There are a number of events and activities involving employers and other agencies throughout the year including the Moving On event, Mock Interviews and competitions linked to Enterprise work.
- Visits to colleges and other post 16 and 19 options are arranged from year 11 onwards
- In house training is provided for all staff regarding CEIAG and this is delivered through whole school INSET days, staff meetings and through specifically negotiated or requested training sessions.

- The Careers Lead attends external careers training events and shares information with staff.

Benchmark 2: Learning from career and labour market

- The Careers Adviser provides independent careers guidance, including Local Market Information (LMI) to all pupils from years 9 and above.
- Enterprise days, careers days, visits to and from other organisations provide a variety of LMI

Benchmark 3: Addressing the needs of each pupil

- The Careers Adviser keeps accurate records of individual careers advice and these are shared with pupils/parents/carers and the school.
- Destinations are collated by a member of the Leadership Team with the support of the Administration team.
- The careers programme actively seeks to challenge stereotypical thinking and to raise aspirations.
- All work is differentiated to meet the needs of the individual using the EHCP and prior knowledge of the pupils needs.

Benchmark 4: Linking curriculum learning to careers

- Careers, employability and enterprise skills are embedded with the curriculum and developed in all lessons. These develop skills which will encourage pupils to become more effective workers, within a wider range of careers.
- All staff are expected to contribute to CEIAG through their role as teachers and support staff.

Benchmark 5: Encounters with employers and employees

- Pupils will be provided with opportunities of workplace visits, work shadowing, enterprise clubs and employer talks and presentations and work experience if appropriate.
- We will arrange visits for pupils to local colleges, work-based education and training providers This will assist pupils in making an informed decision about their future career.
- We will continue to develop partnerships with local colleges, Supported Internship providers, local employers and training providers.

Benchmark 6: Experience of work places

- Pupils will visit places of work throughout their time in school. This includes supermarkets, swimming pool, cafes. They will be supported to recognise the work people do in these places.
- People with specific job roles will be invited in to school to meet with and talk to the pupils. This may include Fire service, Life guards, Nurse, Business advisors and so on.
- Work place visits are arranged in line with the curriculum. In Years 9 – 11 this will include 1 per year. In Years 12 – 14 this will include 2 per year.
- A planned programme of Work experience is arranged according to the needs and aspirations of young people usually in Years 13 & 14.

Benchmark 7: Encounters with further and higher education

- Annual Moving On event will allow each pupil/parent/carers to have a meaningful encounter with learning providers, including sixth form, colleges, local employers and apprenticeship providers.
- Visits to local colleges and Further education providers.

Benchmark 8: Personal guidance

- Independent face-to-face careers guidance, to help make successful transitions, from a qualified careers adviser (qualified to at least level 6)
- School will work closely with the Local Authority through the preparing for adulthood model.
- The Careers Adviser, will provide independent careers guidance to all Year 10, 11 and Post 16 pupils, and their parents
- The Careers Adviser is available for appointments with pupils or with parents/carers and pupils.
- Support for students as they move in to any transition.

Approved by

- Acting Head teacher

Sue Rose

- Governor

Approved by email 14.12.20

Date policy agreed: December 2020

Date policy to be reviewed: November 2021

Missing Numbers Addition within 50

$$4 + \square = 30$$



1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32 33 34 35 36 37 38 39 40 41 42 43 44 45 46 47 48 49 50

$$4 + 26 = 30$$

1. $3 + \square = 26$

6. $6 + \square = 36$

11. $1 + \square = 22$

16. $6 + \square = 50$

2. $4 + \square = 32$

7. $4 + \square = 28$

12. $2 + \square = 49$

17. $7 + \square = 40$

3. $5 + \square = 27$

8. $1 + \square = 34$

13. $3 + \square = 23$

18. $8 + \square = 28$

4. $5 + \square = 17$

9. $5 + \square = 30$

14. $4 + \square = 47$

19. $9 + \square = 12$

5. $2 + \square = 28$

10. $6 + \square = 45$

15. $5 + \square = 22$

20. $10 + \square = 49$