



CAREERS POLICY

This policy is written in line with the DfE document, 'Careers guidance and access for education and training providers: Statutory guidance for governing bodies, school leaders and school staff,' October 2018

All students at the Derwen School School will have the opportunity to access the Careers Education information and Guidance (CEIAG) programme which meets professional standards of practice and which is delivered by trained staff and is impartial and person centred. The programme will raise aspiration, challenge stereotypes and promote equality, and as such, is an essential part of the curriculum at this school.

Students need to recognise their own strengths and capabilities and be given every opportunity to make well-informed decisions and plans about their future and post 16 options.

Rationale

Work-related learning has an important contribution to make to the education of all our pupils, in order for them to make an effective transition from the school to adulthood and employment. So that pupils are able to make this effective transition the school provides students with a programme of careers guidance. This incorporates careers days where students have the opportunity to discuss various vocations with external visitors, units of work and visits from prospective employers, and external careers provision. This allows pupils to have opportunities to develop personal skills and attributes in order to develop confidence in their ability to work, learn and achieve their full potential. These skills and attributes, coupled with skills for life and key skills mapped to qualifications, will form the basis of successful study at higher levels, and for a successful career. Careers advice, guidance and education is designed to meet the needs of learners at the Derwen School. Activities are differentiated and personalised to ensure progression in careers learning and development.

Aims and Objectives

- To prepare students for the opportunities, responsibilities and experiences of adult life.
- To enable students to develop skills, attitudes and abilities which will enable them to be effective in a variety of adult occupations and roles.
- To develop career awareness and enable them to manage personal career development.
- To enable them to handle careers information and assist them in

- making informed choices.
- To encourage them to manage transitions in their lives such as the change from school to college or work.
- To assist them to apply to chosen college / post 16 provision.

Pupil entitlement

All pupils in years 8-13 are entitled:

- *to find out about technical education qualifications and apprenticeships opportunities, as part of a careers programme which provides information on the full range of education and training options available at each transition point;*
- *to hear from a range of local providers about the opportunities they offer, including technical education and apprenticeships – through options events, assemblies and group discussions and taster events;*
- *to understand how to make applications for the full range of academic and technical courses.*

Teaching Strategies

Teaching strategies will aim to meet the needs and reflect the learning style of each student. For this purpose a high level of individual support is available from teaching staff and teaching assistants. Students are encouraged to draw on their own experiences, beliefs and feelings whilst encouraging them to learn about and understand someone else's experience and develop respect for other views.

Activities are used that encourage the development of Key Skills, which are recognised as being highly regarded by employers, and institutions of Further and Higher Education.

Key skills include:

- Communication – speaking, listening and following instructions and advice
- Using ICT
- Using English and Mathematical skills
- Working with others as part of a team
- Problem solving
- Improving individual learning and performance

- PSHE
- Citizenship
- Budgeting skill
- Life skills
- Transport training / application
- Personal skills

Cross Curricular links

Careers Education and Guidance has the potential to be delivered in a variety of contexts throughout the curriculum but in particular through Maths, English, ICT, Citizenship and PSHE. ICT is used to encourage research into topics and to help in presentation of information in general work and for examination modules. General ICT skills are used for planning, re-drafting and the presentation of written tasks, research and applications. Students are required to use computers for the production of CVs and Careers action plans. It is envisaged that students are able to:

- Search and retrieve information on occupations and qualifications required
- Search and retrieve information on courses and training
- Search and retrieve information regarding their local college
- Search local transport
- Apply for colleges, training providers, apprenticeships where needed
- Apply or research transport to their chosen post 16 destination
- Provide personalised occupation information based on individual needs
- Gather and analyse self-data to create occupational choices
- Provide work simulation environments

The Teaching of Careers Education and Guidance (CEG) This section needs to reflect the curriculum in each school, and must include provision for careers from year 8.

CEG is delivered following and based on three main aims:

- Students' understanding of themselves and developing their capabilities
- Investigating careers and opportunities
- Implementing Career Action Plans

From Key Stage 3 onwards careers work is delivered in line with Government proposals for the education of 14 -19 year olds. We continue to develop vocational courses that will allow students to follow a wider range of options suited to differing aptitudes and abilities. The courses provide access to employment as well as further and higher education and aim to motivate students and encourage achievement through the development of essential practical skills for life and work.

From Year 9 onwards students are given the choice of concentrating on subject options where they and staff feel it is appropriate for them to

undertake GCSEs. Functional Skills accreditation in English, Maths and ICT are offered to students where GCSEs may not be accessible. In addition to this we offer a number of vocational courses. The ASDAN (Award Scheme Development and Accreditation Network) can now be incorporated into the revised National Qualification Framework alongside GCSEs. This flexible award is recognised as one of the major routes for developing and accrediting wider Key Skills.

BTEC courses are also available to students in relevant subject areas, directly corresponding with vocational programmes of study. The BTEC Introductory Certificate and Diploma in Vocational Studies is designed to stimulate and recognise achievement in pupils who are:

- Aged 14-19 and may be unsure which vocational pathway to choose and would like the opportunity to study and explore a variety of different vocational areas.
- Have gained some qualifications at entry level
- Have limited achievement at GCSE grade D-G
- Have disengaged from the core curriculum offer and may support their integration back into those subjects
- Want the opportunity to try several different vocational pathways on a course that offers different learning and assessment styles.

Work Experience Placements

Where appropriate, opportunities are available to students in both Years 10 and 11. These placements are important because they enable students to:

- Develop an understanding of what happens in a range of work places and roles within them
- Develop interpersonal skills in relation to the workplace culture
- Improve self-awareness, awareness of the world of work and to encounter and challenge stereotypes
- Have access to FE establishments and other potential training providers.

Independence Skills

Many of our students will require an independence-training programme of which the above elements of their KS4 curriculum will help to support. Depending on their individual level of need the school will work hand in hand with parents/ carers/ guardians to support independence programmes in KS4 and this can be supported during nurture sessions.

Management of all vocational qualifications

A senior member of staff is responsible for:

- The management and co-ordination of the various aspects of all qualifications
- The range of activities in each key stage
- How the effectiveness and benefits of work-related activities are to be measured, monitored and evaluated.

- The assessment procedures and strategies for pupil evaluation of activities and learning outcomes
- The systems to secure balance, progression and continuity.

Teachers are responsible for:

- Ensuring that their schemes of work contribute to work-related aims;
- Identifying the types of activity at relevant points in the schemes of work;
- Identifying appropriate learning outcomes: skills, attitudes, concepts, knowledge and the strategies to achieve them;
- Clarifying how the activities helps progression an learning about, for and through work; and Indicating the scope for pupils to set their own learning objectives.

Careers Advice

Close links with Local Authorities and external careers provision will enable the provision of on-site support for all students in Year 9 onwards. Students have access to a named member of staff to support their careers provision and have regular meetings to ensure this provision is effective.

Careers lessons will be delivered in Years 10 and 11 by relevant staff and monitored and evaluated through observations, discussions with pupils and completion of questionnaires to students and staff delivering. From year 9 onwards, there will be a transition plan which will consider the future education, training and employment choices for each person, in line with the SEND Code of Practice.

The main topics included with the programme are:

- Work Experience
- Interview Techniques
- Budgeting
- Post 16 Options
- Jobs and Skills
- Employability skills development

Resources

Training and development for staff will be determined via the SLT and will be linked to the School Improvement Plan.

Appendix: the Gatsby Benchmarks:

1. A STABLE CAREERS PROGRAMME

Every school and college should have an embedded programme of career education and guidance that is known and understood by students, parents, teachers, governors and employers.

2. LEARNING FROM CAREER AND LABOUR MARKET INFORMATION

Every student, and their parents, should have access to good quality information about future study options and labour market opportunities. They will need the support of an informed adviser to make best use of available information.

3. ADDRESSING THE NEEDS OF EACH STUDENT

Students have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each student. A school's careers programme should embed equality and diversity considerations throughout.

4. LINKING CURRICULUM LEARNING TO CAREERS

All teachers should link curriculum learning with careers.

5. STEM

Subject teachers should highlight the relevance of STEM subjects for a wide range of future career paths.

6. ENCOUNTERS WITH EMPLOYERS AND EMPLOYEES

Every student should have 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, mentoring and enterprise schemes.

7. EXPERIENCES OF WORKPLACES

Every student should have first-hand experiences of the workplace through work visits, work shadowing and/or work experience to help their exploration of career opportunities, and expand their networks.

8. ENCOUNTERS WITH FURTHER AND HIGHER EDUCATION

All students should understand the full range of learning opportunities that are

available to them. This includes both academic and vocational routes and learning in schools, colleges, universities and in the workplace.

9. PERSONAL GUIDANCE

Every student should have opportunities for guidance interviews with a career adviser, who could be internal (a member of school staff) or external, provided they are trained to an appropriate level. These should be available whenever significant study or career choices are being made. They should be expected for all students but should be timed to meet their individual needs.