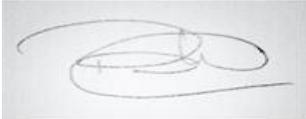




Yewstock School

# Careers Education Programme Policy

<b>Date reviewed by CC</b>	<b>15.11.2021</b>	<b>Policy Type</b>	<b>School</b>
<b>Date adopted by FGB</b>	<b>29.11.2021</b>	<b>Review Cycle</b>	<b>2 Years</b>
<b>Date of next Review</b>	<b>14.11.2023</b>	<b>Signed by Chair of Governors</b>	
			



## Careers Education Programme & Policy

By Oliver Turner, Assistant Headteacher & Head of 14-19  
September 2021

### Rationale/Intent:

Supporting our students in preparing for adulthood is ultimately what drives our curriculum at Yewstock. We aim to equip our children and young people with the tools needed for ensuring good health, friendships, relationships and community involvement, independent living and employment and occupation. The intent of our Careers Education, Information, Advice & Guidance (CEIAG) programme is to focus on the needs of our students, nurture aspirations, and to help them to recognise and develop knowledge and skills for their own personal careers journey. It has been said that the reasons why people work include:

- to develop new skills
- opportunity to use talents
- being recognised for a job well done
- social benefits around working collaboratively in a team
- financial independence
- better health
- better mental health

Though they may vary in shape and size, these hopes are also shared by young people with special educational needs and disabilities. Yewstock School & College has always emphasised the importance of developing skills for working life and we fully welcome the Department for Education's prioritisation of Careers Education.

The Department for Education's Careers Strategy from 2017 states that high-quality education, information, advice and guidance should help people to:

- understand their options and different paths to work, to plan the steps they need to take, and to get from where they are to where they want to go;
- be inspired about new opportunities they might not have known about (or that might not exist yet), or thought they could not achieve;
- understand their own knowledge and skills and how they can be used in the workplace;
- get, hold and progress in a job, whatever their age, ability or background;
- increase the amount they earn across their working lives;
- improve their well-being through doing a job they are good at and enjoy.

The key requirements of the Careers Strategy are:

Timing	Action
September 2012 onwards	Every school must ensure that pupils are provided with independent careers guidance from year 8 to year 13.
2 January 2018 onwards	Every school must ensure that there is an opportunity for a range of education and training providers to access all pupils in year 8 to year 13 for the purpose of informing them about approved technical education qualifications or apprenticeships. Every school must publish a policy statement setting out their arrangements for provider access and ensure that it is followed. This is known as the 'Baker clause'.
From January 2018 to end 2020	Every school and college should begin using the Gatsby Benchmarks to improve careers provision now and meet them by the end of 2020. For the employer encounters benchmark, every school should begin to offer every young person seven encounters with employers – at least one each year from year 7 to year 13 – and meet this in full by the end of 2020. Some of these encounters should be with STEM employers.
From September 2018	Every school and college must appoint a named person to the role of Careers Leader to lead the careers programme.
From September 2018	Every school and college will be expected to publish details of their careers programme for young people and their parents.

The Gatsby Benchmarks are:

Benchmark	Description
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 pupils, parents, teachers and employers.
2. Learning from career and labour market information	Every pupil, 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 pupil	Pupils have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each pupil. 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. For example, STEM subject teachers should highlight the relevance of STEM subjects for a wide range of future career paths.
5. Encounters with employers and employees	Every pupil 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.
6. Experiences of workplaces	Every pupil 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.
7. Encounters with further and higher education	All pupils 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.
8. Personal guidance	Every pupil should have opportunities for guidance interviews with a careers 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 pupils but should be timed to meet their individual needs.

Although statutory requirements begin with Year 8, at Yewstock we believe it is never too early to begin exploring opportunities for future meaningful occupation. Yewstock's Careers Education provision supports our children and young people in developing skills and qualities needed to be as independent as possible for the transition into adulthood and employment. In Careers Education, this is accomplished by focusing on three key areas: Developing Yourself, World of Work and Employability Skills. These strands will be taught through a variety of approaches appropriate to the needs and abilities of the students and through a whole-school structure differing by Key Stage.

Our whole-school objectives are for all to:

- develop a sense of self and a sense of the working world around us;
- identify and investigate a range of work opportunities available and what skills and qualities are needed for them;
- encounter a range of work experiences that show what we like/don't like and what we are good at/need to improve;
- receive information, advice and guidance from staff, outside agencies and employers;
- make informed choices and decisions about future occupation.
- develop skills which will enhance the opportunities available and increase success.

Careers Education staffing:

Careers Leader – Oliver Turner, Assistant Head & Head of 14-19

P16 Leader- Tom Maher

P16 Teacher- Sam McMillan

KS4 Careers Ed. Teacher- Ben Tun Pe

KS3 Work Related Learning Teacher- Morgwen Adams

All Teachers and Teaching Assistants

School Governor for Careers Education- Jeanette Rogers

Enterprise Adviser- Sam Hart, Head of HR Addo Food Group

Enterprise Coordinator- Andrew Holland, Dorset Council

Careers Programme Advisor- Amanda Dickson, Talentino! Careers

Memberships:

TADSS Careers Lead Group

Dorset Careers & Enterprise Company

Inspiring the Future

CEGNET

Talentino! Careers

## Structure/Implementation:

The structure of Careers Education at Yewstock is implemented in various ways based on need, ability and Key Stage. Our Careers Education groups are:

### Discoveries: EYFS & Primary

In Early Years & Primary, pupils are encouraged to make **discoveries**...staff guide and support children to discover a sense of self, the world around them and their place in it. Here, they develop valuable career-related skills that are essential building blocks needed in a variety of employment settings and occupations. They include: self-confidence and self-awareness, managing relationships, conflict and situations, communication, people and communities, technology and functional skills. Pupils are also introduced to the concept of 'work' and 'jobs' through role-play, educational visits and assemblies and events.

### Explorations: Key Stage 3

In Key Stage 3 pupils begin to make **explorations** about the meaning of work and careers...pupils access Careers Education through activities in either Vocational Skills units in Equals: Moving On lessons or weekly Work Related Learning lessons. They are introduced to a variety of units of work which include local workplace/employer/employee encounters, work and life-skills, and enterprise projects, these units of work are underpinned with work from the Developing Yourself, World of Work and Employability Skills framework. These skills will prepare pupils for further career exploration in Key Stage 4. KS3 pupils will have their first meetings with an independent careers advisor to help explore possible routes and plan for future endeavours.

### Pathways: Key Stage 4

In Key Stage 4 students access a range of **pathways** to work...students complete Vocational Skills units in Equals: Moving On lessons and/or take part in Careers Education lessons two times per week. Learning focuses on occupations, employability and enterprise. This covers a range of occupations and is delivered through a series of units of work focussed on a particular work sector. Each unit includes work and life-skills, local workplace/employer/employee encounters, further education visits and workshops and options for enterprise activities. We aim to support students in developing an awareness of self and discovering the purpose and value of working. The purpose of Pathways is to give our young people exposure to the world around them, broadening their horizons so that they are better able to make well-informed, realistic choices about their future and lead productive, fulfilled lives as adults. Year 11 students also take part in a two-week work experience. This may be independently in their own local community or bespoke activities supported by school staff. This is set up in cooperation with parents and carers through a local work experience partnership service. This opportunity allows the students to have a real-life employment experience. Students also have access to regular independent careers guidance.

### Choices: Key Stage 5

In Key Stage 5, staff, professionals and parents and carers support students with their transition to adulthood and making **choices** for their future. Students enhance their knowledge and skills with qualifications in World of Work units in OCR: Life and Living Skills and through daily and weekly work experiences. Employability, independent work and life-skills, and enterprise skills are woven into the daily curriculum, the main focus of which is preparing for adulthood (PfA). Students have various job responsibilities around the school and college sites and take part in work-related learning, called Yew2Work, and take part in supported work placements in the local community. They have been able to practice their job skills in such placements as shops, grocery stores, cafés and day centres, some of which have led to successful employment upon leaving Yewstock. The curriculum also includes local workplace/employer/employee visits and encounters as well as further education visits and transition activities. The Post 16 curriculum offers students the opportunity to develop a variety of skills which will help them as adults and will give them a head start in finding meaningful work, whether this is in a supported work placement, volunteering, or in paid employment.

### Whole-school

Yewstock's Careers Education programme is represented in three strands that are accessed in different ways dependent upon stage, level and ability. They are described as:

- 1) **Developing Yourself** through occupations, employability and enterprise
  - Self-awareness- Individuals who realistically appraise their qualities and skills, roles and responsibilities, values and attitudes, needs and interests, aptitudes and achievements are better able to understand themselves, make informed choices and relate well to others. Self-awareness provides individuals with the foundation for enhancing their self-esteem, developing their identity and achieving personal wellbeing.
  - Self-determination- Self-determination enables individuals to develop personal autonomy, self-efficacy and personal agency. It boosts hope, optimism, adaptability and resilience. Self-determination empowers individuals to realise their aspirations and manage their occupations.

- Self-improvement as a learner- Self-improvement fosters positive attitudes to lifelong learning and the skills of planning, review and reflection. Understanding what they have learned, what they need to learn next and how they learn best enables individuals to develop their potential.

## 2) Learning about occupations and the **World of Work**

- Exploring occupations and occupation development- Occupation exploration expands individuals' horizons and opportunities. A better understanding of occupation processes and structures enables individuals to make sense of and manage their own occupations. It also enables them to appreciate the occupation experiences of others.
- Investigating work and working life- Investigating people's experiences of work enables individuals to understand the meaning and purpose of work in people's lives. They learn what constitutes good or decent work and how to find it for themselves.
- Understanding business and industry- Understanding types of business and business functions enables individuals to prepare for employment and to appreciate the contribution of business and industry to social and economic life.
- Investigating jobs and labour market information- Individuals need to know how to access, analyse and act on relevant and appropriate job and labour market information when choosing and planning for occupations.
- Valuing equality, diversity and inclusion- Individuals need to recognise that the commitment to equality, diversity and inclusion in British society benefits them as much as others. By resisting the damage caused by stereotyping, discrimination and prejudice, individuals can realise their own ambitions and help others to do so.
- Learning about safe working practices and environments- Learning about safe working practices and environments helps individuals to keep themselves and others healthy and safe at work.

## 3) Developing your occupation management and **Employability Skills**

- Making the most of occupations information, advice and guidance- Individuals need to learn how to recognise trusted sources of information, advice and guidance and how to make effective use of all the sources of help and support available to them, including one-to-one guidance.
- Preparing for employability- A priority for individuals is to gain the skills and experience that will enable them to get jobs and sustain themselves in employment.
- Showing initiative and enterprise- Showing initiative and enterprise helps individuals to learn about risk, effort and making the most of opportunities.
- Developing personal financial capability- The increasing cost of training and further and higher education makes it essential for individuals to know about managing their money. They need to know how to make decisions about spending, saving and investing to ensure their economic well-being now and in the future.
- Identifying choices and opportunities- Individuals need to be able to research and recognise suitable progression pathways and qualifications. Using networking, negotiation, information and evaluation skills enables individuals to maximise their choices and opportunities, including those that are unforeseen or unplanned.
- Planning and deciding- Individuals need to know how to get information, clarify values and preferences, identify alternatives, weigh up influences and advice, solve problems, review decisions and make plans. It also involves being able to cope with chance events and unintended consequences.
- Handling applications and interviews- Promoting themselves in a way that attracts the attention of selectors and recruiters as well as managing the applications process requires individuals to develop a range of self-presentation and marketing skills that they will need throughout their lives.
- Managing changes and transitions- Plans and decisions can break down if individuals fail to prepare for the occupation moves they need to make. Awareness of how to cope with life changes and transitions, partly gained from reflecting on previous moves, can support lifelong occupation development and employability.

Embedded into careers-related learning across the school, are eight essential skills essential for any route into independence and meaningful occupation. They are:

- Listening
- Presenting
- Problem Solving
- Creativity
- Staying Positive
- Aiming High
- Leadership
- Teamwork

In addition, a whole-school careers activity is offered to provide further opportunities for learning and unique experiences. They may include group activities, trips to places of employment in the local community, guest speakers, special assemblies or Careers Days or Careers Weeks.

At Yewstock there is a strong emphasis throughout the entire curriculum to develop our learners for the future. Our new framework for developing **work related skills for independent living (Work and Life-Skills)** gives a framework for developing key skills throughout students' time at Yewstock. These skills will be developed to promote independence and prepare students for the world of work, increasing their chances of success.

At Yewstock, Careers Education is cross-curricular. Examples of how careers-related learning takes place across the school are:

#### *EYFS:*

*In the Early Years Foundation Stage curriculum there is an area of learning called Understanding the World. This includes People and Communities where one of the objectives is, "Shows an interest in different occupations and ways of life". We often deliver this by way of stories, role play, with dressing up, ICT, and small world play. We have had vets, doctors, nurses, dentists, fire fighters, police, builders, farmers, cooks, chefs, shop keepers, pilots to name but a few! During our Local Superheroes theme we had outside visits which were very popular, especially the fire engine.*

#### *Whole-school PSHE:*

*In PSHE, we look at personal qualities and goals and at being a good learner. We also look at things that are relevant in the world of work like working together, appropriate behaviour, discrimination and bullying etc.*

#### *KS3 & 4 Science:*

*The main aim of science is to answer a question – by whatever means. Developing a theory then designing a test to test the theory. There is lots of problem solving, particularly in KS4 and even more so in year 11, ASDAN – this is a real focus, as well as developing life skills when completing tasks. Also, there is lots of focus on developing their independence to complete tasks, work together, answer questions and solve problems.*

#### *KS3 & 4 Food Tech and Art:*

*I build Careers Education into Catering and Art lessons particularly with KS4. There is a unit on planning and holding an exhibition, we also discuss jobs in the industry- exhibition curator, education officer, advertising and marketing, take gallery trips etc. Within Catering, I have some plans for one off workshops with people in the catering industry and perhaps visits to Food Industry places.*

#### *KS4 & 5 Semi-Formal Curriculum class:*

*With this group we work on a very practical basis for the pupils key skills such as :preparing snacks - pouring juice, toasting bread and spreading a topping, cleaning and tidying - wiping, dusting, hoovering, we even did cold ironing and pegging clothes, gardening - digging, weeding, sweeping, planting veg, cooking - basic recipes using key skills, mixing, melting, incorporating basic hygiene washing hands, putting on aprons. All these skills can be matched to a variety of jobs and careers.*

### **Assessment/Impact:**

Evaluation of impact in Careers Education is considered at different levels and Key Stages across the school and college. At Yewstock, many key skills are woven into everyday learning activities and are inherently part of the development process for children and young people. Progression is observed daily by class teams, evidenced and recorded regularly in a range of formats:

- EYFS follows the Development Matters framework and progress is evidenced in Learning Journeys.
- Primary pupils are taught careers-related knowledge and skills and are assessed using the Yewstock Curriculum in several subject areas where appropriate and work is evidenced.
- Key Stage 3 pupils encounter activities in either Vocational Skills units in Equals:Moving On lessons or weekly Work Related Learning lessons and are assessed using Work/Life Skills assessment and Careers Education assessment.
- Key Stage 4 students complete Vocational Skills units in Equals:Moving On lessons and/or take part in Careers Education lessons two times per week and are assessed using Work/Life Skills assessment and Careers Education assessment.
- Key Stage 5 students enhance their knowledge and skills with qualifications in World of Work units in OCR:Life and Living Skills and through daily and weekly work experiences which are assessed using Work/Life Skills assessment and Careers Education assessment and evidenced using an Employability Skills Profile, student self-reflective diaries and regular monitoring reports.
- Students with severe learning difficulties and complex needs may also be assessed on career-related activities through the Yewstock Semi-formal Curriculum linked to a range of learning activities which are evidenced using observations and evidence.

The Careers Education programme is monitored and evaluated regularly by staff and student feedback. The Compass Tool is also used to help evaluate our careers activity against the eight benchmarks of best practice- known as the Gatsby Benchmarks. In addition, we use the Tracker Tool to record and manage our careers plan for the year. Teaching and learning of Careers Education is monitored regularly by the Careers Leader and in addition to evidence recorded for assessment, additional activities are recorded on Compass+ for tracking and reporting. The Careers Leader regularly attends Careers & Enterprise Forums and meets regularly with the Enterprise Adviser, Enterprise co-ordinator or the Careers Education Advisor in order to evaluate the programme, get up to date information and share ideas. The Careers Leader also attends regular meetings with other careers leads within TADSS to evaluate current programmes/practice and plan developments.

As a direct result of Yewstock's Career Education programme, our children and young people:

- have an improved sense of self and a sense of the working world around us. They begin to recognise skills and qualities within themselves and can identify different jobs in the community, what they look like and what they do;
- have identified, asked questions about and sought answers about a range of work opportunities available to them and what skills and qualities are needed. They can begin to find out how to gain skills needed for a job they might want to do;
- have had a range of work experiences that show what they like/don't like and what they are good at/need to improve. They begin to seek out experiences they enjoy and opportunities to improve skills;
- have received information, advice and guidance from staff, outside agencies and employers. They have joined in a variety of real-life work related learning activities and begin to seek out specific information needed for their future;
- have made informed choices and decisions about future occupation. They visualise the future and are involved in planning ahead and preparing for transition to adulthood.

Parents and carers of students 13 years old and up with SEND are invited to attend the Teenager 2 Adult Event hosted by Dorset Parent Carer Council each Autumn to learn more about Preparing for Adulthood.

Yewstock's 14-19 Parents and carers are also invited to our new P-Pod Café, with the 4 'Ps' representing the 4 components we would like to bring together in a relaxed, supportive atmosphere- Pupils, Parents, Professionals and Providers. Our aim is to offer a café once per term at Yewstock College as a platform for information, discussion, questions and answers about preparing for adulthood.

Please don't hesitate to contact me with any questions or for further information.

Kind regards,

Oliver Turner

Assistant Headteacher, Head of 14-19 & Careers Leader

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**Links:** Also see Yewstock Policy statement on provider access & Yewstock School Work Experience Policy on the school website

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

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

<https://www.preparingforadulthood.org.uk/>

<https://www.careersandenterprise.co.uk/>

<https://www.gatsby.org.uk/uploads/education/reports/pdf/gatsby-sir-john-holman-good-career-guidance-2014.pdf>

<https://www.inspiringthefuture.org/>

<http://www.cegnet.co.uk/>

<http://tadss.co.uk/>

<http://www.dorsetparentcarercouncil.co.uk/>

<b>Date reviewed by P&amp;C</b>		<b>Policy Type</b>	
<b>Date adopted by FGB</b>		<b>Review Cycle</b>	
<b>Date of next Review</b>		<b>Signed by Chair of Governors</b>	