



## **CAREERS EDUCATION AND GUIDANCE POLICY**

### **INTRODUCTION**

1.1 Schools are required by the 1988 Education Reform Act to prepare their pupils for the "opportunities, responsibilities and experiences of adult life". At Lord Gowthorpe's we encourage pupils to pursue relevant and realistic goals for education, training and work.

1.2 At Lord Gowthorpe's Careers Education and Guidance is a part of the PSHCE curriculum. This policy has been devised in line with the 'Careers Guidance and Inspiration in Schools' guidance (DfE 2015) and 'The Careers Education and Guidance National Framework' (DFES, 2003), careers guidance and access for education and training providers Statutory guidance for governing bodies, school leaders and school staff ' (DfE October 2018) and 'Careers guidance and access for education and training providers- Statutory guidance for further education collages and sixth form collages' (DfE July 2021).

The intention of the Careers Education curriculum is for all pupils to gain an understanding of themselves; including their skills and interests, their community; drawing on cultural capital and the notion of a career not only in the sense of a world of work, but vocation, hobbies and instilling self-pride for the role they will play in society upon leaving Lord Gowthorpe's.

#### **1.3 Policy Formation**

The policy has been developed and written through ongoing consultations with Lord Gowthorpe's staff and the support of the chair of Governors.

#### **1.4 Dissemination of the Policy**

The policy will be displayed on the website and staff will sign each year to show that they have seen and read the policy.

#### **1.5 Implementation of the Policy**

The implementation of the policy is the responsibility of all teaching staff together with the involvement from outside agencies and parents.

The Policy has been written with reference to:

"Better Choices", "Putting Principles into Practice", D.F.E.E. 1995 (1999).

"Looking Forward, Careers Education and Guidance in the Curriculum", SCAA 1995. "Managing Careers Work", Careers Enterprise 1996.

"Careers Education and Guidance National Framework' (DFES, 2003)

'Careers Guidance and Inspiration in Schools' guidance (DfE 2015)

'Careers Strategy: making the most of everyone's skills and talents' (DfE December 2017)

'Careers guidance and access for education and training providers Statutory guidance for governing bodies, school leaders and school staff ' (DfE October 2018)

## **SMSC**

Lord Gowthorpe's School makes effective provision for spiritual, moral, social and cultural (SMSC) aspects of learning and thus promotes the development of the whole child. Lord Gowthorpe's School values highly its work in personal, social, health, economic and relationship and sex education and citizenship. We want pupils to become responsible adults and supportive citizens and seek to create an ethos and climate in the school which will help them to flourish as young people, therefore, we actively promote and evaluate pupils' spiritual, moral, social and cultural development.

The four SMSC aspects are connected and the school's provision for one area will often make an impact on another, eg. when pupils listen to music from different cultures this may also make an impact on their spiritual development. Activities to promote moral development are also likely to have an impact on social development. The school provides opportunities to promote these aspects of pupils' development, within the curriculum. Each subject policy therefore enables staff to be clear about what it means to promote development in these four areas, within each subject.

## **DEFINITION**

The definition of Careers is defined in the 1997 Education Act as "including any training, employment or occupation or any course of education".

Careers Education is defined as "Education designed to prepare young people for taking decisions about their careers and to help them implement such decisions". (Careers Education and Guidance Circular 5/97). The 2018 Department For Education careers strategy explains that "good careers guidance connects learning to the future. It provides pupils with the knowledge and skills necessary to make successful transitions to the next stage of their life." (Careers guidance and access for education and training providers October 2018)

The teaching of Careers Education and Guidance at Lord Gowthorpe's helps to develop pupils' awareness of themselves and ways of interacting with others. It gives guidance on educational, vocational and training opportunities to help pupils towards making informed choices for their future.

The CEG National Framework states that effective Careers programmes: Contribute to strategies for raising achievement by increasing motivation Support inclusion, challenge stereotyping and promote equality of opportunity Encourage participation in continued learning including higher education.

- Develop enterprise and employability skills
- Reduce drop out from, and course switching in, education and training
- Contribute to the economic prosperity of individuals and communities"

Lord Gowthorpe's endeavor to meet these aims and provide the strategy linked to outcomes for pupils for delivering careers education.

Lord Gowthorpe's School recognises the importance of preparing pupils for their future lives after education. In accordance with the DfE 2017 'Careers strategy: making the most of everyone's skills and talents', The framework is used to support secondary education careers provision.

## **AIMS**

The aims of Lord Gowthorpe's's Careers Education Policy are:

- To promote self-awareness together through teaching moral, spiritual and cultural development of pupils. Pupils will develop a deeper understanding of themselves, their abilities and affinities.
- To increase student's self-confidence by developing communication and life skills and provide opportunities for informed problem-solving skills and learning to make decisions wisely about their future and options.
- To prepare pupils for dealing with responsibilities and experiences that they may encounter in adult life.
- To inform pupils of the options available to them after leaving school so that they can play an active part in making decisions and planning for their future.
- To provide pupils with access to the world of work by developing work related skills, or work experience within or outside the school environment.
- To devise a personalised plan that ensures a smooth transition for the student to post school placement, which enables students to be fully prepared to manage change and be fully supported through key transition periods.

## **OBJECTIVES**

- To provide information about post school opportunities through visits, and other avenues, giving pupils well-rounded experiences.
- To develop skills in decision-making, supporting pupils in making informed decisions which are appropriate for them.
- To make realistic plans for their future, whilst inspiring and motivate pupils to develop themselves as individuals.
- To know how, where and whom to ask for help and support.
- To promote self-esteem, develop personal characteristics such as social skills, communication, independence and resilience
- To make informed and supported choices.
- To develop an understanding of the expectations and responsibilities of going to work.
- To develop skills necessary for coping within society and where appropriate gaining and maintaining a work or college placement.
- To support the student and pupils through transition to post school option.
- To work against and assess ourselves against the eight Gatsby Benchmarks.

## **CURRICULUM PLANNING**

- The Careers Education and Guidance programme is delivered at Key Stage 3 and 4 as part of the Personal, Social, Health and Citizenship Education curriculum and within other relevant parts of the school curriculum. From Key Stage 3 it is delivered as a discreet Careers Education programme within the Lord Gowthorpe's Personal, Social and Health and Citizenship Education curriculum. The programme is planned in Key Stage Units to ensure coverage and progression.
- The 1997 Education Act requires schools to provide access to careers advisers to enable the Careers Service to fulfil their contract on behalf of the Secretary of State.
- Careers Information and Advice aims to support every young person aged 11-16 by ensuring they have access to information, advice and guidance on issues that might affect their progression through learning and towards adult and working life.

- Our Careers Provision is built around the eight Gatsby Benchmarks, the internationally researched framework which defines a world class careers education. These benchmarks are: 1. A stable careers programme, 2. Learning from career and labour market information, 3. Addressing the needs of each pupil, 4. Linking curriculum learning to careers, 5. Encounters with employers and employees, 6. Experiences of workplaces, 7. Encounters with Further Education and Higher Education, 8. Personal Guidance.

## **STYLES OF TEACHING**

- Careers education and guidance is presented in a variety of formats to meet the individual needs of the pupils, (e.g., using: I.C.T., video, role play, theme weeks and visits to work places and post school options, community links and work experience placements, and visiting personnel).
- Careers Education and guidance is delivered to individuals, small groups and whole classes depending on the needs of the individual pupil.

## **STYLES OF LEARNING**

- Pupils are encouraged to take part in group discussions.
- Pupils are encouraged to listen to information being given by the teacher/speaker or from a video and to talk about what they have seen or heard.
- Pupils are encouraged to talk about their own experiences or knowledge of subjects.
- Role-play and drama are used to allow pupils to express themselves and practice situations. Mock interviews are held to prepare for college interviews and work experience placements.
- Published materials and worksheets are used to support the students learning and recording. Students also practice life skills, e.g. making drinks for people.
- Pupils are encouraged to work with the Independent Careers Adviser who is trained in delivering careers advice to develop their own individual action plan at transitional stages.
- Visits to places of work, further education colleges, Social Education Centres are made to help support the pupils understanding of the opportunities available on leaving school.

## **ASSESSMENT**

- The Careers Education and Guidance Policy refers to Lord Gowthorpe's's Assessment and Recording Policy.
- All pupils have a planned transition programme to Further Education and planned transition programme to their new placement upon leaving Lord Gowthorpe's. The programme is planned at the Annual Reviews. Plans at Transitional Review allow pupils to make visits to placements and to spend time at their chosen placement, prior to leaving. Additionally, individual support meetings are held with the student, their parents and the careers consultant.

## **CROSS CURRICULAR LINKS**

Careers Education and Guidance is an integral part of the P.S.H.E. & Citizenship curriculum that is reinforced throughout the timetable. Developing choice, making decisions, self-awareness, taking responsibility, health and safety, dealing with emotions, appropriate behaviour, making and maintaining relationships are all part of the Careers Education and Guidance curriculum

and need to be encouraged and reinforced at appropriate times or when circumstances arise throughout the school day.

Literacy and numeracy are supported through practical tasks such as form filling, timed activities and routines.

### **S.E.N.**

Careers Education and Guidance is an essential part of the curriculum in Special Schools as many pupils are unable to access information for themselves from the media available or have the skills to make realistic decisions about their future by themselves. Pupils may not have the skills or opportunities to investigate future placement independently.

Students will be placed in actual job settings. Tasks are designed to develop the expertise and broaden the experiences of students with SEND. Some students have further opportunities for placements in school "job" settings.

### **STAFFING (including teaching and support staff) AND RESOURCES**

- Careers Education and Guidance is taught primarily by the class teacher with the support of the Teaching Assistants and agencies from outside.
- At Lord Gowthorpe's the involvement of the Link Careers Consultant is one that we encourage and support.
- Careers Advisers shall, on request, be provided with relevant information and have access to pupils from Key Stage 3.

### **FORMAL CAREERS CONSULTANT INVOLVEMENT OPPORTUNITIES AT LORD GOWTHORPE'S SCHOOL**

Transitional Review Yr. 10 ( Attendance)

Yr. 11, 12 Attendance at Annual Review and Parents Evenings (available for individual interviews)

Support at Careers Convention Spring Term Individual Diagnostic C. V.'s Yr. 11  
**TRANSITION PLANS**

Review of Transition Plan  
Post 16-19 careers involvement  
in cast conference to ensure transition process is appropriate and in place.

Post-School Careers Service Links to Further Education

Resources: -

- Lord Gowthorpe's School works with local government Service to ensure that pupils have access to materials providing careers guidance, and to a wide range of up-to-date reference materials. An area is designed for careers library and it is regularly maintained.

- The use of Technology and Computing skills is an important resource for careers education and guidance particularly for special needs where the use of symbols can give our pupils access to writing their own transition plans, Annual Review contributions, and recording achievement.

## **EQUAL OPPORTUNITIES**

- All pupils are entitled to high quality careers education and guidance as part of their overall education. At Lord Gowthorpe's all pupils are given appropriate opportunities to access all areas of the Careers Education and Guidance Programme.
- At Lord Gowthorpe's we are committed to preparing all pupils with a transition plan for leaving school that has accurately identified the pupil's needs.

## **HEALTH AND SAFETY**

- Careers Education and Guidance is subject to the Lord Gowthorpe's School's Health and Safety Policy requirement.
- Health and Safety issues regarding Work Experience placements need careful planning and monitoring. All work placement places require Health and Safety checks. Reference is made to the Department for Education 16 to 19 Work Experience readiness checklist and Lord Gowthorpe's Work Experience procedures document.
- Staff at arranged placements overseeing Lord Gowthorpe's students who are considered appropriate for unsupported work experience need to have current DBS checks in place as part of Safeguarding

## **INTEGRATION INCLUDING COMMUNITY LINKS**

- At Lord Gowthorpe's, Careers advisor, Social Services and school staff and parents work together in partnership to ensure all pupils receive support for their future taking their individual needs into consideration.
- Links with local schools, colleges, community organisations and businesses, help to support the Careers Education and Guidance curriculum.
- Work related skills and work placements are arranged when and where appropriate within the school and/or the local community.

## **EVALUATION AND REVIEW**

- The Policy is monitored throughout the year by the Careers Leader by examination of class timetables, planning and records as well as liaising with teachers, the Key Stage Leaders, Advisers, and the Senior Management Team.
- The Policy is reviewed in accordance with the school's policy review timetable. This review includes the advice from discussion with teachers, Teaching assistants, School Governors, Parents, Pupils and any other outside agencies.

## **Providers Access Policy Statement**

- This policy statement sets out the school's arrangements for managing the access of providers to pupils at the school for the purpose of giving them information about the

provider's education or training offer. This complies with the school's legal obligations under Section 42B of the Education Act 1997

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 as appropriate to their pathway destination.

### 18.3 Management of provider access requests

Procedure: A provider wishing to request access should contact the school office to make a formal request.

## **CAREERS EDUCATION AND GUIDANCE POLICY - Appendix 1 Work-related learning (WRL)**

Work Related Learning is not a subject, in the same way as, say, Science. It takes place across the curriculum, with different subjects and courses providing students with the opportunities and contexts in which to develop work-related skills, knowledge and understanding. There is no necessity, therefore, for discrete curriculum time for work-related learning.

WRL is defined as planned activity that uses work as a context for learning. It encompasses a broad range of activities that allow students to experience working life. It involves learning about working practices, experiencing the work environment, developing skills for working life and learning through activities and challenges set in work-related contexts. At Lord Gowthorpe's these contexts include skills for life incorporated through much of the PSHCE curriculum.

This planned approach to delivering WRL provides the pupils at Lord Gowthorpe's with an **entitlement**:

- Learning in KS3 introduce WRL across the curriculum and ensure that the aims of WRL are integrated in the curriculum through to KS4.
- Whilst pupils are developing their work experience skills they have an entitlement to work experience in progressive contexts that are planned from KS3 through to KS4 as Follows:

KS3 > 2 Work Simulations

*Work experience simulated activities that take place in the class or school to 'role play' the experience.*

KS4 > 2 Shadowing or Sheltered Work Experiences

*Shadowing is Work experience that is largely observational or gives the student the opportunity to be a helping hand. Sheltered work experience takes place on the school site so that the pupil is still overseen by people who understand them and their needs and is in a familiar context.*

KS4 > 2 Protected Work Experiences or External Work Experiences.

*Protected work experience takes place on the primary site. This is a step on for students as the environment is less familiar and the staff may be unfamiliar – however, the staff will understand the nature of need of the student. External work experience can be either supported (with a teaching assistant on hand) or unsupported for the most accomplished Student.*

***(A pupil may have accelerated progress through their entitlement if they demonstrate good skills acquisition and therefore may access external work experience before reaching KS5. Equally a pupil who is unable to achieve the necessary skills due to the nature of their needs, then they may progress through the entitlement at a slower pace).***

The aim of the new WRL element of the Key Stage 4 Lord Gowthorpe's Curriculum is the same as the aim of the national WRL requirements which is to enable all young people to:

- ✓ Fulfil their academic and vocational potential
- ✓ Apply their learning in a work context
- ✓ Acquire the skills, attitudes and behaviours required in the workplace, including those necessary for health and safety
- ✓ Be enterprising and to support enterprise in others
- ✓ Develop other skills, knowledge, understanding and motivation for a well-rounded and balanced adult life, contributing to the country's economic well-being and becoming a responsible citizen in the world beyond work

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