

## DOVE HOUSE SCHOOL ACADEMY TRUST

### Careers Education Information Advice and Guidance Policy

<b>Policy Title</b>		Careers Education Information Advice and Guidance Policy	
<b>Author / Reviewer</b>		Senior Leadership Team	
<b>Trustee Committee</b>		Board of Trustees	
<b>Signed by Debbie McLatch (Chair)</b>			
<b>Reviewed</b> May 2020	<b>Approved</b> May 2020	<b>Next Review</b> May 2022	

#### **Introduction**

Careers education at Dove House School Academy is carefully delivered and monitored with high regard and expectations. Our careers offer is overseen by a member of the Senior Leadership Team who works closely with the Faculty Leader with responsibility to ensure continuity and progression through Key Stages 3, 4 and 5.

The careers programme will meet its statutory duties by providing all learners from Years 8 to 13 with independent careers guidance, which will:

- be presented in an impartial manner, showing no bias or favouritism towards a particular institution, education or work option
- include information on the range of education or training options, including apprenticeships and technical education routes
- delivered by a person who will promote the best interests of the pupils to whom it is given.

Our careers programme will allow and actively organise opportunities 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.

The school will follow our Provider Access policy statement setting out the circumstances in which education and training providers will be given access to pupils, and will ensure that this is followed.

## **Definitions**

**Independent** is defined as external to the school. External sources of careers support could include employer visits, mentoring, websites, telephone and helpline access and personal guidance provided externally to the school. Taken together, the external sources must include information on the range of education and training options, including apprenticeships. Personal guidance does not have to be external – it can be delivered by school staff, if trained. Where this advice or any other element of the careers programme is internal, it must be supplemented by external sources of support to ensure compliance with the legal duty.

**Careers guidance** is understood in this document to be the full range of activity delivered under the eight Gatsby Benchmarks.

## **Aims and Outcomes**

Our aims are based on the Gatsby Benchmark to provide:

- A stable, embedded careers programme (see Appendix 1)
- An informed programme which reflects the local labour market and opportunities at Post 16 and Post 18 within education and training.
- A programme which addresses the needs of each learner
- A curriculum which links learning to careers
- Encounters with employers and employees
- Experiences of the workplace through work experience and visits
- Encounters with further, higher or alternative training provisions
- Personal guidance from appropriate people with an in-depth knowledge of the learners and local provision, for example, our transition manager, tutors, Basingstoke SEN team or trusted partners.

Outcomes for our young people are:

- A knowledge and understanding of different industries and the careers within them
- An awareness of next steps and what is available (e.g. colleges, apprenticeships)
- A positive attitude towards work (paid or voluntary)
- Confidence in the workplace
- Awareness of employability and how to develop these skills
- A successful transition into Post 16/18 education, training or work.

## **Work Experience**

**Learners can expect:**

- To access a work experience opportunity, either for sessions, a block or as one-off tasters
- To discuss their interests and qualities with a lead staff member so that a suitable placement can be identified
- To access a placement which is appropriate to their needs and adheres to Health and Safety requirements

- To receive feedback on their experience with an employer
- To receive structured sessions to prepare them for their work placement including a visit/interview where available.

**Parents can expect:**

- An appropriate experience to be identified by the school
- To have information provided to them in sufficient time. This will include discussions around travel planning and emergency contact details for the employer and details of the tasks and risks the learner may experience
- To have peace of mind that the placement will have been risk assessed and has met Health and Safety requirements
- To have a contact at the main school to discuss any concerns with.

**Employers can expect:**

- To have been given a pen portrait containing key details and needs of any learner in advance, and where possible a face to face introduction
- To have discussed with staff appropriate tasks and expectations for the learner during their time with the employer
- A trained staff member to visit the work environment to risk assess and undertake health and safety checks specifically geared towards SEN young people. The staff member completing the check will have 'IOSH Health and Safety for Work Placement Personnel' certificate or equivalent.
- To receive a telephone conversation and documentation outlining clear guidelines on safeguarding procedures such as non-attendance, relationships, data protection, online media and issues, which arise whilst on placement
- To have a contact at the school who will offer advice where needed
- To receive emergency contact details for parents
- For the school to be contactable and able to arrange for learners to be collected immediately if necessary. Examples of this are if there issues involving the health or safety of the learner and/or another person or if the learner's behaviour is causing concern.

**Monitoring Arrangements**

This policy will be monitored by the Headteacher who will report to the Board of Trustees annually on its effectiveness.

The policy will be reviewed by the Senior Leadership Team every two years and will be approved by the Board of Trustees

## Appendix 1

Year group	Life Skills Careers curriculum	Tutor programme to support Careers
<p><b>Year 7</b></p>	<ul style="list-style-type: none"> <li>• Know that people do different jobs</li> <li>• Know that jobs need different skills</li> <li>• Understand that training is required for different jobs</li> <li>• Explore own likes and dislikes and begin to link these to possible careers.</li> </ul>	<ul style="list-style-type: none"> <li>• Aspirations booklet</li> <li>• Explore own likes and dislikes</li> <li>• Identify own skills and abilities</li> <li>• Tutor time theme: resilience – explicit links to careers</li> </ul>
<p><b>Year 8</b></p>	<ul style="list-style-type: none"> <li>• Identify skills and abilities which are needed for different careers</li> <li>• Explore job types and training that is required</li> <li>• Enterprise for charity project</li> </ul>	<ul style="list-style-type: none"> <li>• Aspirations booklet</li> <li>• Assembly delivered by an education or training provider</li> </ul>
<p><b>Year 9</b></p>	<ul style="list-style-type: none"> <li>• Identify own strengths and limitations and link these to careers</li> <li>• Visit to a workplace to observe and identify skills and characteristics needed.</li> </ul>	<ul style="list-style-type: none"> <li>• Aspirations booklet (meet with tutor in ratio 1:3 to complete)</li> <li>• Assembly delivered by an education or training provider</li> <li>• Parent Partnership Manager telephone or face-to-face meeting with parents/carers to discuss section 13 (Preparation for Adulthood) of EHCP review document. Parents/carers advised to begin researching and visiting college open evenings.</li> </ul>
<p><b>Key Stage 4 (Years 10 and 11)</b></p> <p>Students will complete the work at their own level and at different times across the two years according to their abilities/pathway. However, they will cover all of the following, differentiated to suit their needs.</p> <p>Additional to the curriculum, students will</p>	<ul style="list-style-type: none"> <li>• College visit (BCOT and QMC – once each in Year 10 and Year 11)</li> <li>• Explore career options using national available resources (e.g. <a href="#">National Careers Service</a>)</li> <li>• Use college prospectuses to identify suitable courses</li> <li>• Enterprise unit (fund raising for prom)</li> <li>• Skills self-assessment</li> <li>• CV writing</li> <li>• Job application forms</li> <li>• Interview skills</li> </ul>	<ul style="list-style-type: none"> <li>• Aspirations booklet (meet with tutor ration 1:2 in Year 10 and 1:1 in Year 11 to complete)</li> <li>• College prospectuses</li> <li>• Parent Partnership Manager telephone or face-to-face meeting with parents/carers to discuss section 13 (Preparation for Adulthood) of EHCP review document. In Year 10, Parents/carers are</li> </ul>

<p>be offered opportunities to attend ad-hoc skills days run by Basingstoke Consortium or other providers. They will also be invited to in-house TED (Transition and Employability drop-in sessions) on post-16 education providers, apprenticeships and volunteering.</p>	<ul style="list-style-type: none"> <li>• Mock interview (ideally with an external visitor from a local college or business, but some students will need this to be with a familiar staff member)</li> <li>• Visit to a place of employment to identify the range of job opportunities within an industry</li> <li>• A period of work experience</li> <li>• Explore local labour market (visiting expert speaker where appropriate)</li> <li>• Where appropriate, students may be offered the opportunity to visit a higher education provider such as University of Winchester to raise aspirations. This will be appropriate to ability and on a selective basis.</li> </ul>	<p>advised to continue attending college open evenings and to complete application forms for providers. In Year 11, students who have not yet completed an application form will be invited in to help support this process.</p>
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