



Careers Education Policy

Adopted by Governors: *Spring 2020*
Union Meeting (if applicable) *NA*

Next Review due: *Autumn 2023*

Committee Reviewed at:*Quality Spring 2020*
Signed by Chair of Committee:.....

Date:.....

Signed by Head Teacher:.....

Date:.....

Careers Education Policy for Birkett House School

Birkett House School is committed to providing a high quality careers education, information, advice and guidance (CEIAG) programme to all students and their parents.

Our bespoke careers programme is based on the three stages of the career curriculum framework, which we then embed across our whole curriculum.

- Self-development
- Career Exploration
- Career Management

In line with the statutory guidance produced by the DFE and the Gatsby Benchmarks, students receive relevant and appropriate careers advice embedded into the curriculum in addition to dedicated one to one opportunities and group work. CEIAG is incorporated into our curriculum in order to stimulate the interests of students and to inspire them to reach their full potential. As per our school motto our careers programmes endeavours to challenge all of our students, is designed in such a way that all of our students can achieve, and we are able to celebrate the diversity of all students.

Careers education is an integral part of the learning process for all students

We are aware that many of our students will not secure conventional employment. However, we need to “aim high” and opportunities to experience the world of work and to consider employment as an alternative to further education or as part of a package of opportunities is a possibility.

Therefore Careers Education needs to address the following:

1. We need to develop a much wider understanding of “work related learning” which will allow our students to develop in a way that reflects their needs.
2. We need to prepare our students for adult life in the wider community by making them aware of the opportunities that exist in the world of work, for example; unpaid supported work, skills training, vocational learning opportunities in Further Education, leisure opportunities, opportunities to access paid employment and how to access bespoke employment, for example, using direct payments to provide support in a work environment.
3. Careers education needs to be taught in such a way that it teaches students about the world of work while at the same time raising student self awareness about what they can realistically do while maintaining confidence and optimism.
4. If conventional employment can meet the needs of our students then the opportunity to go to work needs to be given a high profile.

To ensure our programme achieves this, it has been developed in line with the eight Gatsby benchmarks for ensuring best practice and to meet the requirements of the Department for Education’s statutory guidance 2018.

Gatsby Benchmark	Gatsby Statement	Strategy
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 employer.	<ul style="list-style-type: none">• A clear Careers Programme and Careers Education Curriculum accessible on the website• The programme and curriculum is supported and monitored by the Senior Leadership Team and has the approval of the board of Governors• The careers programme is embedded throughout the curriculum• Growing links with a variety of employers

		<ul style="list-style-type: none"> • Consistent work experience programme • Established enterprise programme 'Fox Lodge' • Established vocational pathway 'Allotment' • Staff CPD on careers • 6 form display to showcase careers • National Careers week to the KS3, KS4 and KS5 calendar • Careers Leader Training undertaken
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.	<ul style="list-style-type: none"> • Students have access to information regarding careers and possible transition pathways • EHCP plan for students is revised each year as necessary • Transitions Team support students/parent/carers to plan for adulthood in KS5 • Links with Careers Enterprise Company, Chamber Schools and Leicester and Leicestershire Enterprise Partnership • A range of career resources available • Employer and Workplace visits
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.	<ul style="list-style-type: none"> • Destinations of each student will be collected, monitored and reviewed to ensure we are meeting the needs of each student • Careers programme is tailored to meet the needs of all our students • Lesson plans and resources are differentiated appropriately for all students • IEP plans target areas of development and skills in preparation for adulthood • We work in partnerships with parents/carers to target specific areas of difficulty • The Careers Programme promotes and celebrates diversity, supporting all students to succeed and achieve their potential • Vocational profiles are developed for students, documenting their individual skill's, abilities, interests and aspirations • Students' experiences of careers and enterprise activities are recorded in their individual Careers Passport
4) Linking curriculum learning to careers	All teachers should link curriculum learning with careers. STEM subject teachers should highlight the relevance of STEM subjects for a wide range of future career paths.	<ul style="list-style-type: none"> • Careers and work based learning are embedded throughout the curriculum • Classroom activities are designed to help student build the necessary skills, knowledge and independence for adulthood, as identified in the 'Preparation for Adulthood' documentation • Through the use of pathways the curriculum is tailored to the individuals needs and learning outcomes • The development of a range of links with different industries so that students are able to gain insight into a range of sectors • Careers strategy is regularly shared to engage staff and identify their role in the programme • Where appropriate entry level qualifications are taught in KS4 and 6th Form
5) Encounters with employer 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	<ul style="list-style-type: none"> • Engagement with a variety of businesses to offer our students meaningful encounters with employers • The delivery of meaningful work based experiences to our students • Regular enterprise, vocational and voluntary initiatives that are students contribute to the success of • Participation in the annual Local Offer Live event

	and enterprise schemes.	
6) Experiences of work places	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.	<ul style="list-style-type: none"> • Students engage with work related learning in different settings during the 6th form • Establishing a bank of core work placement opportunities for KS4 and 6th • Support is built around the individual and is tailored to their aspirations as identified in their EHCP • Educational visits incorporate careers in some capacity
7) 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 colleges, universities and in the workplace.	<ul style="list-style-type: none"> • All students will be made aware of further/higher educational opportunities that are available to them • Independent travel training is delivered where appropriate in KS4 and 6th form • Students are supported to enhance their skills, providing opportunities for greater responsibility and challenge, as part of career progression and development • Students are encouraged and supported to attend local open days
8) Personal guidance	Every student should have opportunities for guidance interviews with a career adviser, who could be internal (a member of school external, provided they are trained to an appropriate level. These should be available whenever significant study or career choices are being made.	<ul style="list-style-type: none"> • Students career pathways and transitions are reviewed each year during the Annual Review • Individual programmes of support are identified and delivered • Students/parent/carers have the opportunity for an individual carers meaning if required • Useful links and resources are provided on the school website for students and their parent/carers to access

Aims

1. To help students develop positive attitudes to purposeful activity.
2. To help all students develop the skills necessary to undertake purposeful activity – eg concentration and application.
3. To help students recognise the various roles adults play as paid workers, e.g. parents, staff in school and people in the community.
4. To develop independent travel skills, so students can access more opportunities in the community and not have to rely on others to get there.
5. To give students some insight into the world of paid employment – the range of jobs done, by whom and for what purpose.
6. Where appropriate give every student the opportunity to experience the world of paid employment through a work experience – supported by an adult where necessary.
7. To prepare all students to take their place in the adult world and wider community whether that place is in day care, further education, training or using community facilities.
8. To work with other agencies to support and enhance careers education, such as, Leicestershire Education Business Company and Prospects.

Progression

Our embedded careers curriculum begins in the Primary Department where efforts are concentrated on helping and encouraging students to develop positive attitudes to purposeful activities and to learning the skills of concentration and application to tasks.

This is continued throughout Key Stage 3, where students also begin to look at a variety of career options, the 'world of work', and experience enterprise opportunities.

In the Senior Department all students are given specific careers education appropriate to their level of functioning and understanding. For example, our complex learners are given a specific programme of activities and experiences to introduce them to opportunities that exist for their transition to adulthood and to leaving school. They have multi-sensory experiences of different jobs and work coactively with their peers.

All students in the senior department are involved in Enterprise Education and bespoke careers lessons. At our senior base, students have the opportunity to undertake work experience in a range of settings.

Other students are given opportunities to experience vocational type activities that could lead to employment e.g. horticulture, photography, hospitality and catering.

Finally there are some students who are actively given opportunities to learn more about paid employment and financial capability through:

- A. Foundation Learning Courses, such as, ASDAN PSD, OCR Life and Living Skills, D of E, and Arts Award and by working with outside agencies, such as, LEBC and Prospects. Students experience meeting real employers, undertake some training in interview practice, letter writing and learning about employer expectations. They learn how to work as part of a team, develop an understanding of money and experience running their own business.
- B. Where possible students are given opportunities to undertake work experiences – supported by an adult where necessary.

Birkett House Careers Curriculum

Key Stage 1

Year	Autumn	Spring	Summer
1 (Yr 1)	Employment <ul style="list-style-type: none">• Following instructions• Adapting to new environment• Playing with others	Independent Living <ul style="list-style-type: none">• Real world play• Making Choices	Community Interaction <ul style="list-style-type: none">• Making friends• Social Interaction• Visits / Day trips
2 (Yr 2)	Employment <ul style="list-style-type: none">• Real Work visits• Meeting Role models• What do you want to be when you grow up	Independent Living <ul style="list-style-type: none">• Community Visits• Paying in shops• People that help us	Community Interaction <ul style="list-style-type: none">• Team playing• Developing friendships / friendship groups

Key Stage 2

Year	Autumn	Spring	Summer
1 (Yr 3)	Employment <ul style="list-style-type: none">• Talk about different careers and education options	Independent Living <ul style="list-style-type: none">• Shopping	Community Interaction <ul style="list-style-type: none">• Managing Change

2 (Yr 4)	<p>Employment</p> <ul style="list-style-type: none"> • Access to career related role models 	<p>Independent Living</p> <ul style="list-style-type: none"> • Cooking 	<p>Community Interaction</p> <ul style="list-style-type: none"> • Understanding bullying
3 (Yr 5)	<p>Employment</p> <ul style="list-style-type: none"> • Start to build a personal profile of interests and ambitions 	<p>Independent Living</p> <ul style="list-style-type: none"> • Transport and road signs 	<p>Community Interaction</p> <ul style="list-style-type: none"> • Knowing the local area
4 (Yr 6)	<p>Employment</p> <ul style="list-style-type: none"> • School sessions from visitors on their careers 	<p>Independent Living</p> <ul style="list-style-type: none"> • Travel Training 	<p>Community Interaction</p> <ul style="list-style-type: none"> • Learning to be safe online

Key Stage 3

Year	<i>Autumn</i>	<i>Spring</i>	<i>Summer</i>
1 (Yr 7)	<p>Developing Self</p> <ul style="list-style-type: none"> • Describe strengths 	<p>World of Work</p> <ul style="list-style-type: none"> • Explore different careers 	<p>Employability Skills</p> <ul style="list-style-type: none"> • Managing budgets
2 (Yr 8)	<p>Developing Self</p> <ul style="list-style-type: none"> • Identify choices and opportunities 	<p>World of Work</p> <ul style="list-style-type: none"> • Investigate work and working life 	<p>Employability Skills</p> <ul style="list-style-type: none"> • Enterprise opportunities
3 (Yr 9)	<p>Developing Self</p> <ul style="list-style-type: none"> • Know how to prepare and present yourself well 	<p>World of Work</p> <ul style="list-style-type: none"> • Value equality, diversity and inclusion 	<p>Employability Skills</p> <ul style="list-style-type: none"> • Work / volunteer experiences

Key Stage 4

Year	Autumn	Spring	Summer
1 (Yr 10)	<p>Developing Self</p> <ul style="list-style-type: none"> • Recognise how you are changing – what you have to offer • Problem Solving 	<p>World of Work</p> <ul style="list-style-type: none"> • Look at pros and cons of different businesses • Health & Safety 	<p>Employability Skills</p> <ul style="list-style-type: none"> • Practise filling out application forms • Work Experience
2 (Year 11)	<p>Developing Self</p> <ul style="list-style-type: none"> • Set personal learning targets • Self-Management 	<p>World of Work</p> <ul style="list-style-type: none"> • Draw up a list of questions for identified career choices • Rights and Responsibilities 	<p>Employability Skills</p> <ul style="list-style-type: none"> • Mock interviews • Independent Travel

Key Stage 5

Learning Outcome Statements	Activities / Links
<ul style="list-style-type: none">• Research and evaluate career options available to them• Reflect on achievements• Set challenging but realistic learning and work goals• Recognise the skills and attributes needed for different careers• Review and evaluate their experiences and achievements• Identify the skills and qualifications needed for preferred pathways• Understand how to budget and manage money• Develop a positive self-concept• Consider realistic learning and work options	<ul style="list-style-type: none">• Workplace, University and College visits• Links with local businesses and organisations• Fundraising and charity work with local organisations• Links with the local radio station• Tutor time careers-themed tasks• Tutor group roles linked to the world of work• Subject-specific group employer engagement sessions• Visits to careers fairs and events• Work experience for students from Year 10 onwards• Employer visits and support with employability skills and attributes• Access to employers through Leicestershire Enterprise Network• CV/application writing skills and mock interviews conducted through role play• Updated supported internship information and support with applications and interviews where required• Impartial information for Post 16 and Post 18 options• Volunteering opportunities in the local community which prepares them for adulthood.• Curriculum opportunities through ASDAN Employability, Duke of Edinburgh and Personal and Social Development

Each student also has their own Careers Passport which is updated throughout their time at Birkett House, tracking their careers progression.

Policy statement for provider access

A provider wishing to request access should contact Jenny Barker (Deputy Head teacher), via 0116 2477711 or seniors@birkettthhouse.leics.sch.uk. Please see separate policy for further details.