



# ASHGATE CROFT SCHOOL

## CAREERS & EDUCATION GUIDANCE (CEG)

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Approved by Curriculum & Progress Committee meeting: 14<sup>th</sup> January 2019

Minute No.: 13.8/19 (C/)

To be reviewed by: Autumn 2 2020

### INTRODUCTION

#### Purpose

At Ashgate Croft we define a young person's career as their pathway through life, learning and work. The term career is intended to mean 'pathway through life' and has a wide definition to include further education, work, life and independent living for all our students.

This document sets out Ashgate Croft School's Careers policy including arrangements for managing the 'access' of providers to pupils.

This 'access' is for the purpose of giving pupils information about a provider's education, work or training offer. This complies with the school's legal obligations under: Section 42A of the Education Act 1997 which requires governing bodies to ensure that all registered pupils at the school are provided with independent careers guidance from year 8 (12-13 year olds) to year 13 (17-18 year olds) and is in line with the DfE legislation Careers guidance and access for education and training providers: Statutory guidance for governing bodies, school leaders and school staff (January 2018). In addition, the Education Act (2002) places a statutory duty on schools to secure access for pupils to independent and impartial careers guidance.

This guidance will promote the best interests of the individual pupil and will include information on all options available to them, including apprenticeships and other work-based learning. Key points in the Statutory Guidance includes *"the duty on schools, to secure independent careers guidance for all year 8-13 pupils. This is intended to expand advice and guidance for young people so they are inspired and motivated to fulfil their potential"*.

## Aims

- To give our students the knowledge and understanding of themselves and their environment so that where possible they can make informed choices and decisions.
- To prepare our young people for adulthood with high aspirations for a fulfilling adult life
- To support our young people to achieve their full potential.
- To provide pathways suited to the needs of each young person based on their EHCP and future aspirations.
- To engage and inform parents/carers to be actively involved in supporting their child in making informed choices about the 'next step' choices of life after school.

## **PROCEDURES AND PRACTICE**

### Teaching

To meet the statutory requirements and guidance from DFE by embedding the regional Local Enterprise Partnership (D2N2) Careers, Employability and Enterprise Framework into whole school planning and learning. The D2N2 Framework consists of 10 Employability Goals which we aim to embed into curriculum planning across school. We have refined the goals to better suit our students and their understanding of the vocabulary. The 10 goals are:

<b>Employability Goal</b>	<b>Ashgate Croft Goal</b>
Self-motivated	Doing things for yourself
Self-assured	Knowing what I want/be confident
Aspirational	Being the best I can be
Informed	Understand what I am doing and why
Experienced	Having a go at things
Achieving	Doing my best
Accountable	Being responsible
Resilient	I will keep trying
Entrepreneurial	Do something in a different way
Co-operative	Work with others

All teaching is broad and balanced and differentiated by teachers to ensure that student's individual needs and abilities are met. Staff will use a variety of teaching methods as far as possible. These include role play, group discussions, didactic and interactive teaching. Video and other audio visual aids are also employed. Students are encouraged to be independent of thought. It is hoped that the variety of teaching styles enable the students to experience equal access to learning.

The class teacher, with support from the CEG coordinator (Richard Windle), delivers the student entitlement in the following ways; (see below for more details)

- Individualised opportunities for work experience.
- Access to information and guidance from specialist careers advisers.

Other key organisations contribute to the delivery of the programme including: multi-agency personal advisers, specific project staff, local employers training providers and day service providers.

### **Gatsby Benchmarks (Appendix 3)**

The new DFE statutory guidance (Appendix 3) has been restructured around the Benchmarks with information on what schools need to do to meet each one. *The Gatsby Benchmarks are not a statutory framework but by adopting them, schools can be confident that they are fulfilling their legal duties: the existing duty to secure independent careers guidance and the new duty to provide opportunities to a range of providers of technical education and apprenticeships to access pupils to inform them about technical education qualifications or apprenticeships.*

The eight Gatsby benchmarks of Good Career Guidance 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 and higher education
8. Personal guidance

## Requirements and expectations of schools

Timing	Action
Ongoing (legal duty came into force in September 2012)	<ul style="list-style-type: none"> <li>Every school must ensure that pupils are provided with independent careers guidance from year 8 to year 13.</li> </ul>
From January 2018 (legal duty came into force on 2 January 2018)	<ul style="list-style-type: none"> <li>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.</li> <li>Every school must publish a policy statement setting out their arrangements for provider access and ensure that it is followed. Annex A sets out an example policy statement on provider access.</li> </ul>
From January 2018 to end 2020	<ul style="list-style-type: none"> <li>Every school should begin using the Gatsby Benchmarks to improve careers provision now, and meet them by the end of 2020.</li> <li>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.</li> </ul>
From September 2018	<ul style="list-style-type: none"> <li>Every school should appoint a named person to the role of Careers Leader to lead the careers programme.</li> </ul>
From September 2018	<ul style="list-style-type: none"> <li>Every school will be expected to publish details of their careers programme for young people and their parents.</li> </ul>

### Work Experience

From Year 9, students should wherever possible and appropriate, take part in tailored work experience placements/experiences.

### **All learners from Year 8 will be supported appropriately to:**

- Understand their post school options.
- Develop the skills they need to plan and manage their own personal development and career progression.
- Access relevant information and learning from taster activities and experience of work.
- Make and maintain person centred plans to help them improve their prospects of success.
- Have knowledge of Derbyshire County Council 'Local Offer' website. The local offer will set out details of SEN provision- including the full range of Post-16 options and support available to children and young people with SEN and disabilities to help them prepare for adulthood.
- Obtain career guidance that is impartial, focused on individual needs and aspirations, supportive of equal opportunities and provided by people with relevant training and expertise.

## Ashgate Croft School Careers Education

### Aims & Vision

We aim to ensure a high quality of vocational and careers education for our pupils, to be delivered in a meaningful and appropriate way for their needs and circumstances.

Through person centred planning with the Education, Health & Care (EHCP) plans at the centre, we support students to articulate their aspirations for adult life, including community inclusion, independence their aspiration to work and promoting their physical and mental health. This also includes adults around our pupils, knowing the individual child and their needs.

Our vision is to increase the opportunities our students have of finding quality, paid employment in later life.

In order to support students to achieve their aspirations, careers education at Ashgate Croft School consists of the following strands:

- 1) Vocational Education lessons (embedded in the curriculum for younger pupils) to support students to identify their skills, interests and talents. Including resilience, being entrepreneurial, achieving, aspirational and co-operative.
- 2) Work Related Learning opportunities offering vocational experience on site.
- 3) A varied programme of Social Enterprise Activities including Christmas, Easter and Summer Fayres, raising funds for school trips and school funds.
- 4) Off Site Work Experience at local businesses and community groups.

EYFS	Careers Education Focus
<b>Early Years &amp; Key stage 1</b>	Following instructions
	Adapting to new environments
	Playing with other children
	Real world play (builder/nurse/doctor)
	Dressing up in different uniforms eg: police, army, chef
	‘What do you want to be when you grow up?’
	Numeracy
	Real world visits (fire stations, farms etc)
Meeting role models	

<b>Key Stage 2</b>	<b>Careers Education Focus</b>
	<p>Talk about different jobs &amp; careers</p> <p>Access to career related role models</p> <p>Dressing up in different uniforms eg: police, army, chef</p> <p>Start to build a personal profile of interests &amp; ambitions</p> <p>School sessions from visitors on their careers</p>
<b>Key Stage 3</b>	<b>Careers Education Focus</b>
Year 7 & 8	<p>Classroom Lessons on Skills &amp; Interests</p> <p>Role-play of work related activities</p> <p>Joining with and observing older learners carrying out vocational activities in school</p> <p>Exploring different careers</p>
Year 9	<p>Education, Health &amp; Care Plan Transition Review</p> <p>Exploring different careers</p> <p>Working together with students and families to identify aspirations and goals for the future</p>
<b>Key Stage 4</b>	<b>Careers Education Focus</b>
Year 10	<p>Timetabled employability lessons.</p> <p>Classroom Lessons on Skills &amp; Interests.</p> <p>Functional Skills lessons understanding what jobs are for and introducing concepts of making money and budgeting where appropriate.</p> <p>Lessons focused on understanding and writing CV's, applying for jobs, interview practice and appropriate behaviour.</p> <p>Understanding voluntary &amp; paid employment.</p> <p>On site work related learning activities such as admin tasks, recycling etc</p>
Year 11	<p>Timetabled employability lessons.</p> <p>Off-site work experience placement in local business or community group.</p>

	<p>Continued classroom and on site work focusing on CV's, applications, interviews and behaviour where appropriate.</p> <p>Visits to Skills and Employment Fairs.</p> <p>Education, Health &amp; Care Plan Transition Review</p> <p>Supporting students with transition to mainstream college for those who choose to do so.</p> <p>Working together with students and families to identify aspirations and goals for the future and understanding the choices moving into Post-16 education.</p>
<b>Key Stage 5</b>	<b>Careers Education Focus</b>
Year 12	<p>Timetabled employability lessons.</p> <p>Increase in work experience opportunities with local employers or voluntary groups.</p> <p>Support from LDD advisers to develop understanding on processes involved in searching for and finding a job. Including developing CV's, interview techniques and applications, where appropriate.</p> <p>Visits to Skills and Employment Fairs.</p> <p>Working together with students and families to identify aspirations and goals for the future.</p>
Year 13	<p>Timetabled employability lessons.</p> <p>Continued participation in full range of off-site work related learning activities.</p> <p>Continued classroom and on site work focusing on CV's, applications, interviews and behaviour where appropriate. With support from LDD advisers.</p> <p>Visits to Skills and Employment Fairs.</p> <p>Working together with students and families to identify aspirations and goals for the future.</p>
Year 14	<p>Timetabled employability lessons.</p> <p>Continued participation in full range of off-site work experience</p> <p>Continued classroom and on site work focusing on CV's, applications, interviews and behaviour where appropriate. With support from Camden Ability.</p>

	<p>Visits to Skills and Employment Fairs.</p> <p>Education, Health &amp; Care Plan Transition Review</p> <p>Supporting students with transition from school to appropriate further education/social care placement.</p> <p>Working together with students and families to identify aspirations and goals for the future.</p>
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### **Assessment**

The Middle School PSHE curriculum delivered by class teachers covers aspects of careers and the world of work. Upper school teachers follow a 5 year rolling programme of a vocational scheme of work, the long-term plan incorporates 2 enterprise projects each year. Students are assessed using learning outcome sheets and assessment for learning (AFL) techniques.

Progress is reported through annual reviews, parents' evenings and on the annual report

### **Role of the Subject Leader**

- To keep up to date with government initiatives related to CEG and participate in relevant training and events to support a broad knowledge of CEG across all ages and abilities in school.
- To involve outside agencies in order to enhance delivery of CEG.
- To monitor and evaluate class teachers STP and MTP.
- To arrange work experience for Upper School students where appropriate.
- To risk assess every work experience placement to ensure students are using a safe and secure working environment.
- To monitor and update the Careers Enterprise Company (CEC) Compass & Tracker Tool to demonstrate where school is meeting the Gatsby benchmarks.

### **Parent/Carer Involvement**

- Engage parents/carers to be actively involved in making realistic and positive choices about their child's 'next steps' in life after school.
- Signed parent/carers consent is required for all students participating in an off-site work experience.
- Parent/ carers are informed of progress within annual reviews, parents' evenings and on the annual report.

- A parent/carer information event will be held bi-annually in conjunction with the schools LDD advisers and DCC to support and advise parents/carers on next steps after Ashgate Croft School including education, vocational, health and social care support.

## **Equality**

The CEG programme is designed to meet the needs of all ~~Upper School~~ students at Ashgate Croft School. Activities are differentiated and personalised to ensure progression in their personal learning and development and to inspire and strengthen their motivation and aspirations.

## **Monitoring of the policy**

The programme is reviewed annually by the CEG subject leader to identify areas for improvement.

End of year report is completed annually.

Evaluation of different aspects of CEG is undertaken regularly.

## **Children's Rights**

Within CEG the Children's Rights which are developed are:

Article 23 – A child with a disability has the right to live a full and decent life in conditions that promote dignity, independence and an active role in the community. Governments must do all they can to provide free care and assistance to children with a disability.

Article 28 – Every child has the right to an education. Primary education must be free. Secondary education must be available to every child. Discipline in schools must respect children's human dignity. Wealthy countries must help poorer countries achieve this.

Article 29 – Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.

## **Appendix**

1. SEN code of practice & National Framework 2014
2. Careers strategy: making the most of everyone's skills and talents. (December 2017)
3. Careers guidance and access for education and training providers. Statutory guidance for governing bodies, school leaders and school staff. (January 2018)
4. UN Convention on the Rights of the Child 2012

## **References**

The policy for CEG supports and is itself underpinned by a range of key school policies especially those for:

- Personal, Social and Health Education policy
- Citizenship policy
- The learning support policy

- Staff development policy
- Equality policy
- Work-related learning policy
- Recording achievement
- School Improvement Plan