

## Careers Policy

### Aurora Cedars School

<b>Policy Reference:</b>	<i>CED3</i>
<b>Version Number:</b>	<i>2</i>
<b>Applies to:</b>	<i>Aurora Cedars School</i>
<b>Associated documents:</b>	<i>Curriculum Policy Quality Assurance of sub-contracted provision policy</i>
<b>Approved by:</b>	<i>Head Teacher</i>
<b>Implementation date:</b>	<i>January 2024</i>
<b>Next review due by:</b>	<i>January 2025</i>
<i>This policy has been reviewed to ensure it promotes safeguarding and does not present barriers to participation or disadvantage any protected groups</i>	

## 1. Aims

This policy defines the nature and purpose of the Careers strategy and the Careers Programme at Aurora Cedars School.

At Aurora Cedars School pupils are taught the skills and attitudes required to enable them to become as independent as they can be and to prepare for adulthood. As part of this, we are committed to ensuring each young person receives a personalised pathway which prepares them well for the next stage of their journey and raises aspirations. We are committed to ensuring all pupils have access to an enriched and stimulating curriculum to give them every opportunity to reach their full potential regardless of their gender, race, learning disability or physical disability. Our Pathways programme incorporates the areas of good practice identified in The Gatsby Benchmarks and is supported through our Active Citizens programme and cross-curricular careers information across the school.

**The careers programme will enable learners to:**

- develop an understanding of their own skills, values and aspirations.
- navigate pupils through the diverse career opportunities available to them
- develop their communication, team working, commercial awareness and other employability/work related learning skills
- Expose learners to a range of visits to places of employment and meaningful encounters with employers and employees to learn about the skills that are valued in the workplace.

**The outcome of the careers programme will be that learners are:**

- To raise pupils aspirations relating to work/employment/further education
- Increasingly confident about their own capabilities
- Informed and knowledgeable about their options at Post-16 and/or 19 years of age.
- Self- aware and resilient
- Enterprising and entrepreneurial
- Proud of themselves
- Aware of and develop their skills for work

## 2. Legislation and statutory requirements

This Policy fulfils the requirements of the document 'Careers guidance and access for education and training providers - Statutory guidance for schools and guidance for further education colleges and sixth form colleges August 2022. Section 42A of the Education Act 1997 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).

## 3. Scope

This policy relates to all learners within Aurora Cedars School.

## 4. Roles and responsibilities

The Careers Lead will monitor the schools careers programme and careers education against the Gatsby Benchmarks.

#### **4.1 The Careers Lead will:**

4.1.1 monitor the school's careers programme and careers education against the Gatsby Benchmarks

#### **4.2 The Deputy Headteacher will:**

4.2.1 support the Careers Lead in monitoring the quality of careers Education across school.

#### **4.3 Teachers will:**

4.3.1 ensure that the coverage of careers within their curriculum follows the agreed long-term plans and include regular labour market information.

## **5. Definitions**

- CEIAG - Careers Education, Information, Advice and Guidance
- NEET - not in employment, education or training

## **6. Rationale and commitment to Careers Education, Information, Advice and Guidance**

A higher proportion of young people are at risk of being NEET (not in employment, education or training) as an adult if they have been identified as having an Education, Health and Care Plan whilst in compulsory education.

At Aurora Cedars School careers education, information, advice and guidance is at our forefront ensuring pupils' leave with the right tools and values to help prepare them for adulthood. We support students to consider their future options, realise their potential and decide how their skills and experiences fit with opportunities in the job market.

Today young people have a wide range of choices regarding different routes and pathways to employment including access to vocational learning from a young age. At each stage young people require access to accurate and accessible information to be able to make informed decisions and choices which are right for them, and their future.

We prepare students for their preferred transitional pathway whether that is to continue with further education, employment, training or living independently and we use a person-centred approach in our delivery method. We are fully committed to our statutory and moral obligation to provide a holistic careers service to students identified in Year 8 onwards, highlighting the vocational and academic routes to their preferred careers path.

We ensure that students are inspired and motivated for the world of work, ensuring high achievable aspirations are considered for a range of careers available. Our Careers Strategy works in line with our PSHE policy which is delivered through PSHE lessons, Active Citizens

and a dedicated KS4 Pathways lesson.

We work closely with local authorities due to the vulnerable nature of our students who all have special education needs with Education, Health and Care plans in place, ensuring that we know of all the services available to support students, to access these and share this knowledge amongst our community. At Aurora Cedars School we believe that many of our pupils are capable of sustaining paid employment with the right preparation and support. We regularly celebrate and showcase and promote the achievements of our students who are volunteering or in paid employment or having successful work placements at every possible opportunity.

## 7. Curriculum

Our careers curriculum fully supports students by delivering careers lessons which embed inspiration and aspiration, not just advice and is delivered through a our PSHE lessons, Active Citizens and a tailored KS4 Pathways lesson as well as throughout the curriculum. This includes broadening students' horizons and challenging stereotypical thinking about the kind of careers to which individuals might aspire. Teachers identify the interests, strengths and motivations of pupils and use these as a basis for planning support from an early age. We plan a curriculum that has individual pathways running throughout, ensuring a range of interventions to provide CEIAG, building on knowledge taught at each stage. In KS1&2, we deliver careers education through many aspects of the curriculum- such as exploring jobs and employment in Geography, talking about job roles during social education visits, visiting the farm during Food technology lessons etc, learning about artists and designers. We also hold an annual careers week, of which our younger pupils are invited to be part of where appropriate, during which pupils learn about types of employment, their own strengths and interests, how to work in a team and how to set goals. They meet people from a range of jobs, ask them questions, talk about how they got into their chosen field, and learn about different types of job and the skills required.

From Year 7 onwards young people will have access to a curriculum which enables them to:

- Develop an understanding of their own skills, values and aspirations.
- Understand the range of options available to them within their locality.
- Develop sound communication, employability and work-related skills.
- Build their confidence, resilience and independence.
- Understand where they can look for work and how they can apply.

Our Careers Programme has been developed using a range of resources including the EC Publishing Careers Lessons, links to our PHSE curriculum and through our dedicated Pathways curriculum in Preparation for Adulthood, as well as to wider curriculum areas such as STEM and Active Citizens. We plan a range of enrichment, entry and exit experiences including work experience, enterprise activities, careers fairs, assemblies, work-place visits and talks across the year.

Some of the elements covered in our Careers Programme include;

- Curriculum Vitae (CVs) / Covering Letters

- Interview techniques
- Job searches and job application forms
- Making telephone calls for information and advice
- Attire
- Online portals
- Career talks / Guest speakers / Employability workshops
- Role expectations
- Work related skills and knowledge
- Flexible work experience placements, work tasters and volunteering opportunities
- Open days/aspirational visits and experiences/Careers Fairs

We hold an annual school Careers Week, to inform and raise aspirations amongst our pupils. This is a great opportunity for our students to focus on their future whilst engaging with a range of organisations and training providers.

## 8. Information, Advice and Guidance

- All pupils from Year 7 onwards are offered sessions with a qualified independent and impartial Careers Advisor. Parents are welcome to attend these sessions. For some pupils, a group session is offered in Year 7 to Year 9 where this is more appropriate.
- All pupils have access to clear unbiased advice and information about all options available to them, so that they understand what they involve.
- All pupils receive support and guidance to help them make appropriate choices for their future to help them decide what to do when they leave our school, including further learning, training or employment.
- All pupils have access to a programme of careers education through PSHE which helps them to develop skills and knowledge to make choices and to prepare for the transition to work and learning.
- All KS4 students have a dedicated Pathways Lesson to focus on a tailored careers programme to prepare for Post-16 and/or leaving Aurora Cedars at the end of year 13.
- All pupils are supported to develop the behaviours and attitudes required for transition.
- All pupils are supported to be involved in making decisions about things that affect their learning

All pupils have an opportunity to learn about the world of work through work related learning

## 9. Work Related Learning and Work Experience

There is a statutory requirement for 16-19 year olds to be “offered the opportunity to undertake high quality and meaningful work experience as part of their post-16 education”

We will successfully link with a number of businesses to give our pupils meaningful work experience including local businesses such as Compton Care. We will also provide in-house placements such as in the school kitchen and visits to other establishments. We have clear processes for managing Health and Safety in relation to work experience.

## 10. Vocational learning and enterprise

To support vocational learning and enterprise, all pupils participate in a range of enterprise projects such as the Christmas Bake Sales and other charity and community events across the year. At Aurora Cedars School, we are committed to high quality and meaningful work-related learning and work experience which is paramount for our students to develop the necessary skills, knowledge and experience they can transfer to life and the world of work. Additionally, Pathways is underpinned by a vocational qualification and AQA Awards.

## 11. Risk assessments and Safeguarding

All placements are fully risk assessed and we ensure the suitability of any community work experience or volunteering. The wellbeing of our students is always paramount in all opportunities offered.

## 12. External partners

We will aim for our students from year 7 onwards to have at least one meaningful encounter with an employer every year.

We will regularly invite employers and speakers into school to meet with students about the world of work, college and opportunities available. We are committed to this practice as we find it is more meaningful and moves teaching and learning into the real-world context.

## 13. School resources

We have a range of career specific books and resources within school.

## 14. School resources Parent/Carer involvement

We will work in partnership with parents/carers, care providers and other agencies to ensure that students are supported holistically in their onset development. We will do this by the use of newsletters, parents' evenings, coffee mornings. We will share course information, open days and careers fairs to help inform the decision- making process.

## 15. Measuring and Assessing the Impact of our Careers Programme

### Measuring and Assessing the Impact of our Careers Programme

Each year we track and review the following:

- Retention data
- Aspired Destination data
- Percentages of students accessing work experience placements and volunteering placements or similar
- Regular evaluation of our Careers programme against The Gatsby Benchmarks to ensure we continue to provide a high-quality Career education programme.

The above information is used to evaluate our programme and to inform our action planning

the following year.

## 16. Implementation

The Careers Lead and class teachers are responsible for ensuring the implementation of the Careers Policy. Teachers and Teaching Assistants will work under the guidance of the careers lead and Deputy Head to ensure implementation is effective.

## 17. Annual Careers Overview

Annual Careers Overview			
<b>Tutor time</b>	Developing confidence and responsibility and making the most of their abilities	Preparing to play an active role as citizens	Developing a healthy, safer lifestyle
<b>Annual Careers Day</b>		Work expectations	
<b>All Year Groups</b>	Skills Audit My skills and qualities	(To include: attire, communication, punctuality, attendance, meeting deadlines)	Applying my knowledge and skills  CVs, Personal statements, application forms
Princes Trust- key skills- Ability to learn, teamwork, problem solving, IT literacy, numeracy			
<b>EHCP meetings-</b> include Preparation for Adulthood			
<b>Key Stage 3</b>	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
<b>Annual Careers Week</b>	Learning styles- strengths and skills  Work roles and aspirations, incl. online careers resources  Protected characteristics in the workplace, careers and enterprise  Chef visit – Experience day  Christmas Fair- Enterprise	Hosting Autism Coffee Morning	Careers Week –  Events Include: <ul style="list-style-type: none"><li>○ Employer talks</li><li>○ Personal statements</li><li>○ CVs</li><li>○ Interview skills</li></ul> Summer Fair/Enterprise  Year7/8/9- 1-1 Independent Careers advice appointments

<b>Key Stage 4</b>  <b>Annual Careers Week</b>	<p>Year 10 up-1-1 Independent Careers advice appointments</p> <p>Chef visit- Experience day</p> <p>Christmas Fair/Enterprise</p> <p>Self-esteem, Careers and enterprise, Pathways, skills, roles and identities at work</p>	<p>Hosting Autism Coffee Morning</p> <p>Next steps talks</p> <p>External speakers from local colleges/alternative providers/apprenticeship providers</p>	<p>Careers Week –</p> <p>Events Include:</p> <ul style="list-style-type: none"> <li>○ Employer talks</li> <li>○ Personal statements</li> <li>○ CVs</li> <li>○ Interview skills</li> </ul> <p>Summer Fair/Enterprise</p> <p>Transition Plans for individual leavers incl. visits/interviews</p> <p>Independent Careers advice follow up appointments available to any Y10 up who need extra input</p>
<b>Post 16</b>  <b>Annual Careers Week</b>	<p>Year 10 up-1-1 Independent Careers advice appointments</p> <p>Post 16 Pathways FE/HE/Careers-interview skills including hygiene and presentation</p> <p>Online research skills for the labour market</p> <p>Protected characteristics in the workplace</p> <p>Giving and receiving feedback and criticism</p> <p>Strategies for managing rejection/job applications/employment</p> <p>Online reputation-digital footprints</p>	<p>Hosting Autism Coffee Morning</p> <p>Next steps talks-</p> <p>External speakers from local colleges/alternative providers/apprenticeship providers</p>	<p>Careers Week Events</p> <p>Summer Fair/Enterprise</p> <ul style="list-style-type: none"> <li>○ Virtual job visits/College visits/Uni visits</li> </ul> <p>Work experience</p> <p>Transition Planning- Preparing for transition to college/work</p> <p>Independent Careers advice follow up appointments available to any Y10 up who need extra input</p>

## 18. Review

This Policy will be reviewed annually by the Careers lead in conjunction with the Deputy Head teacher

## Appendix 1. Links

**National Careers Service (NCS) [www.nationalcareersservice.direct.gov.uk](http://www.nationalcareersservice.direct.gov.uk)**

The NCS provides over-the-telephone and online careers services to 13-18 year olds with information, advice and guidance on learning, training and work opportunities. The NCS website contains over 750 job profiles, and each of them gives you the essential information you need on what the job involves and how to get into it. The site has local job market information. The service offers confidential and impartial advice, supported by qualified careers advisers.

### **National Careers Service**

**Tel:** 0800 100 900

**Website:** National Careers Service

## Appendix 2. The Gatsby Benchmarks

- 1. A stable career 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 employers.
- 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.
- 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.
- 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.
- 5. Encounters with employers 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 and enterprise schemes.
- 6. Experiences of workplaces.** 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.

**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 schools, colleges, universities and in the workplace.

**8. Personal guidance.** Every student should have opportunities for guidance interviews with a trained career adviser. These should be available whenever significant study or career choices are being made.