

## Careers Policy

### Vincent House School

<b>Policy Reference:</b>	VHS3
<b>Version Number:</b>	1
<b>Applies to:</b>	Vincent House School
<b>Associated documents:</b>	Curriculum Policy
<b>Approved by:</b>	Operations Director
<b>Implementation date:</b>	May 2025
<b>Next review due by:</b>	May 2026
<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 aims to set out the careers education framework implemented at Vincent House School.

## 2. Legislation and statutory requirements

This policy is based on the following advice/legislation:

- The Education Act 2011
- Careers guidance in schools, colleges and universities (England), 2024
- Ofsted review of Careers education in Schools and Further Education, 2023

Vincent House School has a statutory duty to secure independent careers guidance for all year 7 to 11 pupils and to meet the eight Gatsby Benchmarks.

The school will work with a qualified (AET / PTLLS) careers specialist to provide students with careers advice.

## 3. Scope

This policy applies to all students at Aurora Vincent House School and is relevant to all staff involved in the delivery of Careers Education throughout the curriculum as well as wider stakeholders who contribute to the ethos and culture of our school.

## 4. Roles and responsibilities

### 4.1 The Senior Leadership Team will:

4.1.1 Ensure that an up-to-date Careers policy is in place and is in line with statutory and non-statutory guidance as it is published by relevant government bodies.

4.1.2 Ensure the Careers policy is made available to parents and for inspection

4.1.3 Ensure that the Careers policy reflects our school's ethos, values and a whole school approach to education and therapeutic provision.

4.1.4 Ensure that the Careers curriculum is implemented effectively through regular reviews of lessons, learning and progress.

4.1.5 Ensure that the policy is reviewed and evaluated annually.

4.1.6 Ensure all relevant safeguards and risk assessments are in place to enable external visitors, trips and visits can be carried out to enrich and bring to life our careers education experience.

### 4.2 The Deputy Headteacher (Curriculum) will:

4.2.1 Ensure that the Careers curriculum is effectively sequenced, and learning is personalised for all classes and learners, with clear rationales from teachers.

4.2.2 Plan for adequate training and development opportunities for all education staff in relevant Careers related areas, particularly in how to ensure tricky subject matter is accessible to all our students.

4.2.3 Work with subject teachers to identify links and cross curricular development opportunities.

4.2.4 Work with the clinical team to identify and problem solve any tricky topics that may require additional intervention and support from clinical staff.

4.2.5 Arrange and co-ordinate an independent careers advice service to provide independent, enhanced careers advice to all students.

### **4.3 All teaching staff will:**

4.3.1 Deliver high quality lessons in line with the school's curriculum, that highlights and reinforces opportunities to link curricula to real-life careers based opportunities.

4.3.2 Provide explicit opportunities to engage with careers education that is personalised, accessible and relevant to the students in class.

4.3.3 Review planning regularly to identify and sign post opportunities to embed career related activities and opportunities across their subject areas.

### **4.4 All Vincent House staff will:**

4.3.1 Model a commitment to personal development and education through participation in CPD, professional conversations and dialogue with students.

4.3.2 Model a commitment to Aurora's core values through their behaviour, interactions with one another and interaction with all stakeholders.

4.3.3 Support in communicating and modelling positive relationships, social interactions and behaviour across the school and local community.

## **5. Definitions**

CEIAG - Careers Education, Information, Advice and Guidance

NEET - not in employment, education or training

## **6. Intent**

### **6.1 Ethos**

As a school we recognise, 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 and having a diagnosis of autism.

Careers education, information, advice and guidance is developed to ensure 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.

We believe 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 7 onwards, highlighting the vocational and academic routes to their preferred careers path.

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 work with services available to support students, to access these and share this knowledge amongst our community.

We believe that our pupils are capable of sustaining paid employment with the right preparation and support.

## 6.2 Commitment

Vincent House will work with a qualified (AET / PTLLS) careers specialist to provide students with careers advice that:

- Careers advice is presented in an impartial manner, showing no favouritism towards a particular institution, pathway, or work option.
- The advice provided covers the full range of education and training options, including apprenticeships and technical routes.
- The guidance promotes the best interests of the student.
- The school is committed to providing a stable, structured and planned program of advice and guidance with clear student outcomes based on the Gatsby Benchmarks for Good Career Guidance.

Each student is entitled to:

- Independent and impartial careers guidance;
- Access to external sources of information on the full range of education and training options;
- Opportunities to engage with a range of employers, education and training providers, covering the full range of academic and technical routes available at each transition point;

The school works with a range of local employers, education and training providers to provide independent advice to pupils. This provision includes:

- careers fairs;
- workshops;
- career insight talks;
- mentoring;
- collapsed timetable days;
- STEM Inspiration Day and events;
- workplace visits;
- visits to FE and HE institutions;
- Work Discovery;

- curriculum projects
- National Careers Week.

## 6.3

The curriculum is divided into 3 core themes, with additional special units and events that cover related topics being embedded across the curriculum, tutor time, assemblies and activity weeks. The curriculum is based on resources from the PSHE association, ensuring full coverage of statutory requirements.

## 7. Implementation

### 7.1 Primary

All pupils are exposed to different careers through their work across the curriculum. Within our curriculum planning there is reference to roles and responsibilities of key careers such as understanding about the role of health professionals in PSHE or 'people who help us' and learning about the different emergency services. Students will also learn about a range of different authors and will gain an understanding of different careers. There is also the opportunities to visit different locations through educational visits to learn about different experiences and career opportunities.

### 7.2 KS3

Careers education at KS3 is treated sensitively. Some students may have only just started at Vincent House School, and many students may be tackling mental illness and high levels of anxiety.

All teachers regard our students as being capable of paid employment in the future, whilst understanding that discussion and consideration of leaving school and getting a job can trigger high levels of anxiety and stress. As such, all subject overviews highlight opportunities to embed careers education within units of work, allowing teachers to introduce careers opportunities gradually from an individual's interest base.

For students who are mentally ready to discuss careers in more detail, embedded units and themed events during Enrichment and Engagement can be scaffolded to offer greater depth. These will be tailored to the interests of the child and the topics that are being taught.

Careers Events at KS3 may include:

- Talks and visits from local professionals and businesses
- Visits to local businesses
- Mentoring or bespoke programmes for young people with a special interest in a particular area of employment
- Immersion days that include aspects of employability, such as running bake sales and picnics for local families.

### 7.3 Y9 - KS5

From Y9, students will have a discrete careers module within additional Preparation for Adulthood lessons which will be timetabled during the year. These lessons will be structured and assessed to follow the AQA Unit Awards for Employability ([Employability Units](#)). The appropriate units and certification level will be chosen depending on the ability level and needs of the pupils involved. These lessons will be taught in conjunction with a specialist English teacher and a specialist computing teacher (digital literacy) where relevant.

All students, regardless of level of need will have discrete lessons on:

- Finding, reading and understanding job adverts
- Responding to job adverts
- Compiling and producing a CV
- Understanding and completing employment forms and applications
- Employment vocabulary
- Managing and attending a job interview (including asking for disability support)
- Understanding skills for the workplace
- Understanding different areas of work

Students will have individual careers interviews and support from a Level 5 qualified careers advisor. Students will also have the opportunity to attend trips, visits and where possible complete a programme of work experience.

At KS4, all students will be making choices around qualifications and next steps as they may be moving onto college. Regular mentoring sessions with an identified member of staff to support those choices will be provided, alongside the independent careers advisor.

If students are staying at Vincent House for KS5, bespoke careers programmes with an emphasis on getting ready for transitions and next steps will form the core of their curriculum. This will be curated on a student-by-student basis.

## 7.4 Assessment

Students will be introduced to the Skills Builder and Benchmark online careers software when they are ready to engage with employability. Mental health and wellbeing will be paramount in deciding when bespoke and student specific discussion of future plans and work will be introduced.

Student progress and engagement with the careers programme will be evidenced via the Earwig system.

## 8. Impact

### 8.1 Summary of approach

The careers programme at Vincent House School is designed to be flexible and person-centred. We acknowledge that careers education may be stimulating for some and anxiety provoking for others. As such, we will ensure that careers education is embedded within the curriculum to enable students to begin to engage with discussion of careers in a 'low stakes' approach. When students are ready, they will be offered discrete programmes of education through AQA Employability Awards and independent careers advice and transition support.

Opportunities for enrichment will be timetabled for individual students, as well as some whole-school events with signposts to employability timetabled throughout the year.

As far as is possible for all students (to be adapted on a case-by-case basis), the careers offer and expectation is that:

- All pupils from Year 7 onwards use an independent career advice service.
- 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 which helps them to develop skills and knowledge to make choices and to prepare for the transition to work and learning.
- 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 Preparation for Adulthood lessons and additional careers modules and special events.

## 8.2 Safeguarding

The Clinical Team will be involved on a student-by-student basis to help the school identify when an individual may be ready to discuss future plans. Mental health and well-being in this regard, and when working with an independent careers advisors or careers-based visitors, will always be paramount.

## 8.3 Whole School monitoring

The school will use Skills Builder tools on a termly basis to review and improve our careers education and ensure that we are consistently meeting the Gatsby Benchmarks.

## 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. 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. Risk Assessment

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.

## 11. Partnerships and Planning

### 11.1 Parents and Families

Vincent House School will work openly and transparently with parents and carers, offering opportunities for parents to engage with careers and to help them understand their child's growing independence. This will be essential to get them 'on board' with their child's preparation for adulthood process and next steps.

## **11.2 Local Businesses**

Vincent House School aims to forge strong links with local businesses and organisations to give our students the best possible opportunities to engage with careers and employability in their locality.

Vincent House School also aims to raise the profile of young people with additional needs and disabilities amongst local employers, supporting them in creating more inclusive workplaces through opportunities to engage with education programmes and ways to become more diverse and inclusive businesses.