

## Careers Policy Local Procedures

### Aurora Vincent House School

Please refer to the main A158 Careers Policy

#### 0. Summary of changes since previous version of policy

New

#### 1. Aims

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

At Aurora Vincent House 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 programme incorporates the areas of good practice identified in The Gatsby Benchmarks.

**The local 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.

#### 2. Legislation and statutory requirements

This Policy fulfils the requirements as described in the group careers policy.

#### 3. Scope

This policy relates to all learners within Aurora Vincent House School.

#### **Rationale and commitment to Careers Education, Information, Advice and Guidance (CEIAG)**

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 Vincent House 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, 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 the following policies:

- Curriculum Policy
- Teaching and Learning Policy
- SEND information Report and policy
- Safeguarding policies

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.

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.

## 4. Curriculum

Our Careers curriculum fully supports students by delivering careers lessons which embed inspiration and aspiration, not just advice. 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.

### 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.

### 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.

## Y9 - KS5

From Y9, students will have a discrete careers module within Life Skills lessons which will be timetabled during the year. These lessons will be structured using Xello platform.

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.

Students will be introduced to Xello and this will be used to track their work place learning 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 Xello and the Earwig system.

Some of the elements covered in our Careers Programme include:

- CVs and covering letters
- Interview techniques
- Soft skills, including resilience to the unknown
- Curriculum Vitae (CVs) / Covering Letters
- Interview techniques
- Job searches and job application forms

- Making telephone calls for information and advice
- Attire and managing sensory needs
- 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
- Access to work and knowing employment rights

#### 4.1 Information, Advice and Guidance

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.

#### 4.2 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 plan to link with a number of businesses to give our pupils meaningful work experience. We have clear processes for managing Health and Safety in relation to work experience. (see the work experience guidance).

### **4.3 Vocational learning and enterprise**

To support vocational learning and enterprise, pupils participate in a range of enterprise projects such as the Christmas Fair and other charity and community events across the year. At Aurora Vincent House 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.

### **4.4 Travel Training**

We complete travel training as part of our life skills curriculum. This is a unit within the wheel of independence, focussing on building up students' ability to travel independently which is essential for attending most local colleges. Each student has a bespoke Wheel of Independence wheel, including travel training progress.

### **4.5 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. (see the work experience guidance)

### **4.6 External Partners**

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

We are committed to build our employment offer and 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.

### **4.7 Parent/Carer Involvement**

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

## **5. Roles and responsibilities**

The Careers Lead will monitor the schools careers programme and careers education against the Gatsby Benchmarks. The Head of School will support the Careers Lead in monitoring the quality of careers Education across school. Class teachers will ensure that the coverage of careers within their curriculum follows the agreed long-term plans.

## **6. 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 Leadership team to ensure implementation is effective.

## **7. Support, Advice and Communication**

Our Careers Lead at Aurora Vincent House School is Abbie Simmonds.

Contact number: 01403 337500

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## **8. Review**

We record and track our Destination Data and carry out follow up interviews for 5 years after students

leave to ensure placements are successful and offer support where needed.

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

Each year we track and review the following:

- Retention data
- Travel Training data
- 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.

## 9. Monitoring arrangements

This Policy will be reviewed annually by the Careers Lead in conjunction with the Head of Service.

### Appendix 1- Links

**National Careers Service** Email: <https://nationalcareers.service.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.

### 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.