

Arun Court School: Policy Number 11F

(Progression & Learning suite- Policy Suite 11)

Arun Court School – Careers and next steps Policy – last updated May 2021

Ratified by EMAT sub-committee meeting on:.....

Signature (+ date) Chair of EMAT Curriculum & Achievement Committee

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Signature (+ date) Proprietor:Mrs Beverley-Sarah White

Signature (+ date) Principal of School Vicki Williams

Date of next review: May 2023 (Reviewed at least BI- Annually by COMMITTEE)

Please read all policy documents in the main policy file, in particular you should read the whole of suite 11 in conjunction with this policy. Policy 11H, on in-year transition is particularly relevant. You should also read interim reviews policy (12D), parent support (14D), community relations (14A) and student voice (14C).

Context

Arun Court School as an Independent Specialist Setting (NMI – Non-maintained Independent) that operates with an ‘Ideal’s approach’ that is a non-profit driven approach, wants to use public funds effectively. Where possible it wants to bolster the mental health of students, and ensure rapid academic progress, so that they can transition to a cheaper setting that also has larger resource and opportunity. The school aims to support young people through their mental health need, then catch them up academically to where they would have been, had they not had a mental health break-down. The purpose of this policy is to ensure that students are able to consider career paths and next steps while at Arun Court School, so that upon leaving, they have a goal and aspiration of their future steps. In turn, this should support students in building motivation to progress in their mental health and academic journey, leading to improvements in pupil engagement and achievement. This policy statement sets out the school’s arrangements for managing the access of providers to pupils at the school for the purpose of giving them information about the provider’s education or training offer. This complies with the school’s legal obligations under Section 42B of the Education Act 1997.

1. Statutory requirements and expectations

1.1 The statutory career guidance duty (2011 Education Act, subsequently extended) requires schools to ensure that all students are provided with independent careers guidance from Year 8 to Year 11 which is presented in an impartial manner, provides information on the range of education or training options, including apprenticeships and other vocational Career Education and Guidance Policy May 2020.

1.2 Arun Court School operates within guidance and procedures set out by the Department for Education (DfE), in their October 2018 publication. Arun Court also follows the publication of the Good Career Guidance Report in 2014 by the Gatsby Charitable Foundation.

1.3 The school is committed to ensuring that the eight benchmarks of good practice are in place. These eight benchmarks 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. Experience of workplaces
- 7. Encounters with further and higher education
- 8. Personal Guidance

A full summary of the eight Gatsby Benchmarks can be found in the appendix section.

1.4 The school uses 'Compass', an online self-evaluation tool, to allow for continual assessment of the careers support provided, and how it compares against the Gatsby benchmarks and the national average. This acts as a baseline, and allows results to be tracked over a period of time.

2. Equality and diversity

Careers education is provided to all students and provision is made for all students to access the curriculum. Students are encouraged to follow career paths that suit their interests, skills and strengths with the absence of stereotypes. All students are provided with the same opportunities and diversity is celebrated

3. Learner entitlement

3.1 Every student is entitled to high quality career education and guidance as part of their overall education. Arun Court is committed to maintaining this, as part of student development.

3.2 All pupils in years 8-13 are entitled:

- To find out about technical education qualifications and apprenticeships opportunities, as part of a careers programme which provides information on the full range of education and training options available at each transition point;
- To hear from a range of local providers about the opportunities they offer, including technical education and apprenticeships – through options events, assemblies and group discussions and taster events;
- To understand how to make applications for the full range of academic and technical courses

3.3 The careers programme that a year group follows is dependent upon the needs of the students within that group. This is individually assessed, in each career's rotation (see section 4). The basic framework is:

YR7/8- Students are introduced to careers resources and informed how to use them. Building independent skills through ASDAN certificates. Understanding the concept of money and how much things cost.

YR9- Beginning to explore careers and understand what steps and qualifications may be needed for a desired career path. Understanding the concept of money and what different job salaries are like.

YR10- Understanding next steps and options, including GCSE options, and post-16 steps, such as college or apprenticeship options.

YR11- Selecting the next stage of education and what skills, practice and education will be needed for future careers aspirations.

3.4 Students are encouraged to identify personal traits, strengths and skills and develop confidence and have high expectations of themselves

4. Student information, advice and guidance

4.1 The school gives education and training providers the opportunity to talk directly to students in Years 8-13 about approved technical education qualifications and apprenticeships that they may offer. This is intended to ensure that young people hear consistently about the merits of alternatives to academic and school-based routes and are aware of all routes to higher skills and into the workplace.

4.2 Access to a range of activities, including employer talks, careers fairs, motivational speakers, college and university visits and access to peer and teacher mentors will be available to students.

4.3 A minimum of 1 careers talk will take place every academic year

4.4 1:1 advice and guidance to build confidence and motivation with a member of SLT or the careers lead will be available. Every student has at least one appointment in Year 11.

4.5 The school will maintain links with local employers and businesses, allowing students to learn about the range of roles and opportunities available within the local community, which helps boost attitudes and employability skills within the local economy including local Labour Market Information from a range of agencies. This allows meaningful encounters with employers, helping all students learn about what it is like to work in a variety of occupations.

4.6 All Year 11 students will be provided with the opportunity to access an organised work experience placement, with a minimum of 3-days.

4.7 Each year group will receive a minimum of a 6 weeks careers programme, within the academic year.

4.8 Arun Court will provide parental support and guidance on careers and next steps, through well-being calls and parental workshops. If a parent specifically requests this personalised support, SLT will make every effort to ensure that this support, advice or guidance is provided to a parent within 2 weeks of the request.

4.9 Every student will complete the 'where will I be when I'm 20' exercise, considering a wide range of aspects, including education, accommodation, transport, salary, job, hobbies, mental space, and social skills. This will provide a framework for each individual which can be used to provide the correct individualised support to help the student achieve their aspirations. These plans will be regularly reviewed as students develop, learn more about themselves and the world they live in.

5. Monitoring, reviewing, evaluating and reporting

It is the responsibility of the senior leadership team, led by the Principal and Associate Principal, to ensure the CEIAG (Careers Education, Information, Advice and Guidance) programme is reviewed and evaluated in line with school monitoring processes. This will help inform planning and future provision. Evaluations will include feedback from students, staff, stakeholders (visiting colleges, agencies) and parents. The process of review and evaluation incorporates the following:

Focus	Methods	Occurrence
Student needs	- Whole school pupil voice	Bi-annual Thrice annually (Christmas, Easter & Summer)

	<ul style="list-style-type: none"> - Work scrutiny of materials completed during careers sessions, as well as selection and achievement of Learning pathway targets - Tracking discussions against 'where do I want to be when I'm 20' - Lesson observations and overall observations of student performance and engagement with peers, including independence skills and greater world understanding 	<p>Ongoing</p> <p>Half-termly</p>
Parent needs	<ul style="list-style-type: none"> - IAG (information, advice and guidance process) featured as part of whole-school parent voice activities 	Bi-annual
Staff needs	<ul style="list-style-type: none"> - Staff voice to review and amend tutorial programme materials - Staff survey to measure CEG (Careers, education and guidance) integration into the curriculum and to identify training gaps - Annual audit to curricular linked CEG provision 	<p>Annually</p> <p>Annually</p> <p>Annually</p>
Business engagement	<ul style="list-style-type: none"> - End of year survey to understand how we can improve our relationships with local businesses - Feedback activities following any CEG activity / event 	<p>Annually</p> <p>As needed</p>
Overall careers programme	<ul style="list-style-type: none"> - Destination Data (analysis of data to monitor the number of students who progress into training, education and work in relation to labour market trends, including NEET statistics) - SEF completion 	Annually

6. YR11 preparation for leaving Arun Court

6.1 Each student has an annual review, in which parents, students and LEA representatives are invited to discuss the progress of a student, including discussions around the next steps for a student. From YR10 onwards, annual reviews are heavily focused on discussions around options for next steps, and ensuring that appropriate support is put in place to prepare.

6.2 Based on discussions in annual reviews, work experience, trips, social skills, independence skills, and travel training can all be arranged to best support the transition of a student to their next educational placement.

6.3 When deciding upon an educational placement, the school will strive to support the search by drawing upon connections and giving recommendations- see section 4. Where staffing allows it, the school will also provide a staff member to attend college visits or open days/evenings with the student and family for moral support, as well as to help gather information on provision that a college may be able to offer and give guidance on how this would work for the individual.

6.4 YR11's will receive interview preparation sessions prior to interviews for desired educational or workplace placements. Preparation will include body language, answering common interview questions, and 'selling' oneself.

6.5 As part of interview preparation, each YR11 will create a unique portfolio of achievement, including independent projects, work samples, and certificates. This will highlight the strengths, skills, interests and journey of the individual student. Preparation, will include practicing scripts of what to say in interview around the portfolio as it will act as support and a basis for a conversation to build.

6.6 The school will work with future educational providers to provide a wealth of information regarding the student and how they learn. Where facilities accept it, the school will provide specific training on students and techniques that aid their development and learning.

6.7 Where educational facilities are accepting and visits can be arranged, the school will arrange supported visits to the facility to help a student become orientated and settled ahead of their September start date.

Appendix

Insert table of Gatsby key fundamentals summary- copy and paste into table

Insert SLT monitoring agenda to assess careers programme

Careers guidance and access for education and training providers Statutory guidance for governing bodies, school leaders and school staff (October 2018)

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/748474/181008_schools_statutory_guidance_final.pdf

The education inspection framework (2019)

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/801429/Education_inspection_framework.pdf

Good career guidance report, by Gatsby charitable foundation (2014)

<https://www.gatsby.org.uk/uploads/education/reports/pdf/gatsby-sir-john-holman-good-career-guidance-2014.pdf>

Oxford Royale Academy – Top 34 Super Curricular Activities

<https://www.oxford-royale.com/articles/super-curricular-activities/#aId=2920c1d6-9168-425f-915dbd8cbf5faa26>

The SEND Gatsby Benchmark Toolkit

https://www.thecdi.net/write/The_SEND_Gatsby_benchmark_toolkit.pdf

CDI Careers Framework and resources

<https://www.thecdi.net/Careers-Framework>