



Careers education and guidance Policy

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Policy Adopted by the Governing Body

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Sean Pond

Chair of Governors

Springwater School is a space of sanctuary, which recognises and values the diversity of our school community as a rich source which supports the learning of all. We are an inclusive setting and promote tolerance, understanding and equality for all regardless of age, disability, gender reassignment, race, religion or belief, sex, sexual orientation, marriage, civil partnership and pregnancy or maternity.



What is included in this policy

Introduction: Purpose and aims

Policy detail

Additional information to support the policy

Policy definitions

Policy Reviewer

Policy review schedule



Introduction: Purpose and aims

At Springwater School, we recognise that our pupils have very specific, diverse and individual educational needs and our curriculum aims to meet these in a carefully considered, creative way. Our aim is that our pupils leave Springwater post-19, as independent and autonomous as possible with the skills to make their own choices in life, whether this is at home, in activities, for courses of further study, or employment. We want to enable our pupils to become active learners who can effectively communicate their needs and wants

We firmly believe that each pupil is entitled to a personalised and appropriate curriculum for them and to achieve this, we group them into curriculum pathways. These are not necessarily static for the pupil's school career, i.e. a pupil may move from one pathway into another should their progress deem this appropriate. In addition, pupils may straddle two pathways for some or all of their school career, particularly if their academic profile is uneven. However, on arrival at Springwater an appropriate curriculum pathway(s) is identified for each pupil, allowing them access to the most suitable curriculum offer.

We are committed to providing Springwater students with a planned programme of careers education, information and guidance, enabling students to develop their skills, attitudes and knowledge, and to give students, and their parents the help they need to make informed, meaningful choices when they leave school.

Objectives

The careers programme is designed to meet the needs of all students at this school. It ensures activities that are appropriate to students' stages of career learning, abilities and needs. Preparation for life after school takes place through Work Related Learning lessons, PSHE lessons, and Independent Living Skills. The programme is delivered on an individual basis, and in small groups, and is tailored to the needs of each student. Within the 6th form department students are all offered an external work experience placement within their 3 year programme, where appropriate.



Policy detail

Curriculum implementation

When pupils reach Key Stage 4, they are enrolled on the Towards Independence ASDAN programme of study. Units of study are selected based on pupil interest and academic ability. We expect all Key Stage 4 pupils to have achieved at least 4 units of study by the end of year 11. For further information, please see: <https://www.asdan.org.uk/courses/programmes/towards-independence>

Within the 6th form curriculum students are offered a curriculum for careers guidance suitable to their learning pathway, either pre-formal, semi-formal or formal.

Pre-formal learners complete units in ASDAN personal progress including:

- Engaging in the world around you: people
- Engaging in the world around you: objects
- Engaging in the world around you: technology
- Encountering experiences: being a part of things

Semi-formal learners complete units in ASDAN personal progress including:

- Developing skills for the workplace: growing and caring for plants
- Developing skills for the workplace: getting things done
- Developing skills for the workplace: following instructions
- Developing skills for the workplace: health and safety
- Developing skills for the workplace: looking and acting the part
- Developing skills for the workplace: looking after and caring for animals
- Participating in a mini-enterprise project
- Providing personal information
- Using a community facility over a period of time
- Using interpersonal skills to contribute to positive relationships
- Dealing with problems
- Getting on with other people

Formal learners complete units in ASDAN Personal and Social Development including:

- Dealing with problems in daily life
- Personal Safety in the Home and Community
- Preparation for Work
- Using technology in the Home and Community
- Working as part of a group

All students within 6th form have work related learning lessons timetabled into their weekly timetable, this involves both in house and external work experience placements, opportunities to write CV's, practise interview skills etc. Within these lessons students are also advised on further careers options and conduct visits to post-19 placements.



We also offer, where appropriate, external work experience placements that are sourced to meet individual needs and interests to all students within their time in the 6th form provision. Within KS4 we also provide some 'work based' opportunities for pupils, although these are informal arrangements, for example students go for work experience placements in primary classrooms. Where appropriate secondary aged students are offered early transition opportunities within 6th form, in order to meet their individual curriculum needs.

Residential educational visits are offered when students are in year 11 and year 14, for many, their first experience of staying away from parents.

Assessment

Assessment is an on-going process, with students' work being recorded predominantly through Tapestry but also through photographs, written work, work related learning journals, and reports from work experience placements where applicable.

Partnerships

Springwater School is responsible for liaising with other professional bodies, colleges and work placements, and to ensure that resources are kept up to date and appropriate to the ability of the students.

An annual Partnership Agreement is negotiated between the school and the Careers service, identifying the contributions to the programme that each will make.

The programme is supported by the Careers service, who work with the student and their families from Year 9.

Monitoring, review and evaluation

A framework for monitoring the delivery of the careers programme is in The Partnership Agreement with the Careers service. The programme is reviewed and evaluated annually by the careers co-ordinator and the Head teacher. Work is also monitored, reviewed and evaluated regularly through quality assurances predominantly conducted by the Head of 6th form. The governor with responsibility to CEG reports to the governors when appropriate.



Additional information to support the policy

Responsibilities

Governing Body will

- work with the Head teacher to ensure that the policies and related strategies and procedures are implemented

Head teacher/ Leadership Team will

- work with the governors to implement the policies
- liaise with the subject leaders and review work annually
- carry out lesson observations and evaluate Careers Education and Guidance provision

The teacher responsible for each pastoral group:

- *provide relevant teaching staff and /or experiences for all students from year 7 – 14*
- *liaise with the Careers service to provide a programme which meets the needs of the students and offer advice to parents and guardians*
- link work to other areas of the curriculum eg PSHE and Independent Living Skills
- Arrange work experience placements and college experience placements for those students for whom it is applicable. These may be in school or out, small group or individual placements. School will always provide support when needed.
- Record student's work through tapestry, photographs, journals, individual files, and school displays

Support staff will

- Follow the direction set by the teacher
- Feed back to the teacher after a work placement, college placement or individual work
- Record work done when necessary
- Fulfil their role as described in their job description



Policy definitions

Springwater, We, Us - Refers to Springwater School staff; the policy author

Colleague(s) - Refers to colleagues directly in the employ of Springwater School

Policy reviewer - The Governing Body of Springwater School

Policy review schedule

Review Schedule (years)	1
Next Review Date	11/03/2020