



Careers Education and Guidance Policy

Policy Author

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Policy Adopted by the Governing Body

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Vice-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.

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Introduction:

Springwater provides an engaging and appropriate careers curriculum which provides our pupils with a variety of careers and programmes that meets their differing needs and abilities. Throughout their time at Springwater key skills for careers are gradually developed, with the more intensive focus beginning in KS3 and into their time at sixth form.

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 provision, 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.

These pathways have a stronger focus on careers development within the sixth form provision. The pathways offered within sixth form are Independence and Employment; Being Independent; Towards Independence and Creativity and Wellbeing.

Our career curriculum also begins within year 8 of main school, where the curriculum is tailored to developing key employability skills such as travel training and functional maths and English skills.

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.

Dependent on ability and personal needs students are placed into the appropriate pathway for their future needs. Those students within the independence and employability pathway are offered work experience tailored to their interests and skill set alongside the possibility of a pathway towards supported internship with a highly trained member of staff offering them support. These students are offered functional skills sessions to hone-in on their practical skills to support them within the workplace.



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

Students within 6th form are placed into the different pathways of learning:

- Independence and employment pathway (formal)
- Independence pathway (formal)
- Towards independence (semi-formal)
- Towards independence (Semi-formal)



- Communication and interaction (Semi-formal)

Students within the independence and employability pathway are offered timetabled work experience sessions at a range of workplaces. Additionally, these students are offered timetabled sessions that all contribute to enhancing their workplace skills, such as functional Maths and English; preparation for work. These sessions include opportunities to write CV's, practise interview skills, gain an understanding of the expectation of a workplace and learn about different job sectors.

Alongside the core curriculum offer to the employability pathway, there is also the opportunity to take part in a pre-supported internship which builds a relationship between school and different employers in the local area. A pre-supported internship offers support from one of the school job coaches who liaises with employers and can eventually result in a supported internship with the end goal of a job once the student completes this course.

The other pathways within 6th form, will still focus on fundamental life-skills relevant to a workplace environment but with the focus more on their independence and exploring their post-19 placement options.

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 or complete jobs within the office or school kitchen. 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.

Statutory Guidance

The careers provision at Springwater is in line with the statutory guidance developed by the Department for Education, which refers to Section 42A and 45A of the Education Act 1997. This states that all schools should provide independent careers guidance from Years 8 -13 and that this guidance should:

- be impartial
- include information on a range of pathways, including apprenticeships
- be adapted to the needs of the pupil

In addition, the school is compliant with the careers guidance that the government set out for delivery from 5 January 2018: 'Careers Guidance and Inspiration for young people in schools.' This states that all schools must give education and training providers the



opportunity to talk to students about approved technical qualifications and apprenticeships.

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.

Through our partnerships, we aim to host a careers fair on an annual basis where both students and employees can explore different opportunities and see more of what we do.

Monitoring, review and evaluation

As a careers education provider school has a responsibility to assess ourselves against the Gatsby eight benchmarks, these are listed below:

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. Experiences of workplaces
7. Encounters with further and higher education
8. Personal guidance

These benchmarks and identify the standards we aim to uphold our careers education against. By following the ideas behind these benchmarks, we can aim to offer our pupils the best careers education resulting in the best outcomes and employability success rates for our students. As part of following the benchmark guidance we aim to use the Compass provided by Gatsby to act as a self-evaluation tool against the standards to keep our careers education as relevant and impactful as possible.

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 link governor with responsibility for Sixth Form 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

Contact information for Careers education services within school

- Andrew Mullane- Head of Sixth Form and Careers Education
- Aurelia Brookes and Sue Davidson: Job Coaches



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 Head of Sixth Form then Approval by Full Governing Body

Policy review schedule

Review Schedule (years)	1
Next Review Date	13/02/2023

Category of Policy – A

Type of Policy - Curriculum