

Careers and Work Experience Policy



Undershaw

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Introduction

At Undershaw we understand the importance of good career guidance and facilitate opportunities for our students to explore a variety of options that will enable them to fulfil their potential and future career aspirations. We provide students with a relevant and engaging careers curriculum which meets the differing needs and requirements for our pupils. This is developed throughout a pupil's time at the school and is always supportive of their abilities, strengths, skills and aspirations.

The school is committed to Careers Education as a vital means of giving all students the skills, knowledge and understanding to manage their own lifelong learning and career development. Careers Education, Information, Advice and Guidance (CEIAG) will prepare all students for the opportunities, responsibilities and experiences of education, training and employment and also the challenges of adult life.

Careers Education will both compliment and integrate with Personal and Social Development. Emphasis will be upon impartial, confidential and informed advice, delivered within a framework of Equal Opportunities. Providing accurate and timely CEIAG equips young people with the knowledge and the ability to make appropriate career decisions.

We believe that through a varied careers programme, acknowledging and celebrating the diversity of each individual that every student should be inspired to achieve and secure a positive onward destination. We actively promote the social mobility of all of our pupils.

Aims and Purpose of this Policy are to:

- To raise aspirations by helping students identify educational and occupational goals.
- To prepare students for the transition to life after Undershaw
- To support students to make informed decisions which are appropriate for them and their individual needs.
- To raise awareness of all pathways available to them relating to education, training and career opportunities like Apprenticeships, Supported Internships and Traineeships.
- To help students make informed choices about education, training and career progression through collaborative coaching sessions
- To support students and families through the transition process in the selection and application to Post 16 providers
- Through Personal Health Wellbeing and Health students are supported to develop attitudes of resilience, flexibility and responsibility for decisions now and in the future
- To provide students with well-rounded experiences throughout their school life through a robust employability and life skills curriculum
- To facilitate opportunities to develop life skills such as communication, independence, resilience and social skills including the 8 skills builder essential skills that are the foundation of the Undershaw Diploma.
- To inspire and encourage students to develop as individuals and to aspire to become socially and economically engaged and have fulfilling lives
- To ensure that students transition successfully and do not become NEET (Not in Education, Employment or Training)

Statutory Duty of Schools

Undershaw adheres to and is governed by guidance from NASS (National Association of Independent and Non-Maintained Special Schools).

The Gatsby Benchmarks provide a clear framework for a successful careers programme:

- i. A stable careers programme.
- ii. Learning from career and labour market information
- iii. Addressing the needs of each student
- iv. Linking the whole curriculum learning to careers with a focus on STEAM (Science, Technology, Engineering, Arts & Maths)
- v. Encounters with employers and employees
- vi. Experience of workplaces
- vii. Encounters with Further and Higher Education
- viii. Personal guidance

The Undershaw Careers Programme is reviewed annually against the Gatsby Benchmarks using the CEC (Careers & Enterprise Company) Compass Tool.

Delivery and Resources of CEIAG

1 A Stable Careers Programme
<ul style="list-style-type: none"> • Employability & Life Skills team of specialists embedded in the school • Added value of the DFN MoveForward Programme, FE College and Business Partnerships in addition to Community Links.
2 Learning from Career and Labour Market Information
<ul style="list-style-type: none"> • Access to local labour market information and Future Careers options through the Employability and Life Skills Faculty and accessible resources. • In house Coaches actively support students and families to utilise resources and make informed career plans
3 Addressing the Needs of Each Pupil
<ul style="list-style-type: none"> • 1-to-1 coaching to tailor support to individual need • Transition planning with students and families including a 360 approach to preparation and involvement in EHCP Annual Reviews
4 Linking Curriculum Learning to Careers
<ul style="list-style-type: none"> • Bespoke learning sessions with a focus on Employability & Life Skills • The Undershaw Diploma using the Skills Builder framework highlights progression and why curriculum learning matters in preparation for future career paths
5 Encounters with Employers and Employees
<ul style="list-style-type: none"> • Multiple encounters with local employers and their employees • Visiting speakers and bespoke industry insights through career specific mentoring sessions
6 Experience of workplaces
<ul style="list-style-type: none"> • The Post 16 offer provides opportunities for work experience and volunteering in the local community • Students and Employers are well prepared and fully supported enabling meaningful and valuable experiences
7 Encounters with Further and Higher Education
<ul style="list-style-type: none"> • FE College planned visits • Through coaching, group discussion and attending guest speaker forums all students gain an understanding of the full range of academic and vocational routes to future careers.

8 Personal Guidance

- Progression and Transition Coaches embedded in the school
- Post 16 Students benefit from regular interactions with targeted coaching support specifically in preparation for and during significant transition periods.

Management and Delivery

Undershaw Education Trust will:

- Support careers with a link governor to work with the careers staff and ensure that a written policy exists as a working document
- Ensure that a member of the Senior Leadership Team (SLT) is responsible for line managing the Head of Employability & Life Skills in order to deliver a programme of CEIAG that supports the overall vision and values of Undershaw
- Meet training needs of staff involved in delivering careers education and identified through Personal Development Reviews (PDR's)
- Ensure effective communication exists between all staff involved in delivering aspects of CEIAG which includes Employability & Life Skills Faculty and Student Facing Staff including the Therapy Team.
- Allocate a budget for Employability & Life Skills to provide broad and enriching experiences to support the CEIAG.
- Clearly Display this policy on the Undershaw School Website

Learner Experience

The Employability and Life Skills Curriculum is mapped against the CDI (Career and Development Institutes Career and Development Framework and supported by the delivery of the Personal Growth, Wellbeing & Health Curriculum focuses on developing:

- Personal Agency – helping learners to become enterprising, optimistic, adaptable and resilient.
- Knowledge and Skill development - helping learners to gain the knowledge, skills and attitudes they will need to get and keep fulfilling work.
- Learner Voice - giving learners a say in their own personal development so that they stay motivated and engaged.
- Good work - helping learners to recognise and aspire to decent work.
- Sustainability - helping learners to understand that positive careers need to be based on sustainable living and working.
- Social Justice - helping learners to recognise and tackle the barriers to fair and equal treatment, including challenging stereotyping and discrimination.

The Undershaw Diploma, evidence-based progression

Many of the skills that employers want from their employees can be developed, refined and evaluated during a work experience placement. These are the 8 essential skills as outlined in the Skills Builder Programme.

- Listening

- The receiving, retaining and processing of information or ideas
- Communicating or Speaking
 - Ability to share information or ideas through effective communication
- Problem Solving
 - The ability to find a solution to a situation or challenge
- Creativity
 - The use of Imagination and the generation of new ideas
- Staying Positive
 - The ability to use tactics and strategies to overcome setbacks and achieve goals
- Aiming High
 - The ability to set clear, tangible goals and devise a robust route to achieving them
- Leadership
 - Supporting, encouraging and developing others to achieve a shared goal
- Teamwork
 - Working cooperatively with others towards achieving a shared goal

Work Experience

The DfES has defined work experience as:

'A placement on an employer's premises in which a student carries out a particular task or duty, or range of tasks and duties, more or less as would an employee, but with the emphasis on the learning aspects of the experience.'

Work experience is governed by the Education Act, 1966 (as amended by the School Standards & Framework Act, 1998). Under this legislation, the main features of work experience are:

- only students in their last two years of compulsory schooling, or students taking post-16 courses are eligible.
- placements occur on employers' premises.
- a placement can vary depending on the school year and the curriculum the individual student is following

Work Experience is, for many young people, the first opportunity they have to experience at first-hand what it is like to be in the workplace. It is a valuable and essential part of their education and provides opportunities to learn about skills, work structures, duties and responsibilities that exist within organisations.

Employers value work experience because it helps young people develop interpersonal and employability skills and become more aware of how workplaces function. The value of a work placement is, that by putting students into real workplace situations, they start to have an awareness of many aspects of working life which can be extremely difficult to convey in a classroom setting.

Aims and Objectives - Work Experience

Work experience placements offer many benefits and learning opportunities, not only for the students who take part in the scheme, but also for the employers.

Students:

- the chance to practice knowledge and skills learnt in the classroom and other work place settings

- better understanding of how organisations work and what a work environment is like
- exposure to ‘real’ work can help students have a more mature attitude to work and increased aspiration
- greater awareness of the range of opportunities within an organisation

Employers:

- understanding changes in educational courses and qualifications
- promotion of their organisation to potential future employees
- opportunities to develop the skills of staff who act as mentors, coaches and supervisors
- ability to contribute to the development of young people and to the local community

Aims and Objectives – Post 16

1. **Self-development** – to increase self-awareness and gain confidence in making decisions and choices concerning education, training and work. Students need to be able to assess their strengths, limitations and potential to facilitate sensible decision-making.
2. **Career exploration** – to access and examine sources of information so that they are aware of the range of courses and progression routes open to them at 17+. This will involve group and individual guidance.
3. **Transition** – to prepare for the move from school to continuing Education, training or employment.
4. **Aligned accreditation** such as BTEC qualification and AQA units to open up vocational curriculum experience for learners.

Information, Advice & Guidance

- i. Post 16 Providers are invited into Undershaw and where possible deliver sessions, support assemblies or provide resources to share with Students and families
- ii. All advice and guidance is checked to ensure that it promotes equal opportunities
- iii. Resources are monitored to ensure the absence of stereotyping.
- iv. All pupils are treated without prejudice and have an entitlement to Careers Education and Guidance, regardless of race, gender, religion, ability, disability, social background or sexual orientation.
- v. Head of Employability & Life Skills to attend all transition EHCP Annual Reviews to ensure transition points are supported with timely careers advice and guidance
- vi. Throughout the year there is a lunchtime ‘drop in’ for careers guidance available for all year groups

Monitoring, Reviewing, Evaluating and Reporting

- i. Stakeholders have access to Employability & Life Skills Curriculum
- ii. Feedback on events from students, parents and staff on the curriculum offer.
- iii. Actions suggested through Curriculum planning.
- iv. Actions suggested through student voice.
- v. Destination Reports on school leavers for all stakeholders.
- vi. Feedback from reflection and evaluations after employer encounters and careers events both on and offsite
- vii. QA of Careers Programme through Link Governor

- viii. Head of Employability & Life Skills to present to SLT with regards to the School Development Plan and associated Targets

Further supporting documentation:

The following supporting documentation is available.

- Parental Information Letter
- Employer Placement / Agreement Form
- Work Placement Health and Safety Induction
- Risk Assessment
- Health and Safety Policy Form
- Record of Work Experience
- Employability & Life Skills Curriculum
- Personal Growth, Wellbeing & Health Curriculum

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