

# **FOREST WAY SCHOOL CAREERS POLICY**

Adopted by Governors: February 1997  
Last reviewed by Governors: June 2018

Signed: \_\_\_\_\_

Chair of Governors

# Careers Policy

## **Context:**

Forest Way School is a co-educational day Area Special School catering for pupils aged 3 – 19 with a range of learning difficulties. Some pupils also exhibit challenging behaviour

This policy outlines how we will help our students to:

- understand their career options and different paths to work, to plan the steps they need to take, and to get from where they are to where they want to go;
- be inspired about new opportunities they might not have known about (or that might not exist yet), or thought they could not achieve;
- understand their own knowledge and skills and how they can be used in the workplace;
- get, hold and progress in a job, whatever their age, ability or background;
- increase the amount they earn across their working lives;
- improve their well-being through doing a job they are good at and enjoy.

It reflects the Department for Education's Career Strategy (2017), which supports the government's Modern Industrial Strategy (2017), and the key elements of the Equality Act with a commitment to promoting equality in disability, race, gender, socio economic circumstances, pregnancy and maternity.

## **Rationale:**

The DfEs Careers strategy is part of the government's plan to improve social mobility. It supports the long-term plan to boost national productivity and the earning power of people throughout the country as outlined in the modern Industrial Strategy.

The aim is to ensure every person, regardless of their background, can build a rewarding career through the provision of excellent careers guidance backed up by the experiences with employers and educators.

The key objectives of the Careers Strategy are to ensure young people in secondary schools and colleges:

- Understand the full range of opportunities available to them,
- Can learn from employers about work and the skills that are valued in the workplace and to have first-hand experience of the workplace;
- Have access to an excellent programme of advice and guidance that is delivered by individuals with the right skills and experience;
- Receive support tailored to their circumstances, including face to face advice and more bespoke support if they need it;
- Have access to the information they need to understand the job and career opportunities available, and how their knowledge and skills can help them in considering suitable careers.

## Commitments:

As part of the Careers Strategy, Forest Way is committed to:

- Working with our students, parents, further education colleges, local employers and careers experts to help our students make the right choices for them.
- Developing effective relationships with local employers to enable students to have a range of employer encounters
- Making sure our students can access independent careers guidance.
- Using the eight Gatsby benchmarks of good career guidance to achieve an excellent standard of career development support.
- Utilising the services of the Careers and Enterprise Company and the National Careers Service
- Providing support and guidance tailored to individual needs
- Using data and technology to help everyone make choices about careers

## Compliance and Governance:

In accordance with the DfEs Careers Strategy, we will take the following action:

By January 2018 we will ensure we:

- Are using the Gatsby Benchmarks, as set out in new statutory guidance, to continuously improve our careers programme.
- Give providers of technical education and apprenticeships the opportunity to talk to all of our students.

By September 2018 we will ensure we:

- Publish details of our careers programme on our website
- Introduce the new role of school Careers Leader
- Implement a new careers programme and embed this within our school curriculum
- Introduce robust governance of our careers programme

During 2018 and 2019 we will ensure we:

- Continue to evaluate our careers programme using the Gatsby Benchmarks and amend where necessary to ensure our students receive the careers advice they require

By the end 2020 we will ensure we:

- Are offering every student at least one encounter with an employer each year from years 7 to 13, some of which will be with STEM employers.

## Roles and Responsibilities

Head Teacher	Accountable for ensuring the school has an effective Career programme which is aligned to the DfEs Career Strategy and embedded in the school curriculum
School Leadership team	Responsible for: <ul style="list-style-type: none"><li>• Ensuring the appropriate support and resources are available for the school Careers Leader to fulfil their responsibilities</li><li>• Promoting local employer engagement</li></ul>
Careers leader Tim Lees 01530 831899 tleees@forestway.leics.sch.uk	Responsible for the delivery of a school's careers programme, ensuring <ul style="list-style-type: none"><li>• the school has a good careers programme that meets the expectations set out in the Gatsby Benchmarks.</li><li>• the school has published details of its careers programme and arrangements for providers of technical education or</li></ul>

	<p>apprenticeships to talk to pupils on its website</p> <ul style="list-style-type: none"> <li>the destinations of young people from the school are tracked and that this information is used to improve the effectiveness of the school's careers programme.</li> <li>Promoting local employer engagement</li> </ul>
Heads of Key Stages	<p>Responsible for:</p> <ul style="list-style-type: none"> <li>Supporting the Careers Leader (Tim Lees) with the design and delivery of the school's careers programme</li> <li>Promoting local employer engagement</li> </ul>
All Teachers	<p>Responsible for:</p> <ul style="list-style-type: none"> <li>Ensuring they understand the role they play in supporting the delivery of the school Careers programme</li> <li>Promoting local employer engagement</li> </ul>
Local Governing Board	<p>Responsible for:</p> <ul style="list-style-type: none"> <li>The effective governance of the careers programme</li> <li>Promoting local employer engagement</li> </ul>
Enterprise Coordinator	<p>Responsible for:</p> <ul style="list-style-type: none"> <li>A team of 20 Enterprise who help local schools and colleges to improve their careers and enterprise activities and engage with the world of work by making it easier for employers and the self-employed to engage with schools and colleges.</li> <li>Focusing efforts on programmes and activities that are most effective in motivating young people, supporting independent choice and supporting positive outcomes for young people.</li> <li>Continuously tracking and reviewing the impact of the programme to ensure project success.</li> </ul>
Enterprise Advisor	<p>Responsible for:</p> <ul style="list-style-type: none"> <li>Supporting the Careers leader with the development of the career programme by sharing their knowledge and expertise in business to help inform enterprise education</li> <li>Promoting local employer engagement</li> </ul>
STEM Advisor	<p>Responsible for:</p> <ul style="list-style-type: none"> <li>Supporting the Careers leader with identifying STEM-specific opportunities</li> <li>Promoting local STEM employer engagement</li> </ul>

**Our approach** Careers education and guidance is seen as an integral part in the preparation of pupils for the opportunities, responsibilities and experiences of life. Its main aims are as follows:

- To develop an awareness of personal development with the emphasis on the future development
- To promote a positive self image
- To foster an understanding of personal needs and the needs of others
- To develop their role in relation to their peer group and understand how others see them
- To develop communication skills
- To work to develop problem solving skills especially personal decision making and self help and independent living skills
- To develop an awareness and knowledge of the world of work and a realistic view of their own work potential
- To develop sources of information on opportunities and individuals who can help
- To develop opportunities to practise and prepare for transition from school to adult independence, further education/training opportunities, work experience and leisure activities

- To develop self advocacy skills to enable pupils to participate in their own transition planning

If appropriate, to investigate ways pupil self advocacy in planning can be improved by using student counsellors, named persons, advisers, advocates or peer support.

### **The Careers Educational Guidance Curriculum:**

Our Careers programme will be embedded in our curriculum and based on the following:

- Inspiring encounters with further and higher education, and with employers and workplaces
- Inspiring opportunities through education and training providers
- Enabling students to have more time with employers from an early age
- Providing positive engagement with Science, Technology, Engineering and Maths (STEM)
- The provision of excellent advice and guidance programmes

One of the most important aspects of Careers Education is developing and preparing pupils to cope with the transition from school to the adult world. This is partly done through Personal, Social Health Education and Citizenship (PSHEC). Pupils work to develop knowledge of themselves, their strengths, weaknesses and needs, their role within the community and world of work.

Development of skills to enable pupils to adjust and cope with change, eg self reliance, flexibility, adaptability, decision making and problem solving with a particular emphasis on communication skills.

All pupils are encouraged to make good use of their leisure time and are given opportunities to explore the leisure facilities which are available locally.

### **Years 7 to 13 Curriculum:**

We will ensure we offer every young person at least one employer encounter each year. Students will experience visits from the emergency services and be made aware of their role. Students will experience job application skills. Across the whole curriculum soft skills and resilience will be encouraged

### **Post 14 Curriculum:**

We will ensure we offer every young person at least one employer encounter each year.

All Post 14 pupils work towards Accreditation Modules in Communication, Mathematics, ICT and Life Skills. Where appropriate to their needs they have opportunities to work towards life skills modules such as bed making, making hot and cold snacks, showering and home security in our on-site life skills apartment and bungalow.

All pupils take part in internal work experience for three afternoon sessions for example working with the Site Manager, School Gardener, office staff and where appropriate supporting with younger children in the Acorns Department.

### **Post 16 Curriculum:**

We will ensure we offer every young person at least one employer encounter each year.

All Post 16 pupils continue to work towards Accreditation modules. They also attend two 5/6 week taster sessions at local colleges such as Leicester and Loughborough. The courses include hair and beauty, construction, motor mechanics, music and using the gymnasium. The courses are selected according to pupils' interests. The pupils spend part of the day at the college in order to give them opportunities to use the canteen on a larger campus.

Post 16 students are given the following internal work experience opportunities:

- Animal care
- Child care
- Digital media
- Office skills
- Working with Acorns pupils
- Grounds and maintenance work (Woodland)
- Site maintenance work
- Post 16 café
- Sports leadership
- Supporting students who go horse riding
- Woodwork

### **Transition Reviews:**

With the development of Transition Planning at the 14+ Annual Review, the pupil, parents, school, and other professionals work together to establish and modify annually a Transition Plan to guide the pupil through to life after school. The school now has to provide independent careers advice and currently this is done on a year by year basis. We are employing an adviser from LEBC to support our Year 14 pupils.

### **Resources:**

Currently the Post 16 teachers and Key Stage 4 teachers have responsibility for Careers Education and Guidance. They liaise with pupils, parents, social services and the Specialist Careers Advisor from Prospects.

A small Careers Information resource base is located in the Post 16 Common Room. It has been developed with resources appropriate to pupils with severe learning difficulties. The school also has access to Prospects for resources and information.

Opportunities to attend Careers meetings and appropriate inset for teachers of the 14+ pupils and the Careers Curriculum Co-ordinator are available.

### **Methodology:**

PSHEC currently enables pupils to explore and extend communication, independent living and decision-making skills. Work and leisure facilities are explored in the local community. The Prospects Advisor is invited to attend Annual Reviews, helps to support some parents with their applications to ISPs, spends time doing observations in the classroom and writes a recommendation report for every student applying to a specialist college.

In the last two years extra funding has enabled improved Careers Resources, both written material, photographic and video. In the future it is hoped that the following will be achieved.

- Further improved Careers resources suitable for pupils with severe learning difficulties.
- Improved staff training in the areas of Careers Guidance development and continuing the development of PSHEC programmes.
- To further develop links with Careers staff and parents to ensure they have information to help pupils make informed decisions.
- Develop work experience and work shadowing opportunities for older pupils.
- To maintain and expand links with Further Education to familiarise pupils with the opportunities which are available locally.

To maintain a pack of material on the options Post 19 in the locality and further away eg residential colleges. This material will be available at the Transition Review when pupils are in Year 10.

**Review:**

This policy document will be reviewed annually by Prospects, teachers, Further Education and mainstream placements. Ways of monitoring its effectiveness for pupils and parents in terms of access and improved guidance should be sought.