

# Heatherwood



# School

*a vibrant learning community*

## **Careers Programme**

**Updated: May 24**

**Review Date: May 25**

## Introduction

Our Careers Programme is concerned with the relationships between our young people, their learning and the world of work. It is designed to help our learners to:

- Explore the attitudes and values required for employability and lifelong learning.
- Plan and manage their pathway through the range of opportunities in learning and work.
- Make effective career and further education choices.
- Develop entrepreneurial spirit.
- Flourish in a variety of settings.
- Become motivated, set long term goals and overcome barriers.
- See the relevance of their studies to their life and work.
- Develop skills required by employers.
- Prepare for the challenges, choices and responsibilities of work and adult life.
- Develop a bank of experiences to broaden the thinking and expectations of our young people.

Heatherwood's careers programme will offer pupils appropriate insights into the labour market and opportunities for further study. This will be achieved through a planned programme including a wide range of teaching and learning experiences, experiences of the world of work and opportunities for individual advice and guidance. Our programme is crafted around the individual learners to ensure that each pupil receives guidance and experiences suited to their levels of learning, as well as tailored to individual aspirations. These experiences will not concentrate solely on the world of paid employment, but will also offer opportunities for volunteering and community participation.

Our Careers Programme doesn't depend solely upon classroom learning, but on a wide range of partners. Provision is strongly influenced by relevant and interesting experiences of the world of work as a context for learning. We involve employers, entrepreneurs, advisers, parents, trainers and community groups offering opportunities to make this as relevant to our young people as possible.

## Statutory Responsibilities

- Every school should appoint a named Careers Leader who has the skills, commitment and backing from their senior leadership team, including protected time that enables the Careers Leader to carry out the role effectively.
- Schools must name their Careers Leader and publish their contact details on the website.
- Every school must publish: The date of the school's next review of the information published.
- Every school must publish a summary of their careers programme that can be accessed by students, parents, teachers and employers.
- Every school must ensure that students are provided with independent careers guidance from Year 8 to 13.
- The updated provider access legislation (PAL) specifies schools must provide at least six encounters for all their students: Two encounters for pupils during the 'first key phase' (year 8 or 9) that are mandatory for all pupils to attend, two encounters for pupils during the 'second key phase' (year 10 or 11) that are mandatory for all pupils to attend, two encounters for pupils during the 'third key phase' (year 12 or 13) that are mandatory for the school to put on but optional for pupils to attend.
- Every school must publish a policy statement setting out their arrangements for provider access and ensure that it is followed.
- Every school should be using the Gatsby Benchmarks to develop a careers programme that increases opportunities for students to access everything from experiences of the workplace and personal guidance with a careers adviser, to engagement with colleges, training providers and universities.
- Schools should continue to track student destinations for 3 years post KS4. Schools should work with their local authority as they collect and collate destinations data, and establish an effective data-sharing agreement.
- The provider access legislation (occasionally referred to as the 'Baker Clause') requires all schools and academies to provide opportunities for a range of education and training providers to access all year 8 to 13 pupils to inform them about approved technical education qualifications and apprenticeships.
- Minimum number of six provider encounters that every school must provide and, for the first time, introduces parameters around the duration and content of these encounters so that we can ensure they are of high quality.
- Work closely with the Careers and Enterprise Company to gain relevant staff training and support to grow out careers programme of study.
- Use Compass to monitor and track progress towards the Gatsby Benchmarks at least 3 times per year.

## Skills and learning across the Careers programme

In careers, our learners will;

**Develop communication** – Pupils will develop their ability to communicate in a variety of ways. They will use these skills in real life situations both in school and in the wider community.

**Develop teamworking skills** – Pupils will work in groups, both with familiar and unfamiliar peers. Relationships will be built between Pupils, and they will be encouraged to be accepting of each other, and work to co-operatively achieve their learning outcomes.

**Develop Confidence-** Pupils will develop confidence in communicating with new people, interacting with the wider community and accessing a variety of challenges both in and out of school. Staff will work with pupils to build self-esteem and create a culture of celebrating achievements and prioritising independence.

**Problem solving-** Pupils will be allowed to solve problems, think for themselves and explore solutions to their issues in a variety of environments.

**Creativity-** Pupils will be encouraged to think, and express themselves creatively, showing their individual ideas and personalities. They will do this in a range of contexts throughout a tailored curriculum.

**Leadership** – Pupils will be given regular opportunities to develop their leadership skills alongside a group of peers. We believe that every Pupil can be a leader, and we develop this in a way which is meaningful for each individual, giving opportunities to practice this across the curriculum.

**Staying positive** – Pupils will work on their self-esteem and self-regulation to get them ready for the world of work and face challenges in their adult life. Pupils will be supported to maintain their wellbeing through encouragement and relationships with staff and peers.

**Aiming high-** Our careers programme aims to develop the ambitions of our pupils and open their eyes to opportunities in the local area and beyond. This will positively impact their futures and give them choices about where their adult lives will take them.

These skills will feature explicitly and be taught discretely in the Post 16 careers sessions, however are interwoven into the curriculum for all other learners. All pupils at Heatherwood school access a curriculum which is highly personalised, and careers is no different. Each pupil will work on the above skills in a way which are directly relevant to them and their level of learning in preparation for adulthood. This looks different for every pupil at our school and our programme reflects this need to be flexible and reactive to our pupils.

## Curriculum

In Post 16, careers is taught discretely every week alongside weekly work experience and 1:1 Careers guidance at least once per half term for the intentional pathway students. Pupils on the Bridge, Active and Sensory pathways in Post 16 receive one session per week of careers which aims to develop the skills of each individual pupil at a level which is appropriate for them. This is also taught through classroom provision to reinforce the skills practiced in the weekly discrete sessions.

For all other pupils (EY-Y11), careers is interwoven throughout the curriculum. Pupils

work on their communication, personal awareness, life skills and independence throughout all areas of the CORE curriculum to develop the skills needed for them to progress onto the careers sessions in Post 16.

Pupils across the whole school engage in Careers week and Science week every year. These two weeks highlight careers and STEM careers respectively. At these times, Pupils across the school focus their learning on jobs in our community, and developing skills for adulthood, however that looks for the individual.

### **Gatsby Benchmarks**

#### **Benchmark 1: A stable careers programme**

We have worked alongside Sarah Richardson, our Nexus Careers Advisor and with the C&EC to ensure that our careers programme is meeting both the needs of the learners, and the statutory requirements.

The programme and curriculum are regularly reviewed and scrutinised to ensure effective delivery of learning and meaningful pupil experiences are happening on a regular basis. This is monitored by the Careers Lead on a regular basis.

#### **Benchmark 2: Learning from careers and labour market information**

As a school, we receive monthly updates from the C&EC to give us up to date and relevant labour market information. We use this information to help us to ensure the employer visits, off site visits to workplaces and Post 16 careers curriculum is related to LMI and is relevant for our young people. This information is shared with intentional pathway learners in a way which is accessible to them, and class discussions occur once per half term as a minimum to discuss which jobs our local area is most in need of.

#### **Benchmark 3: Addressing the needs of each pupil**

Our careers programme addresses the needs of all pupils at our school and is embedded coherently throughout our curriculum. What careers means for each student at Heatherwood is individualised, as to meet their learning and physical needs, aspirations and preferences.

Due to the nature of our school, careers is only taught discretely to our Post 16 intentional pathway learners, as is our work experience scheme. For all other pupils, meaningful encounters, visits, work on communication, independence and life skills are the bulk of their careers learning. We aim to give every pupil, regardless of need, the opportunity to flourish, meaning that our CORE curriculum alongside our careers programme is individually tailored to every pupil. For this reason, other than in Post 16, it is impossible to state the generic learning outcomes for our careers programme. Although the skills listed above are encouraged, modelled and taught through a range of subjects and topics, what the careers learning looks like for every pupil is different. Throughout the curriculum, all pupils are given the opportunity to explore their skills, attitudes and strengths through a highly personalised learning journey. Pupils are given regular opportunities to describe and explore their interests, strengths and abilities, set targets for themselves if appropriate and explore their own personal achievements both in and outside of school.

#### **Benchmark 4: Linking the curriculum to careers**

All students have access to appropriate careers related learning experiences, specifically linked to their developmental journey. These include appropriate work experience 'jobs' around the wider school, sessions linked with other classes in order to allow students the opportunity to grow their network of communication partners and wider careers experiences such as immersive visits across the year.

We have an immersive careers week every year, where the whole school engages in careers related learning and we come together to share this. Otherwise, our key skills are

threaded throughout the curriculum of every subject, meaning that preparation for adulthood starts at EYFS and continues every year, building on previous learning and engaging young people in a broad range of opportunities to widen their aspirations and support development.

#### **Benchmark 5: Encounters with employers and employees**

As part of our curriculum offer, all students across school encounter at least 3 meaningful external 'employers' per academic year, with this increasing to 4 for intentional pathway learners from Y3-6 and 6 encounters for intentional pupils in Y7-14. Encounters with employers for sensory, active and bridge pathway students may include time with music therapists, sensory theatre productions, external sign and singing specialists and external sports and PE providers. These experiences encourage pupils to engage with different adults, develop their own communication skills and develop an awareness of experiences outside of school. These pupils also take part in immersive experiences with the local emergency services and engage with employees of local businesses such as shops and cafes on regular community visits.

We appreciate that our students require additional repetition to embed learning and develop aspirations. This is why, in Post 16, all intentional pathway pupils engage in a minimum of 6 encounters per year, at least 3 of which are offsite. These visits are adapted each year to account for student strengths, interests and information from the local labour market. On site visits include public and private workers and range from career talks, workshops, question and answer sessions, tours of workplaces, mock interviews and 'what is my job?' sessions.

These are planned throughout the year, with a minimum of one encounter taking place during careers week in March as a whole school event.

#### **Benchmark 6: Experiences of the workplace**

In Post 16, all intentional pathway learners take part in weekly work experience. Our work experience takes place onsite, as well as a group of young people for whom it is appropriate visiting offsite providers for their work placements. Our main offsite providers are Edlington Helping Hands Centre and Potteric Carr Nature Reserve. Here, pupils have the opportunity to work in the charity shop, office, café, allotments and to take care of the wildlife and plant life at the nature reserve. Pupils learn valuable confidence, communication and teamwork skills in these placements alongside a host of other benefits. Placements are decided on by the pupil, and have the flexibility to adapt, giving pupils the chance to complete more than one of these job roles.

Our on-site offer for intentional pathway Post 16 learners range from running the staff tuck shop and assisting with the book keeping, completing basic admin tasks, working in our EYFS department, completing maintenance jobs such as recycling, taking care of the outside spaces and completing jobs for staff around school.

Our placements are designed to develop in our young people the skills mentioned in the previous section, and are adapted to student preferences and strengths. We give all intentional pupils the chance to try each job role if they want to, and encourage them to reflect on their own learning at the end of each session, developing their ability to set targets and plan for their own improvement.

In the wider school, all pupils for whom it is appropriate are encouraged to have 'class jobs', and this spans from EYFS up to Y11. These 'jobs' include completing delivery jobs around the building, using big mac switches to carry messages to the office and returning the lunch trolley to name but a few. These 'jobs' are tailored to the pupil's individual ability, interests and needs to be meaningful to each pupil. Students generally enjoy these jobs and work on their confidence and communication skills whilst carrying these

out.

### **Benchmark 7: Encounters with further and higher education**

Each year, a careers fair is held, where all of the relevant local colleges are invited to attend. A minimum of 4 colleges and 2 day care centres are represented at this fair, with additional stalls held by pertinent transition services. This is open to both students and parents in the Autumn term every year. All Post 16 students are invited to attend, this invitation also optional for year 11 and year 10 students and their parents.

Additionally, every pupil on the intentional pathway in Post 16 will visit at least 3 further education providers every year in years 12, 13 and 14. All Sensory, Bridge and Active pathway pupils will attend at least 2 day care or further education providers. This number is lower due to the opportunities available in our local area.

Students also receive a minimum of 2 talks per year from further education and apprenticeship providers for those for whom it appropriate in years 12,13 and 14.

Students in year 11 have the opportunity to visit other local 6<sup>th</sup> form providers with parents if this is required, and these discussions are held at annual reviews in years 9, 10 and 11.

### **Benchmark 8: Personal Guidance**

Every intentional pathway pupil in Post 16 receives a minimum of one 1:1 careers guidance meeting from a qualified independent advisor per half term. For those pupils y8-11 in the wider school for whom it is appropriate, careers guidance is offered when required throughout the year. These meetings centre around the START profiling system, allowing pupils to explore their interests, ideas and aspirations for the future. This guidance is tailored for each pupil to ensure it is relevant, aspirational and meaningful.

Through this guidance, pupils who are able are encouraged to make informed choices about their Post 19 study or employment and are supported on this transition journey to ensure that this is successful.

For all pupils on the Sensory, Active and Bridge pathways, Post 16 guidance is delivered by staff who know, and can communicate with these young people effectively, under the supervision of a qualified careers advisor.

Rachel Wilson, Deputy Headteacher, May 2024