



Underley Garden

Careers Policy

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Reviewed by:	Jo Savage (Career Lead)
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Introduction

At Underley Garden, we believe that Careers education and guidance provides a major contribution to preparing young people for the opportunities, responsibilities and experiences of life. A planned progressive programme of activities supports them in choosing appropriate pathways that suit their interests, needs and abilities and help them to follow an appropriate career path and sustain employability throughout their working lives.

We use the Gatsby Charitable Foundation's Benchmarks to develop and improve our careers provision and to ensure we fulfil our legal duties (See appendix 1). Alongside this, we follow the Career Development Institute framework (See appendix 2) to provide our pupils with a programme of Careers education, information, advice and guidance that is impartial and effective.

Rationale

Underley Garden offers a broad and balanced curriculum and aims to provide Careers Guidance that:

- Is accurate and up to date
- Is presented in an impartial manner
- Contributes to strategies for raising achievement, especially by increasing motivation and providing access to accreditation pathways
- Supports inclusion, challenge stereotyping and promote equality of opportunity
- Develops enterprise and employment skills
- Contributes to the economic prosperity of individuals and communities
- Meets the needs of all our pupils through appropriate differentiation
- Focuses on pupils on their future aspirations
- Involves parents and carers

At Underley Garden, we recognise and celebrate that all of our young people are different and as a result, their education and career pathways will be planned on an individualised basis. Careers education for pupils at Underley Garden will be relevant, specific, planned, and delivered carefully to meet their individual needs. Please see our Curriculum Policy for more details on our Bluebell, Daisy, Snowdrop and Sunflower pathways.

Underley Garden aims to maximise the benefits for every young person, supporting them to reach their full potential and give a sense of direction in their future life. The pupils will access the possibilities and opportunities available to them in the world of work through work related learning opportunities where possible.

We aim to equip our pupils with skills for working life by promoting functional skills and independence. This forms the basis of the learning entitlement for all pupils in KS2, 3, 4 and 5. To improve motivation and attainment, self-esteem and developing long term realistic aspirations. Thus, preparing them for adulthood and working life.

The careers programme at Underley Garden will be delivered according to Eight Gatsby Benchmarks, a framework endorsed by the DfE. This framework offers career guidance, outlining the experiences and information each young person should have access to so that they can make an informed decision about their future. (Some guidance of how the Benchmarks may be implemented in SEND schools can be seen in

https://www.careersandenterprise.co.uk/sites/default/files/uploaded/the_send_gatsby_benchmark_toolkit_v2.pdf

Student Entitlement

Careers Education and guidance (CEG) is an important component of the Curriculum and at Underley Garden, we fully support the statutory requirement for a programme of careers education. Pupils have access to a careers programme that is delivered through our PSHCE and Life Skills curriculum. This gives our pupils the opportunity to explore the different careers, qualifications and learning routes. Pupils also have opportunities for 1:1 careers meetings with our independent careers advisor. Where appropriate the Careers advisor attends EHCP reviews, Child looked after meetings and Personal educational planning meetings. Key stage 4 & 5 pupils are given the opportunity to attend off site careers events and college open evenings / events and work skill placements. Visits will also be arranged to other training providers so pupils are aware of as many options as possible. Where a student pathway is to attend a provision in a different local authority links will be made at the earliest opportunity with the relevant people and organisations.

Implementation of Careers Education and advice

Careers education is provided to all pupils and provision is made to allow all pupils to access the curriculum at the appropriate level. Pupils are encouraged to follow career paths that suit their interests, skills and strengths with the absence of stereotypes. All pupils are provided with the same opportunities and diversity is celebrated. At Underley Garden we follow the Career Development Institute (CDI) framework for careers, employability and enterprise education. There are three overarching aims that are: Developing yourself through careers and work related education, Learning about Careers and the world of work and Developing your career management and employability skills. These aims are threaded through our PSCHE and Life Skills curriculum. The pupils at Underley Garden also have weekly access to an Independent Careers advisor from Inspira. The career advisor supports our pupils with appropriate and up to date good quality personal guidance with clear links to labour market opportunities.

Provision throughout each Key Stage

Key Stage 2

At key stage two pupils can be helped to think about the tasks and skills that a job actually entails. Pupils may be able to identify future possible jobs for themselves at this stage. Pupils may also be able to identify possible jobs for themselves at this stage, but this will be dependent upon the level of knowledge that they have and their exposure to thinking about occupations. This can be enhanced through the provision of external speakers and educational visits to encourage younger pupils to think about future job roles.

Key Stage 3

The framework recognises that pupils are making good progress if they can explain the requirements of a particular job that appeals to them and if they can mention an interest or skills that they possess to justify this as a choice for them. It also focuses on helping pupils to understand different viewpoints about careers and work besides their own and to open their minds to new possibilities. Pupils at Key Stage 3 benefit from activities that support personal reflection and help them to focus on what they have to offer in career terms and not just what they want to take, i.e. to see themselves as providers of skills and expertise that employers want and not just as consumers of careers that take their fancy. This is a great time to help pupils become connected with their communities and to understand the work that needs to be done to sustain the community in which they live. Exploring

the world of work is a valuable way of enlarging their vocabulary and understanding of publicly held concepts about careers and work as well as developing their literacy and numeracy skills. It is also important at this stage to tap into their real life experiences and concerns so pupils feel strongly about injustice and will readily understand the impact.

Key Stage 4

At Key Stage 4, pupils will develop their capacity for self-reflection and realistic appraisal of their choices and opportunities. The formation of relatively stable, long-term occupational interests is also a feature can be accelerated by well-designed careers and work-related education programme. Although their understanding of their own capacities is becoming more realistic, unrealistic aspirations remain a problem for some. Learning at this stage, which focuses on how to respond to influencers and chance events 'happenstance' and serendipity, is particularly helpful. Pupils need help to understand the psychosocial as well as the physical and economic impacts of their choices.

Post 16

Our Post 16 provision offers a semi-formal curriculum with a holistic approach that focuses on developing Independent Life skills and Preparing for Adulthood

We provide a variety of vocational options that have been developed to give learners the opportunity to:

- Experience more than one vocational sector where they have not yet decided on a specific sector to follow
- Develop knowledge, understanding and skills of different vocational sectors to motivate them to progress to higher-level qualifications or employment in a specific sector.
- Develop cross-cutting employability skills through carrying out practical activities in a vocational context
- Engage in learning which is relevant to them and provide opportunities to develop a range of skills and techniques, personal skills and attributes essential for successful performance in working life
- Progress to employment

Accreditation Opportunities

Careers Education, Personal development and Work Related Learning is well promoted throughout the curriculum and accredited in Post 16, there are several accredited courses including:

- Open Awards Entry level Award, Certificate and Diploma in Skill for further learning and Employment
- Open Awards Entry level Award and Certificate in Independent Living-Looking After Yourself and your Home
- Open Awards Entry level Award and Certificate in Independent Living-Living in the Community

These courses enable learners to gain knowledge, skills and experience in:

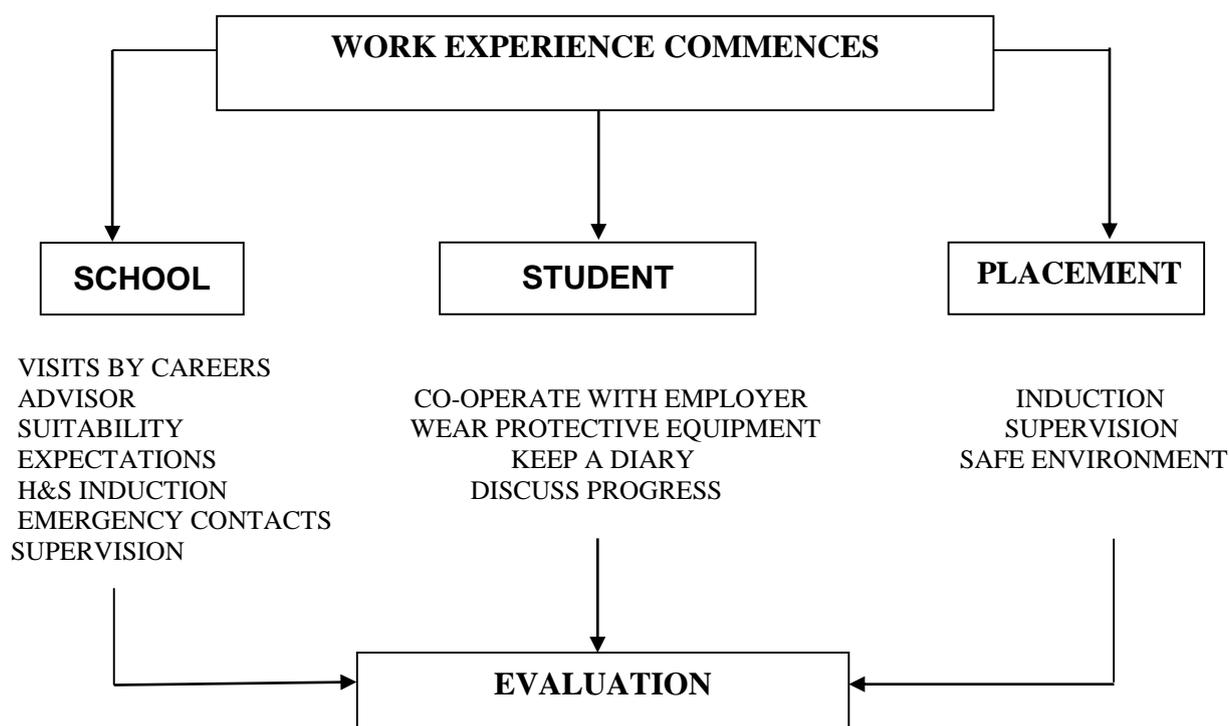
- Developing Self
- Preparation for Work
- Managing Own Money
- Career Progression
- Financial Capability
- Skills for Employment
- Opportunities for Learning and Work

Work Experience

Aim of Work Experience:

- To enable the development and learning of pupils
- To provide pupils with records/documents to provide evidence of their experience
- To provide pupils with direct experience of the world of work
- To give pupils the experience of relationships, routines and processes that are part of a working environment
- To develop work related skills
- To contribute towards approved vocational and academic qualifications where necessary
- To prepare pupils for adult and working life
- To encourage pupils to widen their horizons by viewing work experience as an opportunity to sample non-traditional areas of work
- To prepare pupils by discussing equal opportunities
- To make clear the roles and responsibilities of all involved in work experience
- Work experience can provide an excellent opportunity for pupils to develop an understanding of what an employer will expect of them and so enhance their employability.
- Various patterns and length of work experience placements need to be flexible to ensure that the learning needs of our pupils are met.
- The work will be appropriate to the student's capabilities.
- There will be an appropriate level of supervision provided throughout the placement.
- Placements are assessed for risks and insurance checked.

Supporting Young People on Work Experience



Parents and Carers

Parental involvement is important and encouraged at all stages. Parents / carers are kept up to date with careers related information through Newsletters and our Website. They are also updated during parents' evenings and within school reports. Regular updates are also given during annual reviews (Inc. EHCP, PEP, and CLA's)

Monitoring

The practical application of this policy will be reviewed annually or when the needs arise.

Appendix 1.

The Gatsby Benchmarks are:

1. A stable careers programme	Every school and college should have an embedded programme of career education and guidance that is known and understood by pupils, parents, teachers, governors and employers.	Every school should have a stable, structured careers programme that has the explicit backing of the senior management team, and has an identified and appropriately trained person responsible for it. The careers programme should be published on the school's website in a way that enables pupils, parents, teachers and employers to access and understand it. The programme should be regularly evaluated with feedback from pupils, parents, teachers and employers as part of the evaluation process.
2. Learning from career and labour market information	Every student, and their parents, should have access to good quality information about future study options and labour market opportunities. They will need the support of an informed adviser to make best use of available information.	By the age of 14, all pupils should have accessed and used information about career paths and the labour market to inform their own decisions on study options. Parents should be encouraged to access and use information about labour markets and future study options to inform their support to their pupils.
3. Addressing the needs of each student	Pupils have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each student. A school's careers programme should embed equality and diversity considerations throughout.	A school's careers programme should actively seek to challenge stereotypical thinking and raise aspirations. Schools should keep systematic records of the individual advice given to each pupil, and subsequent agreed decisions. All pupils should have access to these records to support their career development. Schools should collect and maintain accurate data for each pupil on their education, training or employment destinations.

<p>4. Linking curriculum learning to careers</p>	<p>All teachers should link curriculum learning with careers. STEM subject teachers should highlight the relevance of STEM subjects for a wide range of future career paths.</p>	<p>By the age of 14, every pupil should have had the opportunity to learn how the different STEM subjects help people to gain entry to, and be more effective workers within, a wide range of careers.</p>
<p>5. Encounters with employers and employees</p>	<p>Every student should have multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace. This can be through a range of enrichment activities including visiting speakers, mentoring and enterprise schemes.</p>	<p>Every year, from the age of 11, pupils should participate in at least one meaningful encounter* with an employer.</p> <p>*A 'meaningful encounter' is one in which the student has an opportunity to learn about what work is like or what it takes to be successful in the workplace.</p>
<p>6. Experiences of workplaces</p>	<p>Every student should have first-hand experiences of the workplace through work visits, work shadowing and/or work experience to help their exploration of career opportunities, and expand their networks.</p>	<p>By the age of 16, every pupil should have had at least one experience of a workplace, additional to any part-time jobs they may have.</p> <p>By the age of 18, every pupil should have had one further such experience, additional to any part-time jobs they may have.</p>
<p>7. Encounters with further and higher education</p>	<p>All pupils should understand the full range of learning opportunities that are available to them. This includes both academic and vocational routes and learning in schools, colleges, universities and in the workplace.</p>	<p>By the age of 16, every pupil should have had a meaningful encounter* with providers of the full range of learning opportunities, including Sixth Forms, colleges, universities and apprenticeship providers. This should include the opportunity to meet both staff and pupils.</p> <p>By the age of 18, all pupils who are considering applying for University should have had at least two visits to universities to meet staff and pupils.</p> <p>*A 'meaningful encounter' is one in which the student has an opportunity to explore what it is like to learn in that environment.</p>
<p>8. Personal guidance</p>	<p>Every student should have opportunities for guidance interviews with a career adviser, who could be internal (a member of school staff) or external, provided they are trained to an appropriate level. These should be available whenever significant study or career choices are being made.</p>	<p>Every pupil should have at least one such interview by the age of 16, and the opportunity for a further interview by the age of 18</p>

Appendix 2

Key Stage 2 learning outcomes from CDI framework

		Learning outcome statement	Evidence you could provide
Developing yourself through careers, employability and enterprise education	1	describe what you are like, what you are good at and what you enjoy doing	You know what you like and enjoy doing You can describe what you are good at
	2	explain how to get what you want	You can speak positively about yourself and what you have done so far to make things happen
	3	identify what you are learning from careers, employability and enterprise activities and experiences	You can describe what you have learnt and enjoyed from career, employability and enterprise learning activities and experiences
Learning about careers and the world of work	4	give examples of what it means to have a career	Using famous people e.g. authors, sports people look at how their careers developed
	5	give examples of what people like and dislike about the work they do	From interviewing family and visiting speakers, you can identify different kinds of work that people do.
	6	describe a local business, how it is run and the products and/or services it provides	You are aware of the different local businesses and the products and services offered
	7	describe the main types of employment in your area: past, present and emerging	As part of your local history project you can state what have been the changes in employment in your village/town
	8	recognise the harm caused by stereotyping and discrimination and the importance of treating people fairly	You can say how people should be treated and know who to talk to if something is wrong
	9	be aware of how to keep yourself safe and well when you are learning and playing	You can follow safety rules to keep yourself and others safe when working at school.
Developing your career management and employability skills	10	be aware of where to get impartial information and support when you need it and how to make good use of it	You can identify when you may need help or assistance and who can provide it whilst at school
	11	identify key qualities and skills that employers are looking for	You can identify the skills and qualities needed for this job using personal experiences
	12	show that you can use your initiative and be enterprising	You can show how to work in a team and bring your talents to complete a challenge
	13	show that you can make considered decisions about saving, spending and giving	You can show how to make an informed decision based on looking at a range of saving products
	14	be able to compare information about the secondary education choices open to you	You can identify who are the next providers of education in your area
	15	know how to make plans and decisions carefully	You can say what you will need to do differently when taking on a new challenge
	16	know how to make a good impression on other people	You can say what you need to do to impress people in a given situation

	17	identify ways of making successful transitions such as the move from primary to secondary school	You can set yourself realistic goals in making the next transition
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Key Stage 3 learning outcomes from CDI framework

		Learning outcome statement	Evidence you could provide
Developing yourself through careers, employability and enterprise	1	describe yourself, your strengths and preferences	You can talk about your strengths You know what you like and enjoy doing
	2	be able to focus on the positive aspects of your wellbeing, progress and achievements	You can tell your own story, how you are making progress and what you need to do to raise your achievement and improve your wellbeing
	3	explain how you are benefitting as a learner from careers, employability and enterprise activities and experiences	You can explain what you have learnt from career, employability and enterprise learning activities and experiences
Learning about careers and the world of work	4	describe different explanations of what careers are and how they can be developed	Using the members of staff around you survey how their careers developed. You can spot similarities and differences
	5	give examples of different kinds of work and why people's satisfaction with their working lives can change	You can identify different kinds of work that people do. You can say why people's job satisfaction varies
	6	give examples of different business organisational structures	Looking at different businesses you can describe their organisation and structure
	7	be aware of what labour market information (LMI) is and how it can be useful to you	You can say what is LMI and why you need to be aware of it for making future decisions
	8	identify how to stand up to stereotyping and discrimination that is damaging to you and those around you	You can say how to stand up to stereotyping and discrimination that is damaging to you and those around you
	9	be aware of the laws and bye-laws relating to young people's permitted hours and types of employment; and know how to minimise health and safety risks to you and those around you	You are aware of the laws and the bye-laws relating to the hours and types of employment for your age group
Developing your career management and employability skills	10	identify your personal networks of support, including how to access and make the most of impartial face-to-face and digital careers information, advice and guidance services	You can use family and friends to access advice and information and can appreciate the role of impartiality and sources of partiality. You take part in employer led activities to develop your networking skills
	11	recognise the qualities and skills you have demonstrated both in and out of school that will help to make you employable	You can recognise the skills and qualities needed for the world of work through activities/experiences
	12	recognise when you are using qualities and skills that entrepreneurs demonstrate	You can show how you are using the qualities and skills when being enterprising as part of 'drop-down' days, challenges, through subjects
	13	show that you can manage your own budget and contribute to household and school budgets	You can show how to get the most from a personal budget, understand and use financial words
	14	know how to identify and systematically explore the options open to you at a decision point	You can make an informed decision after assessing the choices and opportunities open to you

	15	know how to make plans and decisions carefully including negotiating with those who can help you get the qualifications, skills and experience you need	You can research for the skills, qualifications and experience you need to discuss and where necessary negotiate your plans for the future
	16	know how to prepare and present yourself well when going through a selection process	You can prepare and present yourself well when going through a selection process
	17	show that you can be positive, flexible and well-prepared at transition points in your life	You can be positive, flexible and well prepared for your move into key stage 4

Key Stage 4 learning outcomes from CDI framework

Area of learning		Learning outcome statement
Developing yourself through careers, employability and enterprise education	1	recognise how you are changing, what you have to offer and what's important to you
	2	explain how you manage your wellbeing, progress and achievements through telling your story in a positive way
	3	review and reflect upon how you are benefitting as a learner from careers, employability and enterprise activities and experiences
Learning about careers and the world of work	4	discuss the skills involved in managing your own career
	5	explain how work and working life is changing and how this may impact on your own and other people's career satisfaction
	6	explain different types of business organisational structures, how they operate and how they measure success
	7	be able to find relevant labour market information (LMI) and know how to use it in your career planning
	8	recognise and challenge stereotyping, discrimination and other barriers to equality, diversity and inclusion and know your rights and responsibilities in relation to these issues
	9	be aware of your responsibilities and rights as a student, trainee or employee for staying healthy and following safe working practices
Developing your career management and employability skills	10	build your personal networks of support including how to access and make the most of a wide range of impartial face-to-face and digital careers information, advice and guidance services
	11	show how you are developing the qualities and skills which will help you to improve your employability
	12	show that you can be enterprising in the way you learn, work and manage your career

	13	show that you can manage financial issues related to your education, training and employment choices including knowing how to access sources of financial support that may be open to you
	14	be able to research your education, training, apprenticeship, employment and volunteering options including information about the best progression pathways through to specific goals
	15	know how to make plans and decisions carefully including how to solve problems and deal appropriately with influences on you
	16	know your rights and responsibilities in a selection process and strategies to use to improve your chances of success
	17	review and reflect on previous transitions to help you improve your preparation for future moves in education, training and employment

CDI 16-19 Learning Outcomes - pupils

Area of learning		Learning outcome statement
Developing yourself through careers, employability and enterprise	1	assess how you are changing and be able to match your skills, interests and values to requirements and opportunities in learning and work
	2	reflect on the positive elements in your career story to show the responsibility you are taking for managing your own wellbeing, progress and achievement
	3	show that you are proactive in taking part in and learning from careers, employability and enterprise activities and experiences
Learning about careers and the world of work	4	reflect on changing career processes and structures and their possible effects on your experience and management of your own career development
	5	discuss the personal, social, economic and environmental impacts of different kinds of work and working life in the context of your own thinking about career satisfaction
	6	explain the main reasons why business organisations change their structures
	7	be able to draw conclusions from researching and evaluating relevant labour market information (LMI) to support your future plans
	8	reflect critically on the ethical, legal and business case for equality, diversity and inclusion in the workplace and the implications for your behaviour and others
	9	recognise different levels of risks and understand your responsibilities and rights as a student, trainee or employee for staying healthy and observing safe working practices
Developing your career management and employability skills	10	develop and make the most of your personal networks of support and show that you are a proactive and discerning user of impartial face-to-face and digital careers information, advice and guidance services
	11	explain how you are developing your employability qualities and skills to satisfy your own expectations and the future expectations of your employers and co-workers
	12	develop and apply enterprise qualities and skills in your approach to learning, work and career planning

13	show how you are developing your personal financial capability to make better decisions about everyday living, further study, training and work	
14	be able to research and evaluate progression pathways and return on investment for the higher and further education, training, apprenticeship, employment and volunteering options open to you	
15	know how to make career enhancing plans and decisions including developing the resilience required to sustain them	
16	know how to prepare for, perform well and learn from participating in selection processes	
17	know how to develop and use strategies which will help you to deal with the challenges of managing your career transitions	