

**Outcomes  
First  
Group.**

**ACORN EDUCATION  
AND CARE**

**OptionsAutism**

**School  
Careers & Employability  
Skills Policy  
Stretton Shires School**



**Careers and Employability Skills Policy**

**Contents**

<b>1.0</b>	<b>Intent</b> .....	<b>3</b>
<b>2.0</b>	<b>Implementation</b> .....	<b>4</b>
<b>3.0</b>	<b>Impact</b> .....	<b>8</b>
<b>4.0</b>	<b>Special Educational Needs and/or disabilities</b> .....	<b>8</b>
<b>5.0</b>	<b>Equality and Diversity</b> .....	<b>8</b>
<b>6.0</b>	<b>Roles and responsibilities</b> .....	<b>8</b>
<b>7.0</b>	<b>Careers Leader Contact Details</b> .....	<b>9</b>
<b>8.0</b>	<b>Useful links</b> .....	<b>9</b>
<b>9.0</b>	<b>Policy monitoring and review</b> .....	<b>9</b>
<b>8.0</b>	<b>Useful links</b> .....	<b>9</b>
<b>9.0</b>	<b>Policy monitoring and review</b> .....	<b>9</b>

## Stretton Shires School

### 1.0 Intent

The Careers Lead for Stretton Shires School is Amy Chipunza. There is a collective responsibility for all staff to take ownership for the planning and delivery of personalised careers, employability, and economic understanding opportunities/experiences for all pupils.

We aim to develop children and young people's understanding, awareness and skills linked to careers, employability, and economic understanding. Our aim is for all pupils to have meaningful experiences linked to their aspirations, interests, and developmental stage. We aim for pupils to have careers and employability learning opportunities and experiences as part of their core thematic topics or as part of whole school collapse curriculum days, off-site educational visits, and work experience.

We provide pupils with the knowledge, information, and skills to make informed choices about suitable "next steps" such as key life skills linked to employment, work experience, routes to voluntary or paid employment, qualifications, and accreditation to support further study. The Shires enables pupils to receive accurate information, advice and guidance about all options and opportunities open to them and the progression routes to which those options lead.

We aim to ensure the following are explored appropriately in line with each pupils' developmental stage, aspirations, and interests:

#### 1) Have a stable careers programme

- An embedded programme of career education and guidance that is known and understood by pupils, teachers, parents/carers, employers, and other agencies.

#### 2) Learn from career and labour market information

- Every pupil and their parents/carers, to have access to good quality information about future study options and labour market opportunities. This will include the support of an informed adviser to make the best use of available information.

#### 3) Addressing the needs of each pupil

- Pupils have different career guidance needs at different stages. Opportunities for advice and support tailored to the needs of each pupil. Our careers programme ensures equality and diversity is embedded throughout.

#### 4) Linking curriculum learning to careers

- All teachers and support staff link curriculum learning with careers, even on subject areas that may not be specifically occupation-led. For example, STEM subjects should have their relevance highlighted and linked to the wide range of future career paths. Learning programmes should also reflect the importance of Maths and English as a key expectation from employers.

#### 5) Encounters with employers and employees

- Every pupil should have multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace. This will be through a range of enrichment activities, including visiting speakers, mentoring and enterprise schemes, and include pupils' own part-time employment where it exists.

#### 6) Experience of workplaces

SCHOOL POLICY: LOCAL POLICY FOLDER

- Every pupil to 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.

7) Encounters with further and higher education

- 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.

8) Personal guidance

- Every pupil should have opportunities for guidance interviews with a careers adviser, this could be internal (a member Shires staff) or external, provided they are trained to an appropriate level. These will be available for all pupils and appropriate to the individual needs and developmental stage.

<b>(PSHE) Careers &amp; Employability Skills inc. Economic Wellbeing – Long Term Planning Overview</b>			
<b>Curriculum Stage</b>	<b>Key Stage 3 – 5 (Chronological Age)</b>		
	<b>KS3</b>	<b>KS4</b>	<b>KS5</b>
<b>Informal</b>	<ul style="list-style-type: none"> <li>Economic wellbeing: Money <b>(PSHE)</b></li> <li>Economic wellbeing: Aspirations, work and career <b>(Careers &amp; Employability Skills)</b></li> <li>Learning Skills <b>(Careers &amp; Employability Skills)</b></li> <li>Work and Career <b>(Careers &amp; Employability Skills)</b></li> </ul>		
	Personalised Careers Advice: Beckie Jones – Independent Apprentice, Careers & Employability Advisor		
<b>Semi-Formal &amp; Formal</b>	<ul style="list-style-type: none"> <li>Economic wellbeing: Money <b>(PSHE)</b></li> <li>Economic wellbeing: Aspirations, work and career <b>(Careers &amp; Employability Skills)</b></li> <li>Learning Skills <b>(Careers &amp; Employability Skills)</b></li> <li>Work and Career <b>(Careers &amp; Employability Skills)</b></li> </ul>	<ul style="list-style-type: none"> <li>Choices and Pathways <b>(Careers &amp; Employability Skills)</b></li> <li>Work and Career <b>(Careers &amp; Employability Skills)</b></li> <li>Employment rights and responsibility <b>(Careers &amp; Employability Skills)</b></li> <li>Financial Choices <b>(PSHE)</b></li> </ul>	
	Personalised Careers Advice: Beckie Jones – Independent Apprentice, Careers & Employability Advisor		

2.0 Implementation

At The Shires we cater for children and young people in Key Stages 3, 4, and 5. However, we recognise that our pupils are developmentally at different stages and therefore will access curriculum content that is appropriate to this developmental stage not necessarily the chronological age of the pupil.

**SCHOOL POLICY: LOCAL POLICY FOLDER**

In summary, at The Shires, pupils will be taught via group learning, individualised, whole school learning opportunities that focuses on;

- Teaching that develops pupils’ understanding of economic wellbeing linked to money, the use of it, different sources of income and financial choices that adult have to make.
- Teaching that develops pupils’ aspirations linked to work and future careers.
- Teaching that develops pupils’ understanding of learning skills linked to positive employment skills.
- Teaching that highlights choices and pathways towards employment.
- Teaching that develops pupils’ awareness of employment right and responsibilities.

*Preparing for Adulthood Agenda*

All pupils are supported by our commitment to the preparing for adulthood agenda. This begins at EHCP planning stage and links outcomes to the four key areas of Employment, Community Inclusion, Independent Living and Health. Throughout pupils’ time at The Shires they will experience the following learning opportunities via the school’s commitment to the PfA agenda.

<b>Learning Opportunities</b>				
	<b>Employment</b>	<b>Community Inclusion</b>	<b>Independent Living</b>	<b>Health</b>
<b>Informal</b>	<ul style="list-style-type: none"> <li>- Following instructions.</li> <li>- Making relationships.</li> <li>- Adapting to new environments.</li> <li>- Developing joint attention and playing with other children.</li> <li>- Real world and role play (builder / nurse / doctor.</li> <li>- Independent careers advice.</li> </ul>	<ul style="list-style-type: none"> <li>- Making friends.</li> <li>- Social interaction.</li> <li>- Visits / day trips</li> <li>- Making links with home and School.</li> <li>- Running the community café.</li> <li>- Playing team and circle games.</li> <li>- Activity interest groups.</li> <li>- Making decisions about how to spend free time.</li> </ul>	<ul style="list-style-type: none"> <li>- Feeding and drinking.</li> <li>- Toileting.</li> <li>- Developing self-help skills.</li> <li>- Washing / brushing teeth.</li> <li>- Developing communication Skills.</li> <li>- Real world play (kitchens, DIY, cleaning).</li> <li>- Getting dressed.</li> <li>- Making a choice.</li> <li>- Managing own belongings.</li> <li>- Communicating own needs.</li> </ul>	<ul style="list-style-type: none"> <li>- Health checks (Optician, Dentist, GP/CAMHS.</li> <li>- Diet – making positive choices.</li> <li>- Immunisations.</li> <li>- Taking medication.</li> <li>- Physical exercise.</li> <li>- Sleeping and bedtime routine.</li> <li>- Learning to communicate when feeling unwell/tired.</li> <li>- Staying safe and healthy in different weather.</li> <li>- Using tools to self-regulate and address sensory and physical needs.</li> </ul>

SCHOOL POLICY: LOCAL POLICY FOLDER

<b>Semi-Formal</b>	<ul style="list-style-type: none"> <li>- Developing numeracy and independent reading skills.</li> <li>- Real world visits (fire stations, farms etc.)</li> <li>- 'What do you want to be when you grow up?'</li> <li>- Forming role models.</li> <li>- Exploring different careers.</li> <li>- Starting micro-enterprise (eg: running community café).</li> <li>- Access to career related role models.</li> <li>- Continuing to build a personal profile of interests and ambitions.</li> <li>- School sessions from visitors about their careers.</li> <li>- Independent careers advice</li> </ul>	<ul style="list-style-type: none"> <li>- Teamwork.</li> <li>- Going to clubs and using leisure services.</li> <li>- Weekend/ evening activities.</li> <li>- Broadening friendships / groups.</li> <li>- Visiting family / friends.</li> <li>- Managing social media and other technology.</li> <li>- Online gaming and staying safe.</li> <li>- Belonging to different groups.</li> <li>- Understanding the bigger picture and building resilience.</li> <li>- Running community cafés.</li> </ul>	<ul style="list-style-type: none"> <li>- Cooking at school and home.</li> <li>- Money exchange – paying for items in school cafe</li> <li>- Shopping.</li> <li>- Managing own time.</li> <li>- Making responsible choices.</li> <li>- Paying in shops (supervised).</li> <li>- Telling the time.</li> <li>- Crossing the road safely with an adult.</li> <li>- Travel training.</li> <li>- Making decisions about what to spend money on.</li> <li>- Making own food.</li> <li>- Socialising unsupervised in town / local community.</li> <li>- Independent living skills (eg: shopping for ingredients and cooking a meal).</li> <li>- Sleep-overs and residential trips.</li> </ul>	<ul style="list-style-type: none"> <li>- Managing minor health needs e.g. asthma.</li> <li>- Developing understanding of changes through puberty.</li> <li>- Identifying pain / problems with health.</li> <li>- Developing good mental health strategies.</li> <li>- Understanding what autism is; strengths and differences.</li> <li>- Relationships and Sex Education.</li> <li>- Managing more complex health needs.</li> <li>- Understanding what the GP can help you with.</li> <li>- Mental health and wellbeing.</li> <li>- Drug and alcohol education.</li> <li>- Switching screens off and getting a good night's sleep.</li> </ul>
<b>Semi-Formal +</b>	<ul style="list-style-type: none"> <li>- Talk about different careers and education options.</li> <li>- Continuing to explore different careers</li> </ul>	<ul style="list-style-type: none"> <li>- Learning to be safe on and offline</li> <li>- Knowing the local area</li> <li>- Walking short distances with</li> </ul>	<ul style="list-style-type: none"> <li>- Moving around the school independently.</li> <li>- Travel training.</li> <li>- Transport and road signs.</li> </ul>	<ul style="list-style-type: none"> <li>- Applying tools to self-regulate and manage anxiety, relying on adults less.</li> <li>- Knowing when you need to see the GP.</li> </ul>

SCHOOL POLICY: LOCAL POLICY FOLDER

	<ul style="list-style-type: none"> <li>- Planning for employment: what qualifications do you need, what study programme should you be on, what work experience would be most helpful</li> <li>- Independent careers advice</li> <li>- Work experience, starting with tasters and building up to increasing time in the workplace</li> </ul>	<ul style="list-style-type: none"> <li>reduced adult support</li> <li>- Friendships</li> <li>- Understanding bullying</li> <li>- Managing change</li> <li>- Going to birthday parties</li> <li>- Developing new friendships</li> <li>- Being safe in community settings</li> <li>- Understanding alcohol and drugs</li> <li>- Volunteering</li> <li>- Understanding the criminal justice system</li> <li>- Knowing where to go for help and how to use the emergency services</li> <li>- Belonging to both neurodiverse and neurotypical peer groups</li> <li>- Youth and sports clubs in the local community</li> </ul>	<ul style="list-style-type: none"> <li>- Managing bills (e.g. mobile phone).</li> <li>- Residential trips and local learning options.</li> <li>- Decision making.</li> <li>- Understanding consent and best interest.</li> <li>- Life skills.</li> <li>- Managing relationships with others.</li> <li>- Understanding different types of living arrangements.</li> <li>- What arrangements are positive and possible for each pupil.</li> <li>- Actively planning for future living arrangements with family, LA etc.</li> </ul>	<ul style="list-style-type: none"> <li>- Staying physically active and healthy.</li> <li>- Understanding relationships, including sexual relationships - choices, safety and good health.</li> </ul>
--	---	--	--	--

*Experience of Work*

We aim to adapt and support experience of work opportunities for all pupils.

Aims of Work Experience:

- To support and encourage an integrated experience of work programme aimed to support the development stage of each pupil
- To provide pupils with records/documents to provide evidence of their experience

SCHOOL POLICY: LOCAL POLICY FOLDER

- To provide pupils with direct experience of the world of work
- To give pupils first-hand experience of the relationships, routines and processes that are part of a working environment
- To develop work related skills and behaviours
- To contribute towards approved vocational and academic qualifications where applicable
- To prepare pupils for adult and working life
- To prepare pupils by discussing equal opportunities and challenging stereotypes

*Experience of work planning*

- Pupil to meet with Careers Lead to discuss and identify a pupil's choice of placement.
- Meeting with all education staff, care staff, supporting professionals, work experience provider. Risk assessment carried out.
- Careers Lead to contact suitable establishments, insurance checks and risk assessment completed.
- Diary/logbook to be kept by each pupil, showcasing achievements,
- Careers Lead to visit a pupil in placement.
- Evaluation – evaluate the placement successes and areas for improvement. We should discuss with the pupil what they achieved, identify skills they have improved and acknowledge what they have learned.
- Follow up – letter of thank you to be sent to employers by the pupil.

**3.0 Impact**

Every pupil at The Shires has an individualised Careers and Employability Education Profile. This profile is developed around the pupil's interests and aspirations to help form relevant targeted outcomes that are reviewed and monitored on a termly basis to highlight and showcase progress made. These termly progress check points are used to then identify appropriate next steps within the pupils personalised Careers and Employability educational journey.

**4.0 Special Educational Needs and/or disabilities**

All pupils at Stretton Shires School have additional learning needs and all have an Education Health Care (EHC) Plan.

In order to make sure all pupils are able to access developmentally appropriate curriculum content all learning opportunities and resources are differentiated accordingly to needs of pupils.

The Deputy Head will work closely with all class teachers to determine if any additional support is required for an individual pupil to access the curriculum, ensuring any barriers are removed.

**5.0 Equality and Diversity**

We are committed to ensuring that all pupils have access to careers, employability skills and economic understanding education. 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.

**6.0 Roles and responsibilities**

The Headteacher and Deputy Head are responsible for ensuring that PSHE – Careers, Employability Skills, Economic Understanding is taught consistently across the schools.

**Staff**

Staff are responsible for:

- Delivering PSHE – Careers, Employability Skills, Economic Understanding in a sensitive way



SCHOOL POLICY: LOCAL POLICY FOLDER

- Modelling positive attitudes to PSHE – Careers, Employability Skills, Economic Understanding
- Monitoring progress
- Responding to the needs of individual pupils

**Pupils**

Pupils are supported to engage fully in PSHE – Careers, Employability Skills, Economic Understanding and, when discussing issues related to this curriculum area they will treat others with respect and sensitivity.

**7.0 Careers Leader Contact Details**

Amy Chipunza – Deputy Head  
[amy.chipunza@theshires.org.uk](mailto:amy.chipunza@theshires.org.uk)  
01780 411944

If you are a pupil, parent, teacher, external professional or an employer and would like any information about any aspect of our careers and employability curriculum please do not hesitate to contact Amy Chipunza who will be happy to discuss in detail our current offer.

Beckie Jones – Independent Apprentice, Careers & Employability Advisor  
[Beckie.jones@ofgl.co.uk](mailto:Beckie.jones@ofgl.co.uk)  
07876 833082

At The Shires we have teamed up with independent careers advice service via Outcomes First Group ([www.outcomesfirstgroup.co.uk](http://www.outcomesfirstgroup.co.uk)) and all our pupils have access to independent careers advice from Beckie Jones Independent Apprentice, Careers & Employability Advisor. She specialises in working with children and young people with Autism and other additional needs and works to support our pupils have accessible careers conversations.

**8.0 Useful links**

Impartial, high quality careers and labour market information can be found on the 'links4careers' section of the 'ideas4careers' website. Please follow this link; <https://ideas4careers.co.uk/resources/links4careers/> for a wealth of information and resources.

**9.0 Policy monitoring and review**

The senior leadership team monitor implementation of this policy termly and review this policy on an annual basis.

We are part of the Outcomes First Group  
Family, by working together we will build  
incredible futures by empowering vulnerable  
children, young people and adults in the UK  
to be happy and make their way in the world

**Outcomes  
First  
Group.**

**Acorn Education And Care  
National Fostering Group  
Options Autism**