

# Careers and Employability Skills Policy

Stretton Shires School



## Careers and Employability Skills Policy

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### 1.0 Intent

The Careers Lead for Stretton Shires School is Mark Scragg. 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*

- 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.

## **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.

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.

### *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
- 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 Moving on Plan that is created with Beckie Gillham-Hardy the external careers advisor. 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
- 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

Mark Scragg – Careers Lead

[mark.scragg@theshire.org.uk](mailto:mark.scragg@theshire.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 Mark Scragg who will be happy to discuss in detail our current offer.

Beckie Gillham-Hardy – Regional Futures Advisor

[Beckie.Ghardy@ofgl.co.uk](mailto:Beckie.Ghardy@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 Gillham-Hardy - Regional Futures 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.

**Appendix 1**

<b>Long-Term Planning Overview</b> <b>Careers and Employability - Gatsby Benchmarks</b> <b>Subject/Qualification Leader</b> <b>Mark Scragg</b>						
<b>Key Stage 3</b>	<b>Autumn Term</b>		<b>Spring Term</b>		<b>Summer Term</b>	
<b>Year Group</b>	<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b>	<b>Term 4</b>	<b>Term 5</b>	<b>Term 6</b>
<b>Yr. 7</b>	Grow throughout life. Reflect on yourself, background, and strengths.	Explore possibilities. Explore the culture of different workplaces, recruitment, and the range of possibilities available to you.	Manage career. Explore your aspiration, and possible setbacks. Find ways to overcome them.	Create opportunities. Building positive relationship with others.	Balance life and work. Focusing on your wellbeing, other interests and your involvement with your family, and community.	See the big picture. How the economy, politics, society connect with you.

<b>Long-Term Planning Overview</b> <b>Careers and Employability - Gatsby Benchmarks</b> <b>Subject/Qualification Leader</b> <b>Mark Scragg</b>						
<b>Key Stage 3</b>	<b>Autumn Term</b>		<b>Spring Term</b>		<b>Summer Term</b>	
<b>Year Group</b>	<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b>	<b>Term 4</b>	<b>Term 5</b>	<b>Term 6</b>
<b>Yr. 8</b>	Grow throughout life. Reflect on yourself, background, and strengths.	Explore possibilities. Explore the culture of different workplaces, recruitment, and the range of possibilities available to you.	Manage career. Explore your aspiration, and possible setbacks. Find ways to overcome them.	Create opportunities. Building positive relationship with others.	Balance life and work. Focusing on your wellbeing, other interests and your involvement with your family, and community.	See the big picture. How the economy, politics, society connect with you.

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<b>Key Stage 3</b>	<b>Autumn Term</b>	<b>Spring Term</b>	<b>Summer Term</b>



Year Group	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Yr. 9	Grow throughout life. Reflect on yourself, background, and strengths.	Explore possibilities. Explore the culture of different workplaces, recruitment, and the range of possibilities available to you.	Manage career. Explore your aspiration, and possible setbacks. Find ways to overcome them.	Create opportunities. Building positive relationship with others.	Balance life and work. Focusing on your wellbeing, other interests and your involvement with your family, and community.	See the big picture. How the economy, politics, society connect with you.

Long-Term Planning Overview						
Entry Level Certificate in Preparation for Employment (Entry 1) 603/4387/4						
Subject/Qualification Leader						
Mark Scragg						
Key Stage 4	Autumn Term		Spring Term		Summer Term	
Year Group	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Yr. 10	Following instructions	Following instructions	Working in a team	Working in a team	Communication skills for work	Communication skills for work
Yr. 11	Working safely	Working safely	Contributing to workplace tasks	Contributing to workplace tasks	Exploring the world of work	Exploring the world of work

Long-Term Planning Overview						
Entry Level Certificate in Preparation for Employment (Entry 2) 603/4393/X						
Subject/Qualification Leader						
Mark Scragg						
Key Stage 5	Autumn Term		Spring Term		Summer Term	
Year Group	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Yr. 12	Exploring the world of work	Exploring the world of work	Exploring the world of work	Communication skills for work	Communication skills for work	Understanding self in an employability context
Yr. 13	Understanding self in an employability context	Following instructions	Following instructions	Making choices	Making choices	Making choices