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*Individual Growth, Individual People'*

Head Teacher: Mr Matt Joyce



# Careers (Work Related Learning) Policy

## Reviewed January 2025

## **Introduction**

There is a statutory requirement for schools to provide a broad and balanced curriculum which prepares pupils for the opportunities, responsibilities and experiences of adult life.

The government published a new careers strategy in December 2017 (Reviewed November 2024) and statutory guidance for school leavers in January 2018. The plan is to build high quality careers education to help young people to achieve to the best of their ability. The Gatsby benchmarks were introduced to:

- Ensure schools delivers an aspirational careers curriculum that meets the needs of their students
- Ensure students, parents and stakeholders have information on the local labour markets
- Ensure students have encounters with employers in a range of contexts
- Ensure students have opportunities in a work place environment
- Ensure students have independent careers advice

In addition, the Provider Access Legislation was added to ensures all school and colleges included technical qualification options to ensure all students had a fair choice of courses.

The 2011 Education act places schools under a duty to secure access to independent careers advice and guidance in years 8-13. This is also a requirement to meet Gatsby Benchmark 8.

Careers guidance must be:

- Presented in an impartial manner.
- Include information on the full range of Post 16 education or training options including apprenticeships and traineeships.
- Promote the best interests of pupils to whom it is given.
- Available to all students where it is deemed appropriate
- Be delivered by a careers advisor who is trained to a minimum of level 6
- Information from these meeting should be shared with parents and carers

## **Intent**

Newark Orchard School is committed to maximising the benefits for every pupil in the development of the whole school approach to careers and work-related learning. We recognise the importance for all pupils. However, where appropriate, for some pupils personalised learning will require a greater focus to work related learning.

Newark Orchard's careers curriculum is based around the Gatsby benchmarks with a clear focus on preparing for adulthood.

We aim to make an important contribution in the education of all pupils in order to make an effective transition from school to adulthood and employment. Our school website and social media page will showcase the opportunities provided for our students and used as a teaching tool in the classroom.

## **Implementation**

At Newark Orchard School the curriculum is based around the skills needed to become as independent as possible and to develop a variety of skills needed to prepare them for adulthood, develop a sense of responsibility and become prepared for the working world. Newark Orchard School will prepare students to become an active member of the community. The skills within our careers curriculum have been embedded across the long term maps to ensure the activities are meaningful and have a clear purpose for the students. Wherever possible, these include an employer encounter to enrich the learning, which could include visitors in school and work place visits.

In order to develop these skills, we incorporate a variety of different activities and opportunities for our students, parents and stakeholders, where appropriate:

- A variety of vocational subjects in the 14-18 department Access to careers information, education and guidance both from staff and an independent careers advisor from 'Ideas for Careers'.
- A careers library with information on jobs, colleges etc.
- The school library promoting equality and values relating to preparing for adulthood.
- Support and guidance from the Careers Leader and Work Experience Teaching Assistant
- Work experience (face to face and virtual), where appropriate, internal, external and group
- Visits to places of work and visitors promoting different jobs in school.
- Problem solving and work activities.
- Internal school related activities eg, milk monitor, registers, library monitors etc.
- Enterprise activities.
- Visits to internal and external careers fairs.
- Visits to colleges and activity based providers.
- Annual EHCP reviews, with an emphasis on including Preparing for adulthood targets from Y9 and where possible are attended by transition social workers at Y13
- Development of CV writing, interview skills, forms filling, job searches, college prospectus.
- Delivery of careers and skills for success, RSHE, Preparing for adulthood curriculums
- Volunteering.
- Mentoring roles.
- Student council.
- Organisation of charity events, themed weeks
- Residential field study trips.

It is important that there is a range of high quality opportunities to enhance the curriculum and develop awareness to promote understanding of work, industry, economy and community.

Throughout school pupils are encouraged to think about themselves as an individual and think about how others may see them and the positive impact they can make in their local community.

Pupils are encouraged to be familiar with routines and procedures such as punctuality, rules and taking pride in their appearance through all aspects.

The Careers and Skills for Success, RSHE and Preparing for Adulthood curriculum have been written to meet the needs of all our students, from the Engagement profile to Post 16. They have been written as stages to match those within the Preparing for Adulthood booklets to ensure our students have the opportunity to prepare for all areas of adulthood. The strands for learning are:

- Things we are good at/personal strengths
- Jobs people do/preparation for adulthood
- Rules and laws/diversity, rights and responsibilities
- Taking care of the environment
- Money/managing finances
- Belonging to a community
- Skills for learning

### **Accreditation**

In the 14-18 department pupils have access to a variety of different accreditation. From year 10 the pupils follow the appropriate pathway. Pupils choose vocational options based around their—From Year 10 to Year 13.

In Post 16 ASDAN's PSD course are followed to support the diverse curriculum.

### **Education Health Care Plans**

All pupils who attend Newark Orchard School have an Education Health Care Plan and every year they have an annual review. From Year 9 there is a clear focus of preparing for adulthood, including starting to look at work experience Transition options for P16/P18 (including college, day service, preparation for adulthood referrals, etc).

### **Partnership**

Newark Orchard is offered support from Ideas for Careers. A careers advisor works with groups of students and individuals to help support planning the next steps.

The Preparation for Adulthood team can provide support for parents/carers and young people from 17 ½ years old with their transition pathway out of school at the end of Year 13. Where appropriate, they will attend Education Health Care Plan reviews for Year 13 students.

### **Work experience**

Throughout school pupils have access to work experience such as jobs around school and related aspects of the curriculum. However, once students reach Year 10 there is an expectation, where appropriate, that pupils will access a placement. In Key Stage 4, we aim for pupils (where appropriate) to take part in an internal placement. In Post 16, our focus is to organise an external placement; under the supervision and organisation of the Careers Leader and Work Experience Teaching Assistant. These placements can vary in length but we aim for a minimum of 6 weeks in order to provide the young person with the best possible experience.

In the 14-18 department students are likely to take part in team enterprise and group work experience placements.

### **Travel training**

Pupils have access to Independent travel training where appropriate. (See Travel Training Policy).

The focus is to develop independence skills and travel to and from familiar places.

The independent travel training coordinator incorporates planning routes to and from work experience to prepare students to access work experience independently and therefore up skilling them for future possible employment.

### **Monitoring training and development**

The Careers Leader will ensure the intent, implementation and impact of the career's curriculum by:

- Creating a yearly action plan
- Creating a termly curriculum overview that details the areas of strength/development, termly targets and the impact of completed activities
- Use Compass+ as a strategic tool to measure Newark Orchard's progress against the Gatsby Benchmarks against other schools and hubs
- Attend regular update meetings with the Careers and Enterprise Co-ordinator to ensure we are up to date with the current guidance and procedures
- Review the careers curriculum offer at least every 3 years to ensure it meets the needs of our current cohort
- Review the Careers Policy as required every 3 years
- Monitor careers planning and provide feedback and support to staff as required
- Lead training and mentor staff
- Liaise with external agencies, including colleges, day service providers and employers to ensure all careers opportunities meet the needs of our students
- Conduct regular meetings with the Careers Governor to report on progress and areas for development
- Work collaboratively with the Preparing for Adulthood co-ordinator to monitor student progress across the careers section of the Preparing for Adulthood targets
- Work collaboratively with the Work Experience Teaching Assistant to ensure placements for students are successful
- Gain feedback from students, parents, staff, employers and stakeholders from all careers-based activities to determine the strategic impact
- Ensure pupils, parents, carers and stakeholders have access to relevant and current information about the local labour market and experiences the students have through their education via in person events, the school website and social media page

## **Impact**

The impact from the implementation of the careers curriculum and content detailed within this policy will result in:

- Students being equipped with the appropriate skills to become adults that can make contributions member of society at a level that is appropriate to their level of need
- Students, parents and carers having the information and support to allow them to make appropriate choices for their future
- The school working collaboratively with employers, businesses and charities to play an active role in the community
- The school working collaboratively with other special schools, the Careers and Enterprise Service to showcase our strengths and plan strategically for the future