ACORN EDUCATION AND CARE

Smallbrook School Careers Policy Statement

Introduction

Smallbrook is committed to providing our students with a program of careers education, information, advice, and guidance (IAG) for all students in years 7–13 which is impartial and effective. We aim to support the aspirations of our students and ensure that they gain the understanding, skills, and experience to make progress and succeed in learning and work.

The school endeavours to follow the Careers guidance and access for education and training providers (DfE, 2018) and other relevant guidance from QCA and Ofsted as it appears.

The school has a member of staff dedicated to careers education and IAG. We provide students with the knowledge, information, and skills to make informed choices about suitable courses at school, college, and other providers. The service enables students to receive accurate information, advice, and guidance about the options open to them and the progression routes to which those options lead.

Aims and purpose.
The school Careers Education and Guidance policy has the following aims:

- To contribute to strategies for raising achievement, especially by increasing motivation and providing access to accreditation pathways
- To support inclusion, challenge stereotyping and promote equality of opportunity.
- To encourage participation in continued learning post 16, whether this be within further or higher education, vocational training, supported internships, or apprenticeships
- To develop enterprise and employment skills
- To support students with the transition from Smallbrook school into their post 16 setting by completing transition visits, support with applications and continued support post transition to reduce drop out or switching in education and training

- To contribute to the economic prosperity of individuals and communities
- To meet the needs of all our students through appropriate differentiation
- To focus students on their future aspirations from the point of admission throughout the curriculum, PSHE, careers sessions and work experience opportunities.
- To involve external stakeholders such as employers, parents and carers within our careers provision.

This policy summarises the statutory guidance and recommendations. It then outlines the provision of careers education, work experience and provider access.

Student Entitlement

Careers Education and guidance (CEG) is an important component of the 13-19 Curriculum, we fully support the statutory requirement for a program of careers education in Years 7–13. Students have access to a group careers program. This gives them the opportunity to explore the different careers, qualifications and learning routes. Students also have direct careers meetings and the attendance of or CEG lead at PEP's, LACS and EHC reviews.

Development

The policy was developed and is reviewed every 2 years by the Careers Lead and his/her Line Manager based on current good practice guidelines by DfE/Ofsted, CEG Framework.

Links with other policies

The Careers Advice and Guidance Policy supports and is underpinned by key school policies including those for Teaching and Learning, Assessment, Equality Statement, Health and Safety, and Special Needs and curriculum policies for relevant key stages.

Implementation of careers advice

Careers Education is delivered via access to the group's careers curriculum, completion of careers portfolios and Careers interviews.

Equality and Diversity

Careers education is provided to all students and provision is made to allow all students to access the curriculum. Students are encouraged to follow career paths that suit their interests, skills, and strengths with the absence of stereotypes. All students are provided with the same opportunities and diversity is celebrated. Due to us having our own on-site careers lead, we provide excellent knowledge of our students needs and can tailor our approach in line with EHCP needs.

Statutory requirements and recommendations

The careers provision at Smallbrook is in line with the statutory guidance developed by the Department for Education, which refers to Section 42A and 45A of the Education Act 1997. This states that all schools should provide independent careers guidance from Years 8 -13 and that this guidance should:

- be impartial
- include information on a range of pathways, including apprenticeships and internships.
- be adapted to the needs of the pupil

In addition, the school is compliant with the careers guidance that the government set out for delivery from 5 January 2018: 'Careers Guidance and Inspiration for young people in schools.' This states that all schools must give education and training providers the opportunity to talk to students about approved technical qualifications and apprenticeships. Further information relating to this is set out later in this document, under Provider Access.

Careers Provision at Smallbrook School

All pupils have access to the following:

- Embedded careers in the Smallbrook curriculum and explicit employability sessions for all students.
- Visitors into school and offsite visits support pupils in developing their understanding of a range of different post 16 pathways.
- All pupils from Year 7 have access to advice and guidance from our Employability teacher and Careers Lead.
- All pupils in Year 10 plus have access to a meeting with the independent careers' advisor and school careers leader. They also explore future pathways through the employability sessions.
- Pupils have access, through the programme, to relevant careers events hosted in house and at local collages and local/national events.

Key Stage 3

- Pupil pathways onto accredited and vocational courses are planned and prepared for in KS3.
- All pupils from year 7- 9 with follow the OFG accredited KS3 Careers curriculum programme and completion will lead to AQA Awards
- Pupils take part in Enterprise and community projects with the vocational team
- Events and projects are a key part of the KS3 curriculum.

- Pupils in Year 9 will have the opportunity to take part in the Bronze Duke of Edinburgh Award.

- Pupils have one-to-one meetings with the schools' careers leader and independent careers advisor to discuss future career aspirations.

- Pupils are invited to attend the school's annual careers fair (January), where they have opportunity to speak with a variety of providers Army, Police, NHS, hospitality providers, apprenticeship and internship providers and local colleges, both in Shropshire, Cheshire, and Northeast Wales. (Provider Access)

Year 7

The focus is about introducing careers and thinking about the vast number of careers/jobs available. How a business runs, qualities and skills that employers look for as well as and rights and responsibilities in the world of work.

Year 8

The focus is linking our plans and dreams to reality. Identifying a support network when considering careers and recognising health and safety risks.

Year 9

The focus is self-assessment, considering own strengths, stereotyping, and discrimination as well as career paths and options post 14.

Key Stage 4 (in addition to KS3 ongoing provision)

- One-to-one meetings with the school Careers Leader and independent careers Advisor in Year 10 and Year 11 inform individual routes into Post 16 provision and appropriate and meaningful work experience opportunities.

- The majority of KS4 pupils take part in the Duke of Edinburgh Award.

- Pupils in Year 10 and 11 plus to undertake Work Experience and work-based placements and opportunities. These can be both short term and long-term placement, dependant on future aspirations.

- Take part in an Enterprise / Community project.

- 1-2-1 Student transition visits to colleges or Apprenticeship providers.

- Students complete the BTEC level 1 qualification: Award, Certificate or Diploma dependant on ability.

Year 10

At the start of year ten our students will begin working towards gaining a recognised careers qualification, this being BTEC Level 1 Work Skills. Students will be allocated one careers lesson per week. Topics covered throughout the qualification will help prepare our students for life beyond school. The qualification supports students in successfully gaining a job, progressing in their chosen field, preparing them for further study and supports the development of techniques required for successful independent living.

Students will also start discussing and identifying what they would like to do in the future. They will identify jobs that they find interesting or a possible future occupation. From there the Careers lead will begin sourcing possible work experience placements in their chosen industries.

At Smallbrook we are passionate about our students being fully prepared for what the world of work can be like, therefore, making sure they have the chance to fully experience what each chosen job entails are fundamental. This enables our students to decide at the early stages whether the job is right for them.

Once a work experience placement is identified the careers lead will complete all checks, assessing suitability and health and safety. Due to the social and emotional needs of our students an initial visit to the identified placement with careers lead will be arranged. This will help reduce any anxiety students may been feeling towards attending a new venue and meeting new people. Some students will not attend an external work experience placement due to their vulnerability and increased risk. These students will be offered work experience within the school.

Year 11+

Throughout year 11, students will continue to work towards completing the qualification. As well as focusing on their post 16 options and the application processes that are required for each option. Students who start at Smallbrook during this year will complete work experience placements in at least one of their chosen career pathways. They will have the opportunity to visit other educational/training providers, places of work, career fairs and job centres and business enterprise specialists.

Key Stage 5

- One-to-one meetings with the school Careers Leader and independent careers Advisor in Year 12 and Year 13 inform individual routes into Post 16 provision and appropriate and meaningful work experience opportunities.

- The majority of KS5 pupils take part in the Duke of Edinburgh Award.

- Pupils in Year 12 and 13 plus to undertake Work Experience and work-based placements and opportunities, due to their age these are often extended periods fitted around their timetable in school.

- External college placements offering specialised courses identified from previous careers consultation with students are arranged.

Work Experience: The value of work experience

Social Skills

Students will be able to experience working as part of a group and learning to work with new people and adults in a work situation.

Personal Development:

Work experience provides our students with the chance to develop a sense of self-belief and self-assurance in their own abilities within their chosen workplace.

Work experience will help our students understand the different roles within their chosen job role and respond to different the routines the job entails.

Students can practice decision-making skills; be responsible for their own actions and the effect these actions have on others.

Students will develop their confidence and communication skills in different contexts.

Work experience can play an important role in the development of a student's self-image and maturity.

Work experience should enable students to experience the success and frustrations of seeing a project through to completion.

Knowledge and Understanding:

Students will develop their awareness of the disciplines of work and the differences that exist between school and work.

Students will see the effect of new technology and gain knowledge of Health and Safety.

Aim of Work Experience:

- To support and encourage an integrated work experience program.
- To enable the development and learning of students
- To provide students with records/documents to provide evidence of their experience.
- To ensure all placements are safe and secure.
- To provide students with direct experience of the world of work
- To give students 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 students for adult and working life.
- To encourage students to widen their horizons by viewing work experience as an opportunity to sample non-traditional areas of work.
- To prepare students 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 students 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 students are met.
- The work will be appropriate to the student's capabilities.
- There will be an adequate level of supervision provided throughout the placement.
- Placements are assessed for risks and insurance checked. These checks will be carried out by the Careers and Alternative Provision Lead for the school prior to commencement of a placement.
- To understand how to make applications for the full range of academic and technical courses.

Stages of Work Experience Program:

Throughout careers lessons students meet with Careers Lead to discuss and identify a student's choice of placement.

Careers Lead to source suitable establishments, complete required visit, insurances checks, DBS checks and risk assessments.

Careers Lead liaise with parents / carers to discuss and confirm suitability.

Teachers and students complete an initial visit to the identified placement. Agree start date.

Students complete an agreed period of work experience at the identified placement. Duration can vary, depending on students' aspirations or if linked to a future apprenticeship. Durations range from one day per week for a month period up to two days per week on rolling program.

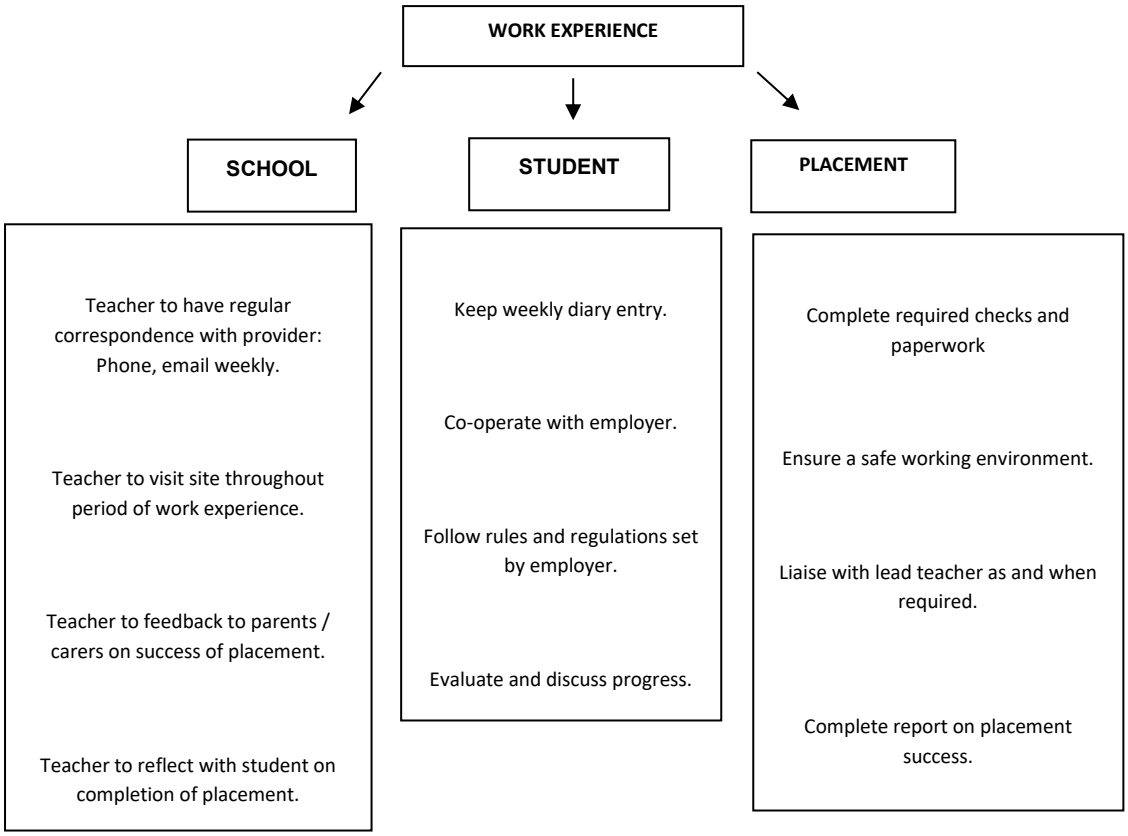
Weekly Diary/logbook to be kept by the student, detailing what they have done each day.

Career Teacher to visit a student in placement: generally, throughout the second week on placement.

Student self-Evaluation: On completion of placement student will discuss with the Careers teacher how they felt the placement went, what they had done throughout the placement, identify any skills or attributes they feel have developed throughout their experience and explain how this will experience will inform their future.

Follow up employer: Letter of thank you to be sent to employers.

Provider Evaluation: Evaluate the success of the placement: Careers teacher to review success of placement.



Curriculum Plan

Careers education is embedded throughout the school curriculum and includes separate careers education lessons when in years ten and eleven. Career guidance activities, group work and individual interviews are completed throughout the school year. Information and research activities, work related learning and individual learning activities are also planned.

Other events and activities are planned and organised separately throughout the year.

	Autumn term	Spring term	Summer term
Year 7*	• Careers focused assemblies [To include outside speakers, planned sessions] • Embedded work throughout the school's curriculum		
Year 8	• Visits to potential employers. • Careers focused assemblies [To include outside speakers, planned sessions] • Embedded work throughout the school's curriculum		
Year 9	• Visits to potential employers • Careers focused assemblies [To include outside speakers, planned sessions] • Embedded work throughout the school's curriculum • 2 x One-one career meeting with independent career advisor.		
Year 10	• Embedded work through Curriculum • Monthly Assembly [To include outside speakers, planned sessions] • Working towards BTEC Level 1 Work-Skills • Access to weekly taught session with Careers Lead / Employability teacher	• Embedded work through Curriculum • College taster sessions (where applicable) • A programme accessing a college campus where they can attend different vocational sessions • KS4 attend careers fair. • Working towards BTEC Level 1 Work-Skills • Access to weekly taught session with Careers Lead / Employability teacher • Work experience PREP • Work Experience	• Embedded work through Curriculum • Working towards BTEC Level 1 Work-Skills • Access to weekly taught session with Careers Lead / Employability teacher • Monthly Assemblies [To include outside speakers, planned sessions] • Enterprise project

		• Monthly Assemblies [To include outside speakers, planned sessions] • Meeting with independent careers Adviser	
	• Autumn term	• Spring term	• Summer term
Year 11 PLUS	• Meetings with Independent Careers adviser • Work Experience PREP • Work Experience external / internal / virtual placements to attend weekly • Careers advice [external] • Working towards BTEC Level 1 Work-Skills • Access to weekly taught session with Careers Lead / Employability teacher • Monthly Assemblies [To include outside speakers, planned sessions]	• Attend careers fair. • Working towards BTEC Level 1 Work-Skills • Access to weekly taught session with Careers Lead / Employability teacher • Monthly Assemblies [To include outside speakers, planned sessions] • Work Experience external / internal / virtual placements to attend weekly • Monthly Assemblies [To include outside speakers, planned sessions] • Support to complete CV, college, university, apprenticeship or employment applications	• College visits (Group or 1-21) • Work Experience external / internal / virtual 1-2 placements to attend week • Working towards BTEC Level 1 Work-Skills • Access to weekly taught session with Careers Lead / Employability teacher • Monthly Assemblies [To include outside speakers, planned sessions] • Support to complete CV, college, university, apprenticeship or employment applications • Bespoke sixth form programme to include life skills and EHCP prep for adulthood targets

**Not a legal requirement at Year 7 but at Smallbrook Year 7 pupils are part of our Careers Programme through the curriculum and tutorial programme.*

Premises and facilities

The school will make the main hall, classrooms or meeting spaces available for discussions between the provider and students, as appropriate to the activity. The school will also make available AV and other specialist equipment to support provider presentations. This will all be discussed and agreed in advance of the visit with the Careers Leader or a member of their team.

Providers are welcome to leave a copy of their prospectus or other relevant course literature with the Careers Programme Lead. This will be made available to pupils and home teams as appropriate.

Careers resources

These are available from the career's teacher.

Accessible on request and during sessions for careers guidance

Impartial Careers Guidance

Available to students from their placing LA's-working in conjunction with on-site CEG

Used for individual interviews with all year eleven and other targeted students throughout the year.

Extra support where appropriate

Pupils in Year nine, Year ten and Year eleven are targeted for extra help by SENCO, Head of KS3 and KS4 and Head of Careers.

Career events

All Key stage three, four and five students are given the opportunity to attend careers events both in school and in the surrounding areas. These include college open days and events and annual National careers events. Visits will also be arranged to other training providers, so students 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.

although support will be given to students to attend college open days/events this is not always suitable for our students. Therefore, building good working partnerships with local FE colleges where we can go and look around these facilities during normal working hours and not during busy planned events is essential to support our students to consider college as the next step.

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- Software products are available for pupils to use. This will be facilitated by the ICT teacher and careers teacher.

Parents and Carers

Parent / carer involvement is encouraged by the school at all stages. Online resources have been specifically chosen to help parents / carers become more involved. Parents / carers are kept up to date with career-related information through letters, emails and newsletters relating to local events, and the CEG of each student's academic report. Parents / carers are welcome at careers interviews and where necessary are invited. Regular updates are also given at reviews (EHCP, PEP, and LAC).
Parent and carers will also be invited to the Annual Careers Fair onsite. They will be able to ask the questions that our students fail to ask to the stall holders attending the fair and offer the valuable support and guidance outside of school when making these vital decisions around their future aspirations.

Management

A named member of staff coordinates the Careers program and is responsible to her senior management line manager. Work Experience is also the responsibility of the Careers Lead.

Staffing

All staff contribute to CEG through their roles as tutors and subject teachers.

The Careers program is planned, monitored, and evaluated by the Careers Teacher / Careers Lead.

The Careers Lead will liaise and consult with the Group Careers Advisor to ensure that specialist career guidance is available when required.

Partnerships

Other links with local 14-19 Providers are made when required. As are links with the local EBP, Aim-Higher, Post 16 and 18 destinations. Links with parents/carers are maintained using a variety of methods (parental leaflets, letters, options afternoon, and parent and carers days).

Monitoring, reviewing and evaluation.

Careers Education is monitored and evaluated annually via the Deputy and Headteacher. Careers Guidance is monitored and evaluated annually through discussion with key staff and pupils and appropriate observation of activities by the Line Manager.

The program is reviewed annually by the Careers Coordinator and his/her Leadership Team Line Manager. Changes and improvements to the program are entered into the Subject Improvement Plan (SIP), and where appropriate the School Development Plan along with timescales for completion.

Appendix: Definitions and statements of entitlement

Definitions

- Careers Education – helps young people develop the knowledge and skills they need to make successful choices, manage transition in learning and move into work.
- Careers Guidance – enables young people to use the knowledge and skills they develop to make the decisions about learning and work that are right for them.
- C&FE – Careers and Further Education
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Statement of entitlement

As a pupil of Smallbrook School, you are entitled to receive a program of careers education, advice, information, and guidance.

Your CEG program will help you to:

- Understand yourself, your interests, likes and dislikes, what you are good at and how this affects the choices you make.
- Find out about different courses, what qualifications you might need and what opportunities there might be.
- Develop the skills you may need for working life.
- Make realistic, but ambitious, choices about courses and jobs.
- Develop a plan of action for the future.
- Understand the different routes after Year 11 including training, further and higher education and jobs.
- Be able to make effective applications for jobs, training and further and higher education.
- Develop your interview skills.
- Improve your confidence.

You will receive:

- Careers lessons
- Guided tutor time
- Access to the career's interviews
- Interviews with the groups qualified advisors.
- Work experience where appropriate
- Other subject lessons linked to careers.

You can expect to be:

- Treated equally with others.
- Given careers information and advice that is up to date and impartial.
- Treated with respect by visitors to the school who are part of the careers program.

Gatsby reference to policy [See action plan]

1 A STABLE CAREERS PROGRAMME	Ensuring that curriculum team are aware of all career's events both nationally and locally. Also, curriculum team to notify careers of all cross-school events. The content of a holistic careers programme to reflect the core themes of the Preparation for Adulthood programme including employment, health, independent living, education, housing options, relationships, community.
2 LEARNING FROM CAREER AND LABOUR MARKET INFORMATION	The aim for SEN remains the same, but the content will reflect the relevant information that the cohort and their family needs. Also invite industry experts into school to be guest speakers and ensure that the local labour market information is updated regularly and is fully available.
3 ADDRESSING THE NEEDS OF EACH STUDENT	Ensure that all students experience of career and enterprise activities are recorded. Support students to create and update a CV. Ensure the aim remains for SEN students perfectly aligned with their needs and achieving participation of students in all activities.
4 LINKING CURRICULUM LEARNING TO CAREERS	Ensure students are aware of the relevant of core and vocational subjects to their future career paths, and ensure students are aware of their target goals in core subjects. Make sure that the core subjects are beneficial to SEN students and are delivered in language which reflects their abilities.
5 ENCOUNTERS WITH EMPLOYERS AND EMPLOYEES	Liaise with guests' speakers to attend school to challenge stereo types. Explore careers in subject areas and look at less popular roles. Invite employers into school to create 2-way learning within a SEN environment and complete activities to reflect student types of destinations and for the cohort.
6 EXPERIENCES OF WORKPLACES	Support students to access work experience to the best of their ability and in an area of interest. This can be either external, internal and virtually. A focus for SEN could be around enterprise projects.
7 ENCOUNTERS WITH FURTHER AND HIGHER EDUCATION	Engage students to attend careers events at local colleges, attend internal progression fairs and arrange visits to potential college with familiar staff. Support students with any transitional visits to potential progression placements.
8 PERSONAL GUIDANCE	Have available independent careers advisors as well as access to internal careers advisors. Allow time for 1:1 support around applications, and guidance with familiar careers staff at the school.

Policy Reviewed By: Lyndsay Guy	**Signature**	**Date 05.10.2022**
Next Review Date: 04.10.2023		
Interim Review Comments		
Policy Reviewed By: Lyndsay Grove - Guy		**30.11.2023**
Next Review Date: 30.12.2024		
Interim Review Comments		
Policy Reviewed By: Lyndsay Grove - Guy		**01.12.2023**
Next Review Date: 01.12.2024		
Interim Review Comments:		
Policy Reviewed By: Lyndsay Grove-Guy		**09/09/2024**
Next Review Date:09/09/2025		
Interim Review Comments		
Policy Reviewed By: Gemma Comerford		**14/01/25**
Next Review Date:		**14/01/26**
Interim Review Comments: Policy updated and further details added to bring into line with GBM. Approved by LGG and SHF		
Policy Reviewed By: Gemma Comerford		**22/09/26**
Next Review Date:		**22/09/27**
Interim Review Comments: Policy updated and further details added to bring into line with changes at the school.		