

Glebe House



Friends Therapeutic Community Trust

Careers POLICY

September 2021

Careers Policy

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Statement of intent

This policy is underpinned by Sections 42A and 45A of the Education Act 1997, and has due regard to the DfE's statutory guidance, 'Careers guidance and access for education and training providers', which was last updated in July 2021.

The main aims of careers provision at Glebe House are to:

- Prepare learners for life post-Glebe House.
- Develop an understanding of different career paths and challenge stereotypes.
- Develop an understanding of the differences between school and work.
- Inspire learners to chase and achieve their dreams.
- Help learners to access information on the full range of post-16 education and training opportunities.
- Support learners after leaving school.
- Offer targeted support for vulnerable and disadvantaged young people.
- Instil a healthy attitude towards work.

The careers activities at Glebe House are designed to provide inspiration for the learners beyond their immediate and often limited horizons. In addition to improving general awareness and understanding of the current world of work, learners are encouraged and supported through the process of identifying their own relevant skills, achievements and experience and linking them to employability. Career guidance work is carried out by the education team in the delivery of lessons as a matter of course and more specifically in the tutorials as planned activities for small groups and individuals. Career guidance at Glebe House must be approached with extra care as some learners have court orders or determined levels of risk that restrict the range of options open to them. The clinical and transitions teams work to ensure that appropriate and legal advice is provided to all learners according to their individual circumstance.

1. Legal framework

This policy has due regard to legislation and statutory guidance, including, but not limited to, the following:

- DfE 'Careers guidance and access for education and training providers' 2021
- Education Act 1997
- Education and Skills Act 2008
- Apprenticeships, Skills, Children and Learning Act 2009
- Equality Act 2010
- Children and Families Act 2014
- Technical and Further Education Act 2017
- The School Information (England) (Amendment) Regulations 2018

2. Roles and responsibilities

The governing board is responsible for:

- Ensuring that all learners are provided with independent careers guidance.
- Ensuring that the independent careers guidance is presented in an impartial manner, showing no bias or favouritism towards a particular institution, education or work option.
- Ensuring that the guidance includes information on the range of education or training options, including apprenticeships and technical education routes.
- Ensuring the Careers Policy does not discriminate on any grounds, including but not limited to: ethnicity/national origin, culture, religion, gender, disability or sexual orientation.
- Handling complaints regarding this policy as outlined in the school's Complaints Procedure Policy.
- Providing clear advice and guidance to the headteacher on which they can base a strategy for careers education and guidance which meets the school's legal requirements.

The Head of School along with the Transitions manager is responsible for:

- Managing the provision of careers information.
- Implementing and maintain effective careers guidance.
- Liaising with teachers to plan careers education in the curriculum.
- Liaising with the Transitions manager, Keyworkers, the Learning development lead and the care and clinical teams to identify learners needing guidance.
- Liaising with the relevant local authorities and other relevant professionals to provide the required support for each individual learner.
- Referring learners to appropriate persons for careers advice.
- Providing learners with effective careers guidance and supporting social mobility by improving opportunities for all young people.
- Supporting teachers of careers education and tutors providing initial information and advice.
- Monitoring teaching and learning in careers education, and the access to and take up of career guidance.
- Advising teachers on policy, strategy and resources for careers education, information, advice and guidance (CEIAG).
- Preparing and implementing a development plan for CEIAG.
- Reviewing and evaluating the programme of CEIAG.

- Encouraging the training of school staff to promote careers guidance to their learners.
- Using the Gatsby Benchmarks to improve the school's careers provision and ensure compliance with legal duties, with an ultimate aim to meet all benchmarks.
- Allowing learners to have access to providers of technical education, such as colleges, and apprenticeships to ensure every learner is well informed about their future options at every stage.
- To ensure they understand the additional support needs and to ensure that any personal education plans can inform careers advice for children in care.
- Working closely with the Learning Development Lead teacher and other staff to identify the guidance needs of all learners with SEN and implement personalised support.
- Ensuring that learners with SEN understand their different career pathways, and enabling them to gain the skills, knowledge and experience they require to achieve their career goals.
- Providing a thorough, personalised career service throughout the school.
- Staying up-to-date with relevant CPD and developments in the CEIAG sector.
- Offering services to past learners for up to a year after their departure from compulsory education.

Teaching staff are responsible for:

- Ensuring careers education is planned into their lessons.
- Attending any relevant CPD or training to ensure they are up-to-date with the school's careers plan.
- Promoting careers guidance in the classroom through visual aids.
- Creating a learning environment that allows and encourages learners to tackle real life challenges, manage risks and develop skills that can be applied to the workplace.

3. Labour market information

The Glebe House learners are from different local Authority areas from across the country so this information is tailored to individuals and will be delivered mostly in the transitions' sessions in a one to one setting.

The Trust will ensure every learner has access to good-quality information about future study options and labour market opportunities.

Learners will be referred to the National Careers Service which offers information and professional advice via a website, helpline and web chat.

The Trust will ensure learners understand the value of finding out about the labour market, and support them in accessing this information. Learners will be provided with information on the benefits of understanding the labour market, including the salaries and promotion opportunities for different jobs, and the volume and location of vacancies across different sectors.

The Trust will ensure that all learners have accessed and used information about career paths and the labour market to inform their decisions on study options.

The Trust will provide learners with the necessary links and information that will enable them to access this. Access will be monitored to review whether learners are making the most of the service, and if not, what can be done to ensure they do.

The Trust will make use of local enterprise partnerships to provide learners with presentations and workshops on the local labour market and employer expectations. The information provided through the partnership will be used to shape career guidance and workshops in schools.

To support social mobility, the school will work to raise learners' aspirations and tackle stereotypical assumptions. Interventions will be used to tackle gender stereotypes; arrangements will be made for learners to talk to employees who work in non-stereotypical jobs to raise awareness of the range of careers.

4. Addressing the needs of learners

The school's careers programme will aim to raise the aspirations of all learners whilst being tailored to individual needs. The programme will inform learners of the range of opportunities available to them, encouraging them to aim higher and make choices relevant to what they feel they can achieve. All forms of stereotyping will be prohibited in the careers advice and guidance that is provided, to ensure learners from all backgrounds, gender and diversity groups, and those with SEND, can consider the widest possible range of careers.

Destinations data will be retained by the Transitions manager for at least three years. The school will collect and analyse destinations data to assess how well the careers programme is countering stereotypes and raising aspirations. The data will be reviewed by the Head of School and transitions Manager on an annual basis who can then base further development of the school's career guidance plan on the results and areas of success or failure.

5. Learners with SEND

The school will ensure that careers guidance is differentiated, if appropriate, and based on high aspirations and a personalised approach.

The head of school along with the Transitions Manager will work closely with the Learning Development Lead and other staff to support learners with understanding different career pathways and how to develop the necessary skills, knowledge, experience and qualifications to succeed and fulfil their potential.

Questionnaires (digital and paper based) will be used to find out individual learners' aspirations. The results of the surveys will create careers guidance and experience that will be tailored to learners' needs based on their own aspirations and abilities.

Careers guidance will take account of the full range of relevant education, training and employment opportunities. It will inform learners about the ways employees with SEND are supported in the workplace, and how jobs can be adapted to fit a person's abilities. Guidance must have due regard to licence conditions and court orders of the individual learners.

The Trust will build partnerships with businesses and other employers, employment services, and disability and other voluntary organisations. Learners will be prepared for encounters with employers and provided with any special support that will allow them to benefit fully from the experience. Careers guidance will focus on a learner's career aspirations and the post-16 options which are most likely to give the learner a pathway into employment or further education.

Learners with SEND will have the opportunity to hear from adults with disabilities who have succeeded in their careers as part of the school's successful careers strategy. When arranging work experience for learners, the Trust will work with the employer to determine any additional support that will be needed during the work placement.

6. Curriculum

The school will work to encompass careers education and guidance into subjects across the curriculum. All teachers will be asked to support the career development of young people in their role and through their subject teaching.

The Trust will ensure that every learner is exposed to the world of work. The school organises two Work Experience weeks every year. All learners are expected to take part. Learners are expected to study the core academic subjects at GCSE, including English, Maths, Science and ICT.

Learners will be informed that if they do not achieve a grade 4 or higher in GCSE maths and English by the end of KS4, they will be required to continue working towards this aim as part of their 16-19 study programme.

The school will engage with local employers, businesses and professional networks, inviting visiting speakers, particularly alumni with whom learners can relate to.

As part of the transitions programme learners will participate in meaningful encounters with an employer; at least one of these encounters will be with a STEM employer or workplace. These encounters will include:

- Careers talks from guest speakers and relevant enrichment activities.
- Transitions skills workshops such as CV workshops and mock interviews.
- Mentoring by the transitions team
- Employer delivered employability workshops.
- Independence Week Away.

7. Work experience

All learners are expected to participate in 2 work experience weeks each year.

The 'jobs' during the work experience weeks are related to the maintenance of the campus. The learners are treated as employees and are compensated for their contributions.

As part of the curriculum those learners who have been at Glebe House longer than 6 months are given opportunities to participate in work experience on site in different areas such as Site maintenance, Gardening, Food Preparation, and Administration work.

Depending on the risk assessment and determined supervision levels some learners will have the opportunity to take part in work experience off-site.

8. Further education (FE)

Learners are required to remain in education throughout their placement at Glebe House. The school will provide learners with a range of information and opportunities to learn about education, training and career paths throughout their school life, to prevent last minute decision-making.

Learners will be encouraged to use information tools, such as websites and apps, which display information about opportunities.

The school will ensure that there are opportunities for providers to visit the school and speak to learners.

Advice about further education will be provided with caution as some of the learners have legal orders or risk levels that prevent them accessing learning at a further education institution.

9. Monitoring and review

The Trustees, in conjunction with the CEO and the Head of School, Programme Director and The Transitions Manager will review this policy on an annual basis, taking into account the success of supporting learners in accessing post-16 education and training.

The Head of School will make any necessary changes to this policy, and will communicate these to all members of staff.

The next review for this policy is in September 2022.

Provider Access Policy Statement

Under Section 42B of the Education Act 1997, as of 2 January 2018, we have a duty to provide learners in Years 8-13 with access to providers of post-14, post-16 and post-18 education and training. This policy statement sets out how we manage access requests from these providers. What are learners entitled to?

Learners must be allowed to:

- Learn more about technical education qualifications and apprenticeship opportunities, as part of a careers programme which informs learners of the full range of education and training options available to them at each transition point.
- Hear from a range of local providers about the opportunities on offer, e.g. technical education and apprenticeships – this can be achieved through options evenings, assemblies, group discussions, and taster events.
- Understand how to apply to the full range of academic and technical courses available to them.

Who handles our access requests?

Any provider wishing to request access should contact the Head of School – education@glebehouse.org.uk

What opportunities are provided to allow access to learners?

All of our learners are Out of County Looked After Children. Providers from relevant local authorities are afforded opportunities throughout the school year to speak to learners.

Who should providers contact to discuss events and options?

Our Safeguarding Policy and Guest Speaker Policy set out the school's approach to allowing providers into school to speak to our learners.

What can providers expect once a request has been accepted?

Once we have approved a provider, we will work with them to identify the best method for providing access to our learners. We will make the theatre, classrooms and private meeting rooms available to host discussions between providers and learners. We will also make presentation equipment, such as projectors and televisions, available to providers.

Arrangements will be discussed in advance between our Head of School and a nominated member of the provider's team.

Can providers leave prospectuses for learners to read?

Providers are welcome to leave a copy of their prospectus and other relevant course literature.

Review

The next review will take place in September 2022.

10. We have used the national framework to set our Career Progression Targets

Module 1: Empowers young people to plan and manage their own futures

Learners should be able to:

1. Research and interpret information about their personal, learning and work options
2. Evaluate the impartiality and accuracy of their sources of careers information when considering opportunities in learning and work
3. Know how to use individual learning and career planning to help them make progress, reflect on their achievements and maintain challenging but realistic learning and work goals
4. Recognise and use the attributes and skills needed to take responsibility for making the most of their choices in learning and work, manage their career plans and progression and respond appropriately to the influences on them
5. Develop their self-understanding and expand their horizons for action, considering their changing personal, educational, social and economic circumstances.
6. Feedback that they have skills that they need to plan, manage and develop their careers.

Module 2: Responds to the needs of the learner

Learners should be able to:

1. Review and evaluate their experiences and achievements, progress in learning and management of different learning styles and assess their changing skills, attributes, needs, interests, motivations, values and attitudes.
2. Know how to be a discerning user of formal and informal information, advice and guidance (IAG), to help them with decisions at the age of 17 and beyond, including higher education and adult career guidance services.
3. Identify the skills and qualifications they need to pursue their preferred pathway and evaluate their progress in gaining them.
4. Develop individual learning and career plans to support their further progression in learning and work.
5. Evaluate the support they received with individual learning and career planning, making recommendations for improving the quality of services to young people.
6. Feedback that they have received personalised support that they have needed with their individual learning and career planning.

Module 3: Provides comprehensive information and advice

Learners should be able to:

1. Access and use the full range of information sources on opportunities in learning and work post 16.
2. Evaluate the full range of information about higher and further education, training and employment opportunities open to them including taking a Gap year.
3. Evaluate the opportunities for progression post-18, including to higher and advanced further education, apprenticeships, self-employment and employment with professional training.
4. Evaluate the opportunities, benefits and drawbacks of choosing different forms of work such as employment, self-employment and voluntary work in their next career move.
5. Evaluate opportunities afforded by self-employment.
6. Evaluate the opportunities, benefits and drawbacks of participating in forms of voluntary work and community activities for individuals and society.
7. Know how to manage their own money and, where appropriate, how to apply for financial support for higher education and other options.
8. Analyse and interpret labour market trends in the economic sectors that interest them.
9. Are aware of opportunities within European and international labour markets in the economic sectors that interest them.
10. Observe their responsibilities and rights in relation to health and safety and in terms and conditions of employment.
11. Feedback that they have had the information and advice they needed to make their choices on what to do next.

Module 4: Raising aspirations

Learners should be able to:

1. Evaluate the impact of positive challenges by people in different learning and working settings on their performance.
2. Develop a positive self-concept based on maintaining realistically high aspirations and self-esteem and taking into account challenge and feedback from others.
3. Explain what achieving economic independence means to them.
4. Explain how they will realise their positive expectations of work.
5. Recognise the need for and be committed to investing in lifelong learning.
6. Evaluate different sources of information and advice when seeking help and decision making.
7. Feedback that they are excited by, and committed to, achieving all that they can in their future learning and careers.

Module 5: Actively promotes equality of opportunity and challenges stereotypes

Learners should be able to:

1. Apply personal strategies for countering the stereotypes that limit choices and opportunities for them and other people.
2. Consider the financial implications of stereotypical decision-making for their own lives
3. Consider learning and work options that meet their needs rather than the needs of the school
4. Evaluate and know how to choose learning and work options that are not traditionally associated with their gender, ethnicity, faith, learning or physical ability, cultural or socio-economic background
5. Evaluate different strategies for managing transitions to non-traditional opportunities
6. Feedback that they resist and reject learning and work stereotypes

Module 6: Helps young people to progress

Learners should be able to:

1. Feedback, after leaving school, that the decisions they have made have enabled them to make progress
2. Assess the usefulness for their career progression and future employability of the knowledge, skills and attitudes they are acquiring from the courses and work they are doing
3. Evaluate the benefit for their progression opportunities of different parts of their curriculum
4. Recognise the need to manage and invest in their own learning in order to improve their work and career options
5. Are able to promote a positive view of themselves through networking, negotiation and self-presentation to improve their chances of success in selection and recruitment processes
6. Are able to manage the systems, procedures and timescales for choosing and applying for higher or further education, training or employment.
7. Are able to create and use opportunities to develop skills for enterprise, self-employment, employability and independent living.
8. Understand and use the application processes that will give them access to opportunities.
9. Know how to make and evaluate career enhancing decisions that feel right for them and help them to make progress

11. Career Learner Self Evaluation

Employment related skill

Description

Was this included in my careers advice?

Self-management

Ability to take the responsibility for setting and achieving personal goals:

- I can evaluate my performance in tasks.
- I am able to accept and deal with authority.
- I can accept feedback in a constructive manner.
- I am able to set goals and manage my school work and social life. Yes / No

Initiative and enterprise

Ability to seek/take advantage of opportunities:

- I can identify opportunities and act on them.
- I am willing to take risks and learn from mistakes. Yes / No

Learning

Ability to achieve new skills and/or knowledge:

- I am open to new tasks and use knowledge to further my technical skills.
- I can use different methods to learn new things.
- I am able to access information on courses to further my learning. Yes / No

Communication

Ability to express and understand information:

- I can speak to a group confidently.
- I have debated in front of large audience.
- I can speak and write in another language.
- I can follow verbal instructions. Yes / No

Teamwork

Ability to work effectively with others to get things done:

- I can work with other people to sort out a problem.
- I can work/collaborate with others on group tasks.
- I am able to value the work of others and share resources. Yes / No

Planning and organisation

Ability to coordinate and prioritise tasks and resources:

- I am able to make decisions.
- I can manage my time and priorities.
- I can collect, analyse and organise information using appropriate methods.
- I am able to organise equipment and materials needed for a task. Yes / No

An adapted version or assistance will be provided for those who are not able to complete the audit independently.