



The Wildings Careers Policy

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Statement of intent

The Wildings curriculum is structured around the Wildings Tree, having Roots, Shoots and Fruits. The Roots and Shoots run through every aspect of our provision. This curriculum is deliberate in every aspect and aims to meet the Social, Emotional and Mental Health needs of the young people alongside helping them to recover and grow physically, mentally and academically.

- Our Roots focus on three areas, being safe, attending and building emotional maturity through Thrive.
- Our shoots build on this and focus on relationship with self, peers and adults, alongside emotional literacy.
- Our Fruits, that come after the roots and shoots are strong, are based around academic, physical and vocational recovery and growth.

At the Wildings, we have the ambition that every young person will leave school at, or above, age related expectations in all areas of the curriculum. We believe that this will enable them to lead happy, independent lives and be able to maintain positive relationships.

Careers is the fruit of our tree as young people are preparing for the world of further education and working life. Careers education however is taught at every step and is included in the spiral curriculum in the PSHE “living in the wider world.” Our Careers curriculum has also been developed to consider the updated Career Development Institute.

The main aims of our careers provision :

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

1. Legal framework

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

- 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
- DfE (2023) 'Careers guidance and access for education and training providers'

This policy operates in conjunction with the following school policies:

- Complaints Procedures Policy
- Provider Access Policy Statement
- Data Protection Policy
- Records Management Policy
- Child Protection and Safeguarding Policy

2. Roles and responsibilities

The governing board is responsible for:

- Ensuring that all registered young people are provided with independent careers guidance from Year 7 to Year 11.
- Ensuring that arrangements are in place to allow a range of education and training providers to access all young people and inform them about approved technical education qualifications and apprenticeships. A policy statement will set out these arrangements.
- 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 that the guidance that is provided promotes the best interests of young people.
- Ensuring this policy does not discriminate on any grounds.
- Handling complaints regarding this policy as outlined in the school's Complaints Procedures Policy.
- Providing clear advice and guidance to the Principal on which they can base a strategy for careers education and guidance which meets the school's legal requirements.

The careers leader is responsible for:

- Managing the provision of careers information.

- Taking responsibility for the development, management and reporting of the school's careers programme.
- Planning careers activities, managing the careers budget and, where necessary, and managing and coordinating other colleagues involved in the delivery of careers guidance.
- Establishing and developing links with employers, education and training providers, and careers organisations where appropriate for our young people.
- Liaising with various parties, e.g. the principal and careers adviser implement and maintain effective careers guidance.
- Providing young people with effective careers guidance and supporting social mobility by improving opportunities for all young people.
- Monitoring teaching and learning in careers education, and the access to and take up of career guidance.
- Advising senior leadership 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.
- 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.
- Publishing details of the school's careers programme and a policy statement on provider access on its website.
- Ensuring that all our young people understand their different career pathways, and enabling them to gain the skills, knowledge and experience they require to achieve their career goals.
- Staying up-to-date with relevant CPD and developments in the CEIAG sector.
- Producing careers information and guidance through online and hard copy literature, and visual displays in school.
- Offering services to our young people for up to a year after their departure from compulsory education.
- Coordinating with the designated teacher for LAC and previously LAC to work with the relevant virtual school head (VSH) to ensure a joined-up approach to identifying and supporting career ambitions is achieved.

Colleagues are responsible for:

- 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.
- Being good role models for their particular area of work or specialism.
- Creating a learning environment that allows and encourages pupils to tackle real life challenges, manage risks and develop skills that can be applied to the workplace.

3. Developing a stable careers programme

Implementation:

The roots and shoots curriculum is delivered in a holistic way by all adults at the Wildings, alongside specific teaching.

This includes:

- Co-regulation
- Greeting young people
- Breaktime
- Attuning
- Thrive- Thrive strategies specific to young people's Thrive profile

At:

- Lunch Time
- Enrichment
- Breakfast times

Careers is the fruit of our tree as young people are preparing for the world of further education and working life. Careers education however is taught at every step and is included in the spiral curriculum in the PSHE "living in the wider world." Our Careers curriculum has also been developed to consider the updated Career Development Institute.

Within Careers we structure and sequence our curriculum in the following areas:

- A spiral programme that is embedded in the Living in the Wider World strand of the PSHE curriculum. Builds on prior learning as young people progress through school.
- PSHE association thematic model framework is used.
- Flexible so as to meet the individual learning needs and requirements for each young person.
- Included in our 1:1 Personal, Social, Health and Economic (PSHE) sessions. Young people have PSHE sessions at least twice a week, unless they are in recovery. If a young person is in recovery within PSHE sessions then Thrive takes precedence.
- Space is given to revisit misconceptions and recap prior learning.
- Careers Development Institute (CDI) topics and framework are used. Every term over a two year period, a different theme will be explored at a place that is developmentally appropriate for the age and stage of the young person. These topics are: Grow throughout life, explore possibilities, manage career, create opportunities, balance life and work and see the big picture.
- The Compass tool is used to audit the whole school's Careers provision against Gatsby's eight benchmarks.
- Young people from year 7 will have access to an individual Morrisby's platform account and will be able to start their Careers learner passport, complete aspiration questionnaires, log activities, sessions and any work experience.
- Young people and their parents/carers have access to current labour market information through individual Morrisby's account
- Young people will have Careers South West advice in year 10.
- Work experience in the wider community where appropriate for the age and stage of the young person.
- Activities in school that promote skills needed for future employment. E.g. Teamwork, problem solving, relational, self-awareness.
- Support with encounters with employers, employees and further education where appropriate for each individual young person.

The programme will be reviewed termly against the benchmarks to ensure it remains on target.

The school will audit the school's career programme against each Gatsby Benchmark yearly and will review past action plans and update.

Regular feedback from young people, parents/carers, colleagues and governors will be invited. Feedback will be used to contribute to the development of the school's careers programme to ensure it meets the needs of all young people.

The following will be published on the school's website:

- The name and contact details of the careers leader. (Karen Edgell)
- A summary of the careers programme, including how information about the programme may be accessed.
- Details of how the school measures and assesses the impact of the careers programme on young people
- The date and review schedule of the careers information published.

Impact:

We want to know if the young people can remember more and if they can do more.

The impact of our Careers curriculum is that they:

- be tolerant and inclusive, embracing diversity and overcoming barriers
- positively contribute to society
- make goals for the future and achieve them
- be successful in their chosen career
- self-reflect, be confident and develop a higher self esteem
- be respectful of others creating a positive digital footprint
- know where to go for help, support and careers advice when they need it
- to live independently
- develop skills for interviews and CV writing
- know how to keep themselves and others safe in the workplace

4. Using labour market information

The school will ensure all requirements to meet 'Benchmark 2: Learning from career and labour market information' as outlined in the DfE's ['Careers guidance and access for education and training providers'](#).

The school will ensure young people and their parents/carers understand the value of finding out about the labour market, and support young people to share their Morrisby's Career passport with them. Parents/carers will have access to including the salaries and promotion opportunities for different jobs, and the volume and location of vacancies across different sectors.

The school will ensure that all young people, by the age of 14, have accessed and used information about career paths and the labour market to inform their own decisions on study options.

Parents will be encouraged to access and use information about labour markets and future study options to inform their support to their children.

To support social mobility, the school will work to raise pupils' aspirations and tackle stereotypical assumptions. Interventions will be used to tackle gender stereotypes; arrangements will be made for young people to talk to employees who work in non-stereotypical jobs to raise awareness of the range of careers that STEM qualifications lead to if this is appropriate for the young person. All colleagues in school will address gender stereotypes and promote non-stereotypical careers.

The school will use labour market information, such as job roles, pay and vacancies, to inform pupils about the trends and opportunities in each industry. Information about a diverse range of progression pathways will be shared with pupils, including technical routes, to strengthen their capacity to make effective choices.

5. Addressing the needs of young people

The school will ensure all requirements to meet 'Benchmark 3: Addressing the needs of each pupil' as outlined in the DfE's ['Careers guidance and access for education and training providers'](#).

The school's careers programme will aim to raise the aspirations of all young people whilst being tailored to individual needs. The programme will inform young people 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 young people of all genders, backgrounds and abilities can consider the widest possible range of careers. The school's careers programme will actively seek to challenge stereotypical thinking and raise aspirations.

The school will tailor careers activities and educational goals to the needs of each young person, taking into account their prior knowledge and skills, the choices they may face, and any additional support they may need to overcome barriers to progression.

Destinations data will be retained by the school for at least three years after a young person has left school.

Data retained will be collected, stored and managed in line with the Data Protection Policy and Records Management Policy.

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 principal and careers leader on a yearly basis who can then base further development of the school's career guidance plan on the results and areas of success or failure.

6. Providing targeted support

The school will work with the LA, children's social care and VSHs to identify young people who are in need of targeted support or those who are at risk of not participating in post-16 pathways, such as:

- LAC and PLAC.
- Care leavers.
- Young people from Gypsy, Roma and Traveller backgrounds.

Agreements will be made on how these young people can be referred for support drawn from a range of education and training support services available locally. The school will share the relevant data on these pupils with the LA and local education and training providers where support costs may be required, such as care leavers and young people who are eligible for FSM.

The school will work in partnership with their commissioning schools and LAs as well as post-16 providers to provide support and advice on transitional pathways into FE or training.

The school will work with Jobcentre plus under their 'Support for Schools' programme.

The school will ensure that young people understand the programmes available to support them and the financial costs associated with staying in post-16 FE. To support young people who are likely to need support with post-16 participation costs, the school will work with the LA and local post-16 education or training providers to share data and ensure these young people receive such support.

Young people will be made aware of the 16-19 Bursary Fund, which has been devised to support those individuals with a financial hardship. They will be advised of how to access this funding and who they should speak to in order to find out more information.

7. Supporting pupils with SEND

The school will ensure that careers guidance is based on high aspirations and a personalised approach. The SEND local offer will be utilised; annual reviews for a young person's EHC plan will be informed by good careers guidance.

The careers leader will work closely with the SENCO and other colleagues to support young people with understanding different career pathways and how to develop the necessary skills, knowledge, experience and qualifications to succeed and fulfil their potential. The school will work with families of young people to help them understand what career options are available.

Careers guidance will take account of the full range of relevant education, training and employment opportunities. It will inform young people about the ways employees with SEND are supported in the workplace. Guidance will focus on a young person's career aspirations and the post-16 options which are most likely to give the young person a pathway into employment or HE.

The school will build partnerships with businesses and other employers, employment services, and disability and other voluntary organisations. Young people will be prepared for encounters with employers and provided with any special support that will allow them to benefit fully from the experience.

When arranging work experience for young people, the school will work with the employer to determine any additional support that will be needed during the work placement.

8. Enabling encounters with employers and alumni

The school will ensure all requirements to meet 'Benchmark 5: Encounters with employers and employees' as outlined in the DfE's ['Careers guidance and access for education and training providers'](#).

The school will engage with local employers, businesses and professional networks, inviting visiting speakers with whom young people can relate to, where appropriate for our young people. Young people will be exposed to the world of work when it is appropriate for their stage of development.

9. Providing work experience

The school will ensure all requirements to meet 'Benchmark 6: Experiences of workplaces' as outlined in the DfE's ['Careers guidance and access for education and training providers'](#).

The school will ensure that all young people have had at least one first-hand experience of a work place by the age of 16, where appropriate for the stage of development of each young person, additional to any part-time jobs they may have.

The school will ensure that, by the age of 18, or before the end of their programme of study, every young person has had at least one further first-hand experience of a workplace, additional to any part-time jobs they may have. If it is appropriate for the young person and their stage of development.

The school will encourage young people, where appropriate, to experience a wide variety of workplaces and support them to plan for, reflect upon, and learning from these experiences.

Work experience will be designed to meet the needs of individual young people, The school will carefully match the placement to each young person's ability, needs and aspirations. The school will work with the employer to put in place additional support within the work placement, where required, and help prepare the young person for the work placement.

10. Enabling encounters with further education (FE) and higher education (HE)

The school will ensure all requirements to meet 'Benchmark 7: Encounters with further and higher education' as outlined in the DfE's ['Careers guidance and access for education and training providers'](#).

The school will ensure all young people understand the requirement to remain in education or training until their 18th birthday and what this requirement means for them. The school will ensure young people are aware that this does not mean they need to stay in school, and that they may:

- Study full time in a school, college or with a training provider.
- Undertake an apprenticeship, traineeship, or supported internship.
- Work or volunteer 20 hours or more a week, combined with part-time accredited study.

The school will provide young people with a range of information and opportunities to learn about the academic and technical pathways for education, training, and career paths throughout their school life, to prevent last minute decision-making. The school will not present HE more favourably compared to FE or other technical routes, nor will it disproportionately promote its own provision over other options.

By the age of 16, every pupil will be provided the opportunity to have a meaningful encounter with providers of educational opportunities, including sixth forms, colleges, universities and apprenticeship providers.

The school will ensure all requirements to meet 'Benchmark 8: Personal guidance' as outlined in the DfE's ['Careers guidance and access for education and training providers'](#).

Careers advice provided by the school will be unbiased and maintain the best interests of individual young people at all times. The school **will not** promote particular career or progression routes as better or more favourable than others; however, young people will be advised, where evidence supports it, whether a chosen course has the potential to lead to poor career outcomes.

All young people will be provided with opportunities for personal guidance interviews with a qualified careers adviser. Such interviews will take place by the time the pupil reaches age 16,

Careers advisers will meet the professional standards outlined by the [Career Development Institute](#).

Careers advisers will use the outcome and aspirations in the EHC plan to focus discussions. Careers advisers working with LAC or care leavers will use their personal education plan to focus discussions.

11. Sharing information

The school will provide the relevant information about all young people to the LA support services including:

- Basic information, such as the young person's name or address.
- Other information that the LA requires to support the young person to participate in education or training to track their progress.

Our young people will have their data monitored by the LA up until the age of 25.

The school's privacy notice will offer young people and their parents the opportunity to ask for personal information not to be shared.

LAs will be notified, as early as possible, whenever a 16- or 17-year-old young person leaves an education or training programme before completion. The school will agree on local arrangements for ensuring these duties are met.

12. Compliance with legal duties and statutory guidance and Career Statement

Where someone has a complaint about the school's careers provision, such issues will be handled locally in accordance with the school's Complaints Procedures Policy. All complaints will be easy to submit and considered impartially.

Under Section 42B of the Education Act 1997 and the Skills and Post-16 Education Act 2022, the school has a duty to provide young people in Years 8 to 13 with access to providers of post-14, post-16 and post-18 education and training. This will provide young people with additional information about approved technical qualifications and apprenticeships, enabling them to build a picture of the kind of training that may suit them best, ultimately reducing the risk of them dropping out of courses.

All young people in Years 8 to 13 will, if appropriate for the individual needs of a young person, receive at least six encounters with accredited providers of technical education and apprenticeships. These encounters will be divided accordingly:

- In Year 8 or between 1 September and 28 February during Year 9, all young people must attend two mandatory sessions by accredited providers
- In Year 10 or between 1 September and 28 February in Year 11, all young people must attend two mandatory sessions by accredited providers
- In Year 12 or between 1 September and 28 February during Year 13, there will be two sessions held by accredited providers – these will be optional for young people to attend.

Young peoples' differing needs and aspirations means that their educational pathways and training may differ significantly and therefore a 1:1 and personal approach for contact with educational providers is more productive and beneficial for the young person and their families. Through the schools careers programme, career options are identified by the young people and action plans will be developed and logged on their Morrisby's account. Arranging visits to FE/HE educational establishments is done in collaboration with the young person and their parents/carers. Visits to education and training institutions will be supported by the school and parents/carers will be invited to attend.

Young people will be given the opportunity to attend careers and job fairs locally, making sure that they are accessible as possible for each young person.

13. Monitoring and review

We monitor and evaluate impact by:

- Talking to young people
- Visiting lessons.
- Looking through books and work
- Formative and summative assessments
- Young people Self-assessment

The governing board, in conjunction with the principal and careers leader, will review this policy on an annual basis, taking into account the success of supporting young people in accessing post-16 education and training. The principal will make any necessary changes to this policy, and will communicate these to all colleagues.

The next review date for this policy is 20/01/25