

Our vision for Carlton Digby's Career Strategy

Here at Carlton Digby our motto is "together we achieve". We aim to support our young people to leave school fully prepared for adulthood. More than just achieving the appropriate qualifications we want our young people to be part of a community and accessing the services available to them, be that paid employment, voluntary work, day services or further education.

The National Careers strategy, as applied to young people with special needs, puts a renewed national focus on the very low levels of inclusion of people with special needs in the workplace and wishes to address this. We welcome this and wish to actively prepare our students in the best way possible for: future careers where appropriate, increasing aspirations, building links with local employers, and building employability within a high quality and innovative structured programme.

We also recognise that our students have a wide range of abilities, needs, ambitions and plans for their lives after Carlton Digby, and we want to realistically prepare them for this. Our careers programme is developed to be appropriate for all of our young people and includes the development of 'employability skills', which relate to life skills and include effective communications, healthy relationships, and a higher level of independence. These are life-goals for all our young people regardless of whether these skills will be carried through to paid employment or independent work. By including a focus on 'employability skills' we will enrich high quality learning and fulfil Carlton Digby's vision for all of our young people.

Overview of Carlton Digby's Career Strategy

The Carlton Digby "Careers Education and Guidance Policy" has been developed to incorporate the aims of the school and include recent initiatives in careers education in relation to the Gatsby Benchmarks. The planned programme of study helps students to understand their interests, strengths and weaknesses in relation to the world of work and lifelong education. It incorporates planned activities that use the context of work to develop knowledge, skills and understanding that are useful in work. These include learning through the experience of work, about work and working practices and learning the skills for work.

Students learn about different careers, opportunities for training, apprenticeships, volunteering and investigate further education options.

This strategy is written in conjunction with the requirements for the Gatsby Benchmarks:

- Benchmark 1: A stable careers programme
- Benchmark 2: Learning from career and labour market information
- Benchmark 3: Addressing the needs of each pupil
- Benchmark 4: Linking curriculum learning to careers
- Benchmark 5: Encounters with employers and employees
- Benchmark 6: Experiences of workplaces
- Benchmark 7: Encounters with further and higher education
- Benchmark 8: Personal guidance

In order to address the needs of each young person in our particularly diverse school community, we will run a programme along differentiated curriculum routes reflecting the different longer-term realistic future

work status and lifestyles of different cohorts of pupils. Some career programme activities will be delivered to young people specifically as part of their curriculum, whilst other activities can be differentiated within the classroom or the whole school environment. Learning outcome and evaluation strategies will be clearly differentiated and planned along the curriculum structure, as will the work experience element of the careers programme.

Work Experience is an important part of the educational entitlement of every pupil at Carlton Digby. All young people are given the opportunity to access work experience. The practice of work experience is planned and monitored by the careers lead. It is designed in such a way to take full account of the needs of each young person and to give them an insight into the world of work.

When young people return from a work experience placement their view of the process is discussed and evaluated by staff and the young person. Most work experience placements are supported by a member of support staff but this is assessed on an individual basis. Employers are encouraged to evaluate the process and feedback to the careers leader. This information has to be kept, securely, for 3 years after the young person leaves school. The information will be used to improve future practise.

Other focused events include enterprise activities, whole-school 'Working Life Week' and transition fayres held within school. The transition events include colleges, apprenticeship, supported internships and local businesses.

Careers education will take place in PSHE sessions, during whole school "Working Life Week", and is embedded into all aspects of the curriculum. This is overseen by the careers leader.

Young People's Careers Learning Programme structure - overview

Some young people within Eagles or Sparrows class:

AIM: to prepare young people for independent working and careers

Work experience, complemented by work in the community and activities within school, will be targeted at developing the range of skills needed in any workplace. This will be on an individualised basis, responding to specific challenges a young person is learning to overcome, or to the boundaries within which they must operate. In later years, the curriculum focuses on areas that a young person has identified as an interest in relation to the career they wish to pursue.

Workplace experience: The nature of work experience itself will not differ greatly from young people in mainstream schooling system, except that young people will be given greater support for settling into the new environment and employers will be supported and fully briefed to enable them to support young people and create a successful work placement. Links with colleges, agencies and charities that can provide individual advice and guidance will be developed to extend this facility at KS5. This will be based on a 'per young person and where possible/ appropriate' basis. Group visits to workplaces will include meaningful contact with employees/employers and be supported with reflective classroom teaching.

In-school enterprise experience: The school is good at delivering high quality enterprise experiences and events within school, including: internal markets, coffee mornings, school mini-businesses. We will continue this programme with a particular focus on involving local employers to provide meaningful contacts for young people, an opportunity for students to demonstrate employability skills and create closer links between the school and the local business community with a view to develop future opportunities. Learning from such experiences will also be included in reflective teaching and be used to build students' CVs.

In-school learning: The curriculum has been updated to include careers and employability skills throughout. Additionally, specific careers lessons have been introduced. Speakers from business come into school to

inform, raise aspiration, and challenge gender stereotyping. Each young person receives CV writing and interview skills coaching as well as experiencing a practice interview with an unfamiliar adult.

Careers and transition information and guidance: There is good quality transition guidance in place provided through college visits and open transition mornings. Young people also access “Working Life Week” with a variety of activities focussed on accessing employment. This is to raise realistic aspirations and inform young people and parents of work and volunteering opportunities and further education opportunities. From September 2020, each student will have access to a professional and impartial careers advisor by the end of year 11 and year 13. Relevant careers information and links to information will be available at all times on a 1:1 basis from the careers lead.

Most young people within Eagles, Sparrows and Doves.

AIM: For young people who do not fulfil the above criteria to experience participating in the workplace to develop confidence and purposeful life-skills. This builds on school learning; understanding of teamwork, (as an enrichment opportunity), and provide inclusion, whilst broadening horizons beyond school and home. Career skills will be included in their curriculum e.g. problem-solving, team-work, confident communication.

Work experience: Young people are initially closely supported by a school staff member and a confident workplace staff with whom they have had the opportunity to get to know and trust. The young person will have a clear repetitive task to perform working alongside the supporting adult, who would be adequately equipped to help. Completion of the task is not be the main aim- we are aiming to develop broader work based and personal skills. This ensures that young people feel they have a meaningful role contributing to the success of a broader task or event, from which we hope they gain self-confidence, an idea of the value of team-work, and practice workplace skills.

In-school enterprise experience: Events and enterprise days are ideal opportunities for young people to develop employability skills within a ‘safe environment’ supported by adults who understand their needs. Such events remain a core part of our strategy. There is a focus on reflective learning in the classroom, linking these experiences to the workplace. We use such occasions as opportunities to develop strategic links with local employers who may be able to provide supervised workplace participation experiences.

In-school learning: The curriculum includes enhanced workplace understanding and employability skills. Young people have the opportunity to engage in meaningful exchanges with business people coming into the school throughout the school year, linked to their classroom learning or workplace participation experience.

Young people who do not fill the above criteria are given the opportunity to access similar activities within the school environment.

Careers and transition information and guidance: There is good quality transition guidance in place provided through college visits and open transition mornings. All young people also access “working life week” with a variety of activities focussed on accessing employment. This should raise aspirations and inform young people and parents of work and volunteering opportunities, further education opportunities and work experience and how this enables and supports future careers opportunities. Young people will also access a variety of day services to support them to make informed decisions about their future, post school. By the end of 2020, each young person will have access to a professional and impartial careers advisor by the end of year 11 and year 13. Relevant careers information and links to information will be available at all times on a 1:1 basis from the careers lead.

Pupils within the yellow curriculum

AIM: To enables all young people to be prepared for the next stage of their lives. This will involve experiences of different environments allowing them to make informed decisions about their future.

Experience of work and community environments: The programme consists of 1:1 staff supported trips and visits. The impact will be evaluated to assess their communication and acceptance of new experiences. Each young person will experience a variety of work and community environments. This will be recorded via the learning journey process.

In-school enterprise experience. The programme will involve contributing to a group activity related to enterprise projects taking place in school. This aims to build on communication skills, tolerating and working with others and participating in different activities. As with all learning opportunities, each young person’s EHCP targets are covered within this process.

In-school learning: Young people will have the opportunity to engage in meaningful exchanges with people who support transition coming into the school throughout the school year, linked to their classroom learning or workplace participation experience.

Careers / transition information and guidance: Each young person will access “working life week” and transition events held at school and at appropriate colleges and day services. The aim is also to support professionals who will be supporting our students in the future to understand their complex needs.

Careers Strategy Leadership & Management and whole school approach

The careers education programme is managed by the careers education team which consists of the careers leader, an external Enterprise Advisor and the deputy head teacher. The team also works with Gedling Council and leads a working party around careers with other local special schools.

The careers lead will be responsible for planning, co-ordinating, and tracking of all activities to ensure fulfilment of the strategic objectives of the programme. They will also be responsible for evaluating its effectiveness. At Carlton Digby, all staff contribute in some way, to the careers education programme through their varied roles as teachers or members of the support staff team and input into this process.

The careers’ Governor has the responsibility to monitor progress, ensure the Careers Programme meets OFSTED requirements, and appropriate action is taken where necessary.

Finance

The provisional budget for 20/21 is £2888. Below is a breakdown of costs:

Task	Further Action / Costs
1. Ensure appropriate placements are found for all school leavers (4 leavers) and support them to access additional interview / getting to know you days.	<p>UNKNOWN</p> <p>Estimate that 50% of pupils may not have support from home for transition.</p> <p>Potential costs 2 days TA staffing £220</p> <p>Taxis/ busses to placements £50</p>
2. Set up an external work experience programme for 7 identified pupils within Eagles class	<p>TA Staff for 14 days in total:</p> <p>£1540</p>

	Taxi's/busses to placement: £100
3. Organise at least 2 work place visits for pupils it is appropriate for (up to 20 pupils)	No cost identified
4. Organise trips / visits local college/ day service providers for pupils in year 11-13 (15 pupils)	No cost identified
5. To increase the range of WRL qualifications available at KS4 and KS5 and ensure successful implementation and teaching: <ul style="list-style-type: none"> • Media • Independent cooking • First Aid and the care industry • Travel Training • Volunteer Skills • Hospitality • Art and Design • Gardening Skills • Child Care • Employability and personal development • Retail • Public services • Teamwork skills • BSL • Photography 	No cost identified (exams costs identified within exams action plan)
6. Purchase items needed to support vocational taster sessions (Eagles and Sparrows)	£90
7. Organise a transition morning.	£15 (purchasing refreshments)
8. Meet up with Enterprise Advisor	No cost identified
11. Meet with the other members of the Careers Working Life Party ½ day per term. Ongoing	3 x 3 hours/ half day cover (MSA) £108
10. Ensure that Aim Awards are delivered and assessed as appropriate.	In exams

11. Offer careers and guidance to identified pupils (all pupils year 10-13, 20 pupils) Some of the 1 hour sessions to take place during TM's TLR allocated time.	3 x teacher supply days £600
12. Run a breakfast with a professional morning	£15 (for refreshments)
13. Purchase items for the careers library	£150
14. Organise a Working Life week for whole school	No costs identified

Planning Cycle

The young people at Carlton Digby are placed in appropriate curriculum groups to access relevant paths for careers.

In the primary age range the strategy will appear informal. It will be embedded in the primary topic cycle and identified through topics such as "people in the community", skills such as problem solving and teamwork will be taught through play. All young people will be involved in "working life week" and activities will be planned to ensure pupils can access and engage at an appropriate level.

As the young people enter into the secondary phase, careers, transition and employability skills will be focussed on in a formal way, through planned activities, visits in to school and off site trips. A rolling programme of careers focused activities ensure that pupils have a range of opportunities to support their abilities to make appropriate choices at post 16. All young people in secondary have their year 9 transition plan. This identifies what support the young person may need from home or school.

Once in post 16, the young people pathway would have been clearly identified and they will be working on this to prepare them for life after school. The upper school curriculum has been written to support all learners to be able to make the most appropriate choices.

Stakeholder Communication

Stakeholder Communication will be critical to ensure effectiveness of the programme. The stakeholders are young people, teachers, parents, employers, transition workers and post 18 providers.

There will an initial assessment of barriers to communication for the young person to form a structured plan for working in collaboration, in a tailored way, with each group of stakeholders.

The Careers strategy will be evaluated regularly from feedback from all stakeholders. Feedback mechanisms will be part of the careers programme delivery plan.

The Careers strategy and policy will be publicly available and be on the school website.

We want the young people themselves to be excited about the programme and use it to raise their aspirations. Information will be disseminated to students in a variety of formats.

Staff Development Plan

The careers lead has accessed training that was partially funded by the Careers and Enterprise Company and partially funded by the school. It is delivered by Futures and on completion, will lead to a level 6 diploma in careers advice and guidance. The school is heavily invested in this approach.

All teachers have had an introduction to what careers means to special schools as a part of their staff meeting. Teachers were able to recognise the career related skills that they were providing already. Developing this further will mean these skills and activities being identified at a planning level.

All staff need an overview of the careers strategy and how this related to the class or phase they are based in

- They will need to understand the roles and responsibilities of individuals as identified in the careers strategy
- Careers, employability and transition is identified on medium term planning and can be recorded.
- They will need to know how they can support activities where the aim is linked to the careers objectives.
- That the schools aim is to maximise young people's independence and staff to be aware what this will look like for individual pupils.

Staff delivering within the blue curriculum classes will need to know:

- That they are involved in a continuous rolling programme of careers related activities that will feed into transition planning
- That they are preparing young people for their year 9 transition meeting where pupils will be actively making plans for the future.
- That staff are trained in travel training programmes to support young people accessing work placements
- Staff will be supporting young people in work placements, both internal and external. The level of support will be different dependent on individuals.
- Training around risk assessing work placements and travel training.

Partnerships

A strategic relationship is being built with a number of key local employers willing to actively support our strategy in all areas.

We will continue to grow strong links with organisations and schemes such as Gedling Borough council. We hope to develop links with Mencap to support us finding suitable placements for our young people.

Our Enterprise Advisor will provide knowledge to build links with the local business community and advise on best methods to publicise the school and the opportunities for businesses to become involved with their local community.

Evaluation

We will evaluate through lesson planning and moderation. Evidence will be available through learning walks, EHCP moderation, individual transition plan evaluations and student views through the student council. It will also include work experience recording sheets and accreditation units in Employability (as appropriate). This feeds in the report that the careers lead will feedbacks to SLT.

Inputs into impact measurements will include young people, teachers, employers, parents, and longitudinal information gathered after the student leaves Carlton Digby.

Results will be considered as part of the performance assessment and CPD of staff involved in delivery of the programme.

The measurable strategy objectives for the year 2020-21 will be:

A fully developed, internal and appropriately resourced careers programme.

A systematic monitoring system in place which work effectively for activities on the careers programme.

The delivery of a revised curriculum clearly linked to careers and the development of transferable skills and Employability.

By the end of 2020, each young person will have had access to a careers advice, where appropriate.

Every young person will have the opportunity to participate in a career-related project or event such as Working Life week where they have meaningful interactions with employers at school or in the community.

Every young person following the blue curriculum, will have undertaken a relevant visit to a workplace where they have a meaningful interaction with employees / employer by the end of year 11.

Review Date: September 2021.

This strategy was developed and is being reviewed annually through discussions with staff; young people, parents, governors and other external agencies.