

# Careers Education & Guidance Policy

## **Introduction**

The Careers Education and Guidance Policy at Carlton Digby has been developed to incorporate the aims of the school and recent initiatives in careers education in relation to the Gatsby Benchmarks. The planned programme of study helps young people 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, including learning through the experience of work, about work and working practices and learning the skills for work.

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

## **Gatsby Benchmarks**

This policy 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

## **Aims**

The focus of Careers Education and Guidance is to provide informed career and option choice, raising aspirations and equipping young people with knowledge and understanding, skills and attitudes as a foundation for managing their lifelong career and learning.

## **Roles & Responsibilities**

Careers lead contact:

**Tricia Marron**

Email: [office@carltondigby.notts.sch.uk](mailto:office@carltondigby.notts.sch.uk)

Telephone: 0115 9568289

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Carlton Digby School



The careers education programme is managed by the careers education team which consists of the careers lead, an external Enterprise Advisor and the deputy head teacher. The team also works with Gedling Council.

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.

## **Curriculum**

Careers Education and Guidance comprises five components:

- Careers education within the curriculum
- Planning and recording of achievement and work-related activities
- Work experience
- Access to individual guidance and support (from an appropriately trained source)
- Access to careers information

The programme includes:

- Careers education lessons
- Careers guidance (individual planning and interviews, information and research activities)
- Action planning and recording achievements
- Mock interviews/ telephone calls with an Enterprise Advisor (where appropriate).
- Raising aspirations activities
- Vocational taster sessions (within upper school)
- Extended work placements and volunteering
- Internal or external work experience for all.
- Titan independent travel training.
- Work simulations or role play.
- Curriculum linked visits
- Visits to work places.
- Problem solving and work activities.
- Student Council.
- Taster sessions at local day services and colleges.
- Participation in 'Working Life' week.

## **Work Experience**

Work Experience is an important part of the educational entitlement at Carlton Digby. All pupils within the blue curriculum are given the opportunity to access work experience



activities (either external or internal). 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 the young people and to give them an insight into the world of work.

The work experience process is discussed and evaluated by staff and young people. Most external work experience placements are supported by a member of support staff. This is assessed on an individual basis. Employers are encouraged to evaluate the process and feedback to the upper school links coordinator. 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 and feeds into the annual review process.

Other focused events include enterprise activities, whole-school ‘working life’ week and transition fayres held within school. These include colleges, apprenticeship, supported internships and local businesses and fully meets the expectations set out by the Baker Clause.

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 lead.

The careers programme at Carlton Digby aims to meet the needs of all young people at this school and is differentiated in terms of outcomes, resources and learning styles to ensure that it is appropriate to their stages of career learning and development.

### **Accreditation**

In the upper school department, young people are working towards qualifications from the ‘AIM’ awarding body within Employability (from Entry 1 – 3).

### **Equal Opportunities**

We aim to promote positive ways in which our career guidance and education curriculum addresses a broad spectrum of equal opportunities. Young people are encouraged to develop skills for dealing with discrimination of all forms and there is an assurance that no young person will suffer discrimination as a consequence of ethnicity, gender, social background or disability. All young people are offered impartial, confidential and detailed advice regarding choices of destination and appropriate pathways.

### **Monitoring, Review and Evaluation**

Evaluations take place after career-related events so we can assess whether or not career outcomes have been met.

Evaluations are carried out and will take the form of questionnaires, evaluation forms, and feedback on aspects of the programme, as required.



Assessment takes place through verbal feedback/ assessment, observation and written assessment. Each pupil will have a record of the activities they have participated in relating to careers. This will support the young person to have personalised advice and guidance based on their experiences, hopes and desires.

### **Partnerships**

Partnerships have been firmly established with Gedling Council and local charities who provide work experience placements. Other firm links have been developed with F.E colleges and internship organisations.

In addition, Carlton Digby School is part of the Special Schools Soft Federation. We work with other special schools to share ideas, expertise and links regarding pathways and work related learning opportunities.

### **Management of provider access requests**

This section sets out the school's arrangements for managing the access of providers to pupils at the school for the purpose of giving them information about the provider's education or training offer. This complies with the school's legal obligations under Section 42B of the Education Act 1997.

A provider wishing to request access should contact the careers leader (see information with Roles and Responsibilities)

### **Opportunities for access**

The school offers a comprehensive Careers Education, Information, Advice and Guidance programme and an overview of this programme can be seen within the school's curriculum offer and the careers strategy.

Please speak to our Careers Advisor to identify the most suitable opportunity for you.

The school will make a suitable space available for discussions between the provider and students, as appropriate to the activity.. Any additional support required will be discussed and agreed in advance of the visit with the Careers Advisor.

Providers are welcome to leave a copy of their prospectus or other relevant course literature with the Careers Advisor so that they can be shared with pupils and parents.

### **Parents/Carers**

Parents/Carers play an integral part in young peoples' understanding of career choices and are encouraged to attend a range of career events including parents' evenings, transition



events, work experience events and annual reviews. We offer 1:1 appointments to discuss post school options and any concerns.

This policy will be reviewed bi-annually.

Date of Approval by the governors: .....

Signatures: Head Teacher: .....

Chair of Governors: .....

**Review Date: September 2023**

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

