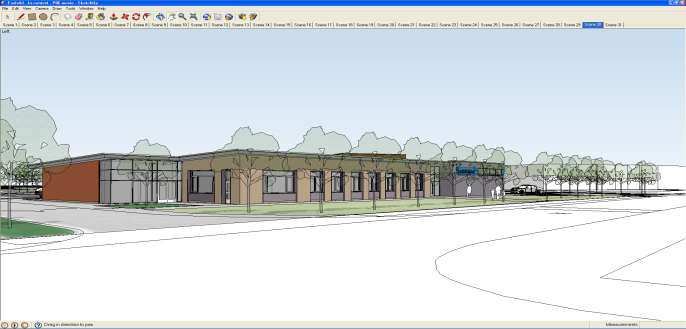
**Careers Policy – 05/19**



## AIMS

## In line with our duties set out in the Education Act 1997, all pupils have an entitlement to a planned programme of Careers Education and Guidance within their overall education. The Wolf report (March 2011) then considered how vocational education for 14 to 19 year olds could be improved in order to promote a successful progression into the labour market and the world of work.

At Foxfield School we ensure this takes place by offering a structured programme of Careers Education on the timetable throughout the school from year 7 to year 14. In addition we offer an Enterprise curriculum and at Post 16 a Work Related Learning Curriculum (See Policy Documents)

**AIM 1**

For pupils to develop awareness of themselves and develop abilities to self-sustain and make decisions

**AIM 2**

To allow pupils to investigate the community and the world of work and a experience work-related curriculum

**AIM 3**

To provide pupils with opportunities and develop skills, for transition from school into community life

The current Careers Framework is:

* Key Stage 3, 4 and 5 Careers Education lessons through PSHCE & C lessons and through Personal Progress and Personal and Social Development at Post 16.
* Pupils have a Work Experience Programme at the Post 16 age phase
* Careers interviews for pupils and parents
* Pupils and parents have meetings with the school’s Transition Manager on a regular basis to discuss post school provision and opportunities.
* Transition meetings begin when the pupil is in year 9 to prepare for the move to Key Stage 4.

**GOALS**

Each pupil should be given the opportunity to:

1. Consider their personal skills and qualities
2. Reflect and experience interests in particular activities
3. Be able to identify and develop key skills
4. Develop life management skills of self-sustaining activities
5. Investigate the community and the world of work
6. Develop ways of organising themselves within a daily routine
7. Understand the roles and responsibilities of people they work alongside
8. Experience making and implementing decisions
9. Use guidance, information and experiences to help them make decisions
10. Use action plans and records of achievement to support their careers development

###### CAREERS EDUCATION

The careers education programme is delivered alongside PSHE to every pupil through topics.

The topics delivered are taken from the scheme of work “It’s My Life” devised for pupils with Learning Difficulties published by The Careers Partnership.

**The Long Term Plan** ensures a wide range of areas are covered.

**Medium Term Plans** identify what objectives and learning outcomes are covered within each topic.

**Assessment** is through a learning outcome checklist which is linked to the topics to ensure each goal is being achieved.

**CAREERS GUIDANCE**

**School deliver careers guidance following the eight Gatsby Benchmarks. These set out a framework for schools to deliver ‘good career guidance’ and now form part of the governments careers strategy 2017. As with all aspects of the curriculum the benchmarks are adapted to meet the needs of our pupils.**

The school employs a professionally qualified careers adviser known as the Transition Manager to work with pupils, parents/carers and other professionals to help to plan and implement each pupil’s transition from school.

This ensures that pupils and their parents/carers have access to accurate, impartial and up to date information on the full range of post school options that may be available. It enables visits, applications and assessments to take place in a timely manner. The overall aim being, a smooth and well planned transition from Foxfield School.

The work carried out by the Transition Manager is planned and agreed at the beginning of the year with the senior management team and takes account of feedback from pupils and parents/carers.

Some of the work the Transition Manager includes:

**Careers interviews**

Face to face individual careers guidance takes place with all pupils for whom it is useful and appropriate. Where a careers interview is not possible time is spent in the classroom getting to know pupils and learning about their support needs from the teacher and class team.

**Completion of careers action plans**

These are developed into a format appropriate for each individual young person.

**Meeting with Parents/Carers**

This takes place in a variety of ways from attendance at Annual Review, Looked After Child (LAC) reviews, Multi Agency and Case Programme Review Meetings to more informal checking and catch up meetings and home visits if requested by a parent/carer.

**Liaison with other Agencies**

This can involve intensive working with a range of other professionals for some pupils. It can include preparing evidence of a pupil’s support needs for funding applications, providing information to other agencies or ensuring other professionals are invited to meetings.

**Careers information talks**

These are delivered in the post 16 department on topics such as ‘What happens after school’ and ‘Going to College’

**Chairing of EHCP Transfer Meetings**

These are delivered in a person centred way and include a number of different professionals from Health, Education and Social Care.

**Liaison with the LA’s EHCP**

**Coordinators**

This ensures that EHCP Coordinators have all the necessary relevant and up to date pupil information to assist with the completion of EHCP’s

**Attendance at Multi Agency Meetings**

These meeting are with representatives from social care and health .The aim of these is to track pupils with complex support needs to ensure all agencies are involved in planning their eventual transition.

**Transition Visits**

Once a post school placement has been identified the Transition Manager accompanies pupils during school time to that placement. This can be with a single pupil, a small group or with a class accompanied by the class teacher. This enables pupils to become familiar with a new environment and meet the staff who will be working with them at the new placement.

**Individual pupil files**.

These detail the plans for each pupil which includes details of interviews, parents meetings and visits that have taken place. They enable appropriate staff to track the post-school plans of each pupil.

**Compilation of Destination Information**.

The Transition Manager compiles and records data on each pupil about their future plans after leaving Foxfield School. It is expected that this will expand to include the destination of pupils up to the age of 25 in line with new Governmental guidelines.

###### WORK EXPERIENCE PROGRAMME

Work Experience is offered in the Post 16 age phase to the majority of students, as an integral part of their timetable. A whole morning each week is set aside for these pupils to access the community through a variety of work placements. This is anextension ofthe Independent Living Skills Curriculum.

Other students are offered the opportunities to explore Mini-Enterprise projects such as the “School Café”, Royden Park Project and Woodchurch High School Urban Farm.

**Assessmen**t

This includes weekly records of students achievements against a checklist of key Work Related Skills, Health & Safety, Travel Skills and a Job contract.

***THE MAIN AIMS OF FOXFIELD SCHOOL WORK EXPERIENCE ARE:***

* *to enable pupils to apply the skills learned in the classroom in a real-life work experience placement*
* *to further improve skills by making learning more relevant and practical*
* *to offer further opportunity to develop personal and social skills*
* *to develop an understanding of work and its related responsibilities*
* *to broaden awareness of the world of work*
* *to introduce pupils to the knowledge and skills of particular occupational areas*
* *to help pupils to make the transition from school*

**RECORDING ACHIEVEMENT AND PLANNING FOR THE FUTURE**

All pupils regularly have their achievements recorded in their Record of Achievement folders. Each Careers

Interview is recorded and targets set for action and review.

However, for many Foxfield School pupils these interviews are not appropriate. In these cases relevant staff, together with parents and cares agree to suitable and realistic targets for pupils.

In this respect, parents, staff and careers service are acting in advocacy for these pupils.

**FOUNDATION LEARNING AND CAREERS**

**Please see also Work Related Learning and Enterprise Policy Document 06/15**

**Foxfield School**

**Careers/Work related learning programme for Post 16**

**Year 1**

|  |  |  |
| --- | --- | --- |
| Autumn 1 | Work experience\* | PP looking after and caring for animals |
| Autumn 2 | Work experience | PP looking after and caring for animals |
| Spring 1 | Work experience | PP looking after and caring for animals |
| Spring 2 | PP participating in a mini enterprise project | Types of work |
| Summer 1 | PP participating in a mini enterprise project | Health & Safety in the home |
| Summer 2 | PP participating in a mini enterprise project | Health & Safety in the home |

**Year 2**

|  |  |  |
| --- | --- | --- |
| Autumn 1 | Work experience | PP Growing and caring for plants |
| Autumn 2 | Work experience | PP Growing and caring for plants |
| Spring 1 | Work experience | PP Growing and caring for plants |
| Spring 2 | Mini enterprise | Preparation for work |
| Summer 1 | PP developing skills for the workplace: looking and acting the part | Health and safety at work |
| Summer 2 | PP developing skills for the workplace: looking and acting the part | Health and safety at work |

**Year 3**

|  |  |  |
| --- | --- | --- |
| Autumn 1 | Work experience | PP planning & preparing food for an event |
| Autumn 2 | Work experience | PP planning & preparing food for an event |
| Spring 1 | Work experience | PP planning & preparing food for an event |
| Spring 2 | Mini enterprise | PP planning & preparing food for an event |
| Summer 1 | PP Developing skills for the workplace: following instructions | Personal information |
| Summer 2 | PP Developing skills for the workplace: following instructions | Personal information |

\*Work experience placements vary each year depending on their availability and appropriateness for individual pupils.