North Yorkshire County Council
Children and Young People's Service

Brooklands School

Careers Education and Work Related Policy including Provider Access Policy Statement

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School : Brooklands Community Special School

Headteacher: Mrs Fran Cracknell Mr Darren Barham

What is Careers Education, Information, Advice and Guidance (CEIAG)?
In our careers guidance policy our definition of Careers Education, Information, Advice and Guidance (CEIAG) is aligned to those provided by DfE and Ofsted.

Careers guidance and inspiration in schools, DfE Statutory guidance for governing bodies, school leaders and staff', April 2014 defines Careers Advice and Guidance as:

> 'Careers Advice and guidance refers to a coherent programme of activities that inform, inspire and motivate young people, preparing them for work and helping them to understand where different education and training choices could take them in the future.'

DfE 2012 and definition used by Ofsted in their thematic report 'Going in the Right Direction? Careers guidance in schools from September 2012', published September 2013 with current update January 2018

> 'Careers guidance refers to services and activities intended to assist individuals of any age and at any point throughout their lives to make education, training and occupational choices and to manage their careers. The activities may take place on an individual or group basis and may be face-to-face or at a distance (including help lines and web-based services). They include careers information provision, assessment and self-assessment tools, counselling interviews, careers education programmes, taster programmes, work search programmes and transition services.'

Purpose of CEIAG

We recognise that effective careers guidance contributes to self development, raising aspirations, improving motivation and overcoming barriers to success. Our school has a critical role to play in preparing our young people for the next stage of their education or training and beyond. Our expectations are high, including for our most vulnerable and those with special educational needs and disabilities, so that every pupil is challenged appropriately and acquires the knowledge, skills and attitudes for lifelong learning. This will help every young person at Brooklands School to realise their potential.

Careers and Employability Skills: - We recognise the importance of developing the skills of our young people through our provision for Careers Guidance. We believe that young people need career skills to understand better the opportunities available to them when they leave school and to contribute to their own well-being within their families, local community and the wider society of which they are a part. The school's careers provision, therefore, needs to help pupils to develop their self-efficacy, raise their aspirations, carry out career exploration, become more adaptable and resilient, make decisions and transitions, be more enterprising and be able to present themselves well in applications and interviews.

The top 10 skills that employers want and seek in potential employees (ref STEMNET, Science, Technology, Engineering and Mathematics Network, working with a range of UK companies) are:

1. Communication and interpersonal skills
2. Problem solving skills
3. Using your initiative and being self-motivated
4. Organisational skills
5. Working under pressure and to deadlines
6. Team working
7. Ability to learn and adapt
8. Numeracy
9. Valuing diversity and difference
10. Negotiation Skills

At Brooklands School we believe in the self development and cooperative learning of all our students. Specifically we aim to develop students' skills in these areas through PSHCE programmes, Person Centred Planning, Work Related Learning and Careers Education, Information, Advice and Guidance. However the above skills are an integral part of students learning in other areas of the curriculum.

Statutory Responsibilities of the Governing Body

The statutory duty requires the governing body to ensure that all registered pupils at the school are provided with independent[1] careers guidance from year 8 (12-13 year olds) to year 13 (17-18 year olds).

The governing body must ensure that the independent careers guidance provided:

- Is presented in an impartial[2] manner

[1] Independent is defined as external to the school. External sources of careers guidance and inspiration could include employer visits, mentoring, website, telephone and helpline access. Taken together, these external sources could include information on the range of education and training options, including apprenticeships.

[2] Impartial is defined as showing no bias or favouritism towards a particular education or work option.

- Includes information on the range of education or training options, including apprenticeships and other vocational pathways
- Is guidance that the person giving it considers will promote the best interests of the pupils to whom it is given.

Duty to participate in education or training after 16

The Government has raised the participation age (RPA) so that all young people in England are now required to continue in education or training beyond the age of 16. Young people who left year 11 in summer 2013 are expected to remain in education or training for a further year after the compulsory school leaving age and pupils starting year 11 or below in September 2013 will need to continue until their 18th birthday.

The school recognises that young people need to be clear about the duty and what it means for them. In particular pupils must be clear that young people are not required to stay in school; that they can choose how to participate which might be through:

- Full time study in a school, college or training provider;
- An apprenticeship, traineeship or supported internship;
- Full time work or volunteering (20 hours or more) combined with part time accredited study.

Working with the Local Authority

The Education Act 2011 and the new statutory guidance require us as a school to work with North Yorkshire local authority to provide data on our pupils' destinations. There are three sets of data that are reported annually to the DfE: Intended Destinations, September Guarantee and the Activity Survey.

We also recognise our statutory duty to work with North Yorkshire local authority to support our more vulnerable young people including those with special educational needs, and those who are disengaged or at risk of disengaging.

Careers Guidance Provision

- **Careers Education**

Our PSHE Y7-11 curriculum has specific units of work, with identified learning objectives, outcomes and related activities.

- Year 7: all students will learn about their wider support circle which includes people who help them to make decisions, their own emotional health and well being and their rights and responsibilities as citizens. Person Centred Planning and Annual Reviews are in place.
- Year 8: all students will learn about Positive Healthy Relationships, Looking After the Wider Community. Person Centred Planning and Annual Reviews are in place and are attended by students so that they are involved in planning for their future.
- Year 9: all students will learn about Different Types of Relationships, Making Choices, Running an Enterprise. Person Centred Planning and Annual Reviews are in place and are attended by students so that they are involved in planning for their future.
- Year 10: all students will learn about Keeping Safe, Self Esteem and Body Image, World Citizenship. Person Centred Planning and Annual Reviews are in place and are attended by students so that they are involved in planning for their future.
- Year 11: all students will learn about Making and Keeping Relationships, Assessing Risk, Transitions- Planning for the Future. Person Centred Planning and Annual

Reviews are in place and are attended by students so that they are involved in planning for their future

- Years 12 – 14: The students follow a comprehensive programme of both Work Related Learning and Careers Education and Guidance taught both by school, outside teaching staff and our Specialist Careers Adviser. Person Centred Planning and Annual Reviews are in place and are attended by students so that they are involved in planning for their future. Students have opportunities of learning through the experience of work with placements sourced from a range of providers.

We aim to develop staff skills and knowledge of careers education so that we can develop a whole school approach to careers education which identifies careers education elements within curriculum planning and schemes of work.
The school uses the North Yorkshire Key Stage 3 and 4 PSHEe entitlement framework and the ACEG Framework for Careers and Work Related Education to guide its provision.

- **Accreditations and Qualifications**

At Brooklands School we recognise the value of accrediting our students' achievements and currently CIEAG and work skills are accredited through

- AQA and WJEC Entry Level Certificates
- Pearson Functional Skills (Entry level 1 up to level 2)
- ASDAN Life Skills Challenge and Towards Independence
- ASDAN Employability Skills

- **STEM (science, technology, engineering and maths)**

We ensure students follow ability appropriate STEM activities and ensure that opportunities are created for girls and boys equally in science subjects. We run several practical enterprise activities throughout the year and these enable our students to put Work skills into action. These activities include an Annual Whole School Industry Day and Christmas Produce Sale, In – school Enterprise Opportunities, MacMillan coffee Morning, AMP Awards Business Team Enterprise. These opportunities are differentiated for age and ability to ensure students can be involved at all levels.

- **Careers Impartial Advice and Guidance (IAG)**

In our school pupils are given the opportunity to explore career ideas through face to face discussions with a range of people including role models and inspiring individuals, alumni from colleges and mentors and coaches.

- Independent and impartial careers information, advice and guidance is available to all students and families from Years 8 upwards via our in house Careers Team. This ensures that students and families are aware of future opportunities and options both through the Person Centred Review process and through discreet work with students and families. In the Careers Team we have a Level 6 Quaified Teacher who is able to give advice and guidance and a HLTA who is undertaking the same qualification.
- All pupils receive at least one face-to-face careers interview. A full report and Careers Action Plan is developed from this interview and information about students' wishes for the future are reported at the Annual Person Centred Review and are logged in the students' Progress File.

- All pupils receive a face-to-face interview / Annual Person Centred Review at key decision making points during their education (years 9, 11, 12 and 13) to inform progression and are made aware of all available learning pathways open to them.
- Those most at risk of becoming NEET (not in employment, education or training), and the reasons why, are identified, targeted and prioritised when scheduling one to one careers interviews and Annual Person Centred Review
- Those most at risk of disengaging from learning, and the reasons why, are identified, targeted and prioritised when scheduling one to one careers interviews Annual Person Centred Review
- The school organises information events for pupils and their parents to which all local providers of education and training are invited and actively engaged in offering advice.
- Where appropriate Pupils are made aware of the National Apprenticeship Service and National Careers Service via our Specialist Careers Adviser and Person Centred Reviews
- Learner views are always sought on the best way to offer provision and inform choices about their pathways in the future.

- **Employer engagement**

We are committed to engaging with our local employers and professional community to ensure that our pupils have access to high quality employer engagement activities to enhance their careers guidance provision and is fully compliant with the Provider Access Legislation (PAL, Jan 2023). This includes:

- Workplace visits and work experience placements
- Active links with our local Enterprise Partnership – NYBEP
- Mentoring and coaching from outside providers such as colleges and Social Enterprise Projects
- Speakers from the world of work in school or visits to learn about work.
- Links and visits from with our local supported Employment Service
- Access to open days at further and higher education institutions
- College Taster Days and cooperative enterprise links so students become familiar with local provision
- Visits to all local College providers
- Access to creative online resources via Specialist Careers Adviser and through our career's library
- Help with basic career management skills like CV writing, CV building, job searches and job interviews via active Post 16 Careers Education Curriculum

This process is rigorously underpinned by Compass+ tracking from the Careers Enterprise Company.

Work experience

At Brooklands we are committed to developing their students' employability skills and ensuring students are equipped to gain and sustain employment. Work experience is a key component in the process of developing the skills, qualifications and experience necessary in the future workplace.

All students will undertake genuine and meaningful work experience activities. For our students this can include virtual work experience activity, work taster, social action project, enterprise activity, simulated work environment, an internal or external work placement.

It is important to us and our pupils that the skills that they learn on work experience are reflective of the current labour market. Relevant, purposeful learning experiences on work experience are one way that we meet this need.

Work experience at Brooklands will be

- Compliant with regulations set by the government
- Aligned with the National Careers Strategy and Gatsby Benchmarks
- Available to all students where appropriate
- Vocationally relevant and meaningful to students' programmes of study or intended destination
- Thoroughly risk assessed as safe from both a health and safety and safeguarding perspective by Brooklands staff
- Supported by Brooklands staff where appropriate to each individual
- Monitored and supported by the CEIAG team at Brooklands
- Individualised to each pupil
- Beneficial and rewarding for pupils and employers

Work experiences will be monitored, assessed and recorded on the Compass+ web portal where information on PAL is also collated.

In Post 16 we aim for our individual students to build up the time they are on work experience. This is individualised for each pupil. We aim where possible for pupils to be on placement as much as possible whilst maintaining their accessibility to their core Mathematic and English qualifications.

Other opportunities for students which meet Careers Education aims

- Involvement in local Advocacy Group (Flying High) ensuring that students have a voice about developments and changes to services and support which affects their future.
- Our curriculum emphasises cooperative working and provides opportunities for work 'taster' events such as enterprise events, charity fund raising, games and competitions which aim to develop team and other valuable work skills
- **Work experience and Work-related learning**. Work-related learning is defined as "planned activity that uses the context of work to develop knowledge, skills and understanding useful in work, including learning through the experience of work, learning about work and working practices and learning the skills for work".

All key stage 4 pupils have a statutory entitlement to 5 days of enterprise activity.

Access to information on the full range of education and training options and active engagement with other local learning providers

- We have secured independent guidance that includes information on the full range of education and training options, including apprenticeships and vocational pathways. This includes local further education, apprenticeships, and vocational education opportunities. Students are made aware of these. Students are made aware of

information via lessons, Specialist Careers Adviser, Careers Information Evenings, Person Centred Reviews and tutorial sessions.

- We provide in good time before decision points information about the options available,
- Students and families also receive a school written **Careers Action Plan – Guidance for Transition** document which explains all the different options available to students and suggests timescales for enquiries. It also contains key telephone and email addresses and links the North Yorkshire Local Offer website and the National Careers Service. .

The National Careers Service

We signpost our pupils and their parents (Via our Careers Action Plan – Guidance for Transition) to the National Careers Service which offers information and professional advice about education, training and work to people of all ages. (https://nationalcareersservice.direct.gov.uk , or National Contact Centre 0800 100 900). This includes how to access, and what support is available through their website, helpline and web chat.

Careers Guidance Leadership and Management Team –

Team	**Name**
Nominated governor with responsibility for oversight of Careers Guidance	Jaqui Fenwick
Senior Leadership lead	Darren Barham
Middle Leader(s) Careers Guidance • Careers education • Employer engagement • Work Experience co-ordinator	Samantha Emmott
e.g. STEM activities co-ordinator	D Barham – Science Dan Cooper – Maths

The Careers Guidance leadership and management team are responsible for:

- The Careers Guidance action plan, developed each year and which is linked to the school improvement plan
- Careers Guidance Training needs analysis and keeping a record of training
- The Careers Guidance budget allocation and management
- The management and co-ordination of the various aspects of Careers Guidance
- Ensuring there is an appropriate provision of Careers Guidance activities across all key stages to meet the full range of pupil needs and abilities
- Enabling pupils to have access to career resources, Specialist Careers Advisor support, information and guidance.
- Ensuring that all safeguarding arrangements, including risk assessments, are in place and monitored for careers guidance activities (ref Child Protection policy, Staff Behaviour Policy, North Yorkshire Safeguarding audit, North Yorkshire Guidance for Educational Visits)

- Assessment, Monitoring and Evaluation of the Careers Guidance provision
- Liaison with parents/carers and partners including Specialist Careers Advisor, local learning providers, Local Authority, local employers and business community, (including NYBEP)
- Updating the school's Careers Guidance policy and information on the school's website
- Providing an annual report to the governing body on Careers Guidance

Assessment of pupil progress

Assessment is aligned to our school's teaching, learning and assessment policy. Over the next 2 years we will be developing systems to effectively track pupils' progress through our Careers Guidance provision – currently we track this within Key Stage 5 provision):
Assessment in Careers Guidance includes opportunities for

- Baseline assessment to determine pupils' starting points, and knowledge
- Assessment for Learning (formative assessment) - regular assessment of pupils' progress against the intended learning outcomes of our range of Careers Guidance activities - including PSHCE programmes, Person Centred Planning, Work Related Learning and Careers Education, Information, Advice and Guidance.
- Assessment of Learning (summative assessment) – assessment, recording and reporting of pupils' progress within the above subject areas and via Person Centred Review Meetings. Progress in Careers Guidance is reported to parents through our Person Centred Reviews.
- AQA and WJEC Entry levels
- Pearson Functional Skills
- ASDAN Employability
- ASDAN Towards Independence

Monitoring of Careers Guidance Provision and evaluating Effectiveness

Provision is monitored and evaluated through a range of processes including

- Discussion with staff, students, families, work place providers, other agencies (eg Adult social Care, Supported Employment)
- Meetings with the specialist Careers Adviser
- Work scrutiny of pupils' careers education journals/files/exercise books
- Scrutiny of ASDAN and AQA accredited work
- Scrutiny of careers interview action plans
- Observations of activities and learning walks
- Feedback from staff and students - Class evaluations of Industry Day and other whole school activities
- Feedback from students, families and other agencies via the Person Centred Planning process
- Creation of School based database of achievements, Accreditations and student destinations

Equalities

The school consciously works to prevent all forms of stereotyping in the advice and guidance we provide, to ensure that boys and girls from all backgrounds and diversity groups consider

the widest possible range of careers, including those that are often portrayed as primarily for one or other of the sexes.

Providers Access Policy Statement

Introduction

This policy statement 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.

Pupil entitlement

All pupils in years 8-13 are entitled:

- to find out about technical education qualifications and apprenticeships opportunities, as part of a careers programme which provides information on the full range of education and training options available at each transition point;
- to hear from a range of local providers about the opportunities they offer, including technical education and apprenticeships – through options events, assemblies and group discussions and taster events;
- to understand how to make applications for the full range of academic and technical courses.

Management of provider access requests

Procedure:

A provider wishing to request access should contact Samantha Emmott Careers Programme Lead, Telephone: 01756 794028

Opportunities for access

A number of events, integrated into the school careers programme, will offer providers an opportunity to come into school to speak to pupils and/or their parents/carers:

Premises and facilities

The school will make the main hall, classrooms or meeting spaces available for discussions between the provider and students, as appropriate to the activity. The school will also make available AV and other specialist equipment to support provider presentations. This will all be discussed and agreed in advance of the visit with the Careers Leader or a member of their team.

Providers are welcome to leave a copy of their prospectus or other relevant course literature with Samantha Emmott Careers Programme Lead. This will be made available to pupils and families as appropriate.

This policy is reviewed annually

References

CDI (2013) The ACEG Framework for Careers and Work-related Education: A practical guide http://www.cegnet.co.uk/uploads/resources/ACEG-Framework-final.pdf

DfE (2013b) Careers: Inspiration Vision Statement https://www.gov.uk/government/publications/careers-inspiration-vision-statement

DfE (2014b) Careers guidance and inspiration in schools: Statutory guidance for governing bodies, school leaders and school staff. https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/302422/Careers_Statutory_Guidance_-_9_April_2014.pdf

DfE (2014c) Careers guidance and inspiration in schools: Non-statutory departmental advice for governing bodies, school leaders and school staff. https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/302424/Careers_Non-Statutory_Departmental_Advice_-_9_April_2014.pdf

DfE (2013a) The Equality Act 2010: Departmental advice for school leaders, school staff and governing bodies in maintained schools and academies https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/269341/Equality_Act_2010_-_advice.pdf

Ofsted (2013) Going in the Right Direction? Careers guidance in schools from September 2012 http://www.ofsted.gov.uk/resources/going-right-direction-careers-guidance-schools-september-2012

STEMNET: Top 10 Employability Skills
http://www.nationalstemcentre.org.uk/elibrary/resource/887/top-10-employability-skills
North Yorkshire Careers Guidance Materials can be found on Fronter in the PSE room, or access through the Health and Wellbeing Room – (*Vision and Policy*: electronic version of this Careers Guidance sample policy template. *Policy into practice*, Secondary PSHE and Citizenship section, then Economic wellbeing section for further Careers guidance materials) on Fronter https://fronter.com/northyorks/
North Yorkshire Safeguarding Materials can be found on North Yorkshire cypsinfosite Safeguarding audit http://cyps.northyorks.gov.uk/index.aspx?articleid=21016
Child Protection Policy and Safer Working Practices/Staff Behaviour Policy
http://cyps.northyorks.gov.uk/index.aspx?articleid=13496
Learning beyond the Classroom http://cyps.northyorks.gov.uk/index.aspx?articleid=21018