



Nether Hall School

CAREERS POLICY

Policy Date:	November 2023	Policy Review Date:	November 2025
Responsible Person:	Helen Robinson		
Sarah Naylor Headteacher	Signature: <i>S. Naylor.</i>	Date: 7/11/2023	
Adrian Keene Chair of Governors	Signature:	Date:	

Nether Hall School Careers Policy

Introduction and Aims:

Our careers programme is embedded within our thematic curriculum and our Post 16 Preparing for Adulthood curriculum. All pupils at Nether Hall have an entitlement to an appropriate unbiased programme of careers, guidance and work-related learning experiences.

Our pupils have a right to be equipped with knowledge and skills to enable them to be respected, valued members of society. They have a right to express an opinion about the type of environment they wish to move onto after school and have that opinion listened to and valued.

Careers education sits within the PSD curriculum. It aims to promote the full range of possibilities open to our learners including information about the recruitment process and the culture of different workplaces. It develops curiosity into seeing the bigger picture of work by paying attention to how the economy, politics and society connect with the learner's own life and career at all different levels. It creates opportunities to encourage learners to build proactive relationships with others from the classroom/school to the community beyond school and into the work place.

We endeavour to support our learners to grow throughout life by learning how to reflect upon themselves, celebrating successes and nurturing and growing areas for development. We support learners to take the initiative for what they do, to believe in themselves and to be increasingly responsible for their own progress. Constructing a positive narrative about themselves to boost confidence and self-understanding. We believe lifelong learning is one of the keys to lifetime career development, and support learners to develop thinking and reasoning skills. Equipping our learners with persistence, resilience, enterprise and drive is essential as these are key attributes for their future lives and the wider economy.

Active career management is at the heart of our careers programme. Managing learners' careers, setting aspirational goals, supporting transitions, making the most of opportunities and learning from setbacks, all provide practical, transferable skills.

Parental involvement has a key role to play in our career's guidance programme, they are very influential in our learner's decision making about their future education and life opportunities. By working with the school's careers team, parents and carers can share their own knowledge and experiences to help learner understand the skills and qualifications they need to enter the world of work. Throughout the final two years at school, parents and carers are encouraged to participate and explore with their young people opportunities for their futures and are supported to make informed choices.

In short, every learner with SEND who is able to work should have the opportunity to participate in employment and should be actively supported to do so. For learners with high support needs, their post-school planning should include options that foster independence and support ongoing life skills development, social inclusion, and the pursuit of active and fulfilling experiences. The social participation of learners with SEND adds value to a rich and diverse community.

What does 'work' mean?

The term 'work' is used to describe a range of valued activities that bring personal satisfaction.

'Work' does not necessarily refer to paid work only, but also as other meaningful or satisfying activities can be identified as forms of work. These may include social engagement within the classroom, school and local community in a variety of settings as well as volunteering. Interpersonal skills are developed to enable and enhance confidence when interacting socially, focusing on communication, independence and self-advocacy, equipping the students into their future life beyond school.

This shift from work being considered simply as a paid job or an occupation recognises that people engage in work activities throughout their schooling and their life. As a result, the aim of the careers curriculum is to develop a range of valuable skills and capabilities through a cross curricular and holistic approach.

Nether Hall School's programme of careers education and guidance should achieve the following broad aims:

- Prepare pupils by developing the awareness and skills for successful transition to life after school
- Develop personal skills such as social interaction, communication, independence and resilience
- Support pupils in making informed decisions which are appropriate for them
- Develop self-awareness and understanding of themselves, their qualities, skills and needs
- Inspire and motivate pupils to develop themselves as individuals and live as independently as is possible.
- Provide pupils with well-rounded experiences including exploring the world of work and available post school opportunities.
- Provide quality, up to date, clear and non-biased careers information.

Statutory requirements and recommendations

Our careers provision is in line with the statutory guidance developed by the Department for Education, which refers to Section 42A and 45A of the Education Act 1997 and with

- Section 42A, 42B, 45 and 45A of the Education Act 1997
- Section 72 of the Education and Skills Act 2008
- Schedule 4 (15) of the School Information (England) Regulations 2008
- Gatsby Benchmarks- provide a robust and high-quality framework for career guidance and can be implemented for students with SEND. Focused support through Careers Hubs, Enterprise Coordinators, Enterprise Advisers Compass, Compass+ and Compass for special schools.

This states that all schools should provide independent careers guidance from Years 7 -13 and that this guidance should be:

- impartial
- adapted to the needs of the pupil
- include information on a range of pathways, including apprenticeships.

In addition, the school is compliant with the careers guidance that the government set out for delivery from 5 January 2018: 'Careers Guidance and Inspiration for young people in schools.' This states that all

schools must give education and training providers the opportunity to talk to pupils about approved technical qualifications and apprenticeships.

‘Careers guidance and access for education and training providers’- Statutory guidance for schools and guidance for further education colleges and sixth form colleges (January 2023)

Further information relating to this is set out in our careers education and provider access policy statement.

Career and Labour Market Information

Website links for parents and stakeholders outline careers guidance and labour market information that is relevant to the individual needs of the students at Nether Hall School.

Whole-School Careers Provision

All pupils have access to the following:

- A broad and balanced curriculum that provides a wide range of learning experiences which prepares them for life after school and adulthood.
- Out of school / community-based learning opportunities and experiences.
- Supported transition to their next setting
- Clear and accurate information describing their strengths, preferences and barriers to learning

The Careers Curriculum is structured into...

Exploring possibilities

- Exploring a range of different jobs through role play, stories
- Challenging stereotypes
- Valuing, equality, diversity and inclusion
- Keeping safe
- Different jobs and the skills and qualifications needed for them
- Career fairs
- Labour market
- Exploring work places and local businesses
- Technology and the changes in the work place

Growing throughout my life

- Communication, interpersonal skills, choice making and self-advocacy
- Independence skills
- Self-regulation
- Skills development
- Planning for new learning
- Celebrating success in learning
- Identifying own needs
- Travel training/Road safety

World of work

- Social and role play work situations
- Decision making and consequences

- Team working and learning from others
- Money matters
- Fund raising and Enterprises
- Why do we work?
- Work related learning
- Work place learning
- Working safely

Within the wider PSD curriculum there is a careers framework for our Asteroid (PMLD / sensory pathway) and one for our Comets and Meteors (SLD). As with the majority of our curriculum frameworks, this is not a linear progression model nor a fully descriptive list of learning opportunities. This framework is designed to enable teachers to plan personalised learning opportunities for the pupils in their class. Planning will also be supported by the key components documents for each area and the rolling themes. As with all learning areas at Nether Hall, there will be overlap. These links in planning, the delivery of a personalised curriculum and using knowledge of the pupil aims to bring about the very best outcomes for their journey into life beyond school.

The curriculum in Early years, Key Stage 1, Key Stage 2 and Key Stage 3 should introduce pupils to:

- A variety of role play scenarios that explores a range of jobs.
- Pupil led learning that allows pupils to explore ideas for themselves
- Opportunities and encouragement to be as independent as possible
- Models and sequences of instructions in different formats to learn how to follow instructions
- Daily roles and responsibilities to develop a sense of citizenship and work ethic
- Opportunities to experience roles and responsibilities within the wider school
- Regular visits to local community work places
- Where appropriate, access to alternative providers
- Enterprise to raise money for others and tangible results for themselves
- Opportunities to use tokens /money and exchange for goods and services
- Feeling positive about who they are
- Being aware of people who can help them
- Being aware of how they feel when they learn something new
- Being willing to try something new and challenge themselves
- Participation in Pupil Voice- having a voice in school matters
- Recognising their successes and when they have done something to help others
- Working in a team challenge- taking the lead or following instructions
- Being aware of the health and safety rules at school (using sharp tool, hygiene etc)
- Road safety skills in preparation for travel training

The curriculum within Key Stage 4 and Key Stage 5 should also provide:

- Visits off site including to FE colleges and Post 19 provision
- Opportunities for pupils in Year 10 and above to take part in internal work-related experiences
- Where appropriate, pupils in Year 11 and above off-site work experience and work-based placements
- Work place visits / employer encounters
- Information about volunteering and visits to local voluntary organisations

- Where appropriate, access to alternative provision off site
- From Year 12, or when requested, access to external advisors
- Meetings with families for pupils in Year 13 and Year 14 with the Phase leader, Transitions Social Worker and Connexions Advisor to inform individual pupil pathways into Post 19 provision,
- Travel training at all levels
- Volunteering and charity work
- Enterprise activities with tangible results
- Participation in Pupil voice- having a voice in school matters
- Self-awareness/improvement by developing life planning skills and identifying interpersonal skills
- Working in a team, developing skills to work well with others- communication skills and making a positive contribution to the team

and further develop:

- Pupils' independence skills
- Roles and responsibilities that develop into work experiences within school
- The use of money in the community
- Walking and using public transport in the local community
- Mini Enterprise skills through projects and charity fund raising activities
- The distinction between work and rest
- The possibilities about who they could become and what jobs they might like to do
- Identifying what types of clothing and equipment people use for their jobs and why
- Being aware of the different types of work that need doing in the home
- Exploring the jobs parents/carers do
- Meet visitors from different areas of work, ask questions and listen to/watch the information they share i.e. emergency services, gardener
- Explore the difference between rights and responsibilities
- Research the different types of jobs there are in the work place and think around the job they would like to do
- Be able to discuss the idea of division of labour in reference to home and school
- Preparation for the world of work i.e. practising interviews, filling in applications, choose appropriate clothing
- Choose jobs that interest them but understand possible limits on their abilities
- Communicate preferences towards jobs, roles and work environments
- Interpersonal skills- appropriate behaviour in the work place e.g. personal hygiene, appropriate work attire

The overall organisation of external work experience is undertaken by the 6th Form Phase Leader who liaises with the 6th Form teaching team to ensure the most relevant and engaging opportunities are provided. Families are informed and communicated with throughout the process and work experience placement information is shared. Parents consent to work place visits and external work experiences via our Management Information System – Arbor.

The majority of short term (less than 2 weeks) off-site placements are risk assessed by Leicestershire Education Business Company (LEBC) who provide the off-site work experience placements. These are covered by the employers' insurance.

Extended placements may be organised by the school in conjunction with LEBC, parents or Social Services. The Risk Assessments, in this instance, may be completed by school staff. These placements are covered by the employers' insurance.

Where appropriate, we encourage our pupils to access volunteering placements within the local community and support the placement by sharing information and advice as required.

We support our pupils accessing internship opportunities and where appropriate, advise pupils of Post 19 internship opportunities.

We work in partnership with the Enterprise Advisor who is provided by the Leicester and Leicestershire Enterprise Partnership (LLEP) to provide employer encounters and advice and guidance for both staff and pupils.

Assessment and Evaluation of Careers

At Nether Hall School we have developed a careers curriculum that has been evaluated against the Gatsby Benchmarks to ensure that it is robust in delivering an effective personalised curriculum, careers programme, work placements and well supported transitions into life beyond school for both pupils and parents.

Gatsby Benchmark Programme:

Benchmark 1	A stable careers programme
Benchmark 2	Learning from career and labour market information
Benchmark 3	Addressing the needs of pupil
Benchmark 4	Linking curriculum learning to careers
Benchmark 5	Encounters with employers and employees
Benchmark 6	Experience of workplaces
Benchmark 7	Encounters with FE and HE
Benchmark 8	Personal guidance

The school has met all of the Gatsby benchmarks supported by the LLEP.

Evidence for Learning (EFL) is a cloud-based assessment system used by Nether Hall school. EFL is an effective assessment tool used to...

- Evidence pupils learning and progress
- Monitor curriculum coverage
- Evaluate the implementation of the career's curriculum
- Evaluate appropriateness of curriculum content in line with age and individual needs of the pupils

Quality Assurance processes monitor teacher planning, lesson observations, feedback from pupils, parents and placement employers, this is also used to inform the effectiveness of teaching and work related learning (in and out of the school setting), it informs future developments.

Long term evidence of pupil work placements and destination data is recorded annually and has been tracked for over a decade. Destination data is available on the school website.

Other relevant policies and documentation:

- Careers education and provider access policy statement
- Leicester Education Business Company (LEBC) Support for schools, young people and parents, work experience placements, SEND applications and events <https://www.leics-ebc.org.uk/about-lebc>
- Curriculum Policy
- Safeguarding /Child protection policies
- PSHE Association resources
- TALENTINO CAREERS AT EVERY LEVEL DIGITAL RESOURCE GUIDE links
- Careers and enterprise company – Sensory World of Work
- Leicester and Leicestershire Enterprise Partnership (LLEP) <https://llep.org.uk/careers-hub/wow/>
- World of Work -Leicestershire (LLEP) <https://llep.org.uk/app/uploads/2023/10/FINAL-LLEP-WOW-GUIDE-LEICS-2023-2024-accessible.pdf>
- Gatsby Benchmark- <https://www.gov.uk/government/publications/careers-guidance-provision-for-young-people-in-schools>