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**Careers Guidance & Employer Engagement Policy**

#### Policy Consultation & Review

This policy will be reviewed in full by the Governing Body on a three year basis. This policy was last reviewed and agreed by the Governing Body in 2023. It is due for review in 2026.

Signature:  Head Teacher Date: October 2023

Signature:  Vice Chair of Governors Date: October 2023



**Careers Guidance and Employer Engagement Policy**

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| **Version** | **Approval Committee** | **Date** |
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We have strong and effective pastoral and tutorial systems that provide the means to ensure students receive support and guidance at transition points. Referral systems ensure that students requiring more specialist guidance can receive it from appropriate agencies.

John Grant endeavours to follow all statutory guidelines. The SEND Code of Practice Chapter 8 & other relevant guidance from DFE, QCA, and Ofsted as it appears. The 2018 legislation places new duties upon schools to summarise their Careers programme and policy on access for providers to the school on their website.

The school follows the Education Act 2011 Duty to secure independent and impartial Careers Guidance for young people in schools. From 2012, Section 29 of the Education Act 2011 places schools under a duty to secure access to independent careers guidance for their pupils in school years 9-11. Careers guidance secured under the duty must:

• be presented in an impartial manner  
• include information on the full range of post-16 education or training options,   
• promote the best interests of the pupils to whom it is given.

**Organisation**

John Grant is a highly successful Complex Needs school for pupils aged 3-19 with special educational needs ranging from profound and multiple learning difficulties to moderate learning difficulties. Classes are organised based on pupil need with mainly mixed ability groups, which often include pupils from several year groups. Cormorant class is focussed on those pupils with high support needs including PMLD Y10 –Y14. Avocet class is focussed on those pupils in upper school with autism, moving on to Woodpecker class post 16. The school Post -16 sixth form (known as the FE unit) is well established and most pupils and parents opt for pupils to join the FE unit and leave school at 17, 18 or most commonly aged 19. Within the FE Unit, there is considerable emphasis on preparation for successful transition to post 19 options with an emphasis on life-skills, independence, work related learning, and transition skills.

John Grant is perceived as offering a nurturing and safe environment, supported by its’ smaller size. It provides pastoral care to a variety of students’ additional needs such as those in looked after care, and considers that those students with additional needs face some of the challenges associated with this cohort.

Class Teachers have pastoral and academic responsibilities and are the first point of reference for issues concerning pupils. The school is committed to providing external work experience for students who are able to undertake this (usually those in the FE unit 16-19), and employs a Transition Support Teacher who is a qualified Careers Adviser and Careers Leader.

**Aims**

The aim of the school is ‘**Working together to be the best that we can be’**

John Grant has a strong commitment to Career Related Learning, recognizing the importance of supporting pupils and parents to plan appropriately for life beyond school

**Aims for Careers & Employer Engagement**

* **Developing yourself through careers employability and enterprise education - this involves** helping students learn to understand themselves and develop their capabilities. To raise students’ self-esteem and encouraging them to have high aspirations which allow them to achieve economic well-being. This includes breaking down barriers which mean that people with SEND experience low rates of employment through work experience DFE 2017
* **Learning about careers and the world of work** - To develop an understanding of the range of opportunities available at 16+ and 19+. This includes opportunities in the work place including supported and voluntary placements ,continued education and training and for some of our pupils will involve working closely with parents and providers and other agencies to identify bespoke provision
* **To develop career management, employability and enterprise skills** – this includes supporting students in making informed and realistic career decisions and helping students manage transitions through education and into work or the community through supporting visits an link courses to develop confidence

**Strategy**

In order to meet these aims the school providesa programme of Careers Guidance where Students are introduced to future planning in KS3 through sharing in the leavers stories and Year 9 begin transition planning. Careers Guidance continues through to Year 14 to support pupils and parents in approach in leaving school and enable them to make a successful transition to adulthood. Many of our former pupils and parents stay in touch with school informally and these links help school to support students in transition. The programme provides a framework that can be adapted to meet the needs of all pupils including those requiring bespoke planning.

Developing strong links to employers and the world of work including work experience with commercial, voluntary or supported placements for as many pupils as possible.

Develop close working relationships with all local providers of Further Education and other key agencies such as Adult Services

Ensure that access to 1:1 guidance information and advice is an integral part of the programme. Group and individual support from an independent and impartial, guidance qualified Careers Adviser is made available to all pupils and parents from Y9 -14

In delivering guidance the school aims to ensure there is continuous monitoring, review and evaluation of the programme taking full account of feedback from pupils, parents and partners

The programme incorporates statutory guidelines and recommendations as follows;-

**Information for parents and providers** A brief summary of the careers programme and policy on access to providers is displayed on the school website ( DFE 2018)

**Advice and Guidance.** Schools have a duty to secure impartial advice (Education Act 2011). One to one guidance to be available to pupils at key choice points (Y9, 11 & 13) SEND code of Practice Chapter 8. John Grant employs a fully qualified Careers Adviser who supports pupils and parents from Y9 -14 and offers 1:1 guidance at key transition points. In addition John Grant maintains strong links with other agencies crucial in supporting students with special educational need in Adult life particularly Children’s and Adult Services through termly Transition Focus groups which also identifies pupils at risk of NEET.

**Quality in Careers Standards** DFE 2018 legislation recommends that schools should work towards one of a series of national awards that ensure that the Careers programme is externally assessed. As part of our commitment to continuous improvement John Grant school has enrolled in working towards the Career Mark QICS Award.

John Grant School is working towards achieving these principles in a way that is relevant and useful to the needs of our learners as follows

**The Careers Related Learning & Employer Curriculum**

The Career Related learning curriculum is open to all students, who are encouraged to follow career paths that suit their own particular strengths, skills and interests without stereotyping.

However, there is flexibility in delivery to take account of individual need and some students particularly those with complex needs will require a bespoke approach

* In Year 9, the focus is on the young person participating in the Transition planning process. Pupils and parents are introduced to the options available and pupils are supported to express their views as fully as possible.
* In Y10, students explore the FE unit, college and work related and community options more fully.
* In Y11, students have transition links in the summer term to the FE unit and preparation for action planning in 1:1 guidance. Delivery takes place in the summer term through sessions delivered by the careers lead.
* In Y12, students adjust to the more adult environment of the FE unit. Students may take part in visits to post school providers or take part in work experience in a supported setting, voluntary work or work experience on employer premises
* In Year 13 Students & parents, have individual visits to post 16 destinations that interest them in Further Education and community based activities. Students may take part in visits to post school providers or take part in work experience in a supported setting

Voluntary work or work experience on employer premises

* In Y14, the focus is on transition and includes the planning and preparation, the implementation, and the evaluation. Students prepare Progress files detailing their strengths and achievements and undertake link courses to their college of choice and to Adult Service providers. Those students who are able to complete an extended work experience and the Employability award, CV preparation and introduced to Supported Employment Service where appropriate.

**Methodology**

Delivery methods are adapted to meet students preferred learning styles and abilities. This includes the use of pictures or DVDs, teamwork on projects, role-play, target setting reflection & evaluation, action planning and review, and compile Progress files, CVs, and experiential learning through visits and link courses. Parents are involved as fully as possible in all decisions. For those students who are not able to communicate choices directly parents and staff play a crucial role in gaining information about their preferences to ensure that planning is person centred. Employer links assist delivery through visits, local jobs fairs and employers visiting school to contribute directly to Career Related learning.

**Assessment, Recording and Reporting**

The Transition Support Teacher on a Vocational Profile and Transition plan update records pupil progress and this information is used to update the Transition plan, which forms part of the EHCP at statutory annual reviews.

**Student Entitlement**

All students are entitled to Personal Guidance at the key choice points of Y9, 11 and 13. Throughout this process the school aims to keep the young person’s views to the centre of plans and to involve parents fully Delivery will reflect an individual’s needs & and is outlined in the Transition Plan which is reviewed annually with students and parents.

**Staffing**

Staff training needs are identified as part of the annual review of Careers Work with the lead teacher for PHSE/Citizenship and during regular planning meetings between the careers lead and the PHSE lead & Senior Leadership Team.

**Resources**

Funding is allocated in the annual budget as part of the PHSE/Citizenship budget. The PHSE lead and the Transition Support Teacher are responsible for the effective preparation and deployment of resources, and planning. Resources and planning are maintained centrally on the School Staff Shared Area for all staff to access.

**Role of the Transition Support Teacher (Careers Leader)** The role of the Careers Leader is to assist young people's career learning, planning and development by leading and managing the development of the Careers Guidance programme). The Careers Leader advises the Senior Leadership Team and governors, facilitates the contribution of colleagues and partners, develops the careers programme, organises resources and secures high standards of teaching, learning and guidance.

To support the development of effective and continually improving careers education, careers information and careers guidance for young people through ongoing evaluation.

To support students and parents through the delivery of high quality careers guidance

To co-ordinate the contribution of colleagues and a range of partners to young people's career learning, planning and development

To select and provide curriculum resources, activities and services to meet young people's career needs

To ensure continuing professional development for themselves and others to secure high standards of careers teaching, learning and guidance.

**Monitoring, Review and Evaluation**

Teaching of Career related topics and the learning outcomes are monitored and evaluated by the PHSE/Citizenship lead through observation of lessons and checks of folders/books (in line with the school’s monitoring policy). The Careers programme is reviewed annually by the Careers Leader & PHSE lead.

Schemes of work and modules of work are reviewed annually by the PHSE/Citizenship lead in liaison with SLT and students, to ensure that the objectives are suitable to meet the outcomes.

The review and evaluation process will be used to recognise and share good practice, identify areas for further development and thus facilitate the continuous improvement of Career related learning, and will include information gained from all students.

Student destinations data and feedback from pupils and stakeholders is used to assist the evaluation process. This will help to ensure that student outcomes are met by tracking student progress in making well- informed and realistic decisions.

**Handling sensitive and controversial issues**

The nature of Careers work means that sensitive and controversial issues may arise. Any issues arising must be reported to the named Safeguarding Manager within school and dealt with in line with the relevant school policies and approaches. Referrals will be made only by the named member of staff and must be dealt with sensitively by all parties involved.

**Partnership Working**

The school works in partnership with other agencies involved in supporting students in school regarding post school opportunities. This includes Children’s Services, Adult Services Community Learning Disability Teams, Norfolk County Council Information, Advice and Guidance team, and Transition lead, Further Education providers, voluntary bodies and Community Support providers through informal links and formally through the school’s Transition Focus group, Locality Group, Work Related Learning Group and Careers Enterprise Network.

**Related Policies**

This policy is under pinned by all of the current policies held within the school.

**Consultation, Dissemination and Review**

Careers Education is monitored and evaluated annually. The programme is reviewed annually by the Careers Leader, PHSE/Citizenship lead teacher and SLT Line Manager.