

## CAREERS POLICY

This policy summarises the statutory guidance and recommendations. It then gives an overview the provision of careers education and confirms arrangements for provider access. Details of how the school meets the requirements of the Gatsby benchmarks can be found in the careers strategy.

### Introduction

St Nicholas School provides a relevant and engaging careers curriculum, which meets the differing needs and requirements of our pupils. This is developed throughout a pupil's time at the school and is always supportive of their abilities, interests, strengths and skills, taking into account that some students may not be able to access employment as adults due to their complex needs but do need to know about the world of work.

### Our vision

Our vision is to increase the opportunities and possibilities that our pupils will have of finding satisfying and sustainable good quality paid employment, volunteering and purposeful activities in later life. We do this by offering students high quality positive contact with the world of work and offering a wide variety of careers guidance opportunities to help them find a suitable vocational pathway.

Through pupil centred planning with the Education, Health and Care plans at the centre, maximising the opportunities presented by the Year 9 and Year 11 reviews, we support pupils to articulate their aspirations for adult life, including their aspiration to work.

The school aspires to the ambitions set out in the two following statements:

#### **SEN Code of Practice 8.28:**

“Schools should raise the career aspirations of their SEN students and broaden their employment horizons”

#### **DfE Guidance, How to Support Young People with SEN into work**

“The overwhelming majority of young people with special educational needs and disabilities (SEND) are capable of sustainable paid employment, with the right preparation and support. “

### Aims and purpose

#### **The objective of careers work at St Nicholas School is to:**

- raise the aspirations of children, young people and everyone around them;
- ensure high quality, **impartial** career information, advice and guidance for young people and integrate this into the curriculum, especially on the Oak pathway from year 9;
- to ensure that exploration of careers pathways are a key feature of all preparation for adulthood reviews from year 9 onwards, as outlined in the SEN Code of Practice 8.9;
- help students develop their own vocational profile, based on their needs, abilities and interests;
- enable good quality work experience opportunities as part of the sixth form study programme offer, taking place in real work settings in line with aspirations and vocational pathways;
- and
- deliver bespoke support for this work experience using the principles of supported employment.

### Statutory requirements and recommendations

The careers provision at St Nicholas 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.

This states that all schools should provide independent careers guidance from Years 8 -13 and that this guidance should:

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

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. Further information relating to this is set out later in this document, under Provider Access.

### **Careers Provision at St Nicholas**

All pupils have access to the following:

- St Nicholas Curriculum Pathways- careers and preparing for life after St Nicholas is a fundamental aspect of our curriculum for all students.
- *The school realises that the employability qualification most recognised by employers is Duke of Edinburgh Award. All students have the opportunity to gain at least Bronze before they leave the school. Is this correct??*
- Visitors in to school, careers events, the Xello careers tool and offsite visits all support pupils in developing their understanding of a range of different post 16 and employment pathways.

### **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.

St Nicholas School is very pro-active in ensuring that other providers can access students and their parents to ensure they can publicise and explain their offer. Examples of this are clearly set out against the relevant Gatsby benchmarks in the Careers Strategy and Careers Action Plan.

#### **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 online events and face to face meetings when safe. These will comprise careers options events, workshops, parent twilight sessions, programme collaboration and taster events;
- to understand how to research and make applications for the full range of academic and technical courses, for example by using the Kent Choices portal run by KCC and the Cascaid Xello careers and destinations tool.

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

## **Procedure**

All providers with an offer appropriate to our students are regularly invited into the school to meet our students and in some cases (for example Craftworks College) co-deliver programmes of study. Any provider wishing to request access can also contact Simon Bounds, Careers Lead.

## **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 their parents/carers. This will take place on all the secondary and post 16 sites upon which our students are based, including both satellite sites.

## **Premises and facilities**

The school will make the main halls, classrooms or meeting spaces available for discussions between the provider and pupils, as appropriate to the activity. The school will also make available AV and other specialist equipment to support provider presentations. This will be discussed and agreed in advance of the visit with the appropriate Lead Teacher. Students will be fully supported by teachers and learning support assistants so they gain the maximum benefit from any interaction with other providers and prospective employers.

Providers are welcome to leave a copy of their prospectus or other relevant course literature with the Careers Lead. This will be made available to pupils and families as appropriate and be freely available in the careers resource room.

## **ENGAGEMENT MODEL**

The Engagement Model is embedded in all curriculum pathways. The assessment focuses on the 5 areas of engagement – Exploration, Realisation, anticipation, Initiation, Persistence. It is a statutory assessment for pupils who are working below the standard of the national curriculum assessments and not engaged in subject-specific study at key stage 1 (KS1) and key stage 2 (KS2). Engagement identifies and celebrates all pupils' progress, including linear and lateral progress, the consolidation and maintenance of knowledge, skills and concepts and the prevention or slowing of a decline in pupils' performance, whilst recognising that a minority of pupils may have a regressive condition.

The model combines a formative and summative assessment approach. It is used to assess pupils' progress and development regularly throughout the year. This enables a continuous cycle of 'assess, plan, do and review' to take place, and in line with the outcomes and targets set within their EHCP.

St Nicholas School appreciate that the principles of engagement are equally relevant to pupils of all ages.

Further information can be found within the SHINE curriculum document and at [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/903458/Engagement\\_Model\\_Guidance\\_2020.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/903458/Engagement_Model_Guidance_2020.pdf)

## **MONITORING AND REVIEW**

This policy will be monitored on a yearly basis by the designated teacher to keep up to date with any adjustments to statutory legislation or curriculum and any changes will go via the Governing Body when necessary.

## **EQUALITY, SAFEGUARDING AND EQUAL OPPORTUNITIES STATEMENT**

St Nicholas School, in all policies and procedures, will promote equality of opportunity for students and staff from all social, cultural and economic backgrounds and ensure freedom from discrimination on the basis of membership of any group, including gender, sexual orientation, family circumstances, ethnic or national origin, disability (physical or mental), religious or political beliefs.

**St Nicholas School aims to:**

- Provide equal opportunity for all
- To foster good relations, and create effective partnership with all sections of the community
- To take no action which discriminates unlawfully in service delivery, commissioning and employment
- To provide an environment free from fear and discrimination, where diversity, respect and dignity are valued.

All aspects of Safeguarding will be embedded into the life of the school and be adhered to and be the responsibility of all staff.

#### **LINKS TO OTHER POLICIES**

ALL CURRICULUM SUBJECTS  
HEALTH AND SAFETY  
CHILD PROTECTION

SIMON BOUNDS REVIEWED TERM 3 2021  
UPDATED 10 March 2021  
Monitored by the Headteacher Term 6 2021  
Ratified by Chair's action on behalf of the Governing Body on 11 March 2021