

## Home Tree School Careers Policy

Careers education, information, advice and guidance (CEIAG) is an essential part of the support we offer to pupils at Home Tree School. Effective careers support can help to prepare young people for the opportunities, responsibilities and experiences of life; it can help them to make decisions and manage transitions as learners and workers. As options for young people become more varied and complex, it is vital that we support them to develop the knowledge and skills they need to make informed choices for their future. As a result, the careers programme has a whole-school remit designed to complement the rest of the school curriculum.

This policy sets out how career activities are delivered at school and explains what stakeholders can expect from the careers programme. It takes guidance from the DfE Careers Guidance and Access for Education and Training Providers [Statutory Guidance January 2018].

At Home Tree School we believe that all students can achieve success and we encourage our students to believe in themselves and encourage them to be creative in all aspects of their educational curriculum.

### Intent:

In line with the DfE Guidance above, Home Tree School follows the principles of the Gatsby Benchmarks and will use the Compass on-line Self-Evaluation Tool recommended in the Guidance.

Chase House School careers programme will:

- Encourage pupils to be ambitious, broaden their horizons and be able to explore their own career aspirations throughout their life at school.
- Ensure pupils' readiness to take their next step in their learning or career.
- Allow learners to plan their progression routes.
- Helping pupils to understand the changing world of work.
- Facilitating meaningful encounters with employers for all pupils
- Supporting positive transitions when pupils leave us
- Enabling pupils to develop the research skills to find out about opportunities
- Helping pupils to develop the skills, attitudes and qualities to make a successful transition into the world of work
- Encouraging participation in continued learning, including further and higher education and apprenticeships

- Supporting inclusion, challenging stereotyping and promoting equality of opportunity
- Contributing to strategies for raising achievement, particularly by increasing motivation.

## Implement:

### Pupil entitlement

All pupils are entitled to be fully involved in an effective careers programme.

Pupils are encouraged to take an active role in their own career development, so the careers programme emphasises student participation with a focus on self-development; learning about careers and the world of work; and developing career management and employability skills. During their time at school, all pupils will expect:

- The support they need to make the right choices in across all year groups
- Access up-to-date and unbiased information on future learning and training, careers and labour market information
- Support to develop the self-awareness and career management skills needed for their future
- Career lessons linking to accredited qualifications that support options after school, the world of work, the job market and the skills needed for the future
- Structured meaningful encounters with representatives from the world of work; this could be through work experience [risk assessment allowing], World of Work Week activities, assemblies, career talks (in or outside lessons), projects and visits
- To hear from a range of education and training providers, including colleges, universities and apprenticeship organisations; this could include visits and taster days, as well as assemblies, talks and meetings at school
- The opportunity to relate what they learn in lessons to their life and career beyond school
- The opportunity to talk through their career and educational choices with staff including tutors
- Access to one-to-one guidance with a trained, impartial, independent careers adviser, by appointment; this is available to pupils of any year group from Y9.
- The school to keep parents/carers informed of their progress and provide parents/carers with information to support pupils' career planning and decision-making. Parents/carers can attend careers meetings, by prior arrangement.
- To be asked their views about the service they have received to ensure that the service continues to meet the needs of the pupils.

### Delivery of the Careers Programme

The content of the taught careers education programme is based around the learning outcomes outlined in the CDI Careers Framework (see references). Alongside this we look at the national curriculum where there are opportunities to learn about the wider world of work and gain skills for life. We cross curricular link in with PSHE, IT, Maths and Health & Social Care throughout some of this qualification as some of the topics support each other.

### **Years 7, 8 & 9**

Key activities: Learning about the World of Work

Lessons might include what work is, how salaries relate to different jobs, stereotyping around jobs, how to find out about jobs, the skills needed for work, jobs of the future, the geography of jobs.

By the end of Year 9, all pupils will have had the opportunity to:

- Be introduced to career resources to help them understand their preferences and the options open to them.
- Develop their self-awareness
- Hear from or talk to representatives from the world of work
- Receive support to make the right curriculum choices
- Opportunity to engage in work experience from Year 9

### **Year 10**

Key activities: Work experience and mock business interviews

Lessons include preparing to find and carry out work experience placements; CVs, applications and interview technique in preparation for mock business interviews; understanding post-16 options.

By the end of Year 10, all pupils will have had the opportunity to:

- Develop their self-awareness and career management skills, including writing a CV
- Engage in work experience, building up to weekly work experience [risk assessment allowing]
- Be interviewed by someone from the world of work
- Experience a taster day in a sixth form or college setting [risk assessment allowing]
- Learn about the different Post-16 pathways.

### **Year 11**

Key activities: Post-16 applications and further work experience.

Pupils will learn how to write a personal statement for post-16 applications; get support to apply through UCAS Progress; attend group sessions discussing the different post-16 pathways and key considerations when choosing post-16 options. Pupils will have the ability to gain regular work experience sessions [risk assessment allowing].

By the end of Year 11, all pupils will have had the opportunity to:

- Use a range of sources of information (with support, as required) to explore Post-16 options
- Attend events in school and out of school where they can speak to employers, colleges, training providers and universities
- Develop their self-awareness and career management skills
- Apply for Post-16 options and back-up plans, as necessary
- Continue to develop the skills needed for a successful transition
- Have at least one meeting (small group or one-to-one) with a careers adviser.
- Gain regular work experience.

## **Year 12 & Year 13**

Key activities: Post-18 Applications, mock interviews and optional work experience

In Year 12, lessons include post-18 options, covering both university and alternatives to university. Pupils have the option to take up work experience placements as part of the school's enrichment programme, with the support of the careers team.

In Year 13, pupils will have a mock business interview, so lessons will help prepare pupils for this and explore how to get the most out of the experience. Pupils are supported through the post-18 application processes, including UCAS and apprenticeship, work-related or college options.

By the end of KS5, all pupils will have had the opportunity to:

- Use a range of resources (with support, as required) to explore Post-18 options
- Develop their self-awareness and career management skills
- Develop further experience in the workplace (optional)
- Attend events in school and out of school where they can speak to employers, colleges, training providers and universities

If a pupil comes to us at the end of Y11 or in Y12 and they have missed most of KS4, we will look at offering the Y10/11 programme.

## **Career guidance meetings**

Pupils are entitled to appropriate guidance to meet their individual needs.

- All pupils at school will have an appointment with the careers adviser from Y9 onwards

- Pupils complete their own careers questionnaire late in Year 10 where they are asked about their career and post-16 ideas.

## **Career information**

Career information is available through the Employability Tutor, a small careers library and through relevant displays or through assemblies. The careers library includes a range of university and college prospectuses, career guides, apprenticeship and employer information, as well as guides on job-search activities.

Online resources include Fast Tomato and a range of reliable websites collated by the careers lead.

## **Events for Corporate parents, Carers, parents and social workers**

Social workers, house managers and Carers are invited into school to discuss pupil progress. Carers also forms part of the PEP meetings which are held termly. Social workers and parents with parental responsibilities are also invited to attend.

Whole school targets are in each of the learner's folder for all staff to encourage them to achieve their targets for that term.

## **Assessment and Recording**

The Teachers at Home Tree School assess the learners work in Employability through assessments in class that match up to the daily, medium term and long-term planning. The short term (formative) assessments that teachers make are a part of every lesson, they support teachers to adjust their daily plans which are closely related to the teaching objectives. They use medium term assessments to measure progress against the key objectives and to help plan the next unit of work or topic area. Our class trackers show the key objectives that link to NCFE or AQA Specification. Teachers make long term assessments towards the end of the qual, which they use to assess progress against school and national targets. The teachers also use the long-term assessments as the basis for planning work for the next academic year.

Each half term SMART targets specific to our students are created to support focused development in order to support closing the gaps which may impact the progress of our learning due to their historical past. Targets are tracked when each piece of work had been completed. The trackers are placed in the teacher folders and also within the classroom so our students are able to visualise their progress.

## **External providers**

A range of external providers are invited into school to support the careers programme. These might include local colleges, universities, training providers, apprenticeship organisations, employers, or staff from various projects. In all cases, such staff and organisations will be vetted for suitability by the relevant staff at school.

## Cross Curricular

English – In employability we look at cross curricular links with English by creating CV's, writing letters or applying for jobs by doing these they are checking their spellings and punctuation, as well as reading what they are writing encouraging them to proof read their work.

Maths – We use maths in employability by looking at budgeting, how the learners can work out how to save money, how much to budget for food, rent, utility bills and understanding personal finance how much you are paid how much percentage of your wages goes to tax and national insurance.

PSHE – We look at linking together planned activities within the classroom to encourage pupils to work together and respect each other's views which helps the learners develop their communication skills. By discussing lifestyle choices, money and health or safety issues which can relate to both personal and work life.

## Fundamental British Values

Fundamental British Values are not exclusive to being British and are shared by other democratic countries as a way of creating an orderly society, where individual members can feel safe, valued and can contribute for the good of themselves and others. FBV are there to create and enforce a clear and rigorous expectation on all schools to promote the fundamental British values of democracy, the rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs.

Fundamental British Values underpin what it is to be a citizen in a modern and diverse Great Britain valuing our community and celebrating diversity of the UK.

FBV are taught to our pupils throughout all aspects of their education at Home Tree School. Throughout their lessons, pupils are taught to explore and develop their own moral values and how they engage with society. Our pupils are taught leadership skills and are expected to work within the school's code of conduct whilst in education. Respect for others and their opinions is encouraged throughout our pupil's time at Home Tree School, both in lessons and outside of them, with all pupils encouraged to have their own voice and feel secure enough to express their opinions.

## Management and staffing

The Employability Lead is responsible for taking a strategic lead and direction for careers work in the school; working under the direction of the Executive Head Teacher.

## SMSC: Spiritual, Moral, Social and Cultural Development

The teaching of Careers supports the social development of our pupils through the way we expect them to work with each other in lessons. We group pupils so that they work together, and we give them the chance to discuss their ideas and results.

Home Tree School look at supporting our learner's spiritual needs and culture awareness we take these into consideration when we are looking at different job sectors. The careers lead will look at the learners

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attending a careers fair where they can look at all the different sectors and explore the different variety of pathways they can take to get to their goal in the future.

### **Equality and Diversity**

Teachers will ensure that they will continually challenge and develop the learner's knowledge and understanding further but will also listen to their views and opinions. Learners will also develop the knowledge to understand that every learner is different and their opinions matter as well. All discussions are open and encourage learners to express their own view points on the topic.

Discussions encourage positivity and self-reflection, learners are able to do this in a variety of ways. Students are surrounded by open space and therapeutic teaching that allows for the learners need for space required for self-reflection and individual support.

All learners respect the different backgrounds of each individuals and understand that everyone has different strengths and areas for improvement. Deliberate discrimination and racism are not tolerated and will be dealt with according to the school policy. Inappropriate behaviour is challenged and addressed.

### **Teaching Careers to SEND**

Any of our learners with SEND have Interventions in place to support their needs to ensure equal access for all. We provide resources to support their sensory needs such as fidget toys, iPods, Sound cancelling headphones.

Students who have an EHCP have specific needs are tracked and focus on the following areas:

Communication and Interaction  
Social, Emotional and Mental Health  
Cognition and Learning  
Sensory and Physical

These can all have an impact on the students accessing their educational journey or curriculum pathways.

### **Reading**

YPs are encouraged to read aloud from worksheets, case studies. We look at career information for our learners to digest, research tasks for looking into what qualifications they require to pursue their career in. We also follow Home Tree School reading strategy which is outlined in the reading policy.

## **Positive Behaviour Scheme**

At the Home Tree School, we have a reward points scheme this is to monitor behaviour and encourage the learners to do well in their – participation, focus and concentration, team work or independence shown, behaviour and going over and beyond in lesson. Tutors will issue tokens accordingly to learner involvement in their lessons and learners can save tokens to gain their reward at the end of the week. This encourages them to embrace Home Tree Schools Values.

## **Health and Safety**

At Home Tree School the safety of our learners and staff is important. The school has a dedicated health and safety policy that must be followed at all times and steps are taken during lessons to promote a safe studying environment. All sharps, such as scissors, are kept in locked storage and signed in and out as required.

Pupils are also taught how to work safely with any required equipment and are expected to adhere to safety requirements in lessons.

## **Staff Development**

Tutors are introduced to the concepts, goals and programme for CEIAG at Home Tree School using Myrus and updating their CPD regularly. During full staff meetings it is noted what training is due and what new training is available.

## **Resources**

The school is committed to providing the resources to enable an effective careers programme, including adequate staffing, staff training and resources.

## **Employer links**

Links with employers, businesses and other external agencies continue to grow through Home Tree School Community; by building on local community connections. Our learners get the opportunity to go on work experience weekly in the sector that interests them, Volunteer within the local community and help run fundraisers within school to support the community and bring people together.

We also have guest speakers who come into the school to discuss their role and involve our learners on what they can achieve, be able to have their say, ask questions and give their opinions.



## Equal opportunities

The school is keen to promote equal opportunities, challenge stereotypes and address limiting beliefs. All pupils can access advice and guidance tailored to their needs with support to explore options that suit their preferences, skills and strengths. The team work on early-identification of pupils requiring additional support, with no limit placed on how many times a student might see a careers adviser. The careers advisers work with the Head Teacher to support Education, Health and Care planning. Role models including local business people, are brought in to raise aspirations and demonstrate what is possible after Home Tree School.

The destinations of school-leavers are monitored.

## Monitoring and evaluation

When monitoring the success of the careers programme, the school considers formal and informal measures, qualitative and quantitative data and hard and soft outcomes for pupils. When the teachers mark any work we give action points for the learner to complete which will help them to achieve that unit. Any action points that our learners have completed and consolidate is all in line with our marking scheme.

The careers programme is evaluated in a number of ways, including:

- Student feedback on their experience of the careers programme and what they gained from it [pupil survey]
- Staff feedback on careers lessons, mock interviews etc.
- Gathering informal feedback from external partners and from parents/carers
- Quality assurance of careers lessons as part of the tutor time programme
- Student destination figures post-16 and post-18.

## Personal, Social, Health and Economic Education (PSHEE) and Citizenship

Careers contributes to the teaching of Personal, Social Health, Economic Education and Citizenship. Learners' are encouraged to develop skills in communication and social skills which can underpin the curriculum in PSHE and support topics which link. Careers can also help support and encourages independent study and helps them to become increasingly responsible for their own learning, including group discussions on topical issues, work on safety, health issues and money. They discuss lifestyle choices and have the opportunity to meet and talk with visitors who work within the school community. Planned activities within the classroom encourage pupils to work together and respect each other's views.

## Impact:

Through a positive and engaging curriculum, learners at Home Tree School will progress positively through their individual learning journey, both academically and holistically. Engagement and attendance in education will be a positive experience and learner's outlook on completing their Careers education have significance and be purposeful. We will know that our curriculum is working in Careers through the engagement of students throughout the school, through their attendance and successful completion of qualifications. Once the learners have achieved their goal it doesn't stop there, the teachers will support and explore next steps needed for our learner to thrive in the wider world of work whether it is going onto college or enrolling on an apprenticeship. Some of our learners may want to stay on at Home Tree school for an extra year to attain their GCSE's. This is all part of the learner's journey.

The quality of teaching and learning in Careers is reviewed termly and evidence shows that good all-round teaching impacts positive learner engagement and results. The skills that are attained in Careers will also support the students do develop social skills and communication across the school curriculum, as well as support the learners' further education or employability goals and aspirations.

Contributions through Careers to other curricular areas will make a real impact on overall qualification performance across the school and the learners being able to use their skills in everyday life.

Each learners' capability to progress through a number of academic levels, from their initial starting points, however low, shows the positive impact successful teaching and engagement has in Careers.

The Careers Quality folder shows the standard of which we are teaching and the learners should be working to at all levels under the specification to which they are working towards (NCFE).

The overall impact of the successful Careers curriculum at Chase House is the positive engagement and attendance of learners in all lessons which leads onto positive achievement within their learning journey whatever the end result looks like for that pupil, academically, employability wise and holistically. We are able to prepare our learners for the wider world of work in planning for interviews and gaining work experience outside of school on a weekly basis. With all the engagement, attendance and preparations, the learners will leave with their qualifications that they have achieved to be able to go into the wider world of work, attend further education in college, university or even apply for apprenticeships.

## References

***DfE Careers Guidance and Access for Education and Training Providers [Statutory Guidance January 2018]***

<https://www.gov.uk/government/publications/careers-guidance-provision-for-young-people-in-schools>

***The Gatsby Benchmarks***

[www.gatsby.org.uk/education/focus-areas/good-career-guidance](http://www.gatsby.org.uk/education/focus-areas/good-career-guidance)

***The Career Development Institute Careers Framework***

[www.thecdi.net/New-Careers-Framework-2015](http://www.thecdi.net/New-Careers-Framework-2015)

***Compass on-line tool***

<https://www.careersandenterprise.co.uk/schools-colleges/about-compass>

***Fast Tomato on-line Careers Programme***

<https://www.fasttomato.com/schools>