

Information for the Careers Programme

Cambian Spring Hill School

Policy Author / Reviewer	Samantha Campbell
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1. Monitoring & Review

The Policy Author will undertake a formal review of this policy for the purpose of monitoring and of the efficiency with which the related duties have been discharged, by no later one year from the date of approval shown above, or earlier if significant changes to the systems and arrangements take place, or if legislation, regulatory requirements or best practice guidelines so require.

Signed:



Samantha Campbell

Principal

June 2022

2. Aims & Vision

We aim to ensure a high quality of vocational and careers education for young people with Autism Spectrum Disorder and associated special educational needs, to be delivered in a meaningful and appropriate way for their needs and circumstances.

Our vision is to increase the opportunities our students have of finding quality, paid employment in later life or to engage productively with community-based enterprise projects.

Through person centered planning, in tandem with the Education, Health and Care plans, we support students to articulate their aspirations for adult life, including for many their aspiration to work.

To develop enterprise and employability skills.

To support inclusion, challenge stereotyping and promote equality of opportunity.

To meet the needs of all our students through appropriate differentiation.

To encourage participation in continued learning including further and higher education.

To contribute to strategies for raising achievement, especially by increasing motivation.

Cambian Spring Hill School follows the principles of the Gatsby Benchmarks which are listed below:

Benchmark 1: A Stable Careers Programme

Benchmark 2: Learning from Career and Labour Market Information

Benchmark 3: Addressing the Needs of Each Pupil

Benchmark 4: Linking Curriculum Learning to Careers

Benchmark 5: Encounters with Employers and Employees

Benchmark 6: Experiences of Workplaces

Benchmark 7: Encounters with Further and Higher Education

Benchmark 8: Personal Guidance

3. Strands of Careers Education

In order to support students to achieve their aspirations, careers education at Cambian Spring Hill School consists of the following strands:

1. Vocational Education lessons to support students to identify their skills, interests and talents. Including CV writing, interview techniques and applications.
2. Work Related Learning opportunities offering meaningful vocational experience on campus
3. A varied programme of Social Enterprise Activities e.g. the Princes' Trust Achieve Programme
4. Off Site Work Experience at local businesses and charities, including job coaching to support students to excel at these placements
5. Support, including from external agencies, with job coaching and planning next steps once leaving school, including option of attending College, apprenticeships, internships and other suitable opportunities.
6. Experiential work education for learners with complex needs which would make paid employment more challenging
7. Financial literacy and budgeting. Cambian Spring Hill School runs an accredited programme where appropriate for students to ensure they can use money and can budget for bills and purchases etc. All students learn money handling skills and go into the community to use practically.
8. Career's information and computer-based careers programmes, such as the U explore Start and National Careers Service website. Also, a range of reliable websites collated by the Careers Adviser.
9. Access to careers advisers in a variety of ways including individual meetings, drop-in sessions, & enrichment activities
10. The opportunity to relate what they learn in lessons to their life and career beyond school

4. Parental Involvement

Young people do not make career decisions in isolation and parents/carers can have a substantial impact, as well as a clear interest in the right outcomes for their young person. The school is keen to foster parental involvement in the careers programme, wherever possible.

Parents/carers are kept up to date with career-related events and activities affecting their son/daughter via letters, phone calls and texts home. Parents/carers are welcome to attend careers meetings, by prior arrangement and, in some cases, will be asked to attend. They are also welcome to make contact with the Careers Adviser at school, should they have any questions or concerns.

5. Careers Education Summary

Key Stage 3

Careers Education Focus

Years 7 & 8	<ul style="list-style-type: none"> • Classroom Lessons on skills and interests • Roleplay of work-related activities • Joining with and observing older learners carrying out vocational activities in school
Year 9	<ul style="list-style-type: none"> • Education, Health and Care Plan Transition Review • Working together with students and families to identify aspirations and goals for the future • Students have regular meetings with our independent careers advisor • Finding out about the world of work and challenging assumptions • Year 9 options

Key Stage 4

Careers Education Focus

Year 10	<ul style="list-style-type: none"> • Classroom Lessons on skills and interests. • Functional Skills lessons understanding what jobs are for and introducing concepts of making money and budgeting where appropriate. • Lessons focused on understanding and writing CV's, applying for jobs, interview practice and appropriate behaviour. • On-site work-related learning activities such as fruit/stationary deliveries around school, cleaning school vehicles, recycling, keeping the library or PE cupboards tidy, working in the Croft etc. • Visits to local Colleges/taster days. • Understanding post-16 options
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	<ul style="list-style-type: none"> • Learn about the different Post-16 pathways. • Develop their self-awareness and career management skills • Tasty days at college • Learn about and encounter what work is like or what it takes to be successful in the workplace.
Year 11	<ul style="list-style-type: none"> • First off-site work experience placement in local business or charity. • Continued classroom and on-site work focusing on CV's, applications, interviews and behaviour where appropriate. • Visits to Skills and Employment Fairs. • Visits to local Colleges/taster days. • Education, Health & Care Plan Transition Review • Working together with students and families to identify aspirations and goals for the future. • Supporting students with transition to mainstream college for those who choose to do so. • Tasty days at college • Attend events in school and out of school where they can speak to employers, colleges, training providers and universities. • Apply for Post-16 options and back-up plans, as necessary. • Continue to develop the skills needed for a successful transition. • Attend events in school and out of school where they can speak to employers, colleges, training providers and universities • Use a range of sources of information (with support, as required) to explore Post-16 options

Key Stage 5

Careers Education Focus

Year 12	<ul style="list-style-type: none"> • Increase in on-site/off-site work-related learning activities • Working together with students and families to identify aspirations and goals for the future. • Supporting students with transition to mainstream college for those who choose to do so. • Visits to Skills and Employment Fairs. • Visits to local Colleges/taster days.
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	<ul style="list-style-type: none"> • Continue to develop the skills needed for a successful transition. • 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.
Year 13	<ul style="list-style-type: none"> • Continued participation in full range of on-site work-related learning activities and off site if appropriate. • Continued classroom and on-site work focusing on CV's, applications, interviews and behaviour where appropriate • Visits to Skills and Employment Fairs. • First opportunity for students to apply for Vocational Internships at Project Search. • Continue to develop the skills needed for a successful transition.
Year 14	<ul style="list-style-type: none"> • Continued participation in full range of on-site work-related learning activities and off site if appropriate. • Continued classroom and on-site work focusing on CV's, applications, interviews and behaviour where appropriate. Second opportunity for students to apply for Vocational Internships at Project Search. • Visits to Skills and Employment Fairs. • Education, Health & Care Plan Transition Review • Working together with students and families to identify aspirations and goals for the future. • Continue to develop the skills needed for a successful transition. • Supporting students with transition from school to appropriate further education placement

6. External Partners and Supporting Agencies

In order to provide quality careers education, Cambian Spring Hill School works with a range of external agencies, businesses and charities, including:

- U-Explore, CEIAG who attend one day per week to meet with individual students and support planning and college taster days, for example
- Local Charity Shops
- Princes Trust – Achieve Programme
- Walled Garden – Ripon Community Link
- Lister House – Royal British Legion
- Boltby Trekking Centre

7. On-Site Work-Related Learning Opportunities **Café Cambia**

Café Cambian is a pupil led café which prepares and serves refreshments for school staff, students and visitors during morning break other special occasions such as termly Student Showcase days. Students take orders, can operate a hot drinks machine and handle money giving appropriate change (Showcase days only). Students are also responsible for the other aspects of running the café such as checking stock, re ordering basics, tidying and cleaning.

Educational Stores

Post 16 students visit each class and complete an order form for stationery requests. The items are ordered, collated and then delivered the following week. Students keep a check on what is being ordered and work to ensure we get value for money.

Social Enterprise

Post 16 pupils carry out a wide range of Social Enterprise activities, raising money for the School Charity and for class trips. These include collecting wood from around the site, preparing it for sale and bag it up. The trailer is filled up and when full the students go with staff to sell bags of wood to the public. The students enjoy this physical activity.

Ripon Market Stall

During their enterprise and creative arts workshops, student make gifts, such as textile notice boards, cakes and preserves to sell in addition to selling plants grown in The Croft. The initiative provides opportunities for students to develop their interpersonal and enterprise skills in addition to appropriate management of money and a basic understanding of profit and loss

The Croft

Spring Hill has a fantastic horticulture space for student to develop their gardening and growing skills. Students learn about environmentally friendly and sustainable approaches to maintaining the environment and nurturing plants and forms of nature wildlife which resides across campus. Students have the opportunity to develop spaces and undertake maintenance tasks such as mowing the lawn, weeding and ensuring plants in the polytunnel are appropriately cared for so that they can be sold on the market stall.

Jobs Across Campus

There are a range of other jobs around school which are carried out each week by students of all ages. These include including fruit/stationary deliveries around school, cleaning school vehicles, recycling, keeping the library or PE cupboards tidy and manning the school tuck shop etc...