



Barndale House School

Careers Education and Guidance Policy

Introduction

The Careers Education and Guidance Policy at Barndale House School has been developed to incorporate the aims of the school and the recent initiatives in Careers Education. Within our school context a 'career' is defined as a pathway through life. This includes independent living skills, learning about the world around us and understanding the options available upon leaving school.

At Barndale House School we recognise that young people with special educational needs and disabilities face many challenges in making the transition from education to adulthood and employment. We as a school have a responsibility to ensure that all of our pupils receive high quality, accurate, impartial and objective advice and guidance in order to support them to make informed decisions about their future, whatever their needs.

Aims

The Gatsby Benchmark Toolkit states that 'careers provision is the same for all young people: independent living and working, choice, hope and optimism, adaptability and resilience, access to and engagement in decent work in all its forms (personal, gift and paid work) opportunities to learn and make progress and the pursuit of wellbeing and happiness.'

Using the Gatsby Benchmarks as a guide we aim to improve the personal, social, educational and economical outcomes for every pupil and assist them to make decisions about their future through the implementation of an embedded stable, structured and relevant Careers Education and Guidance curriculum.

The curriculum helps our pupils to understand their interests, strengths and areas for development in relation to work and lifelong education. The main focus is upon exploring career and option choices, raising aspirations and equipping pupils with the relevant knowledge and understanding, skills and attitudes as a foundation for managing their lifelong career and learning.



Curriculum

Our curriculum is based on the 3 core elements of Careers, Employability and Enterprise:

1. Self-Development through careers , employability and enterprise education

- Self-awareness
- Self-determination
- Self-improvement as a learner

2. Learning about careers and the world of work

- Exploring careers
- Investigating jobs , the world of work and working life
- Work experience
- Understanding business and industry
- Valuing equality , diversity and inclusion
- Learning about safe working practices and environments

3. Developing career management and employability skills

- Using and responding to careers advice and guidance
- Preparing for employability
- Showing initiative and enterprise
- Developing personal financial capability
- Identifying choices and opportunities
- Planning and deciding
- Experience applications and interview
- Manage change and transition.

Pupils will be provided with opportunities to:

- Develop transferrable life and social skills
- Develop ability to cope with and manage transition and change
- Develop self-awareness , self-esteem and self-advocacy



- Develop decision making and become actively involved in investigating career /post school options/prospects.
- Work independently and collaboratively
- Plan for future pathways.
- Experience the working world and explore areas of personal interest
- Engage in purposeful interactions
- Access impartial advice and guidance
- Access to careers information including all routes and pathways
- Make use of new technologies to raise the quality of learning within the subject and wider curriculum.

The curriculum is delivered through:

- Classroom based Careers ,PSHE and Independent Living Skills sessions / activities
- Recognition of careers within topics
- Work experience opportunities on and off site
- Enterprise activities
- Access to an impartial career advisor
- Visits to careers events
- Visits to FE colleges
- Visits to Social Care providers
- Visits to real working environments
- Action planning and recording achievements
- Regular meetings with families
- Employer visits to school
- Governor involvement
- Person Centred Planning
- Transition reviews
- Links with the regional LEP
- Focused assemblies
- Independent Travel Training

Staff and pupils will be able to record experiences and achievements in a variety of ways including:

- Person centred plans
- Careers folders
- Record of achievement folders



- Transition plans
- Earwig
- ILPs
- MAPP
- AQA Unit Awards
- Work experience diaries
- Work placement reports

Work Experience

Work Experience and Work Related Learning activities are an important part of the educational entitlement of every pupil at Barndale House School. Where appropriate meaningful work experience is arranged for each pupil – either off site within the local community or on the school premises. This may be related to any vocational area and focuses upon the development of key skills, attitudes and self-awareness.

Work Experience preparation and follow-up takes place in class-groups, careers lessons and other appropriate parts of the curriculum.

Activities are designed to meet the needs and abilities of the individual pupil and are differentiated in terms of outcomes, resources, and learning styles to ensure that they are appropriate to each individual's stage of career learning and development.

Business Enterprise

Pupils throughout the school are involved in regular Business Enterprise projects including the Virgin Money Make £5 Grow scheme and the Alnwick Garden Enterprise Fair.

Links with other policies

This policy is underpinned by the school's policies for teaching and learning, curriculum, behaviour, assessment, recording and reporting, PSHCE, equal opportunities, health and safety, diversity and school visits.

Roles and Responsibilities

The **Headteacher** will ensure that:

- All statutory elements of the curriculum are met and the school is compliant with legislation
- The amount of time for teaching the curriculum is adequate and reviewed annually.
- The governing body is informed on the breadth and balance of the curriculum.



- This policy is implemented and monitored and that the governing body is reported back to.
- A positive learning culture in which all children believe that they can succeed is promoted the school.
- There are high standards of teaching and learning
- Careers Education and Guidance is evaluated on a regular basis

The **Careers Lead** will ensure that:

- The guidance is followed in line with an annual careers audit using a standardised scheme eg. The Gatsby Benchmarks and updated when necessary.
- Pupil's progress is monitored and evaluated.
- Pupils have access to a range of experiences and resources.
- Appropriate accredited courses are followed where applicable.
- All long and medium term plans for the subject are kept up to date.
- Pupils have access to impartial careers advice and guidance at key points in their school life.
- Subject resources are kept up to date and available for all staff.
- The teaching of careers is relevant across all stages.
- Relevant FE / Social Care providers have access to pupils from Year 9-13 to inform them about the varied options open to them.

The **teacher** must ensure that:

- Pupils gain an understanding of the world of work.
- Pupils are supported to access sources of information.
- Pupils are supported to make decisions with regards to available options.
- Pupil's work is assessed and their progress tracked.
- Assessment informs pupils of their next steps in learning.
- Pupils have access to a variety of opportunities.

Arrangements for Monitoring, Review and Evaluation

Evaluation has a crucial role to play in ensuring that each pupil's needs are being met and in determining the extent to which the curriculum is meeting its aims and outcomes. Evaluation of the Careers Education and Guidance curriculum is an on-going and cyclical process and all aspects are regularly reviewed and monitored to inform future policy and planning. Evaluation also includes the views of work-experience providers, training providers, pupils, parents and governors.



At the end of each module of the Careers curriculum, as well as at the end of any work experience, each pupil will be supported to evaluate their experience. This evaluation process will ensure that practice can be developed and improved upon and that any issues can be addressed.

Resources

Funding to careers education is allocated in the annual budget in the context of whole school development priorities.

Staff Development

Staff training needs are identified and prioritised as part of the yearly CPD review cycle.

Partnerships

Partnerships have been firmly established with Northumberland County Council, the PCP team, Radio Lionheart who provide work experience placements, local and independent FE Colleges and various social care providers.

Parents/Carers

Parents and carers play an integral part in pupils' understanding of their post-school options and are encouraged to attend a range of events including parents' evenings, transition reviews, careers fairs and open days.