

includEd Learning

Independent Specialist Education Provider



CAREERS POLICY

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→ 1. Introduction

Careers education, information, advice and guidance (CEIAG) is an essential part of the support we offer to students at IncludEd. Effective careers support is a vital part of the curriculum and helps to prepare young people for the opportunities, responsibilities and experiences they will encounter as they prepare for transition to their next educational establishment and beyond. As options for young people become more varied and complex, it is vital that we support our students to develop the knowledge and skills they need to make informed choices for their future. Whilst the structured programme is clearly defined, it is incumbent on all members of staff to take the opportunities, when they arise, to support the delivery of CEIAG provision both within and beyond the taught curriculum.

This policy sets out how career activities are delivered at school and explains what stakeholders can expect from the careers programme.

→ 2. Aims and Objectives

The careers programme aims to:

- encourage students to be ambitious, broaden their horizons and explore their own career aspirations throughout their time at school.
- ensure students' readiness to take their next step in their learning or career.

The objectives for the careers programme are as follows:

- helping students to understand the changing world of work;
- facilitating meaningful encounters with employers for all students;
- supporting positive transitions to an appropriate destinations;
- enabling students to develop the research skills to find out about career opportunities;
- utilising Manchester's Skills for Life framework to help students to develop the skills, attitudes and qualities needed to make a successful transition into the world of work;
- encouraging participation in continued learning, challenging the young people to identify their route to a future career via traineeships, apprenticeships or further and higher education;
- supporting inclusion, challenging stereotyping and promoting equality of opportunity;
- contributing to strategies for raising achievement, particularly by increasing motivation.

→ 3. Statutory Requirements and Recommendations

The careers provision at IncludEd 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. From September 2012, all schools have a legal duty to provide independent careers guidance from Years 8 -13. 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 2 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 students about approved technical qualifications and apprenticeships. Further information relating to this see the Provider Access Statement.

→ 4. Student Entitlement

All students are entitled to be fully involved in an effective CEIAG programme. Students are encouraged to take an active role in their own career development, so the careers programme emphasises student participation with a focus on personal and social development; learning about careers and the world of work; and developing employability skills.

During their time at school, all students can expect:

- the support they need to make the right choices for Key Stage 4 and beyond into their post-16 destination.
- access to 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.
- formal CEIAG sessions covering employability skills, post-16 options, the world of work, the job market and the skills needed for the future.
- a meaningful encounter with a representative from the world of work each school year; this could be through work experience, Careers Week activities, assemblies, careers talks (in or outside lessons), projects and visits.
- to hear from a range of education and training providers, including colleges, universities and apprenticeship organisations (where appropriate); 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.
- the school to keep parents/carers informed of their progress and provide parents/carers with information to support students' career planning and decision-making.
- to be asked their views about the service they have received to ensure that the service continues to meet the needs of the students.

→ 5. 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 invited into school to discuss their son/daughter's progress at Review Days.

Parents/carers are kept up to date with career-related events and activities affecting their son/daughter via communication with the Head of Centre. With the student's agreement, a copy of the action plan from one-to-one careers meetings will be sent home. Parents/carers will be encouraged to make contact with the IncludEd Staff, should they have any questions or concerns.

→ 6. Equal Opportunities

IncludEd is keen to promote equal opportunities, challenge stereotypes and address limiting beliefs. All students can access advice and guidance tailored to their needs with support to explore options that suit their preferences, skills and strengths. All members of staff work to facilitate early-identification of students requiring additional support, with no limit placed on how many times a student might seek careers advice, should additional support be necessary to avoid the student from becoming NEET. Where appropriate careers advisers work with the SENDCo to support Education, Health and Care planning which supports students who may be facing other challenges.

→ 7. 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 students.

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;
- staff feedback on careers sessions mock interviews etc;
- gathering informal feedback from external partners and from parents;
- quality assurance of careers input.

→ 8. Delivery of the Careers Program

Careers Education

Students' career aspirations will be collected after each IAG meeting and updated on a central database. Permission will be sought to share this information with Manchester City Council to allow them to undertake their statutory duties to track and support young people in danger of not being in education, employment or training. The students' careers aspirations will be used to allow discussions around progress relating to next steps, career ideas and career planning, as well as academic progress.

Key Stage 3

- Be introduced to careers resources including online support;
- Develop self-awareness;
- Hear from or talk to representatives from the world of work;
- STEM events and projects are a key part of the KS3 curriculum;
- Develop self-awareness and identify career aspirations;
- Be introduced to the range of post-16 pathways and use a range of resources to investigate options;
- Sessions to support CV building and Letter of Application writing;
- Subject specific lessons with a careers focus during Careers Week;
- Mock Interviews;
- Labour Market Information;

Manchester Secondary PRU does not currently support traditional blocks of work experience for the whole cohort. The school does, however, put a great deal of emphasis on developing personalised learning experiences and as a consequence a block of work experience may be considered where it is identified as an appropriate intervention for a particular student. Where a work experience placement is identified a work experience agreement form and work experience information form must be completed. All pupils on placement will be covered by the employers' insurance and places of work will be risk assessed by the Careers Leader.

→ 9. References

The Gatsby Benchmarks

www.gatsby.org.uk/education/focus-areas/good-career-guidance

The Career Development Institute Careers Framework

<http://www.the CDI.net/Careers-Framework-2018>

→ Appendix 1: Provider Access Policy Statement



Provider Access Policy Statement 2021

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.

Pupil entitlement

All pupils in years 8 to 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 options events, assemblies and group discussions and taster events;
- to understand how to make applications for the full range of academic and technical courses.

Management of provider access requests

Procedure

A provider wishing to request access should contact Jo Hardman, administrator, via email at J.Hardman@mspru.manchester.sch.uk.

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 or their parents or carers. These can be found in the Careers Programme published on the school's website.

Please speak to our Careers Leader, Colin Rigby, to identify the most suitable opportunity for you.

Premises and facilities

The school operates across multiple sites in the City and providers will be provided with access to the students on a site-by-site basis. The school will make a suitable presentation space or private meeting rooms available for discussions between the provider and students, as appropriate to the activity. The school will also make available AV and other specialist equipment to support provider presentations. This will all be discussed and agreed in advance of the visit with the Careers Leader or a member of their team.

Providers are welcome to leave copies of their prospectus or other relevant course literature with Jo Hardman who will ensure they are distributed to each of our Centres.