

CITY OF ROCHESTER SCHOOL
CAREERS AND EMPLOYABILITY POLICY

This policy, which applies to the whole school, and upon request a copy (which can be made available in large print or other accessible format if required) may be obtained from the School Office.

In the City of Rochester School, the term 'staff' is inclusive of all staff and it also applies to students on placement, contractors, agency staff, volunteers, the Trustees and Board of Trustees.

Monitoring and Review:

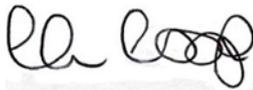
- This policy will be subject to continuous monitoring, refinement and audit by the Headteacher, being responsible for the day to day organisation of the curriculum, monitoring the weekly lesson plans for all staff, ensuring all planning is appropriately differentiated with relevant, appropriate learning objectives.
- The Headteacher along with the whole school teaching and therapy team review the long-term and medium-term planning, and ensure that appropriate targets and strategies are in place. It is intended that the ongoing review and development of the curriculum will support enthusiastic and inspirational teaching. The process of review plays a key role in the continuing professional development of all staff at City of Rochester School.
- The Trustees 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 than one year from the date shown below, or earlier if significant changes to the systems and arrangements take place, or if legislation, regulatory requirements or best practice guidelines so requires. This discussion will be formally documented in writing. Any deficiencies or weaknesses recognised in arrangements or procedures will be remedied immediately and without delay.

Signed:

Date Reviewed: May 2021
Date of Next Review: May 2024
Version No. 2
Policy No 001



Alicja Emmett
Headteacher



Claire Cooper
Chair of Trustees and Safeguarding Trustee

This policy will be reviewed no later than May 2024 with the Career Plan being reviewed annually, or earlier if changes in legislation, regulatory requirements or best practice guidelines so require.

Table of Contents

1	Introduction.....	2
2	Commitment.....	2
3	Objectives	3
4	Implementation	3
4.1	Management	3
4.2	Staffing.....	3
4.3	Curriculum	3
4.4	Professional Development.....	3
4.5	Partnerships.....	3
4.6	Resources.....	2
5	Monitoring.....	3
6	Equality Impact Assessment	3
7	Appendix 1 Careers Programme Objectives and Outcomes.....	3
7.1	Aims and Objectives	4
7.2	KS 3	4
7.3	KS 4	4
7.4	KS5	4
8	Appendix 2 The Gatsby Benchmarks	5

1. **Introduction:** The rationale for the provision of independent and impartial careers education and guidance has been firmly established by Government legislation. It is incumbent on all schools to provide impartial and independent careers information and guidance to students in Years 7-13. Careers programmes make a significant contribution in preparing young people for the opportunities, responsibilities and experiences of life. In particular they assist young people to make rational decisions on their futures, as well as enabling them to make the transition from learners to employees. This policy should be read in conjunction with the City of Rochester School Careers Plan 2020-2021

Some people with Autistic Spectrum Conditions have particular difficulties in the workplace. These are usually centred around activities which require an understanding of the complexities of human behaviour and could include some of the following:

- Interviewing techniques
- Customer relations
- Socialising at break times and outside of work
- Understanding different organisational cultures

The Government launched a review of the national autism strategy in 2019 called *Think Autism*. Children and Families Minister Nadhim Zahawi said:

“Our ambitions for children with autism are exactly the same as for all other children – to do well in school and college, find sustained employment and live happy and fulfilled lives.”

“Schools and colleges already do a great job at supporting children with autism but we know there is more to do to make sure these young people are given the opportunity to unlock their full potential and succeed.”

“This pivotal review will help to find out how we can further our understanding of all forms of autism, improve how children and adults are supported and transform the life outcomes for people with autism. Our policy will be updated in line with this.”

Kent County Council have a 5 year strategy for Adults with Autism – *Strategy for Adults with Autism in Kent – A Five Year Strategy Kent Autism Collaborative 30th January 2017*

It is estimated that there are approximately 13,431 people with autism in the County. Research by Baron-Cohen has estimated that almost 60% of people nationally have a comorbid condition. According to the National Autistic Society:

- 70% of people with autism have one co-existing condition and 50 % have two
- 70% have a learning difficulty, 50% have a learning disability
- 65% of people with Asperger’s Syndrome have a psychiatric condition
- 84% of those with a Pervasive Developmental Disorder diagnosis have anxiety
- 30% have ADHD
- 10% have Obsessive Compulsive Disorder
- 25% have epilepsy. In addition there are often other health issues including sleep problems which can exacerbate the difficulties faced by people with autism and which often go unrecognised or simply be attributed to the autism.

Adults told the study that they **“want the same opportunities as everyone else to enhance their skills, to be empowered by services and to be as independent as possible”**. Local People with Autism told the study: **“There should be more courses relevant to people on the autistic spectrum and apprenticeships for people over 25. There should be more courses that lead to paid employment with more practical and hands on training.**

The vision for the education of children and young people in Kent is set out in ‘Working Together Improving Outcomes: Strategy for Children and Young People with Special Educational Needs and Disabilities’ (KCC, 2013). The vision is for a well-planned continuum of provision from birth to age 25 in Kent that meets the needs of children and young people with SEND4 and their families. This means integrated services across education, health and social care which work closely with parents and carers and where individual needs are met without unnecessary bureaucracy or delay

Our Careers Plan sets out how the school intends to provide a fit-for-purpose careers programme with available resources which will provide our students with the knowledge, inspiration and ability to take ownership of their own career action plans enabling them to succeed in their chosen career paths and use their autism to their advantage. Moving from the familiar atmosphere of school will be a daunting prospect for any young person, but especially an autistic young person. The key to success is preparing for transition, whatever the destination as early as possible. In England transition planning

should start in Year 9, but at City of Rochester School we start this much earlier – but all decisions are based on individual need.

An external independent audit of provision at City of Rochester School was carried out by My Trust Careers (now CXK) which identified good existing practice and what the school needs to do to improve. The school is making good progress towards this action plan.

- 2. Commitment:** The school is committed to providing a planned programme of careers education and to students in Years 8-13. The school is guided by the principles of impartial careers education and associated statutory guidance. The school will also be guided by relevant initiatives and advice from the Department for Education, the latest being the Careers guidance and access for education and training providers, published in January 2018. The school is committed to upholding the principals of the Gatsby Benchmark 8, Personal Guidance, explicitly referenced in the DfE Statutory Guidance for Careers (January 2019).

There are eight Gatsby Benchmarks and these are:

- A stable careers programme
- Learning from career and labour market information
- Addressing the needs of each pupil
- Linking curriculum learning to careers
- Encounters with employers and employees
- Experiences of workplaces
- Encounters with further and higher education
- Personal guidance

- 3. Objectives:** The Careers programme is designed to meet the specific needs of the students. It is differentiated and personalised to ensure progression through a range of activities what are appropriate to students' career learning, planning and development. The student programme is student centred, impartial and confidential. The programme will raise aspirations, challenge stereotyping and promote equality and diversity.

4. Implementation

4.1 Management: My Trust Careers (now CXK) Careers Consultancy coordinates the Careers programme, with assistance from the External Curriculum Coordinator, Assistant Head, Headteacher and class teachers:

4.2 Staffing: All staff contribute to careers education indirectly through their roles as tutors and subject teachers. Specialist sessions are provided by My Trust Careers (now CXK) Careers Consultancy as well as staff working within PHSE lessons.

4.3 Curriculum: The curriculum includes:

- Careers education activities (careers lessons in Years 10 and 11, PSHE lessons, visiting speaker assemblies and careers education embedded in subjects).
- 3 formal careers counselling sessions from an independent advisor
- Information and research activities, including group work and one to one interviews for all Year 13 students
- Events and enrichment activities (presentations are invited by external speakers on a variety of professional opportunities)
- Work experience placements by the end of KS4 and additional work experience by the end of KS5
- Access to the careers library and information
- Visits to colleges and apprenticeship providers to ensure pupils and parents/carers are fully informed about the options available to them

4.4 Professional Development: All staff may of course contribute to the careers programme through their roles as tutors and subject teachers.

4.5 Partnerships: Key public agencies, employers, universities, the Headteacher and My Trust Careers (now CXK) Careers Consultancy all have a specific role to play in the promotion and provision of the Careers program at City of Rochester School.

- 4.6 Resources:** Funding will be allocated in the annual budget planning round in the context of whole school priorities and needs in the careers curriculum. The Head Teacher is responsible for the effective deployment of resources.
- 5. Monitoring:** Compliance with the policies and procedures laid down in this document will be monitored by the trustees. The trustees are responsible for the monitoring, revision and updating of this document on a 1 yearly basis or sooner if the need arises.
- 6. Equality Impact Assessment:** This document forms part of the City of Rochester School's commitment to create a positive culture of respect for all staff and service users. The intention is to identify, remove or minimise discriminatory practice in relation to the protected characteristics, as well as to promote positive practice and value the diversity of all individuals and communities. As part of its development this document and its impact on equality has been analysed and no detriment identified.

7. Appendix 1 Careers Programme Objectives and Outcomes

7.1 Aims and Objectives:

- to enable all students to develop the knowledge and skills they need to take ownership of their personal and career development;
- to be an integral part of their academic curriculum;
- to raise aspirations, improve motivation, develop employability skills and illustrate the relevance of subjects to their future careers;
- to challenge stereotypical thinking and attitudes;
- to help students overcome any overt and hidden barriers to progress they may encounter;
- to enable students to understand that all career decisions involve making choices about learning and lifestyles and
- to ensure that students receive appropriate information and guidance, especially at key decision and transition points.

7.2 KS3: By the end of this stage, all students & parents/carers will have:

- an improved understanding of themselves (personal characteristics, abilities, interests, potential, weaknesses and limitations)
- received appropriate advice and guidance on post 14 choices in line with Gatsby Benchmark 4

7.3 KS4: By the end of this key stage, all students & parents/carers will have:

- enhanced their self-knowledge, career management and other employability skills;
- accessed advice, guidance and support to help them identify their choices;
- chosen and applied for an appropriate opportunity at school or college if applicable in line with Gatsby Benchmark 7 and
- had first hand experience of workplaces through work experience in line with Gatsby Benchmark 6.

7.4 KS5: By the end of this stage, all students will have:

- extended their self- knowledge, careers exploration, career management and other employability skills;
- developed their career capital (e.g. through D of E, internships, voluntary work);
- researched, evaluated, obtained guidance on, chosen and applied for an appropriate opportunity and, if necessary, financial support where further education is appropriate in line with Gatsby Benchmark 7 and
- develop a contingency plan for the unexpected.

8. Appendix 2 The Gatsby Benchmarks

1 A stable careers programme	Every school and college should have an embedded programme of career education and guidance that is known and understood by students, parents, teachers, governors and employees	<ul style="list-style-type: none"> • Every school should have a stable, structured careers programme that has the explicit backing of the senior management team, and has an identified and appropriately trained person responsible for it. • The careers programme should be published on the school's website in a way that enables pupils, parents, teachers and employers to access and understand it. • The programme should be regularly evaluated with feedback from pupils, parents, teachers and employers as part of the evaluation process.
2 learning from career and labour market information	Every pupil, and their parents, should have access to good quality information about future study options and labour market opportunities. They will need the support of an informed adviser to make the best use of available information.	<ul style="list-style-type: none"> • By the age of 14, all pupils should have accessed and used information about career paths and the labour market to inform their own decisions on study options. • Parents should be encouraged to access and use information about labour markets and future study options to inform their support to their children.
3 Addressing the needs of each student	Pupils have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each pupil. A school's careers programme should embed equality and diversity considerations throughout.	<ul style="list-style-type: none"> • A school's careers programme should actively seek to challenge stereotypical thinking and raise aspirations. • Schools should keep systematic records of the individual advice given to each pupil, and subsequent agreed decisions. All pupils should have access to these records to support their career development. • Schools should collect and maintain accurate data for each pupil on their education, training or employment destinations for at least three years after they leave the school.
4 linking curriculum learning to careers	All teachers should link curriculum learning with careers. For example, STEM subject teachers should highlight the relevance of STEM subjects for a wide range of career pathways.	<ul style="list-style-type: none"> • By the age of 14, every pupil should have had the opportunity to learn how the different STEM subjects help people to gain entry to, and be more effective workers within, a wide range of careers.
5 Encounters with further and higher education	Every pupil should have multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace. This can be through a range of enrichment opportunities including visiting speakers, mentoring and enterprise schemes.	<ul style="list-style-type: none"> • Every year, from the age of 11, pupils should participate in at least one meaningful encounter*with an employer. <p><i>A 'meaningful encounter' is one in which the student has an opportunity to learn about what work is like or what it takes to be successful in the workplace.</i></p>
6 Experiences of workplaces	Every pupil should have first-hand experiences of the workplace through work visits, work shadowing and/or work experience to help their exploration of career opportunities and expand their networks.	<ul style="list-style-type: none"> • By the age of 16, every pupil should have had at least one experience of a workplace, additional to any part-time jobs they may have. • By the age of 18, every pupil should have had one further such experience, additional to any part-time jobs they may have.

7 Encounters with further and higher education	All pupils should understand the full range of learning opportunities that are available to them. This includes both academic and vocational routes and learning in schools, colleges, universities and in the workplace	<ul style="list-style-type: none"> • By the age of 16, every pupil should have had a meaningful encounter* with providers of the full range of learning opportunities, including sixth forms, colleges, universities and apprenticeship providers. This should include the opportunity to meet both staff and pupils. • By the age of 18, all pupils who are considering applying for university should have had at least two visits to universities to meet staff and pupils. <p><i>*A 'meaningful encounter' is one in which the student has an opportunity to explore what it is like to learn in that environment.</i></p>
8 Personal guidance	Every pupil should have opportunities for guidance interviews with a Careers Adviser, who could be internal (a member of school staff) or external, provided they are trained to an appropriate level. These should be available whenever significant study or career choices are being made. They should be expected for all pupils but should be timed to meet their individual needs.	<ul style="list-style-type: none"> • Every pupil should have at least one such interview by the age of 16, and the opportunity for a further interview by the age of 18

Requirements and expectations of schools

Timing	Action
Ongoing (Legal duty came into force in September 2012)	<ul style="list-style-type: none"> • Every school must ensure that pupils are provided with independent careers guidance from year 8 to year 13
Ongoing (Legal duty came into force on 2 January 2018)	<ul style="list-style-type: none"> • Every school must ensure that there is an opportunity for a range of education and training providers to access all pupils in year 8 to year 13 for the purpose of informing them about approved technical education qualifications or apprenticeships. • Every school must publish a policy statement setting out there for provider access and ensure that it is followed.
From January 2018 to end 2020	<ul style="list-style-type: none"> • Every school should begin using the Gatsby Benchmarks arrangements to improve careers provision now, and meet them by the end of 2020. • For the employer encounters benchmark, every school should begin to offer every young person seven encounters with employers – at least one each year from year 7 to year 13 – and meet this in full by the end of 2020. Some of these encounters should be with STEM employers.
From September 2018	<ul style="list-style-type: none"> • Every school should appoint a named person to the role of Careers Leader to lead the careers programme
From September 2018 (Legal duty came into force on 1 September 2018)	<ul style="list-style-type: none"> • Every school will be expected to publish details of their careers programme for young people and their parents.