



Clovelly House School  
Stay safe, respect, achieve

# Careers Guidance Policy

**January 2022**



## Clovelly House School Policy

### Contents

1. Introduction .....	3
2. Aims and Purpose .....	3
3. Statutory requirements and recommendations .....	3
4. Equalities Statement .....	3
5. Roles and Responsibilities .....	4
6. Careers Provision at Clovelly House School .....	5
7. Premises and Facilities .....	6
8. Providers Access Policy Statement .....	6
9. Monitoring and Review .....	7

## Careers Guidance Policy

### 1. Introduction

Careers Guidance Policy, JAC



## Clovelly House School Policy

Clovelly House School provides a relevant and engaging careers curriculum which meets the differing needs and requirements of our pupils. This is developed throughout a pupil's time at the school and is always supportive of their abilities, strengths and skills.

### **2. Aims and Purpose**

All pupils will have the opportunity to receive careers guidance, especially in years 10 and 11 and in year 9 when they may make subject choices for KS4.

The school will endeavour to work closely with an externally appointed Career Guidance advisor to ensure that pupils have full access to impartial, comprehensive and up to date careers information, materials and guidance.

The school will, (where possible), work with the local training and employment advisory services and other bodies.

The school will provide the local careers services, upon request, with such information as may assist them in their work with the young people.

Careers guidance at Clovelly House School aims to:

- \* Prepare pupils for the transition to life after school
- \* Support pupils in making informed decisions which are appropriate for them
- \* Provide pupils with well-rounded experiences
- \* Develop personal characteristics such as social skills, communication, independence and resilience
- \* Inspire and motivate pupils to develop themselves as individuals and live as independently as is possible.
- \* Include parents/carers and external professionals in planning for each pupil's future

This policy summarises the statutory guidance and recommendations. It then outlines the provision of careers education, work experience and provider access.

### **3. Statutory requirements and recommendations**

The careers provision at Clovelly House School 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.

This states that all schools should provide independent careers guidance from Years 8 -13 and that 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 5 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.

### **4. Equalities statement**

The school is committed to promoting equal opportunities, tolerance for others and appreciation of diversity. This commitment includes supporting children to move on to adulthood and the world of work.

We will at all times hold high expectations for every pupil to achieve the highest that they are able. We consider the voice of the child to be central in planning for their education at Clovelly as well as their progression from school.

We have a high-quality SEN team to support pupils in access arrangements and preparation for a career.

We will rigorously defend their right to follow a chosen career path in adulthood according to their ability and interests.

### **5. Roles and responsibilities**



**5.1 The External Careers Guidance Advisor will:**

- \* draw up a service contract agreement with the school
- \* meet with pupils in years 9, 10 and 11 to advise them about career routes
- \* forward relevant information to pupils about careers that they are interested in

**5.2. The Head Teacher will:**

- \* ensure that there is a designated careers co-ordinator in the school
- \* ensure that there is a careers team in place to support the careers co-ordinator including a member of the school leadership team
- \* ensure that there is a cross-curricular approach to careers guidance in KS4
- \* ensure that subjects are timetabled to support careers guidance in the school, such as work-related learning and key skills
- \* liaise with Careers Guidance advisors, college authorities and stakeholders offering routes to employment for the benefit of the young people in the school
- \* ensure that staff members receive relevant training to enhance the quality information and careers advice that pupils receive
- \* make resources available for a high quality careers service including access to a careers library
- \* ensure that all pupils have a transition plan to support their moving on from the school into further education or employment.

**5.2 The careers co-ordinator in the school will:**

- \* ensure that all pupils in years 9, 10 and 11 receive an annual careers interview
- \* arrange visits to local colleges
- \* assist pupils in completing application forms for college or employment
- \* see what help can be provided in finding work experience placements
- \* liaise with Careers Guidance advisors, college authorities and stakeholders offering routes to employment for the benefit of the young people in the school
- \* build up a network of contacts for work related learning, work experience and part-time college placements for the benefit of the pupils in the school

**5.3 The careers team in the school will:**

- \* meet half-termly to review careers provision
- \* support the careers co-ordinator in ensuring high quality careers advice for all pupils
- \* be pro-active in sourcing information, opportunities for learning about the world of work and visiting persons to discuss their careers
- \* be pro-active in planning the annual careers week and plans to take pupils to careers fairs and events

**5.4 All staff in the school will:**

- \* support children in their journey to adulthood
- \* help children to develop the social skills to manage independently as an adult
- \* encourage pupils to learn independence skills
- \* hold high expectations for all pupils
- \* plan quality lessons in preparation for post school education and training
- \* support the careers program at the school

**6. Careers Provision at Clovelly House School**

Clovelly House School is a special school for pupils with social, emotional and mental health, (SEMH), challenges. These may manifest as behavioural difficulties.

From the day of entry to the school, all staff and pupils are expected to work on supporting children to develop social acceptable behaviours, self-esteem, identity and self-confidence. The



## Clovelly House School Policy

school recognises that, without these skills, our children will struggle to access adulthood and the world of work. Therefore, we consider these as a crucial part of careers development.

All pupils are supported with the SEMH difficulties through:

- \* Everyday contact with adults and peers in school
- \* Opportunities to socialise and build team skills through the timetable
- \* Access to full time school to learn the importance of attendance and punctuality
- \* Access to a robust SMSC program for social, moral, spiritual and cultural learning
- \* Embedding British values and citizenship into the timetable
- \* A key worker to support and give feedback
- \* A network of professionals to support
- \* Close working with families for the benefit of the child
- \* A structured PSHE curriculum
- \* Access to a school counsellor every week, and,
- \* Support from a dedicated, trained and reflective staff team.

All pupils are supported in their independence skills throughout their time at the school. This is done through encouraging independent learning, taking responsibility for tasks and competing them, leading on to managing independent time during breaks and lunches when they are able. Pupils are also encouraged to develop self-esteem and self-confidence.

This is done through:

- \* praise and reward,
- \* creating opportunities for pupils to succeed
- \* encouraging pupils to bring agenda items to school meetings
- \* encouraging pupils to lead in extracurricular clubs and forums
- \* encouraging pupils to participate in external events in the wider community

All pupils have access to the following:

- \* Clovelly House School Learning for Life curriculum (LLfL) – Careers and preparing for life after school is a fundamental aspect of our LLfL curriculum,
- \* All pupils are offered ‘Work Related Learning’ subjects
- \* Visitors in to school and offsite visits support pupils in developing their understanding of a range of different post 16 pathways.
- \* All pupils from Year 9 have access to advice and guidance from our external LEBC advisor
- \* All pupils in Year 10 access a meeting with LEBC advisor and school careers leader to explore future pathways
- \* Pupils have access, through the Quay Partnership, to relevant careers events hosted at Quay Partnership schools
- \* School partnership with NMA to provide STEM opportunities and careers talks and experiences.

### Key Stage 3

- \* Pupil pathways onto accredited and vocational courses are planned and prepared for in KS3
- \* Pupils take part in Enterprise projects

### Curriculum

- \* Pupils from Year 9 will have the opportunity to take part in the Bronze Duke of Edinburgh Award.

### Key Stage 4 (in addition to KS3 ongoing provision)

- \* One-to-one meetings with families, the school Careers Leader and LEBC Advisor in Year 10 and Year 11 informs individual routes into Post 16 provision and appropriate and meaningful work experience opportunities
- \* The majority of pupils take part in the Duke of Edinburgh Award.
- \* Pupils in Year 10 and 11 undertake Work Experience and work-based placements and opportunities.
- \* Pupils in Year 10 and 11 have the opportunity to access different training providers to develop



the variety of experiences they have to support informed choices about future education, training and employment pathways

The overall organisation of work experience is undertaken by the school Careers Leader who liaises with the KS4 team to ensure the most relevant and engaging opportunities are taken. Families are informed and communicated with throughout the process and a work experience agreement form and work experience information form are completed. All pupils on placement are covered by the employers' insurance and places of work are risk assessed by the Careers Leader in liaison with the LEBC work experience database.

Pupils in year 11 will be given opportunities to research and visit local colleges, universities and other further education providers during the year and will be offered support to fill in application forms to their chosen further education provider. This will include options to explore and apply for appropriate apprenticeships.

Pupils in year 11 will also be supported to learn how to write a formal letter to employers, compile their CV and practice role playing interview scenarios.

### **7. Premises and facilities**

The school will develop and maintain a careers library with access to online information. The school will make the main hall, classrooms or meeting spaces 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 a copy of their prospectus or other relevant course literature with Tamlyn Brink, Careers Programme Lead. This will be made available to pupils and families as appropriate.

### **8. Providers Access Policy Statement**

#### **8.1 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.

#### **8.2 Pupil entitlement**

All pupils in years 8-13 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

#### **8.3 Management of provider access requests**

Procedure: A provider wishing to request access should contact Tamlyn Brink, SBM and Careers Programme Lead, Telephone: 01455 336881; Email: [bursar@clovellyhouse.co](mailto:bursar@clovellyhouse.co)

#### **8.4 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 and/or their parents/carers. The school will hold a 'careers' week each year, focussed on giving pupils information and experience



### **9. Monitoring and Review**

This policy will be monitored and reviewed by the Careers Guidance Team and Senior Leaders at least annually, or sooner if required by legislation or guidance.

**See also:** Clovelly House School Risk assessments

Clovelly House School 'Curriculum Policy'

Clovelly House School Safeguarding Policies

Clovelly House School SEN Policies

Clovelly House School subject Policies and Procedures

SMSC Policies and Procedures

Behaviour Policies and Procedures