

Careers Policy

Review Date	June 2022	Next Review by Date	June 2023
Reviewed By	Headteacher		
Approved by Governing Body	24/11/2022		

Rationale

The latest statistical information we have for England, for 2020-21, is that employment rates have been on a downward trend year on year for adults with a learning disability. In 2018, 6% of adults with learning difficulties were in paid employment, this had gone down in 2020-21 with only 5.1% of adults with learning disabilities aged 18-64 in paid employment (<https://www.base-uk.org/employment-rates>). At Pathways Education, we work with young people who are particularly vulnerable to becoming NEET (Not in Education, Employment or Training.)

Pathways Education recognises that it has a statutory duty to secure independent careers guidance for all Year 8 to 11 students as outlined in (The Education Act 2011 / Career guidance and access for education and training providers January 2018). We want to empower our students through nurturing life skills and prepare them for the world of work once they are ready to move on.

Aims

Our aim is that all students acquire the skills, knowledge and attitudes to manage their own learning and career progression. The school is committed to ensuring that the CEIAG (Careers Education, Information, Advice and Guidance) our students receive will support them in making informed decisions by providing access to differentiated, impartial and independent information that is in their best interests and meets their needs. We will do this by:

- Build a continuously increasing and relevant network of partners and providers to develop collaborations and enabling opportunities for students to see clear links between their learning and the world of work.
- Ensuring our students meet with a range of different employers and participate in activities and events that broaden their knowledge of different career pathways.
- Take part in voluntary work, participating in the local community and opportunities to explore their own personal interests, as we apply the concept of careers in a wide range of contexts.
- Offering our students the opportunity to reflect on their learning to develop their understanding of adult life.
- Providing students with the strategies, confidence and abilities to work and live independently in the future and contribute positively to society.

Legal framework

This policy has due regard to legislation and statutory guidance, including, but not limited to, the following:

- DfE [‘Careers guidance and access for education and training providers’](#) 2018
- Education Act 1997
- Education and Skills Act 2008
- Apprenticeships, Skills, Children and Learning Act 2009
- Equality Act 2010
- Children and Families Act 2014
- Technical and Further Education Act 2017

Careers-based learning (See Appendix 1)

At Pathways, our focus is on re-engagement so that our young people have a sense of purpose in their lives. We recognise that our students have significant barriers to learning which decreases their chances of paid employment in the future. We have developed cross-curricular links within our curriculum provision to enable our students to access a wide range of experiences and opportunities about suitable and appropriate careers. Integrated into the

school careers education, we will also have professionals who come into school to speak to students and staff. When are students are fully engaged, the students will be able to take advantage of work experience through our employer links.

Review against Gatsby Benchmarks (Appendix 2)

Benchmark	How we currently meet this Benchmark
A Stable Careers Programme	Career Education map demonstrates deliberate opportunities created through provision. Engaging with parents and governors through newsletters and information sent home. Individualised Engagement Plans include planning for the future.
Learning from Career & Labour Market Information	National Careers Week resources and PSHE World of Work lessons. Curriculum reviewed annually. Career-related VR experiences and information delivered through VR.
Addressing the Needs of Each Pupil	World of Work lessons are differentiated. Targets against EHCP outcomes. Individual Transition Reviews that articulate future plans/aspirations young people and their parents may have.
Linking Curriculum Learning to Careers	Career-based learning embedded into curriculum provision and through projects. Event days/weeks such as Science Week are used to encourage wider participation and interest in these types of fields.
Encounters With Employers and Employees	Enrichment activities including visiting speakers, such as Paralympian Rachel Morris, and trips to local businesses, e.g. Farnham Community Farm, are arranged throughout the academic year.
Experiences of Workplaces	Opportunities for work experience on the Cookie Bus and Cookie Bar.
Encounters with Further/Higher Education	Transition Planning to support encourage engagement with local schools for parent and young person.

Personal Guidance	Preparation for Adulthood elements pulled in to support whole curriculum provision. Access to potential job coaches as provision expands.
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Transition

Alongside the published curriculum overview and schemes of work, we will support our young people to contribute to their Preparing for Adulthood Transition Review which forms part of the EHCP process from year 9, including liaising with parent, carers and other provisions. Please see our Transition and Outreach Policy for further information.

Monitoring arrangements

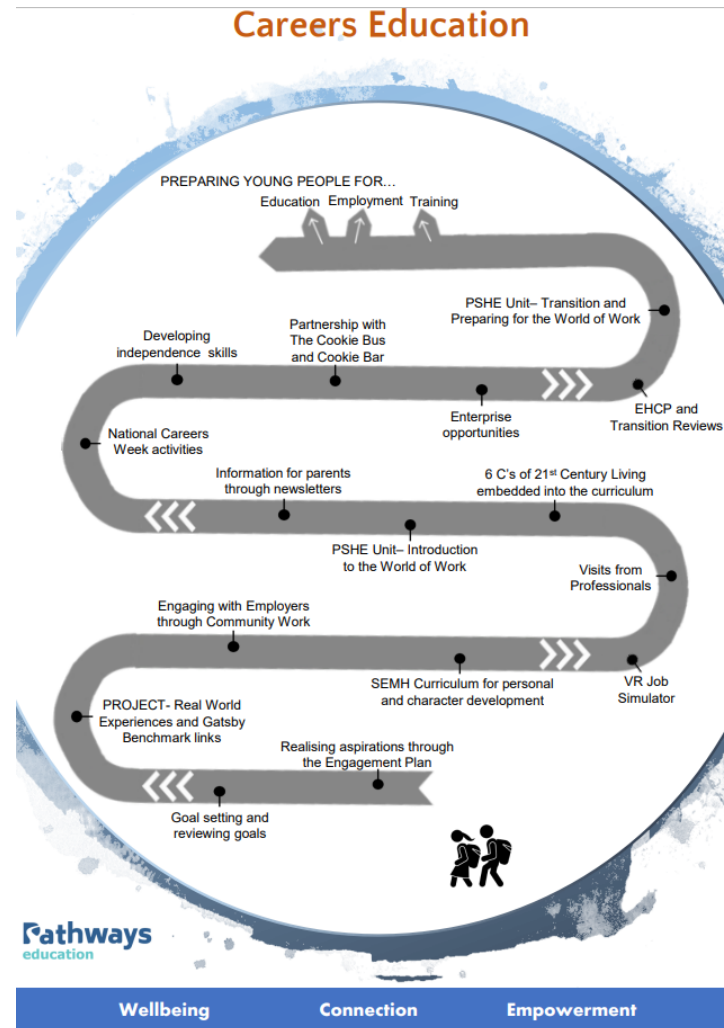
This policy will be reviewed by the governing body annually. At every review, the policy will be shared with and approved by the headteacher.

Links with other policies

This complaints policy is linked to:

- Safeguarding and Child Protection Policy
- PSHE and SMSC policy
- Curriculum policy
- Equality policy
- Transition and Outreach Policy

Appendix 1: Overview of Careers Education within the provision



Appendix 2: Gatsby Benchmarks

The Gatsby Benchmarks set out a framework for schools to deliver 'good career guidance'.

1. A stable careers programme	Every school should have an embedded programme of career education and guidance that is known and understood by students, parents, teachers, governors and employers.
2. Learning from career and labour market information	Every student, 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 best use of available information.
3. Addressing the needs of each student	Students have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each student. A school's careers programme should embed equality and diversity considerations throughout.
4. Linking curriculum learning to careers	All teachers should link curriculum learning with careers. STEM subject teachers should highlight the relevance of STEM subjects for a wide range of future career paths.
5. Encounters with employers and employees	Every student 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 activities, including visiting speakers, mentoring and enterprise schemes.
6. Experiences of workplaces	Every student 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 to expand their networks.
7. Encounters with further and higher education	All students 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.
8. Personal guidance	Every student 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.