**Careers Policy**

**The Haven School**



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| **Approved by:** | Zoie Stevenson  | **Date:** Sept 2018 |
| **Last reviewed on:** | OCT 20 |  |
| **Next review due by:** | OCT 21 |  |

**The Haven School**

**Careers Policy Oct 2020**

**Introduction**

The Education Act 2011 places a statutory duty on schools to secure access for pupils to *independent and impartial careers guidance* that promotes the best interests of pupils to whom it is given and includes information on all options available to them, including apprenticeships and other workbased learning.

Although it prescribes the basic ground rules that apply, the statutory guidance also states that “schools will be free to make arrangements for careers guidance that fit the needs and circumstances of their pupils”. At The Haven our success criteria include successful transition to further education or training as indication that pupils have made progress during their time with us.

Definitions

**Careers Guidance** “refers to services and activities, intended to assist individuals of any age and at any point throughout their lives, to make education, training and occupational choices and to manage their careers.” The activities may take place on an individual or group basis and may be face-to-face or at a distance ( including help lines and web based services). They include careers information provision, assessment and self-assessment tools, counselling interviews, careers education programmes, taster programmes, work search programmes and transition services (*DfE Statutory Guidance).*

**Independent** “is defined as external to the school.” *(DfE Statutory Guidance).* The school does not interpret this as meaning the school has no role in quality assuring an independent service provided to its pupils.

**Impartial** “is interpreted as showing no bias or favouritism towards a particular education or work option.” *(DfE Statutory Guidance).*

**Promote the best interests of the pupils to whom it is given** is interpreted at The Haven to mean that our pupils are not limited by their definition of SEND and we do not limit their aspirations but provide support and advice to overcome previous difficulties. We take into account their potential life-long career options as well as immediate post 16 or post 18 options.

**The Role of the School**

The Haven will work with Staffordshire careers service to provide individual and group based independent advice on available options. This may take many different forms, including information evenings, outside speakers, support to attend careers fairs, meetings with mentors, transition meetings and advice given on work experience programmes as well as face-to-face interviews. All key stage 4 students have a 1:1 meeting in which an action plan it created. This plan is shared with parents/carers and discussed weekly during key worker sessions.

The Haven will quality assure careers guidance, including that given independently, to ensure that pupils are given advice that is impartial and is relevant to their needs, and will raise any concerns that might emerge in good time with advisers.

The Haven will provide a range of careers activities, including work-related learning, work experience and the use of alternative providers at KS4. This may include, but is not limited to South Staffordshire College, and E-Quality where students can access a variety of vocational courses.
These include Hair and Beauty and Child Care.

The use of alternative provision at KS4 and KS5 will allow our pupils to study for specialist subjects at a level that meets their needs and will allow them to gain nationally accepted qualifications to access further education, training or employment. We have established a close working relationship with our AP providers and work closely with them to ensure our pupils’ needs are met.

All AP is quality assured on a regular basis and pupil progress is tracked in line with our assessment procedures. Haven staff will either accompany and stay with pupils if required or visit on a regular basis. At the outset all AP providers will be quality assured to ascertain that all documentation is in place and that Safeguarding and Health and Safety are assured.

How students are supported to make career choices/prepare for work as part of the Haven Curriculum

* Students complete a career profile which is closely linked to the Gatsby Benchmarks (see appendix 1). This is discussed weekly at key worker sessions and students’ complete work such as career surveys using Springpod and investigate what kind of jobs would suit their skills/personality.
* Drop down days, where students can explore different careers occur at least once a year.
* Guest speakers invited in to talk to our students about their career choice and students encouraged to ask questions to find out more.
* Job of the week board is displayed and is changed weekly. This is discussed as part of form time activities.
* Students visit local colleges and universities and are supported to complete applications.
* Work experience placements are found and students supported to attend.
* Post 16 students also complete their Pathway to success booklets which guide them through being ‘work ready’ and finding a post 18 placement.
* Curriculum plans for all subject areas need to include careers information and students are encouraged to research jobs linked to certain subjects so they can see what can be achieved if they wish to follow a career in that area.
* Some students complete the ASDAN short course- Preparation for Work

Appendix 1

Career profiles

**The Haven**

**A PATHWAY TO MY FUTURE**

 PUPIL NAME : YEAR GROUP:

I DO NOT LIKE m

WHAT I FIND DIFFICULT

MY FAVOURITE SUBJECT

WHAT I AM GOOD AT

MY HOBBIES ARE

 WHAT I FIND DIFFICULT

WHAT I WOULD LIKE TO DO WHEN I LEAVE THE HAVEN

|  |
| --- |
| Progress DiaryRELEVANT ACCOMPLISHMENT e.g. attended a careers fair, listened to careers talk, produced CV, work experience, research, qualifications |
| **Autumn 1** | Target:Date achieved: |
|  |  |
| **Autumn 2** | Target:Date achieved: |
|  |  |
| **Spring 1** | Target:Date achieved: |
|  |  |
| **Spring 2**  | Target:Date achieved: |
|  |  |
| **Summer 1** | Target:Date achieved: |
|  |  |
| **Summer 2** | Target:Date achieved: |
|  |  |

|  |  |
| --- | --- |
| 1. Springpod (free employer engagement network) – connects students and schools with leading UK employers e.g. Jaguar/landrover and promotes apprenticeships.

<https://www.spingbod.co.uk/schools-colleges> |  |
| 1. Take the Careers quiz on [www.ucas.com](http://www.ucas.com)
 |  |
| 1. Research possible careers on www.prospects.ac.uk/planner
 |  |
| 1. Send off for college/university prospectus online – Most colleges allow pupils to fill out a personality quiz online so they can send tailored information.
 |  |
| 1. Arrange work experience at charity shop/café/farm or a place of interest to get a taste of the ‘ working day’
 |  |
| 1. Arrange for employers to come in and have a chat with a small group of pupils e.g. hairdresser/carer/police
 |  |
| 1. Prepare and conduct a mock interview ( seek guidance)
 |  |
| 1. Research schools ‘job of the week’ and discuss with key member of staff.
 |  |
| 1. Visit college/ careers fayre
 |  |
| 1. Prepare a personal statement/ record of achievement to date
 |  |

**Target Ideas:**

Appendix 2 Gatsby Benchmarks

**Gatsby Benchmarks – What are They?**

The Gatsby Benchmarks are extremely topical at present having been explicitly referenced throughout the DfE’s Careers Strategy (December 2017) and the new Statuary Guidance for careers (January 2018). They have actually been around since 2013, here we provide a summary of the benchmarks exploring what they are, how they affect schools and are they any good!

The Gatsby Benchmarks originated in a research report (Good Career Guidance) from the Gatsby Foundation in 2013.  The report was commissioned by Lord Sainsbury and Sir John Holman was appointed to lead a research team to focus on international evidence for ‘what works’ in career development.  The research provides a comprehensive study of career development exploring key elements of good career development, the cost per school for good career development and the economic benefit of career development to the economy.  Price Waterhouse Cooper were commissioned to provide the latter and summarised that the cost of every NEET individual to the government is the same amount required to provide the benchmarks to 280 pupils. The overall annual cost to the government for implementing a good careers guidance strategy is £207 million in the first year and £173 million per year thereafter.  The study explored international evidence from The Netherlands, Germany, Hong Kong, Ontario- Canada, Finland and Ireland.

The report found 8 benchmarks of best practice, which are now more commonly known as ‘The Gatsby Benchmarks.’  They are:

1. A stable careers programme
2. Learning from career and labour market information
3. Addressing the needs of each pupil
4. Linking curriculum learning to careers
5. Encounters with employers and employees
6. Experiences of workplaces
7. Encounters with further and higher education
8. Personal guidance