



Greenvale School

Careers policy

Signed: March 2022

Next Review date: Mar 2024

Introduction

At Greenvale, careers education, information, advice and guidance is at our forefront, ensuring students leave with the right tools and values to help prepare them for adulthood. We teach all students the skills and attitudes required to enable them to become as independent as they can be and to prepare for their adult life. We aim for all students to have an enriched and stimulating curriculum to give them every opportunity to reach their full potential regardless of their gender, race, learning disability or physical disability.

Aims

The Careers curriculum aims to prepare students for adult life after Greenvale. The curriculum aims to promote confidence and raise self-esteem through recognising how each student can make a positive contribution to their family, school and wider community through the development skills, qualities, talents and encouraging personal interests and aspirations.

The curriculum actively promotes student well-being through providing opportunities for students to develop their functional communication in school and the wider world. These skills can be increasingly transferred into student interactions in the wider community and for some of our students ultimately into voluntary work or employment in the future.

The curriculum teaches students where they can gain help and support at home, school and in the community. It also enables them to work in the same way to help others. Opportunities to work in school and offsite allow our young people to participate more fully in life and work alongside others in a positive, rewarding and purposeful way.

Statutory requirements and recommendations

The careers provision at Greenvale is in line with the statutory guidance developed by the Department for Education set out for delivery from 5th January 2018, which refers to Section 42A, 42B and 45A of the Education Act 1997. This states that career guidance must be presented in an impartial manner, include information on options available in respect of 16 to 18 education or training, including apprenticeships, and is guidance which promotes the best interests of the pupil to whom it is given.

The Gatsby Benchmarks

Greenvale School uses the Gatsby Benchmark (Appendix 1) to personalise careers guidance and learning to students on all pathways, and to review and evaluate careers provision. The benchmarks are:

Benchmark 1: A Stable Careers Programme

Benchmark 2: Learning from Career and Labour Market Information

Benchmark 3: Addressing the Needs of Each Pupil

Benchmark 4: Linking Curriculum Learning to Careers

Benchmark 5: Encounters with Employers and Employees

Benchmark 6: Experiences of Workplaces

Benchmark 7: Encounters with Further and Higher Education

Benchmark 8: Personal Guidance

Careers provision

At Greenvale School, the curriculum content for Careers is taught across KS3, KS4 and KS5. In KS3 it is delivered as an integral part of the P.S.H.E. curriculum across years 7,8 and 9 through the units; *People who help us, Choices and Careers (a skills and co-operation focused unit)*. In KS4 students move on to learn about the careers of the wider community through the PSHE unit; *Careers and Paid Employment*. This unit expands out to include learning about what jobs people do, what people wear for work, vehicles used for work and how the people in these jobs relate to our young people when carrying out their jobs. There are also opportunities for community links with visitors to school e.g. the Fire Service, Police or Health Professionals across each key stage.

Key stage 5 has a discrete careers curriculum designed over three years to develop the skills of our students in preparing them for the wider world and the world of work. Units include: *Planning for My Future, Training and Education, Careers in my Locality, The Workplace Environment, My Qualities and Interests*. As part of this students have opportunities to develop specific skills to work successfully with and alongside others. We provide opportunities for our pupils to complete Work Experience in school and in the wider community setting both in KS4 and KS5. We work successfully with the Lewisham Work Experience Provider who provide placements for our pupils with local employers in Year 14.

Glade: Students on the Glade Pathway have the opportunity to explore: -

- Working together co-operatively with other students and staff
- People who help us at school and in the community
- Developing effective communication
- Completing class jobs

Grove: Students on the Grove Pathway have the opportunity to explore: -

- Participating in an annual World of Work Event
- Effective communication with people who help us
- Working with others to develop skills and share personal qualities and interests
- The completion of work experience in school in Year 14
- Completing class jobs

Forest: Students on the Forest Pathway have the opportunity to explore: -

- Skills and qualities needed for a wide range of jobs and careers and how this relates to their own skills, interests and aspirations
- The completion of Work Experience in KS4 and KS5 in school
- How to select a job of interest and work through the application and interview process to then carry out that job in school with greater confidence, organisational skills and effective communication
- An increasing emphasis on developing effective social and communication skills and the ability to work both independently and successfully with others to achieve a common goal
- Completing class jobs

Woodland: Students on the Woodland Pathway have the opportunity to explore:

- Skills and qualities needed for a wide range of jobs and careers and how this relates to their own skills, interests and aspirations
- The completion of Work Experience in KS4 and KS5 in school
- How to select a job of interest and work through the application and interview process to then carry out that job in school with greater confidence, organisational skills and effective communication
- An increasing emphasis on developing social skills and the ability to work both independently and successfully with others to achieve a common goal
- The completion of offsite Work Experience with local employers via the Lewisham Work Experience Provider
- Completing class jobs

Monitoring and evaluation

Careers Lead

- The Careers Lead (class teacher) formulates a subject improvement plan for Careers every year, which is evaluated termly.

Curriculum Lead

- The Curriculum Lead (member of SLT) oversee the strategic curriculum development across the school.

Governors

- Governors monitor the Careers SIP termly at ESS committee meetings.

Signed.....

Dated.....

Appendix 1

The Gatsby Benchmarks¹²

1. A stable careers programme	<p>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 employers.</p>	<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	<p>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.</p>	<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	<p>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.</p>	<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	<p>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.</p>	<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.

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 employers.	<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.
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.	<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>*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.</p>
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 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 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.	<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>*A 'meaningful encounter' is one in which the student has an opportunity to explore what it is like to learn in that environment.</p>
8.Personal guidance	Every student should have opportunities for guidance interviews with a career 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.	<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.