

**Staff Responsible: Amy Croft**

**Careers Programme**

December 2023

next review date: december 2024

**Disclaimer**

Old park School regularly this document to ensure information is as accurate and up-to-date as possible. As new information develops this document will change over time.

The copyright of the original of these materials is held by Old Park School. Educational settings that work with children and young people are granted permission to use all or part of the materials for not for profit use. Old Park school have developed and added to the original materials as provided by Penns Meadow school.

## 1. Introduction

“Good career guidance can have a profound impact on social mobility, as it ensures that each and every young person, whatever their needs, background or ambitions, knows the options open to them to fulfil their potential.”[[1]](#footnote-1)

Provision development, including Careers Programme is the responsibility of nominated staff within each class group under the direction of the Assistant headteacher, Mrs Amy Croft.

Contact details are:

acroft@old-park..dudley.sch.uk

**Intent**

At Old Park School we recognise that it is important to enable our students’ personal development through careers, employability and enterprise education, incorporating learning careers, local labour market information, the local offer, future planning and self-expression. Careers Education, Information, Advice and Guidance (CEIAG) forms an integral part of student life at Old Park School. We want to encourage all students to consider a broad range of careers and pathways that are right for them and use contacts from the world of work, further education, and social care to help them understand where different choices can lead them in the future. With the varied needs of our learners in mind we refer to our Careers offer as “My future, the road ahead,” acknowledging the need for a full range of opportunities to be planned for, not simply paid or supported employment.

Our duty is to secure independent careers guidance for all Year 7-14 pupils. It is intended that we will expand on this advice and guidance, so they are inspired and motivated to fulfil their potential. We help every student develop high aspirations and consider a broad and ambitious range of options. Inspiring every pupil through more real-life contacts with the wider community can help them understand where different choices can take them in the future.

Through close collaboration with partners like Connexions, the Careers and Enterprise Company (CEC) and the West Midlands Combined Authority we provide face-to-face advice and guidance to build confidence and motivation. This includes consideration of the role that careers professionals can play in supporting pupils as one element of a varied careers programme. All students attending Old Park School have an Education, Health and Care Plan (EHCP). As part of the consultation towards these documents we fulfil the requirement to work with local authorities to identify vulnerable young people, including those with special educational needs and those at risk of not participating post-16, and the services that are available to support them.

Our careers curriculum is designed and regularly reviewed to meet the differing needs and requirements of our pupils. This is developed throughout pupils’ time at school and is always supportive of their abilities, strengths and skills. In line with our Pathway model, the following vision statements identify aspirational outcomes for individuals in terms of their career (the road ahead).

*Pathway 1*

“I am cared for by people who understand my individual needs, including my health needs. I may be in a social care setting each day. I have access to enrichment opportunities to engage me in the wider community.”

*Pathway 2*

“I may attend a specialist college or receive a social care package. I am supported by people who understand my needs and encourage me to express my own preferences and make positive choices. I have access to enrichment opportunities to engage me in the wider community.”

*Pathway 3*

“I may attend either a specialist college or mainstream college with specialist provision. I may access day centres as part of a social care package or spend time with a PA. I am an active citizen and benefit from regular access to community facilities with the support I need.”

*Pathway 4*

“I may attend mainstream college with specialist provision. I may be working towards entering supported employment, independent living, an apprenticeship, or further training. I may attend a day centre or go out with a PA as part of a social care package. I am an active citizen and will regularly access community facilities. I may engage in independent travel.”

*Pathway 5*

“I may be attending a mainstream college with specialist provision. I may be working towards entering supported employment, independent living, an apprenticeship or further training. I will be accessing local facilities with the support I need, which may include travelling independently.”

**Implementation**

The careers programme is designed to build upon student’s experiences over time, whist adhering to the requirements of the Gatsby Benchmarks. In some instances, these Benchmarks have been met in the most relevant way available to our students, as whilst we want to aim for aspirational outcomes for all learners, it is important to ensure that realistic targets and opportunities are presented to our young people and their families. The specific annual coverage of the programme is arranged by age as follows:

|  |  |
| --- | --- |
| Phase | Activity/ event and Gatsby Benchmarks addressed |
| Lower and Middle(Key Stages 1 and 2) | **Throughout academic year:** ***Curriculum links****Benchmark 4: Linking curriculum learning to careers*In terms of our setting, ‘Careers’ and ‘Career path’ refers to the future destination of the learner, not necessarily paid employment. In order to meet this requirement in a meaningful way for our students we include suitable statements on relevant STEM based Medium Term Sequences of Learning: MTSLs (Science, Maths, Computing and Design & Technology) to indicate opportunities to share with students how people use the skills being learned to either support them in a job/ career role, or in the case of most of our students, to maximise their independence and opportunities in later life.  *Benchmark 5: Encounters with Employers and Employees*During their time in Lower and Middle Phases, students will be introduced to relevant jobs and workplaces based in the school setting itself. These encounters will be linked to PHSE and the concept of ‘people who help us’. Alongside employees they have direct interaction with such as catering staff, health professionals, the site team and therapists, this will also include commissioned services such as a dance instructor, music tutor, and theatre group. There are also planned opportunities for local services such as the fire service to make visits to the school to share their role with students. These experiences provide the scaffolding needed to begin to consider workplaces and job roles beyond the students’ immediate experience during the following Phases. ***EHCP reviews*** *Benchmark 3: Addressing the needs of each student*Every student at Old Park school has an EHCP, which is reviewed and updated annually. As part of this process parents/carers, familiar school staff, external professionals and the students themselves have the opportunity to consider the changing skills, interests and barriers experienced by the young person, and to put in place steps to maximise their potential achievement and success. For the students, this means that familiar staff will either advocate for, or communicate with, the student to ascertain their own wishes and feelings for the future, and suggest ambitious but achievable goals as part of an introduction to personal guidance and to champion student voice in decision making about the future. Personalised communication systems and staff training to ensure effective and consistent advocacy and interpretation are currently being finalised and will be in place by the end of the current academic year, in conjunction with independently commissioned Speech and Language Therapy (Soundswell).This process provides scaffolding towards meeting ‘Benchmark 8: Personal guidance’ as the students progress through the school. **Autumn term:*****Careers, PfA and Transition event****Benchmark 2: Learning from Career and Labour Market Information**Benchmark 3: Addressing the needs of each student*Each Autumn we host an event during which a variety of groups/ organisations are invited to attend as stallholders. These include local education, training and social care providers for learners Post 19; local authority and disability service representatives including SENDIAS, Connexions, and financial agencies such as the DWP. Families and carers of all students in Lower and Middle Phase are invited to attend to gain an impression of what the future may hold for their child, and seek advice and guidance regarding the local offer, which represents our ‘Labour Market’ in terms of realistic opportunities Post 19. The presence of the Connexions advisors and Dudley Disability Service can also provide early signposting for families in terms of the specific support they and their child may need when considering future options. In this was we begin to address the needs of each student early on into their school career.  |
| Upper(Key Stage 3) | **Throughout academic year:** ***Curriculum links****Benchmark 4: Linking curriculum learning to careers*In terms of our setting, ‘Careers’ and ‘Career path’ refers to the future destination of the learner, not necessarily paid employment. In order to meet this requirement in a meaningful way for our students we include suitable statements on relevant STEM based Medium Term Sequences of Learning: MTSLs (Science, Maths, Computing and Design & Technology) to indicate opportunities to share with students how people use the skills being learned to either support them in a job/ career role, or in the case of most of our students, to maximise their independence and opportunities in later life.  ***Offsite learning- workplace visits****Benchmark 5: Encounters with Employers and Employees*For students in the Upper Phase, each year they will have at least one opportunity to meet with Employers and employees as part of their offsite learning linked to the curriculum. These will be based around familiar venues, such as the local shopping centre, and outdoor adventure play area. During these identified visits, employers will be requested to greet the visiting students, and provide a summary of their role and that of employees at their workplace, ideally with a short tour and chance to interact with other colleagues as appropriate. They will then go on to use the site/ facilities in the role of clients/ customers as appropriate. The focus for Upper Phase is to begin to build links between understanding of who and what is needed for people to access and use these local facilities. ***EHCP reviews*** *Benchmark 3: Addressing the needs of each student**Benchmark 8: Personal guidance*Every student at Old Park school has an EHCP, which is reviewed and updated annually. As part of this process parents/carers, familiar school staff, external professionals and the students themselves have the opportunity to consider the changing skills, interests and barriers experienced by the young person, and to put in place steps to maximise their potential achievement and success. For the students, this means that familiar staff will either advocate for, or communicate with, the student to ascertain their own wishes and feelings for the future, and suggest ambitious but achievable goals as part of an introduction to personal guidance and to champion student voice in decision making about the future. Personalised communication systems and staff training to ensure effective and consistent advocacy and interpretation are currently being finalised and will be in place by the end of the current academic year, in conjunction with independently commissioned Speech and Language Therapy (Soundswell).**Autumn term:*****Careers, PfA and Transition event****Benchmark 2: Learning from Career and Labour Market Information**Benchmark 3: Addressing the needs of each student**Benchmark 5: Encounters with Employers and employees**Benchmark 7: Encounters with further and higher education*Each Autumn we host an event during which a variety of groups/ organisations are invited to attend as stallholders. These include local education, training and social care providers for learners Post 19; local authority and disability service representatives including SENDIAS, Connexions, and financial agencies such as the DWP. As students enter Upper Phase (specifically those of Key Stage 3 age), along with families being invited as in previous years, the students themselves begin to attend the event in person each Autumn, in order for staff and families to begin to make introductions. Students have the opportunity to engage and interact with relevant Post 19 provision, representing current Labour Market Information suited to their particular skills, interests and needs. Feedback from students and familiar staff supporting them is then collated and added to their own specific career profile, allowing us to build a picture over time and informing future advice and guidance, addressing the needs of each pupil, and preparing for personal guidance in the future. For learners in Upper Phase (Years 7-9 inclusive), this event provides an opportunity for us to meet our requirements in line with the Baker clause, as each year every student will have the opportunity to meet with a potential future provider with relevance to their own specific needs; whether that be education, training, employment, or socially focused.  |
| 14-19(Key Stages 4 and 5) | **Throughout year:** ***Curriculum links****Benchmark 4: Linking curriculum learning to careers*In terms of our setting, ‘Careers’ and ‘Career path’ refers to the future destination of the learner, not necessarily paid employment. In order to meet this requirement in a meaningful way for our students we include suitable statements on relevant STEM based Medium Term Sequences of Learning: MTSLs (Science, Maths, Computing and Design & Technology) to indicate opportunities to share with students how people use the skills being learned to either support them in a job/ career role, or in the case of most of our students, to maximise their independence and opportunities in later life.  ***Offsite learning- workplace visits****Benchmark 5: Encounters with Employers and Employees*Moving on from the introduction to the concept of external workplaces and people’s roles in the local area in familiar settings, students will continue to engage with employers and employees in a wider variety of sites, reflecting their own personal skills and interests where reasonably practicable. These focussed visits will act as scaffolding to the Offsite and Onsite Work Experience and Work Related Learning opportunities also offered in 14-19 Phase. ***EHCP reviews, incorporating Connexions and Guidance interviews****Benchmark 3: Addressing the needs of each student**Benchmark 8: Personal guidance*Every student at Old Park school has an EHCP, which is reviewed and updated annually. As part of this process parents/carers, familiar school staff, external professionals and the students themselves have the opportunity to consider the changing skills, interests and barriers experienced by the young person, and to put in place steps to maximise their potential achievement and success. For the students, this means that familiar staff will either advocate for, or communicate with, the student to ascertain their own wishes and feelings for the future, and suggest ambitious but achievable goals as part of an introduction to personal guidance and to champion student voice in decision making about the future. For students in the 14-19 Phase, during Key Stage 4 these will be introduced with the support of familiar school staff, then Connexions advisors will join these conversations and the subsequent EHCP reviews during Key Stage 5. Personalised communication systems and staff training to ensure effective and consistent advocacy and interpretation are currently being finalised and will be in place by the end of the current academic year, in conjunction with independently commissioned Speech and Language Therapy (Soundswell).***Work Experience*** *(Offsite)**Benchmark 6: Work Experience and other experiences of the workplace*We currently make use of access to two offsite Work Experience placements for students in the 14-19 Phase, with plans to expand our offer to include a wider variety of placements to accommodate a range of students. The placements are attended by small groups of students (currently those with an identified primary need of SLD and some students with ASD). Students attend the placement consistently each week for a term. Our current offer includes:The Emily Jordan Foundation Project An organisation offered three different workplace environments and training for individuals with SEN, located at Steven’s park in Quarry Bank. A plant nursery and small-scale plant sale centre; a cycle repair workshop; and a recycling and piece work group. Students have the opportunity to try each area, before being placed more consistently into the one which best matches their own skills and interests for the subsequent sessions. Halas AcademyA lottery funded training course based in a community café (Coffee cups) in Halesowen. The 12-week course is offered to students 18 years and over, and incorporates independent living skills such as cooking and food safety, alongside workplace skills such as customer service.  **Work Related Learning** *Benchmark 4: Benchmark 4: Linking curriculum learning to careers**Benchmark 6: Work Experience and other experiences of the workplace*For students unable to access Offsite Work Experience placements we provide sequences of learning based around relevant work place skills, such as following a brief, money handling, customer service, office skills and more practical skills. These sessions are based around a central theme each term to reduce the risk of repetition and to provide a broad and balanced offer. These themes include: Trades and construction, workplace safety, gardening and office skills. **Autumn term:*****Careers, PfA and Transition event****Benchmark 2: Learning from Career and Labour Market Information**Benchmark 3: Addressing the needs of each student**Benchmark 5: Encounters with Employers and employees**Benchmark 7: Encounters with further and higher education*Each Autumn we host an event during which a variety of groups/ organisations are invited to attend as stallholders. These include local education, training and social care providers for learners Post 19; local authority and disability service representatives including SENDIAS, Connexions, and financial agencies such as the DWP. As in previous years, families and carers of all students are invited to attend and meet with stallholders. As in Upper Phase, all students are also supported to engage with stallholders relevant to their specific interests and needs, with introductions being made to any relevant attending education, training, and social care provision. Based on their own and familiar staff feedback following these interactions, students and families can then expect informed and tailored guidance in regards to the suitable opportunities available to them Post 19. This networking also informs the Transition visit timetable in the Spring Term for key Stage 5 students (see below). For learners in 14-19 Phase (Years 10-14 inclusive), this event provides an opportunity for us to meet our requirements in line with the Baker clause, as each year every student will have the opportunity to meet with a potential future provider with relevance to their own specific needs; whether that be education, training, employment, or socially focused. **Spring term:*****Transition visits****Benchmark 3: Addressing the needs of each student**Benchmark 5: Encounters with Employers and employees (as applicable)**Benchmark 7: Encounters with further and higher education (as applicable)**Benchmark 8: Personal guidance*During this term, students in Key Stage 5 all have the opportunity to meet with relevant potential destinations and providers, in line with their own aspirational outcomes. These may include: day centres, colleges, training providers or workplaces. Over the course of the term each potential provider is invited to visit the school to meet the group for which they may be suitable, then a following date is arranged for these students to visit the site at which the provider is based. All encounters are supported by familiar staff, in order to gain an accurate reflection of student’s responses, feelings and level of engagement with each provider. This will all support in building a picture of suitable next steps and to inform future planning, particularly during guidance interviews and EHCP reviews. ***Work Experience*** *(Offsite)*Continues with different groups of students ***Independent and Work Ready project****Benchmark 6: Work Experience and other experiences of the workplace*This is a virtual work experience placement taking place during one morning each week for students not engaged in Offsite Work Experience at the time during which students receive a design brief, market research and product design instruction, and the opportunity to create their own product. Students receive an item they had designed and the products are made available for purchase on the IWR online store. **Summer term:*****Individual transition****Benchmark 3: Addressing the needs of each student**Benchmark 5: Encounters with Employers and employees (as applicable)**Benchmark 7: Encounters with further and higher education (as applicable)**Benchmark 8: Personal guidance*During this term students have the opportunity to make more regular, focussed visits to their future destinations, in order for the transition to be as effective as possible. This may at times be supported by families, or by school staff as appropriate. Destination staff are also invited into school as needed to meet with and begin to form relationships with the students prior to their departure from Old Park. ***Work Experience*** *(Offsite)*Continues with different groups of students ***Independent and Work Ready project***Continues with a different group of students |

**Impact**

The impact of our Careers Programme can be seen through a variety of sources. Our destination data is held for 3 years, allowing us to monitor whether the placement taken by the student in in keeping with the aspirational outcome identified by their pathway vision statement (see ‘Intent’).

In order to ensure our careers programme is fit for purpose and in line with National guidance we assess it through termly review of Gatsby Benchmarks using the Compass plus auditing tool. This is supported by an Enterprise Co-ordinator, Nathan Hutchinson.

Compass plus is also used to keep systematic records of any Careers activities undertaken by the students; taking into consideration individual attendance data and cross referenced against the Gatsby Benchmarks addressed.

Our STEM Medium Term Sequences of Learning demonstrate where Careers information is integrated into the curriculum throughout the school, alongside more specific careers education learning activities in the Secondary Phases. Offsite learning Educational visit records also indicate where classes have engaged in Employer encounters, and are to be recorded on the Compass plus tool as part of each student’s individual monitoring.

Our Personal Provision Plans for students in Year 10 and above are categorised in line with the Preparing for Adulthood headings, to allow for targets to be specifically tailored towards the future goals and aspirations of individuals. Our EHCP reviews also include a Preparation for Adulthood section for these older students, identifying longer term goals to be worked towards.

Student’s own contributions in terms of their wishes and feelings regarding their future targets and EHCP review, alongside their responses to their Transition visits and interactions with potential future placements will support us as a school to identify more successful strategies and areas for development, or a need for additional networking to take place.

Our ePEP meetings for Secondary age Looked After Children (LAC) now include a section for Careers education, where an individual’s experience and the opportunities given in relation to Careers education can be recorded and monitored against the relevant Gatsby Benchmarks.

Work Experience reports from offsite placements and onsite Work Related Learning projects will be used to demonstrate individuals strengths, achievements and areas for development.

Following the Autumn Careers and Transition event held at the school each year, feedback is sought from students, families, employers/providers and staff. Further feedback from all these stakeholders will be sought as part on an annual review process in the Summer term each year, to allow for adaptations and developments to be made as needed.

1. <https://www.gatsby.org.uk/uploads/education/good-career-guidance-perspectives-from-the-send-sector.pdf> [↑](#footnote-ref-1)