



Careers Policy

January 2023

Date of Next Review: January 2024

Person Responsible: Mrs Rachel Stopher-Murray

Old Park School

Careers Curriculum Policy - 'My Future...The Road Ahead'

This year Old Park school will continue to work with Connexions and the Careers and Enterprise company in order to ensure that our Careers curriculum offer is in line with government guidance (The Gatsby Benchmarks), and is tailored to meet the specific needs of our students. We will continue to refine our curriculum and maximise outcomes for pupils.

Intent

The aims of our Careers curriculum at Old Park are to:

- Prepare students for the transition to life after Old Park
- Support students in making informed decisions about their own future
- Provide students with well-rounded experiences in relation to the world of work
- Develop personal characteristics such as social skills, communication, independence and resilience
- Support students to access the most appropriate support for them as individuals when moving forward
- Provide a personalised careers curriculum based upon individual strengths and skills, based upon each students Pathway at Old Park
- Celebrate the range of opportunities available to students upon leaving Old Park
- Increase consistency of approach by providing a clear progression through the school

Implementation

In order to meet our aims, as a school we will be working towards fully achieving the eight Gatsby Benchmarks. The benchmarks, along with some of the ways in which Old Park will be working towards building these into our curriculum offer are outlined below. These planned and continuing steps are based upon the Compass self-auditing tool for schools, which enables schools to gauge their own performance compared to national statistics, along with providing guidance for ways in which to improve the delivery of each benchmark area and ensure thorough coverage.

Benchmark 1: A stable careers programme

- The introduction of a whole-school careers programme, which is approved by the board of governors, and has the backing of the senior leadership team. This will be tailored to the needs of individual pupils and will have resources allocated to support its success.
- The introduction of systematic monitoring of careers-based experiences for all pupils, including visits from employers, careers projects, careers guidance interviews, and work experience.
- The publication of a careers area on the Old Park school website
- The appointment of a named careers leader at Old Park school
- The evaluation of this programme at least every three years, with feedback from students, teachers, employers and parents/carers

Benchmark 2: Learning from career and labour market information

- The introduction of specific career and labour market projects, working parties and exploration for identified students this will be appropriate for (broadly speaking, those identified as on Pathway 3, 4 and 5)
- Continue to support parents and carers to explore appropriate study options, careers and transition pathways as relevant to their child, in order to ensure successful Post 19 transitions from Old Park
- Ensuring access to potential Post 19 destinations regardless of Pathway, in order to maximise student voice and opinion in future planning

Benchmark 3: Addressing the needs of each pupil

- Continue to collect and maintain accurate data for each pupil on their destinations for three years after they leave school, and continue to share this data with the local authority
- Introduce a more systematic recording format to track each pupil's experiences of career and enterprise activity, and decisions on future pathways. To share this information with students and ensure they have access to these records when requested
- To work pro-actively with the local authority and careers advisers to provide careers guidance to students as appropriate for their needs

Benchmark 4: Linking curriculum learning to careers

- To continue to provide varied enterprise experiences to all pupils
- To establish meaningful links across our curriculum to careers learning. Focusing in particular on Science lessons, and the careers associated with or supported by the skills being taught. To reinforce the crucial role of problem solving in all areas plays when entering the world of work

Benchmark 5: Encounters with employers and employees

- Continue to run the Key Stage 5 work experience programme, ensuring at least one community-based work-experience placement per year for those pupils this is relevant for. To continue with school-based work experience placements and enterprise activities for all students.
- To facilitate regular meaningful encounters with employers every year for every pupil, in a manner accessible and relevant to them. This may involve the employer visiting the school; students visiting employers at their workplaces, or students engaging in work experience placements as appropriate. These encounters should be linked wherever possible to the long-term plan.

Benchmark 6: Experiences of workplaces

- To continue to run the Key Stage 5 work experience programme; facilitating a community-based work experience placement for each student this is relevant for during Years 12, 13 and 14
- For pupils this is relevant for (broadly speaking, those on Pathway 3, 4 and 5) to have had a meaningful experience of a workplace or community-based setting by the end of Year 11

Benchmark 7: Encounters with further and higher education

- To continue to provide transition support to pupils and families by ensuring that by the time they leave Old Park each pupil has had meaningful encounters with relevant Post 19 providers, including colleges, and social care groups
- To continue to support families and students to explore the range of apprenticeships, lottery funded schemes and independent training courses available which may be relevant to them

Benchmark 8: Personal guidance

- To invite training providers and employers to our Post 19 options evenings to enable students and families to make potential future contacts
- To introduce a consistent timetable of careers guidance interviews for all pupils, delivered by Dudley Connexions service. This will be conducted with support from pupil's class teachers and key workers, using their preferred method of communication. All pupils will receive an interview with a professional and impartial careers advisor by the end of Year 11, and at least one additional interview by the end of Year 14. Adapted communication resources will be developed to enable full access to this interview in order to make them relevant and meaningful to the needs of each pupil, along with providing the support needed for each pupil's voice and opinions to be shared. For pupils working within Pathway 1 and Pathway 2, the Connexions advisor will seek pupil voice through suitable advocates such as class staff and key workers, alongside conducting observations of the pupils.
- We have recently introduced a timetable of termly Transition feedback meetings for all Key Stage 5 pupils, which will feature a careers component where relevant.

Impact

The ultimate impact of our Careers curriculum at Old Park will be to ensure that wherever possible, our students are able to access careers guidance and experiences suitable and relevant to them. For those students planning to access employment following Old Park, we will work with families, careers and enterprise, and local employers to support this. Our goal as a school is to maximise the appropriate provision received by each student to enable them to move forward in life as confidently and independently as possible. Crucially, this should be in a way that is meaningful and relevant to their own lives, skills and interests. Our new record-keeping systems should ensure consistency across the school, thorough coverage, and an individual tailored approach for each student.

Success for each student's Transition to adulthood will be measured against the following visions for each pathway:

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.

Records kept for three years regarding the destination data of Old Park alumni will support with analysing the proportion of students who have achieved the optimum outcomes outlined in the vision statements.

Old Park School understands the importance of safely obtaining and storing personal data and is committed to following all aspects of UK General Data Protection Regulations (GDPR).

All information gathered and held in respect of this policy will be protected in line with current General Data Protection Regulations and the Data Retention Policy.

Mrs Rachel Stopher-Murray
January 2023