



Archers Brook

Targeting success

ARCHERS BROOK SEMH RESIDENTIAL SCHOOL

CAREERS AND EXPERIENCES OF THE
WORKPLACE POLICY

2024/2025

Archers Brook SEMH Residential School

Careers and Experiences of the Workplace Policy

Review Date	Changes Made	By Whom
November 2019	Reviewed. Changes to include reference to Gatsby and the statutory requirements.	James Kitchen
December 2020	Reviewed, no changes	James Kitchen
December 2021	Reviewed, no changes	James Kitchen
September 2022	Reviewed, no changes	Liam Kavanagh
September 2023	Reviewed with changes	Liam Kavanagh
September 2024	Reviewed with changes	Liam Kavanagh

To be reviewed every two years

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1 Introduction and Rationale

Careers

This Policy provides Archers Brook School with a framework for meeting statutory requirements and achieving the school's careers programmes aims:

- Raise aspirations as pupils seek and research a broad range of lifelong opportunities available to them.
- Provide opportunities to reflect upon and develop skills essential for the workplace.
- Deepen knowledge of post 16 and career options as pupils are supported onto a career pathway developed and designed by them.
- Provide an array of interactions with FE establishments and employers.

Archers Brook seeks to maximise the life chances of all our young people. We understand to do so it is crucial to prepare young people for life beyond school. This policy is adopted in order to provide a clear commitment and framework for Careers Education, Information, Advice and Guidance. The school is committed to Careers Education as a vital means of giving all pupils the skills, knowledge and understanding to manage their own lifelong learning and career development. Careers Education will prepare all pupils for the opportunities, responsibilities and experiences of education, training, employment, and the challenges of adult life. This policy has been reviewed in line with the published DfE guidance document 'Careers guidance and access for education and training providers – Statutory guidance for schools and guidance for further education colleges and sixth form colleges (DfE January 2023)'. Schools have a statutory duty to provide careers education in Years 7 – 11 (Careers Strategy, December 2017) and to give access to careers information and guidance. Emphasis will be upon impartial, confidential, and informed advice, delivered within a framework of Equal Opportunities. The school will use the Gatsby Benchmarks for Careers education to measure and monitor the effectiveness of our Careers programme.

Our Principles

- The school will seek to ensure that the provision is appropriate to the age, stage, ability and educational needs of every individual.
- The school is committed to providing a planned programme for all students in Year 7- 11. The timing and content of the delivery is aimed at the particular needs of the individuals in question.
- The Head of Careers will take responsibility for the planning, resources and implementation of differentiated curriculum content in Years 7-11. The timing and content of the delivery is aimed at the particular needs of the individuals in question.
- The School will endeavour to adapt or include all National Frameworks for CEG including those published and amended from time to time by the DfE, QCDA and Ofsted.
- The School (including the Governing Body) are committed to gaining and maintaining the investors in Careers Award for CEG provision.

- Staff training needs will be identified by the Head of Careers and the Head of School.
- The School will endeavour to meet the training needs within a reasonable period of time and when funding can be accessed.

2 Aims and Objectives

- 2.1 **Self-Development** – to increase self-awareness and gain confidence in making decisions and choices concerning education, training and work. Pupils need to be able to assess their strengths, limitations and potential to facilitate sensible decision-making.
- 2.2 **Career Exploration** – to access and examine sources of information so that they are aware of the range of courses and progression routes open to them at 16+. This will involve group and individual guidance and pupils will be encouraged to use a range of media including ICT.
- 2.3 **Career Management** – to use action planning and recording of achievement to monitor and review progress to evaluate their achievements. This will enable pupils to evaluate their suitability for different learning and work opportunities, and be able to respond positively and flexibly to change.
- 2.4 **Transition** – to prepare for the move from school to continuing education, training or employment with training.

3 Teaching and Learning Approaches

The Careers Education Programme will be delivered as follows:

- 3.1 Key Stage 3 pupils will access one-hour timetabled lessons of careers per week. Emphasis here will be on aspects of developing skills, attitudes, abilities, and self-awareness. Pupils will have the opportunity to research careers and post 16 options.
- 3.2 Subject teachers will deliver subject specific careers lessons during National Careers Week. Within this week we will have a whole school focus on careers within our curriculum. Subject teachers will also discuss apprenticeships available within their subjects during National Apprenticeship Week.
- 3.3 Pupils across all year groups will have encounters with employers, employees, further and higher education providers. This will come through visits from/ to employers, attendance at careers & apprenticeship fairs, subject specific employer encounters, visits to/ from colleges, an experience of the workplace project and engagement in the NCS & Pledge Explore Programme.
- 3.4 KS3 pupils will work with a local charity as they aim to work on a project that raises money for said charity. The project will coincide with the school enterprise and be managed and delivered with a whole school approach.

- 3.5 Year 10 pupils will have the opportunity to source work experience placements. The school will also work with a local employer to deliver a project to the whole year group. This project will contain a briefing, an implementation plan, delivery, and feedback.
- 3.6 KS4 pupils will access experiences of the workplace through volunteering in line with obtaining their DofE Bronze/ Silver awards. The school works with a number of local employers who support us to provide pupils with volunteering opportunities as they work towards completing the set amount of volunteering hours for the relevant award being completed.
- 3.7 KS4 pupils will access a 6 to 8-week placement at Bren Bikes. Pupils will spend each Tuesday at Bren Bikes working with employers and employees to obtain a sustained feel of the workplace. Pupils will work within the employment team to complete various tasks as they experience being an important component within a workplace.
- 3.8 Personal Social Development is delivered in year 10. This will contain a preparation for work unit in which pupils will create a CV, discuss job applications, consider skills/ qualifications, write cover letters and participate in a mock interview. The school will work closely with Youth Fed to deliver this unit.
- 3.9 KS4 students will all engage with a L6 careers adviser on 3 times occasions. They will receive independent IAG in the form of a personalised interview with a career's specialist.

4 Monitoring, reviewing and evaluating

The implementation of the careers programme will be monitored and reviewed by the careers lead. We will evaluate the programme annually identifying improvements using the support of employers, teachers, parents/ carers and students.

- 4.1 All employers that engage within our programme will be asked to complete a short questionnaire. Strategic key points will be selected in order to develop our future encounters.
- 4.2 Subject teachers will be asked during meeting to offer forward suggestions of how the school can best support them to ensure careers is embedded within our curriculum and their subject.
- 4.3 Parents and carers will be sent a survey each academic year. The school will use the opinions of parents/ carers to improve our programme and how it is understood.
- 4.4 Pupils will complete the Careers and Enterprise teams FSQ annually. Data from the FSQ will be analysed by the careers lead. This analysis will be considered when structuring the programme content for the following academic year to ensure pupils are getting exactly what they require from the programme.
- 4.5 The School Careers Policy and Programme will be reviewed on an annual basis in the second half of the summer term to reflect changing statutory requirements curriculum demands, and the progression opportunities open to young people.
- 4.6 Young People Services will monitor and review their links with the school on an annual basis.


This Policy was developed through discussions with the Head of Careers, the School's YPS personal advisers, students, governors, advisory staff and other available external partners.

Policy Team
Careers Co-ordinator
Parent Governor
Students

The Partnership Agreement with Young People Services is reviewed regularly. The programme is reviewed annually by pastoral staff and the personal adviser, using the currently published Quality Standards to identify desirable outcomes.

Signed:
Mrs Myers-Whittaker
Headteacher

Date:


Signed:
Chair of Governors

Print Name: