

GLYNE GAP SCHOOL

Curriculum Guidelines 16 (CG16)

Careers Policy

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Curriculum Intent for Careers Education at Glyne Gap School

What do we mean by Careers Education?

At Glyne Gap, we believe Careers Education is a process by which all pupils and students develop skills, attitudes and networks to support the planning for, and moving forward into, a happy and fulfilled life beyond school. This may include lifestyle, the work of living, employment and contribution to their family and/or society. Careers Education is for *all*, but not the same for all.

Careers education at Glyne Gap is a holistic process to support student's from an early age to gain the skills and knowledge they need, to give them the most opportunities and fulfillment in their future. Our curriculum is designed to enable students to work towards appropriate outcomes for them as an individual (within their bespoke future life action plan), which will enable them to succeed with their ambitions in all aspects of their future lives.

Aims & Purpose of Careers Education at Glyne Gap

- *To ensure students are fully prepared for the next stage of their lives, and have the highest aspirations as to what this may look like.*
- *To ensure access to good quality, independent and impartial careers advice for students and their families, which is in the best interests of the individual.*
- *To offer outstanding teaching and guidance which inspires and motivates students to raise their aspirations and achieve their goals.*
- *To support families to identify opportunities available to their young person for the next stage, including raising their aspiration for their young person's future (including the possibility of independent living/ paid employment) and empower them to support their young person to carve out this pathway.*
- *To where appropriate, ensure students develop employability skills they need for the world of work including real-life contact with the workplace and job coaches to support this learning.*

This policy is written to provide a framework for teachers and stakeholders to ensure we are accountable in providing the right support for the individual student in their careers education at the different stages of their school career (including key transition points). It also outlines how we are fulfilling our statutory duties to all students in their careers education (as outlined in DfE Careers guidance and access for education and training providers January 2023)

Statutory requirements and recommendations

The careers provision at Glyne Gap is in line with the statutory guidance developed by the Department for Education, which refers to Section 42A and 45A of the Education Act 1997. This states that all schools should provide independent careers guidance from Years 8 -13 and that this guidance should:

- be impartial
- include information on a range of pathways
- be adapted to the needs of the pupil

Furthermore, in line with the "Careers guidance and access for education and training providers" (July 2021), the school meets its legal requirements under the provider access duty (formerly known

as The Baker Clause), and ensures that independent impartial careers guidance is provided for Year 8 to 14 learners with access to a range of providers to offer options and advise incisively relevant for our cohort of students.

The Gatsby Benchmarks

The Gatsby Benchmarks are a framework of 8 guidelines about what makes the best careers provision in schools and colleges.

The School careers plan supports the achievement of the eight Gatsby benchmarks, in line with guidance taken from The SEND Gatsby Benchmark Toolkit for Young people with PMLD / Highly Complex Needs, and through discussion with the In school Careers team and SLT:

Benchmark 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.
<i>In our setting:</i>	<i>Our whole school curriculum focus is on the areas of learning that are going to bring happiness, purpose and fulfilment to our students. The curriculum is therefore designed to be incisively relevant to the needs of the pupils, to give our students opportunities to be as independent and autonomous as they can and support their wellbeing, within their Independence, Vocation and Relationships in preparation for the future</i>
Benchmark 2: Learning from Career and Labour Market Information	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 the best use of available information
<i>In our setting:</i>	<i>The aim remains the same, but the content reflects the relevant information that the pupil and their family needs in line with the Learning pathway they are following. (This is unlikely to be information from the career and labour market, but linked to the core themes including employment, health, independent living, education, housing options, relationships and community).</i>
Benchmark 3: Addressing the Needs of Each Student	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.
<i>In our setting:</i>	<i>The aim remains perfectly aligned with our school's core purpose, and details of how the school plans for the individual needs of Students can be found in the school's teaching & learning policy (CG1), and Post 16 education policy (CG15).</i>
Benchmark 4: Linking Curriculum Learning to Careers	All teachers should link curriculum learning with careers. STEM subject teachers should highlight the relevance of STEM subjects for a wide range of careers paths.
<i>In our setting:</i>	<i>The school's core purpose of enabling happy and fulfilled lives now and in the future, mean that the school's curriculum is uniquely designed to developing the key skills students need to achieve this, with a direct link to their future careers. There is specific focus and specialist teaching in the core areas to enable this of Communication and Personal Development. (This priority learning focus for the individual, negates the need for a focus on STEM subjects within our setting).</i>
Benchmark 5: Encounters with Employers and Employees	Every Student should have multiple opportunities (minimum 6) 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.

<i>In our setting:</i>	<i>Students for whom would be following the employability pathway, opportunities are facilitated to enable the two-way learning for employers and students, with activities directly linked to the types of destinations for our cohort and the individual. Through planned progression outlined in learning pathways, the school ensures students access meaningful encounters at the right time for when it would be relevant for them as an individual.</i>
Benchmark 6: Experiences of Workplaces	Every Student should have first-hand experience of the workplace through work visits, work shadowing, and/or work experience to help their exploration of career opportunities, and expand their networks.
<i>In our setting:</i>	<i>Students for whom would be following the employability pathway, opportunities are facilitated to enable the two-way learning for employers and students, with placements and supported internships, carefully planned to meet the needs of the individual.</i>
Benchmark 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.
<i>In our setting:</i>	<i>The requirement for Universities / HE is removed. Instead, students encounter a range of leaver's destinations, (including where appropriate the possibility of continuing education and/or training with appropriate education providers), through strong links with our local social care providers, and work with the East Sussex Transitions team, in order to support them and their families making informed choices about next steps.</i>
Benchmark 8: Personal Guidance	Every Student should have opportunities for guidance interviews with a careers 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. They should be expected for all Students but should be timed to meet their individual needs.
<i>In our setting:</i>	<i>At Glyne Gap, we support students and families, in making well-informed decisions by providing access to differentiated, impartial and independent information and guidance about the options available to help them to achieve their ambitions. Through work with other special schools and with the local careers hub, the school has focussed on offering personalised and expert advice from the people who know students the best as individuals, including their unique contexts and the opportunities that could be available to them in the local context. This is also beneficial to families who can be supported by staff who understand their young person's unique needs. We believe this type of support is more meaningful and relevant to pupils at this time than an individual Level 6 careers advisor.</i>

Below sets out the school's arrangements for Careers Education across the school and the management of access of providers for pupils at the school for the purpose of giving them information about education or training offer. This complies with the school's legal obligations under Section 42B of the Education Act 1997.

Curriculum Implementation of Careers Education

Whole School Curriculum and Careers Programme at Glyne Gap

We believe it is our moral purpose to enable pupils to live happy, purposeful and fulfilled lives both now and in the future. We believe that such a life is what we want for each other, what all parents want for their child and is a right of all. A learning disability should not be a barrier to this life.

Our whole school curriculum focus is on the areas of learning that are going to bring happiness, purpose and fulfilment to our pupils. Therefore our curriculum intent is that all pupils have opportunities and develop skills to:

- be as independent as they can be
- understand and be understood to support their choice and autonomy
- develop and enjoy purposeful play and leisure activities
- make a contribution to their families, communities and society, including work where appropriate
- have and maintain positive relationships and friendships
- build aspiration, self-confidence and resilience

These areas are perfectly aligned with our aims for students in their Careers Education. At Key stages, 1-4, therefore students “careers education”, is one and the same as the whole school curriculum, and taught through the planning and assessment processes outlined in CG1 Curriculum at Glyne Gap, & CG10 Impact of the Curriculum.

Post 16 Faculty Curriculum

When students transfer to the Faculty, our core aims and beliefs remain the same, however there is a greater shift to enabling students to develop transferable skills in preparation for their future careers, and identify their personal strengths to inform their opportunities for the future. (See CG15 Post 16 Faculty Curriculum)

We believe there are 3 key things that are central to living happy and fulfilled lives. These are...

- The ability to form and keep good relationships
- Having a vocation (including making a contribution in daily living tasks; having purposeful leisure; and the possibility of paid work)
- Being as independent as we can be.

This echoes what children and young people expressed as their aspirations in the 2010 Ofsted SEN and disability review.

Therefore, the aim of the curriculum at key stage 5, is to enable students to learn through functional and purposeful application of skills, and support each student’s wellbeing, within their **Independence, Vocation and Relationships**. Students “careers education” therefore, is the learning of their whole curriculum.

The implementation of this is through students following one of three learning pathways, specifically relevant to their individual needs, with their learning planned, delivered and assessed through the whole school procedures. (See CG1 & CG10)

These pathways are:

- The Skills for Life Pathway
- The Special Access Pathway (appendix C)
- The Pathway to Employment

(Please see Post16 Curriculum Policy CG15 & appendices for further information)

Learning on these pathways reflects a holistic careers programme, covering core themes of the Preparation for Adulthood programme including employment, health, independent living and housing options, education, vocation/purposeful leisure, relationships and contribution to the community. Opportunities are mapped out in the Medium Term Curriculum Plans, and planned for individually in students IEPs. Not all areas will be relevant to all students, however all students can expect a bespoke curriculum relevant to their needs and support their careers aspirations for the future.

Preparation for Adulthood

(May 2024 – practices under review – see development opportunities)

Central to our Careers programme at Glyne Gap is our programme centred on “Preparation for Adulthood”.

Within this work, bespoke information and advice on future planning is provided to students and families, and support them to take on the role of future life action planning. Key tasks are identified within review meetings each year for both students and families to complete from yr9 up, to ensure they are fully equipped and prepared to take on the challenges of the next stage in their lives once leaving school/college and ensure they have all the tools to meet their future aspirations.

Annual reviews in yr9, are chaired by the Head of School & Careers lead for Key stage 4, with one of the key areas of focus being the introduction to preparation for Adulthood and an initial discussion about the importance of future planning.

Each subsequent year at AR, aspirations for the future are discussed and key actions reviewed, with discussions forming the creation of future life action plans. These are reviewed on 2 further occasions informally within the school year as part of parent consultation meetings, and students whom would be able, have input into next steps planning as part of their termly goal evaluation and setting of new goals.

As part of this program, each year parents are invited to attend a parent café session which offers guidance about a specific aspect of the preparation for adulthood process and ensures families are kept up to date with key information. (See Appendix A) Within these sessions, the school in house Careers Advisers are available to support families with any questions they may have.

Path to Employment

Some of our students are developing skills which could and should be further focussed to enable them to make a significant contribution to others through work, and at the same time raise their own and others aspirations. We feel that it is a natural progression of our Careers Education, and indeed a moral imperative to complete this journey and support these students to take up skilled volunteer/employed status.

In addition to completing the work of the “Skills for Life” pathway, these students identified will in addition, be supported to complete the Employability pathway, which consists of work placements in the community, volunteering and activities to prepare students for future employment.

From year 10, students will be identified for the Path to Employment through:

- Professional judgment from their class teacher as discussed and agreed at liaison.
- Consultation with student and parents about aspirations for future (as part of Preparation for adulthood work)
- Future life action planning as part of Annual Review with student/parents/teacher/HoS.

Once identified as working on the Path to Employment, students are planned for through a termly Path to Employment Planning meeting (3xper year), attended by Head of Faculty, the Lead Teacher for Path to Employment and the Path to Employment Teaching Assistant.

The Impact of this curriculum pathway is that by the time these students leave the faculty, they will:-

- *Have a path towards their future employment OR have achieved paid employment*
- *Have a created a CV and the knowledge and skills for an interview process*
- *Have completed 6 block work placements*
- *Have engaged in regular volunteer work*
- *Have had the opportunity to complete a certificate/ qualification related to the work they are interested in e.g. food hygiene*
- *Know the type of work they are interested in pursuing*
- *Know how to seek employment opportunities and apply for a job (including online/via email)*
- *Be able to manage relationships within a variety of roles in the workplace*

(For the Curriculum implementation of this pathway, please see Appendix B - Path to Employment Programme of Study for further information)

Roles, Responsibilities & Partnerships

To maintain and run an effective Careers Program, the school has appointed the following individuals to maintain and develop the teaching and learning in this area. Their roles and responsibilities are outlined below.

Sarah Tidmarsh – Assistant Head Teacher/ Careers Leader/ KS5 Careers Education coordinator

Contact Details: sarah.tidmarsh@glynegap.org

01424 221215

Barbara Clarke – Assistant Head Teacher / KS4 Careers Education coordinator

Joanne Cox – Lead Teacher for Path to Employment,

Denise Crossley – Path to Employment Teaching Assistant & Supported Internship Job Coach

Millie Rowland – Teaching & Learning, & Careers Education Governor

In addition it is all teaching staff's responsibility to link curriculum to careers education, support the development of skills for life and employability skills, and feedback individual student's needs (or opportunities) to the careers team.

Partnerships

We develop and maintain strong relationships and partnership with employers, training providers, social care providers etc. to ensure the best and most current advice is available to students and their families and to ensure we support inclusion, challenge stereotyping and promote equality of opportunity.

The Careers Hub

To maintain and develop the quality of our careers provision at Glyne Gap, the school is outward looking and is a member of the East Sussex Careers Hub to gain advice and guidance from other special schools and local providers.

Our local Enterprise Advisor for SEND is:

Jack Scott: Enterprise Coordinator (SEND) – Employability and Skills

Contact Details: Jack.Scott@eastsussex.gov.uk

East Sussex Supported Internship Forum

The school has been outward looking in ensuring the opportunities for our most able students following the path to employment, are the best they can possibly be for each individual. To that end, the school participate in the East Sussex Supported Internship Forum, building a range of networks to enable us to reflect on our practice, and to facilitate future learning opportunities for students.

In the academic year 2022-23, Glyne Gap Faculty ran a pilot scheme with in partnership with Little Gate Farm (LGF) to provide 4 yr14 students with a Supported Internship Programme. Students engaged in regular work placements with the aim that they left college with the skills they need to secure their own employment. (See Appendix B)

As a result of the successful pilot scheme, LGF have been approved as an Education provider for 2024/25 and will be opening their Supported Internship College from Sept 2024. Students from Glyne Gap Path to Employment are now able to be referred into the programme in years 13 and 14 to move across to working with LGF full time for both their Education and Internships should this be the appropriate learning pathway for them.

We feel this opportunity maintains the aspiration for our students, with a clear progression pathway, as the curriculum design enables them to be prepared and ready building the skills they need to transition to an alternative education provider that can offer this pathway and sustain its work based on serving the wider community. Students would be able to be referred at the time appropriate to them, with some yr13/14s remaining at GG on the 1st or 2nd years of the employability pathway as appropriate for their needs.

In addition, the students working on the Skills for Life Pathway, whom we recognise are developing a readiness for a Path to Employment at the end of their final year, now have the opportunity to apply for the Future Ready pathway, enabling them to build on the skills learnt at GG and move forward on a path to Employment. (See Appendix B for further information and Impact)

Measuring and Monitoring the Impact of the Careers Education Curriculum

The core indicator in how successful our Careers Program is at Glyne Gap, is through the tracking of student leavers' destination.

The school continues to track student destinations for three years post 19, working with their local authority through an effective data-sharing agreement.

For many years the school has a history of no leavers being Not in Education, Employment or Training (NEET).

Our core aim is that each individual student will be able to access the career path they want and that is right for them. Therefore our success each year is dependent on this outcome for the individual and therefore cannot be measured through comparable data of number of students in the workplace etc. as each year's cohort will be different to the next.

As pupils move through the school, their EHCP meeting serves the dual purpose of ensuring students families are given bespoke advice and guidance on their path to future careers, but also as an indicator as to whether the young person's individual careers opportunities are being offers and specific outcomes are being met. This ensure accountability for all stakeholders to ensure the best progress for the individual.

At the end of each year the school completes a leaver's survey that measures the outcomes of their destination with the outcomes they identified as wanting post 19 to consider the success for the individual in each cohort and therefore the success of the careers education program.

Updated: September 2024

Next Steps/ Developments for Careers Education

Development plan 2024-25

- To strengthen the support and guidance offered to students and their families through Benchmark 8 of the Gatsby Benchmarks through the expansion and development of the School's Preparation for Adulthood work (See SDP for detailed planning and key tasks)

Links to Other Policies

CG1 - Curriculum at Glyne Gap

CG10 - Impact of the Curriculum

CG15 - Post 16 Faculty Curriculum Policy

Appendices

~~Appendix A – Preparation for Adulthood Parent Café Program – Support for Parents and Families~~
(Under review – see development opportunities)

Appendix B – Path to Employment Rationale & Program of Study

Appendix C – Special Access Pathway Rationale