

Careers (sensory) Policy and SOP for The Children's Trust School

[Mandatory Read for school staff]



<p>Lead Director</p> <p>Melanie Burrough</p>	<p>Date Reviewed</p> <p>October 2023</p>
<p>Lead Author(s)</p> <p>Phil Cox</p>	<p>Date Drafted</p> <p>March 2023</p>
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Policy

1 Purpose and Objectives

The Careers Education Information, Advice and Guidance Policy at TCT School has been developed to incorporate the aims of the school and recent initiatives in careers education. The planned programme of study helps our children and young people to understand their interests, strengths and weaknesses in relation to the world of work and lifelong meaningful learning. They also learn about different careers and opportunities for training, apprenticeships and volunteering.

The objectives of the policy and this procedure are to:

- To provide high quality careers, education, information, advice and guidance (CEIAG) to ensure that students and families are informed of meaningful encounters and the age-respectful options available to them.
- To raise aspirations, promote equality of opportunity and ensure every young person is prepared for adulthood in the best possible way.
- Ensure that all colleagues are aware of their individual responsibilities in a delivery of an age respectful and meaningful careers offer.
- Comply with statutory guidance developed by the department for Education (January 2023)
- Manage the risk of

Relevant laws and regulations include but are not limited to:

- Careers guidance and access for education and training providers – statutory guidance for schools and guidance for further education colleges and sixth form colleges. January 2023
- Careers guidance issued under Section 45A of the Education Act 1997

2 Scope

This policy applies to:

- As stated in statutory guidance – all students in school from year 7 to year 13
- TCT school has taken a broader approach to capture meaningful options for career education starting with Early Years.
- Governing body, Proprietor, Careers Lead, school staff

3 Definitions

Unless otherwise stated, the words or expressions contained in this document shall have the following meaning:

Careers guidance	The full range of activity delivered under the 8 Gatsby Benchmarks
CEIAG	Careers, Education, Information, Advice and Guidance
SOP	Standard Operating Procedure
CYP	Children, Young People

4 Policy Statement

The focus of Careers Education and Guidance is raising aspirations and equipping CYP's with knowledge and understanding, skills and attitudes as a foundation for managing their lifelong career and learning and successful

5 Stakeholder Consultation

Appendix 1 details the stakeholders who were consulted in the development of this policy and SOP

6 Related Policies and Procedures

The following policies and procedures stated below support the effective application of this policy and SOP:

This policy is underpinned by the school's policies for Special Educational Needs & Disabilities (SEND) information Report, Safeguarding Children & Young People, Children's Equality and Human Rights, Equity, Diversity and Inclusion and Health & Safety.

7 External References and Guidance

The following external resources and guidance were consulted in drafting this policy and SOP:

- White Paper 'Skills for Jobs: Lifelong Learning Opportunities and Growth
- The Gatsby Benchmark (non-statutory) School has incorporated the eight Gatsby benchmarks of good career guidance into this policy:
 1. Stable careers programme
 2. Learning from career and labour market information
 3. Addressing the needs of each pupil
 4. Linking curriculum learning to careers
 5. Encounters with employers and employees
 6. Experiences of workplaces
 7. Encounters with further and higher education
 8. Personal guidance
 - SEND code of Practice 2015
 - OFSTED Education Inspection Framework

Standard Operating Procedures (SOP)

1 Roles and responsibilities

The school management team is responsible for:

Policy Alignment:

- Ensure that the career curriculum aligns with key guidance and policies set by education authorities, including the DfE.

Meaningful Offer:

- Oversee the development of a career curriculum that is meaningful and appropriate for the diverse needs of the students.

Monitoring by Careers Lead:

- Collaborate closely with the Careers Lead to monitor and assess the effectiveness of the career curriculum.

Budget Allocation:

- Allocate sufficient budget resources for the development, maintenance, and enhancement of career curriculum, including funding for necessary resources and staff training.

Inclusion in School Development Plan:

- Ensure that the career curriculum is an integral part of the school's development plan and that progress and evidence related to career education are incorporated into the plan.
- Ensure school is engaged with acclaimed accreditations supporting the career program i.e., ECO schools / ARTSMARK / Music Mark / ASDAN

The Career Lead is responsible for:

Policy Oversight:

- Stay updated on DfE policies and changes.
- Implement policies to ensure compliance.

Source sensory material / initiatives

- Source and provide sensory resources/material/ for teachers.
- Source appropriate partnerships to enhance the offer & possible generation of enterprise income (used to facilitate further career projects)
- Assessor of planned off site visits to promote career options. To ensure risk is minimised and event is well planned.

Transition Planning:

- Ensure that students, especially from year 9 upwards, are prepared for adulthood.

EHCp Annual Reviews:

- Monitor and support staff to provide accurate career information within the EHC plan reviews.

Career Fair:

- Plan and execute career fairs for student exposure.
- Plan and joint deliver transition fairs for students and families Year 9 above Extract

Staff Engagement:

- Train and engage staff in the career development process.

Data Collection and Reporting:

- Gather and analyse data for student outcomes and progress.

The teaching staff are responsible for:**Understanding Student Interests and Preferences:**

- Get to know each student's individual interests and preferences to offer career opportunities that are personally meaningful and engaging.

Planning Sensory Events:

- Plan and organise appropriate sensory events and activities that cater to the diverse needs of students, ensuring their active participation and learning.
- Plan, risk assess meaningful off-site events to support pupils in developing their understanding of different career options.

Observing and Recording Achievement:

- Regularly observe and record students' achievements and progress in the career curriculum, noting areas of improvement and strengths.

Tracking Goals and Targets:

- Keep track of students' progress toward their career-related goals and targets, providing guidance and support to help them maximise learning

Showcasing Work to Parents:

- Share students' work, achievements, and progress with parents through platforms like ClassDojo, and actively participate in annual review meetings to discuss and celebrate students' career development.

Contribution to Career Fair:

- Contribute to the planning and execution of the school's career fair, helping students explore various career options and providing insights into different professions.

2 Process

The Process starts from the early years. Recognition that from the beginning the children are engaged in lifelong learning preparing them for the adulthood.

EYFS up to the age of 5 (Nurse / Reception)		
Whole school Careers Cycle	All About Me	<u>Recognition of Achievement</u> Graduation from EYFS EYFS – Knowledge Around the World – certificate of achievement
	Little world of work	
	Stories – relevant themes & occupations	
	Imaginative play	
	Tuff tray careers fair (touch/sense)	
Internal careers fair x2		
Preparation for Transition – for Key stage 1		

KS1 ages 5-7 (years 1&2)		
Whole School Careers cycle	All about Me	<u>Recognition of Achievement</u>

	Stories – relevant themes & occupations	Graduation from Key stage 1 Annual review Assembly School council Career Fair – certificate of achievement
	Imaginative play / role play	
	Jobs people do – experiences	
	Community visits	
Internal careers fair x2		
National Careers week activities		
Preparation for Transition – for Key stage 2		

KS2 ages 7-11 (years 3-6)		
Whole School Careers cycle	Personal profile	<u>Recognition of Achievement</u> Graduation from Key stage 2 Annual review Assembly School council Career Fair – certificate of achievement
	Class jobs	
	Jobs in focus	
	Community visits	
	Class Enterprise	
	Drama / role play	
Internal careers fair 1 per term		
National Careers Week activities		
Preparation for Transition (key stage 3)		

KS3 ages 11-14 (Years 7-9)		
Whole School Careers cycle	Work related learning	<u>Recognition of Achievement</u> Graduation from Key stage 3 Annual review Assembly School council Career Fair – certificate of achievement <u>Accreditation</u> ASDAN My independence
	Personal profile	
	Class Enterprise Projects	
Internal careers fair 1 per term		
National Careers Week Activities		
Preparation fir Transition (KS4)		

KS4 ages 14-16 (years 10-11)		
Whole School Careers cycle	Work related learning	<u>Recognition of Achievement</u> Graduation from Key stage 4 Annual review Assembly School council Career Fair – certificate of achievement <u>Accreditation</u> ASDAN Towards independence Transition Challenge
	Class enterprise projects	
	Collaborative work experiences	
Internal careers fair 1 pr term		
National Careers week activities		
Collaborative Work experiences		
Preparation for Transition (KS5)		
KS5 (Post 16)		
Whole School Careers cycle	Platinum Enterprise onsite	<u>Recognition of Achievement</u> Graduation from Key stage 5 Annual review – preparation for adulthood
	Platinum Enterprise offsite	
	Collaborative work experience	

	Assembly
	School council
	Career Fair – certificate of achievement
	Work experience feedback
	<u>Accreditation</u>
	ASDAN Supporting Aspirations
	Successful meaningful transition to onward placement

Document Change Control

Version	Status	Description (of changes)	Reviewed by	Reviewed/ Issued Date
0.1	Draft	Content in TCT policy/SOP format	Launa Randles	Oct 2023
1.0	Final	Approved	EGC	Nov 2023

Appendix 1 – Stakeholder Engagement Checklist

Review and complete the following checklist to indicate which stakeholders were consulted in the development of this policy.

#	Question	Yes/ No	Stakeholder(s) to be consulted
1	Is there a statutory requirement to have in place this particular policy / does the policy need to comply with detailed legislation?	Yes	DfE career guidance
2	Is implementation of the policy (or any element of it) dependent on the use of new or existing information technology?	No	
3	Does implementation of the policy (or any element of it) place any demands on/ or affect the activities of the Estates and Facilities teams (e.g. does it impact the provision or maintenance of premises, equipment, vehicles or other TCT assets)?	Yes	Vehicles maybe required to support educational career visits
4	Does implementation of the policy or any element of it involve/ impact the processing of personal data?	No	
5	Does implementation of the policy require significant unbudgeted operational or capital expenditure?	No	
6	Does implementation of the policy (or any element of it) directly or indirectly impact on the delivery of services / activities in other areas of the organisation? E.g. a policy written by a clinical lead in CF&S might impact on the delivery of care for CYP attending the School.	Yes	TCT shops – Jb Residential House managers
7	Is there a need to consider Health and Safety or potential environmental impacts in developing and implementing the policy?	Yes	Health and Safety Manager
8	Have you consulted with a representative of those who will be directly impacted by the policy?	Yes	
9	Is there a need to consider Equity, Diversity and Inclusion in developing and implementing the policy?	Yes	
10	Is there a need to consider sustainability and potential environmental impacts in developing and implementing the policy?	Yes	Lead for Responsible Organisation
11	Please detail any other stakeholder groups consulted, if applicable.	N/A	