

Careers and transitions Policy

Reviewed: June 2021
Review period: **2 yearly**
Review date: June 2023



Philosophy

We believe that that “A career is... the individual’s journey through life, learning and work” and “career guidance supports individuals and groups to discover more about work, leisure and learning, to consider their place in the world and to plan for their futures”¹

Principles

We therefore intend to place the needs of each student at the centre of all learning and experiences. Career guidance for us includes independent living skills, community inclusion and postschool options.

This is reflected in this, our Careers and transitions policy. It has been developed to meet the specific and individual needs of our young people. We follow the government Careers Strategy and Statutory Guidance whilst making sure we prepare our students for their futures which may include work, further education or accessing community services.

Procedures

This will be led by Tracey Haigh tracey.haigh@portesbery.surrey.sch.uk phone 01252 832100

From Year 9 all young people and their families will receive transition advice about their next steps (KS5 and beyond)

From Year 11 all young people and their families will receive careers support that:

- is impartial
- includes information on a range of pathways
- is adapted to the needs of the child

GATSBY BENCHMARKS

The government’s statutory careers strategy states that every school providing secondary education should use the Gatsby Charitable Foundation’s Benchmarks to develop and improve their careers provision. The Benchmarks are not statutory but are advised and government statutory guidance has been restructured around these Benchmarks.

Portesbery School’s Careers and Transition Programme follows the recommendations outlined in the Gatsby Benchmarks. We aim to meet these in full and use the SEND toolkit to ensure provision for our young people aligns with the high standards of personal provision outlined in our curriculum.

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 young people, parents, teachers and employers.	
CRITERIA	HOW WE MEET THESE
Every school should have a stable, structured careers programme that has the explicit backing of the senior management team and has an identified and appropriately trained person responsible for it.	See ‘Curriculum Progress Plan’ on our website. Career leader is Tracey Haigh. Programme is included in school policy document. School curriculum which shows links is available on our website.

<p>The careers programme should be published on the school's website in a way that enables young people, parents, teachers and employers to access and understand it.</p> <p>The programme should be regularly evaluated with feedback from young people, parents, teachers and employers as part of the evaluation process</p>	<p>Annual evaluations carried out within the school community.</p>
<p>BENCHMARK 2: LEARNING FROM CAREER AND LABOUR MARKET INFORMATION Every pupil, 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.</p>	
<p>CRITERIA: By the age of 14, all young people should have accessed and used information about career paths and the labour market to inform their own decisions on study options.</p> <p>Parents should be encouraged to access and use information about labour markets and future study options to inform their support to their children.</p>	<p>Transition booklet sent out annually from Year 9.</p> <p>Parents' evening transition information fayres held annually. Information is given with the transition booklet from Year 9 onwards. Transition meetings held as part of the annual review for students in Years 9, 11, 12, 13 and 14 (with an additional transition review in the Summer Term for any pupils leaving at the end of that academic year). Transition and SEND16 teams invited to all annual reviews from Year 9 onwards.</p>
<p>BENCHMARK 3: ADDRESSING THE NEEDS OF EACH PUPIL Young people have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each pupil. A school's careers programme should embed equality and diversity considerations throughout.</p>	
<p>CRITERIA: A school's careers programme should actively seek to challenge stereotypical thinking and raise aspirations.</p> <p>Schools should keep systematic records of the individual advice given to each pupil, and subsequent agreed decisions.</p> <p>All young people should have access to these records to support their career development.</p>	<p>We encourage as many of our pupils as possible to expect to find some way they can make a positive contribution to society- this may be through paid or unpaid work. They are all encouraged and taught to be as independent as possible.</p> <p>Individual pupil records are kept with details of all meetings and agreements. This may form the transition part of the annual review (and information will be recorded within the annual review report) or separately, in which case separate notes will be kept and stored in the individual's pupil information folder. These are available to students and their families on request</p> <p>Data is collected and maintained by the Career Leader, for all leavers, for a minimum of 3 years</p>

Schools should collect and maintain accurate data for each pupil on their education, training or employment destinations for at least three years after they leave the school.	where possible.
BENCHMARK 4: LINKING CURRICULUM LEARNING TO CAREERS All teachers should link curriculum learning with careers. (For example, STEM subject teachers should highlight the relevance of STEM subjects for a wide range of career pathways).	
CRITERIA: By the age of 14, every pupil should have had the opportunity to learn how the different STEM subjects help people to gain entry to, and be more effective workers within, a wide range of career paths (All pupils will learn skills for life to enable them to function in the community, to be as independent as possible and to make a positive contribution to society.)	Our entire curriculum and assessment process links to skills for life- enabling our pupils to function in society, to be as independent as possible and to make a positive contribution. We link community visits to jobs so our pupils can understand why they need to learn literacy and maths skills. As part of the Post 16 qualifications programme students will complete some units related to the workplace.
BENCHMARK 5: ENCOUNTERS WITH EMPLOYERS AND EMPLOYEES Every student should have multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace.	
CRITERIA: Every year, from the age of 11, pupils should participate in at least one meaningful encounter* with an employer.	Portesbery is registered with the Careers Enterprise Network and will work with the local LEP and other SEN schools. Regular community visits- students identify community workers they encounter. Within school pupils explore and discuss the jobs that different people do. This is reinforced through community visits.
BENCHMARK 6: EXPERIENCES OF WORKPLACES Every pupil should have first-hand experiences of the workplace through work visits, work shadowing and/or work experience ² to help their exploration of career opportunities, and expand their networks.	
By the age of 16, every pupil should have had at least one experience of a workplace, additional to any part-time jobs they may have. By the age of 18, every pupil should have had one further such experience, additional to any part-time jobs they may have.	Pupils in the secondary department will engage in workplace tasks and undertake jobs within school as relevant. Post 16 pupils will take part in work related tasks during Enterprise and, where appropriate, will undertake external work experience placements.
BENCHMARK 7: ENCOUNTERS WITH FURTHER AND HIGHER EDUCATION All young people should understand the full range of learning opportunities that are available to them. This includes academic and vocational routes and learning in schools, colleges, universities and the workplace.	
CRITERIA: By the age of 16, every pupil should have had a meaningful encounter* with providers of the full range of learning opportunities,	External providers will attend parents' evenings throughout the year in order to meet families and offer information.

<p>including sixth forms, colleges, universities and apprenticeship providers. This should include the opportunity to meet both staff and pupils.</p> <p>By the age of 18, all pupils who are considering applying for university should have had at least two visits to universities to meet staff and pupils.</p>	<p>Transition meetings held for all pupils at specified ages- Years 9, 11 and 14</p> <p>A transition booklet is set out annually to pupils from Year 9 onwards, giving information and advice.</p> <p>Post 16 pupils visit a range of colleges, community projects and other settings to see what is available to them.</p>
<p>BENCHMARK 8: PERSONAL GUIDANCE</p> <p>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 young people but should be timed to meet their individual needs.</p>	
<p>CRITERIA: Every student should have at least one such interview by the age of 16, and the opportunity for a further interview by the age of 18.</p>	<p>EHCP- all pupils have a yearly meeting</p> <p>Transition meetings</p> <p>Family involvement- families attend the EHCP meetings and can request further opportunities to discuss transition. Students are included in their EHCP meetings as much as is appropriate to them.</p>

Performance

We will monitor performance by carrying out appropriate evaluations within the school community by asking for feedback from parents, carers, our young people, teachers and employers each July in order to evaluate and improve our careers and transition process. (Benchmark 1)

Where possible we will collect data from leavers for at least 3 years in order to track destinations and outcomes (Benchmark 3)

¹ Tristram Hooley 'Career Guidance- A Global Movement' Director of Research, The Careers & Enterprise Company /Professor of Career Education, University of Derby / Professor II, Inland Norway University of Applied Sciences.

² Work experience. What it looks like at Portesbery:

Early years- helping others within the class

Primary- Helping do jobs in class

Secondary- Carrying out allocated class jobs for a specified time

Post 16- Taking part in Enterprise, carrying out internal (non-class based) work experience, carrying our external work experience placements where possible and applicable.