

Careers and transitions Policy

Reviewed: May 2023
Review period: Annual
Review date: May 2024



Philosophy

We believe that that “a career is... the individual’s journey through life, learning and work” and that “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 place the individual needs of each learner at the centre of all learning and experiences. This is reflected in this, our Careers and Transitions policy, which has been developed to meet the specific needs of all 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, accessing community facilities and day or residential services.

Procedures

Our Careers Lead is Jo Seldon jo.seldon@portesbery.surrey.sch.uk phone 01252 832100

Our Curriculum Progression Plan for careers, along with other useful information, is available on our website for our stakeholders and the wider community. School staff can access the CPP in the curriculum folder on the shared drive, Further information and resources can also be found in the careers and work experience folder on the shared drive.

From Year 7, all young people and their families will receive transition advice and support about their next steps (KS5 and beyond).

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

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

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 in order to evaluate and improve our careers and transition process. Where possible, we will collect data from leavers for at least 3 years in order to track destinations and outcomes.

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.

Our 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.

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.

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 at Portesbery
<p>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.</p> <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>	<ul style="list-style-type: none"> • Careers Curriculum Progression Plan • Our Post 16 lead, Jo Seldon, is also our career lead and is supported by the wider leadership team. <p>Available on our website:</p> <ul style="list-style-type: none"> • Curriculum Progression Plan • Student work experience photos • Information for employers • Feedback from families • SCC transition information • SCC Local offer information <ul style="list-style-type: none"> • All stakeholders have regular opportunities to feedback on the programme. • Annual leaver's survey

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.

Criteria	How we meet these at Portesbery
<p>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>	<ul style="list-style-type: none"> • Annual transition event for secondary and Post 16 learners and their families. • Transition booklet available at transition event for all secondary learners and updated and sent out annually from Year 9. • 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.

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.

Criteria	How we meet these at Portesbery
<p>A school's careers programme should actively seek to challenge stereotypical thinking and raise aspirations.</p>	<ul style="list-style-type: none"> • We have high expectations and aspirations for all our pupils, which are demonstrated through our Curriculum Progression Plans and our school aims of communication, promoting independence, developing essential life skills and making choices and learning in the community, the community

<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>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.</p>	<p>learning from us.</p> <ul style="list-style-type: none"> 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 Data is collected and maintained for all leavers, for a minimum of 3 years where possible.
<p align="center">Benchmark 4: Linking curriculum areas to careers</p> <p align="center">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).</p>	
<p align="center">Criteria</p>	<p align="center">How we meet these at Portesbery</p>
<p>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</p> <p>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.</p>	<ul style="list-style-type: none"> All pupils 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, as demonstrated in our Curriculum Progression Plans and through our school aims of communication, promoting independence, developing essential life skills and making choices and learning in the community, the community learning from us. Post 16 students work towards their ASDAN Personal Progress Qualification and where appropriate, complete units related to careers.
<p align="center">Benchmark 5: Encounters with employer and employees</p> <p align="center">Every student should have multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace.</p>	
<p align="center">Criteria</p>	<p align="center">How we meet these at Portesbery</p>
<p>Every year, from the age of 11, pupils should participate in at least one meaningful encounter with an employer.</p>	<ul style="list-style-type: none"> We are registered with the Careers Enterprise Network and will work with the Local Employer's Partnership (LEP). We enable regular opportunities for learning in the community and maximise opportunities to develop awareness and understanding of different workplaces, workers and skills pupils may encounter. We enable opportunities for community workers to visit school e.g. fire service, police etc

Benchmark 6: Experiences of workplaces

Every pupil should have first-hand experiences of the workplace through work visits, work shadowing and/or work experience to help their exploration of career opportunities, and expand their networks.

Criteria	How we meet these at Portesbery
<p>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.</p> <p>By the age of 18, every pupil should have had one further such experience, additional to any part-time jobs they may have.</p>	<ul style="list-style-type: none">• All learners in secondary and Post 16 have regular opportunities to undertake class jobs class and work related tasks in and around the school e.g. ordering lunches, collecting/ returning register, washing up, laundry, preparing resources, maintaining school garden, etc• All Post 16 learners participate in enterprise sessions. Where appropriate, learners 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	How we meet these at Portesbery
<p>By the age of 16, every pupil should have had a meaningful encounter with providers of the full range of learning opportunities, 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>	<ul style="list-style-type: none">• Transition meetings are 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).• We host an annual transition event for secondary and Post 16 learners and their families.• We produce a transition booklet which is available at the transition event. It is updated and sent annually to Year 9 and above.• Transition and SEND16 teams are invited to all annual reviews from Year 9 onwards.• Post 16 have regular opportunities to learn about and where possible, visit a range of colleges, day and residential services and community facilities.

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 young people but should be timed to meet their individual needs.

Criteria	How we meet these at Portesbery
<p>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>	<ul style="list-style-type: none">• All learners have an annual review attended by their families, class teacher, a member of the Leadership team and external agencies as appropriate.• Learners contribute to their review through a PowerPoint and attend as is appropriate for the individual.

