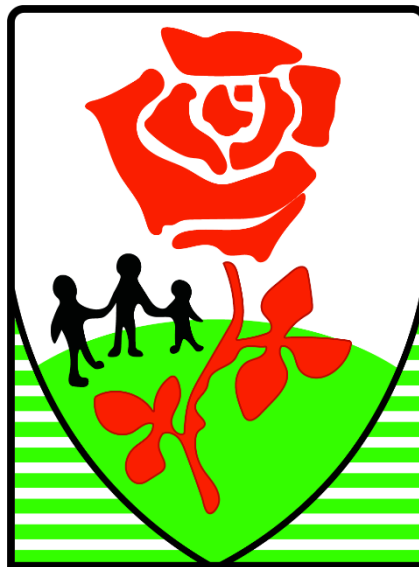


# Rosehill School

## Careers & World of Work Policy



<b>Policy lead:</b>	<b>Careers lead - AHT</b>
<b>Date written:</b>	<b>June 2024</b>
<b>Review date:</b>	<b>June 2026</b>
<b>Approval status:</b>	<b>Full Governing Body Meeting 2.7.2024</b>

## Careers and World of Work Policy

### Extract: Whole School Curriculum Policy

#### **Curriculum Vision**

Rosehill School aims to deliver an enriching, challenging and highly personalised curriculum that promotes learners to achieve the best possible outcomes and reflects the world the children and young people live in today.

Through inclusive cross-curricular and engaging experiences, the children will foster a passion for learning, developing them academically, socially, emotionally and physically, in order to fulfil their true potential and participate fully in society.

#### **Overview**

At Rosehill School, we have worked hard to tailor our curriculum to be exciting, broad, balanced and innovative, specifically designed to meet the needs of children and young people with autism. Our pupils have an extremely wide range of associated learning needs as well as a complex profile of additional needs.

Our Curriculum offers a positive and supportive framework that helps our learners receive an education that enables them to fulfil their aspirations and to become active citizens.

#### **Key Aims**

Enable learners to:

- **Communicate as confident individuals and interact with the people around them** (to become as independent as possible and enjoy being with others)
- **Stay safe and healthy as responsible citizens** (leading safe, healthy and fulfilling lives and making positive contributions to society)
- **Be successful learners and to do things for themselves and make good choices** (enjoying school and life beyond school, making good progress and achieving a range of personal outcomes i.e., qualifications)

All curriculum subject policies, ensure that these core aims are at the heart of learning and teaching plans.

### Our Careers Vision

The aim for all of our pupils is for them to live as independent a life as possible where they are able to engage with different people, have access to experiences in their community and make valued contributions. For some of our pupils, this may mean employment and independent living, for some a choice of day services and continuing to live at home with their parents or care givers.

A young person's career is their pathway through learning and work. Throughout this policy the term career is intended to mean 'pathway through life' and has a broad definition to include further education, work, life and independent living.

Our vision for our programme of Careers and World of Work, is to give the pupils the wide range of experiences needed to increase their self-confidence, to improve their motivation, to provide them with an understanding of the world of work and the opportunities that are open to them.

## Our Approach

At Rosehill, every pupil is entitled to a broad, balanced and enriched curriculum which prepares them for adulthood. The Careers and World of Work programme has been developed to incorporate the aims of the school and recent initiatives in careers education in relation to the Gatsby Benchmarks. The planned programme of study helps pupils to understand their interests, strengths and weaknesses in relation to the world of work and lifelong education. It incorporates planned activities that use the context of work to develop knowledge, skills and understanding that are useful in work, including learning through the experience of work about work and working practices and learning the skills of work.

The Careers and World of Work programme aims to:

- Prepare young people for adulthood with high aspirations for a fulfilling adult life
- Help pupils to develop career awareness and enable them to manage personal career development
- Enable pupils to manage transitions such as the change from school to college or work
- Provide opportunities to experience the world of work
- Enable pupils to handle careers information and assist them in making informed choices
- Provide pathways suited to the needs of each young person based on their EHCP and future aspirations
- Promote pupil and family choice
- Provide opportunities to gain nationally recognised qualifications, where appropriate
- Meet statutory requirements and guidance from DFE and embed the regional Local Enterprise Partnership (D2N2) Careers, Employability and Enterprise Framework into whole school planning and learning

## Intent

This policy provides us with a framework for meeting statutory requirements and for achieving our school aims of helping our pupils to achieve their potential and make successful transitions to adult life by enhancing pupils' prospects, encouraging them to contribute to their communities and preparing them for the challenges and opportunities of working life.

We recognise and fulfil our statutory duty to deliver Careers Education, Information, Advice and Guidance and this is met through:

- The Careers/Enterprise Curriculum
- Work Experience/Employer Engagement
- Timetabled careers days and careers fairs led by a wide range of Further Education providers and Alternative Placement providers
- Attendance at college 'taster' and 'open' days
- Regular employer visits and workshops
- Access to work related learning modules which are grouped into 3 areas-
  - understanding myself- my skills;
  - opportunities and choices- awareness and opportunities, choice making;
  - learning from experience- the wider picture, extending understanding, learning from people and developing awareness of health and safety at work
- Staff development in careers education

## Gatsby Benchmark

Our Careers and World of Work programme delivers against the 8 Gatsby benchmarks.

**The Eight Gatsby Benchmarks of Good Career Guidance are:**

1. A 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

Our Careers Leader is Joanne Ritchie, Assistant Head and Upper School Phase Leader and a member of the Senior Leadership Team. Our named Governor for Careers is Kai Forder

### **Implementation**

The careers and world of work programme will enable pupils to develop the skills and understanding of how to be successful in their careers and the world of work. Careers education will be delivered through practical activities and functional learning in a cross-curricular way.

To develop the careers education at Rosehill, the programme will be implemented through:

- Work Related Learning modules
- Individual pupil assessments to identify their ability to enable careers advice to be tailored
- Careers advisory service to show pupils what is available for them
- Target setting
- Gatsby benchmarking
- Opportunities to develop skills required for employment in a range of jobs both in school and via external visits
- A range of external visits to different places of work
- Supporting families by providing relevant careers advice and transition information to them

### **Pupils Needs**

The Careers Education Programme is designed to meet the needs of pupils at Rosehill School. It is adapted to ensure progression through activities that are appropriate to the pupils' stages of career learning, planning and development and ages.

Pupils across school will be placed on a 'Pathway' according to their learning needs and EHCP targets and which reflects the aspirations and hopes an individual might have for their future. For some, this may mean an internship in a work-related environment and for others sensory activities aimed to develop communication skills and relationships.

Careers Education formally begins around year 7 when pupils generally move to the Middle School Department and continues through to Year 11 and into our Post 16 provision. In years 7 – 8 career lessons are taught through the PHSE curriculum and are clearly signposted when there is a careers element. There are discrete lessons for Work Related Learning in Years 9 upwards, along with accreditation in Vocational Skills where appropriate. We follow a practical, vocational approach which helps pupils who learn best hands-on rather than theoretically. Multiple work-based opportunities support understanding of the workplace and enables pupils to gain confidence about being in a workplace and better understand the behaviours expected of them.

All pupils in the Upper School department access LIVE sessions weekly (Learning, Independence, Volunteering and Enterprise) which prepares them for transition into adulthood through developing a variety of skills and interest to successfully engage in life post-Rosehill. Sessions are planned on a rota basis and utilise the wealth of facilities we have at Rosehill, such as the salon, restaurant and training kitchen etc. As part of LIVE sessions, pupils access public transport and engage with travel training.

## **Post 16**

In our Sixth Form, we aim deliver a curriculum in preparation for adulthood. Pupils take part in accredited activities to develop life skills such as: personal health and fitness, home skills and shopping. Pupils also prepare for the world of work through transition activities, volunteering and work experience inside and outside of school. Outdoor learning is a big focus in the Sixth Form and this builds on their ability to work as a team and enables pupils to develop confidence and independence and learn new skills in a completely different environment.

## **Enterprise**

Enterprise activities give a focus to pupils and helps them to develop confidence and employability skills, provide pupils with opportunity to showcase their strengths and develop a sense of pride in what they are doing.

Throughout the school year all pupils will take part in a range of Enterprise activities. The range of enterprise opportunities may include:

- Business enterprise - such as making and selling a product
- Community enterprise – organising an event, exhibition, providing a service either in school or to the community
- Social enterprise – opportunities may include class shops, healthy eating cafe, newsletters, charity fund-raising, musical events, school shows, class trips, organising a visit or a visitor to the school

## **Impact Statements (End Points)**

Pupils will have made progress in preparing for adulthood whilst in the Upper School through practical life skills activities and functional learning. Pupils will be:

- Making progress from their differing starting points/ progress over time
- Learning remains sequential and builds on long-term memory and experience (learning more and remembering more)
- Well prepared for the next stage of their life
- Enjoy their learning and engage well, developing an interest in careers
- Develop an understanding and knowledge of different work places and what is available for them once they leave Rosehill School
- Develop skills in work and training
- Develop their independent living skills
- Play an active role in participating in society and the local community
- Remain healthy and lead a healthy lifestyle
- Have had access to careers advice, where appropriate
- Enable pupils to lead a life after school which is as independent as possible

## **End Points**

The aspiration for **all** young people at the end of their career at Rosehill (Key Stage 5) is to achieve:

- Followed a qualification route that is individualised to their needs
- Shown mastery of their knowledge taught throughout Rosehill's curriculum; by applying their knowledge to their independent skills and work-related learning

For those working at a higher Pathway level:

- Have a higher-level qualification which is bespoke to that young person and requires separate intervention

The accreditations and certificates our young people work towards in their post 16 education is a way to record learner achievement. It means all learners are given the same opportunities to access appropriate and relevant education to develop new skills and improve their life outcomes.

Its 'can do' approach is used to boost student confidence, engagement and motivation. The units inspire young people to explore and succeed in a wide range of curriculum subjects which are relevant to their individual needs. Young people experience pride in their achievements and allows them to engage in formal qualifications. This can then be shared with their families and wider community to celebrate the young people's success.

These achievements then enable Rosehill to benchmark pupil achievements with other schools and allows schools and colleges to communicate in a common language. Colleges recognise these accreditations and certificates meaning that transition is smooth and the correct provision is chosen for our young people. Ultimately, this links to our school vision to provide a specialist provision that enables every learner to achieve the best possible outcomes in learning, social and emotional wellbeing, in order to fulfil their true potential and participate fully in society.

### **Handling Sensitive and Controversial Issues**

The nature of careers education means that sensitive and controversial issues may arise. Learners and staff should be clear about how these are to be dealt with. Prior to commencing work experience, pupils should be taught:

- The ground rules
- What to do in the event they have misunderstood information or have concerns
- Appropriate ways to behave in a workplace

### **Monitoring and Evaluation**

Year 11 and 14 progression data — Intended destination data is provided and is used to monitor the number of pupils who have applied for various post-16 and post-19 opportunities. These factors are taken into consideration when reviewing the programme annually.

This policy is written with reference to:

- Work Related Learning Scheme of Work
- The SEND Gatsby Benchmark Toolkit
- D2N2 Employability Framework. *D2N2 Local Enterprise Partnership*
- Careers guidance and access for education and training providers. *Statutory guidance for governing bodies, school leaders and school staff.* (October 2018)

## **Appendix A – Careers Guidelines**

### **1 Responsibility of Teachers**

#### **1.1 Plan for progression**

- 1.2 Use the Long-Term Plan and Medium- & Short-Term Plans
- 1.3 Plan for individual needs and differentiate work
- 1.4 Record pupil's progress using IPLJ's and Earwig evidence and assessment
- 1.5 Provide appropriate information to the Subject Leader
- 1.6 To carry out any appropriate risk assessments associated with Careers

## **2 Responsibility of Subject Leader**

- 2.1 Monitor the teaching of the subject
- 2.2 Complete an annual subject action plan
- 2.3 Support colleagues in planning, teaching styles, use of resources
- 2.4 Purchase resources and organise them in a way that ensures effective and efficient use
- 2.5 Ensure curriculum coverage across the whole school and be aware of continuity and progression in the subject
- 2.6 Monitor and evaluate careers education across the school as part of the School Self Evaluation process and provide appropriate information on careers to the Governors of the school
- 2.7 Monitor pupil's progression
- 2.8 Maintain the Subject Leader's file
- 2.9 Monitor the Subject policy

## **3 Responsibility of the Senior Leadership Team**

- 3.1 Ensure adequate resources
- 3.2 Ensure access to training for the Subject Leader
- 3.3 Ensure access to training for teachers and support staff
- 3.4 Have an overview of the subject area

## **4 Responsibility of Governors**

- 4.1 To monitor the delivery of the subject in line with the policy through reports from the Subject Leader
- 4.2 To approve the Subject policy and any subsequent updates

## **5 Resources**

- 5.1 Resources will be purchased by the Subject Leader to underpin the effective teaching delivery of careers. The Subject Leader will audit expenditure and keep a record

## **6 Assessment and Recording**

- 6.1 Pupils work can additionally be recorded through photographs, print out of work, etc
- 6.2 Pupils within Post-16 classes will also be assessed using the accreditation criteria. Following the most suitable accreditation for the young person.
- 6.3 Records of work experience will be kept using a system established at school **using the compass+ software provided by the "Careers Company"**

## **7 Delivery**

- 7.1 We will strive for excellence in the teaching delivery of careers by:
  - The quality of learning which pupils' experience
  - The quality of teaching that we provide

- The richness of the environment in which they learn

7.2 The careers curriculum will use whatever specialist techniques and teaching approaches, which motivate, support the needs, or improve the access of any individual. Teachers will therefore, look at matching their teaching approaches to individual pupil's learning styles

## **8 Delivery of subject**

8.1 Careers will be taught in a range of settings within the Upper School

- Timetabled lessons
- Whole class, small group and individual teaching
- Cross-curricular
- Special events
- External and internal work placements

## **9 Planning**

9.1 Teachers will follow the established Scheme of Work for work related learning. It will be the responsibility of the Subject Leader to ensure these various plans work accurately reflects the learning needs of the pupils and follows the curriculum vision

## **10 Accreditation**

10.1 Students in Key Stage 4 and Post 16 will have the opportunities to undertake accredited units of work which are the most suitable for them. Teachers in this department will determine on an individual basis the appropriateness of each unit based on student need ensuring these add value to individual learning.

10.2 The awards obtained by the pupils will be formally presented during the annual Celebration of Achievements events during the Summer Term

## **11 Equal Opportunities**

11.1 Teachers will ensure that provision reflects Cultural Diversity, Ethnicity, Religion, Gender, Ability, Disability and Age

## **12 Health and Safety**

12.1 All staff should ensure the health and safety of all pupils and staff at all times. Appropriate risk assessments will be implemented, as required