



Careers Guidance Policy.

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Signed by Head Teacher	July 2019
Signed by Chair of Governors	July 2019
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Next review date	

Vision and Purpose

1. At Watermill, we believe that our most fundamental function is to prepare our young people for what comes next in their lives, and for helping them to develop the skills to become as independent as they possibly can be into adulthood.
2. For a majority of our pupils we believe that this can and should include moving into paid employment in adulthood, and we intend our Careers programme to inspire and prepare our pupils to achieve that goal.
3. Through the Careers programme set out in the appendices to this document, and with the support of the Careers service and other important partner agencies and local businesses, we intend to foster and develop a philosophy of aspiration amongst our staff, our pupils and their families to the point where we all start from an expectation of employment for all of our pupils.
4. Further to developing an aspiration of employment, we also believe that developing the skills identified by employers as being desirable in the job market has a positive effect on the general wellbeing of each individual. Skills and attributes such as resilience, working well with others and understanding our own strengths all contribute to a positive self-image and more secure mental health.

Local and National Expectations.

5. We are committed to meeting the requirements and expectations laid out in the Governments' career strategy (Dec 2017) by giving due regard to the DfE statutory guidance on Careers Education (October 2018).
These requirements are:-
 - To ensure that pupils are provided with independent careers guidance from year 8 to 11.
 - To ensure that there are opportunities for employers and education and training advisors to have access to pupils from year 8 for the purpose of informing them in regard to qualifications and apprenticeships.
 - To publish a policy statement for provider access on the school website.
 - To use the Gatsby Benchmarks and comply with them in full where appropriate by 2020.
 - To build in the opportunity for our pupils to meet with or visit at least one employer or place of work each year from year 7 upwards, where this is appropriate.
 - To appoint a named Careers leader to lead the careers programme.
 - To publish details of our careers programme for access by young people and their carers.

Challenges

6. All pupils who attend Watermill School have Special Educational Needs or Disabilities (SEND). Whilst the profiles of individual pupils vary very widely, pupils with SEND are, traditionally, much less likely to maintain a job than their mainstream peers.
7. A significant proportion of our pupils live in houses where no adult is in employment. We understand that the reasons for this can be complex, but we are also mindful that,

“Children who grow up with workless parents are more likely to be workless themselves as adults, in comparison to children who grow up with working parents”
- (Gregg et al, 2017; Schoon et al, 2012).

We believe that breaking the cycle of worklessness, where it does exist, is of the utmost importance and can impact positively, not only on our pupils, but on generations of their families to come.

8. “We know that all young people face challenges in finding employment, but for the 14% of young people with special educational needs and disabilities, finding a job is even more complicated. Many of them face unique challenges in progressing from school to further learning and the workplace.”

- Claudia Harris (Foreword to the SEND Gatsby Benchmark Toolkit- 2019)

Current priorities

9. Our careers strategy is informed by these current priorities:
 - supporting and developing individual aspirations, improving attainment and ensuring positive destinations
 - meeting the needs of specific groups including looked after children, young carers, and children from economically-deprived backgrounds
 - developing learner's career aspirations and skills, especially those associated with perseverance, self-reliance, resilience, independence, problem-solving, engagement and employability
 - improving young people's opportunities for a working life by helping them to identify the values that are important to them such as contributing to the wellbeing of others through their paid or voluntary work; achieving their own personal best and recognising their place in the community.

- developing the use of a range of resources to meet young people's career development needs in conjunction with face-to-face support
- working with parents/carers, alumni and education, community and business partners to meet students' career development needs

Strategy

10. In order to meet the objectives of this policy we will ensure that:-

- The Careers programme in school will be guided by a named member of the Governing body, who will assume a strategic interest and encourage employer engagement. It will also have the backing to deliver Careers Guidance across all eight of the Gatsby Benchmarks, of a named member of the Senior Leadership Team, and will be led on a daily basis by a named Careers Leader.
- In collaboration with *the skills builder partnership*, staff throughout the school will use the eight skills areas of; listening, presenting, problem solving, creativity, staying positive, aiming high, leadership and teamwork to identify the building blocks of employability skills, explicitly teach them and assess pupil progress against them.
- Independent careers advice is commissioned which provides pupils with unbiased understanding of the career choices available to them.
- Pupils have the opportunity to develop their independence through inclusion in the Travel Training programme where appropriate.
- The career leader and where appropriate the SLT lead will liaise with representatives of the Careers and Enterprise Company, The Careers Hub and the school's Enterprise Advisor to ensure best practice and most up to date advice with regard to LEP priorities.
- Pupil understanding of the world of work develops by exposing them to a significantly increased number of carefully planned, meaningful employer contacts in their time at school, beyond the 1 contact per year (in KS2 and 3) mandated in the Gatsby Benchmarks.

SEND Employer Engagement Project (Running until August 2020)

11. Funding, secured through a successful **Opportunity Area** bid, will be used to provide the Stoke Special Schools with an "Employer Engagement Coordinator."

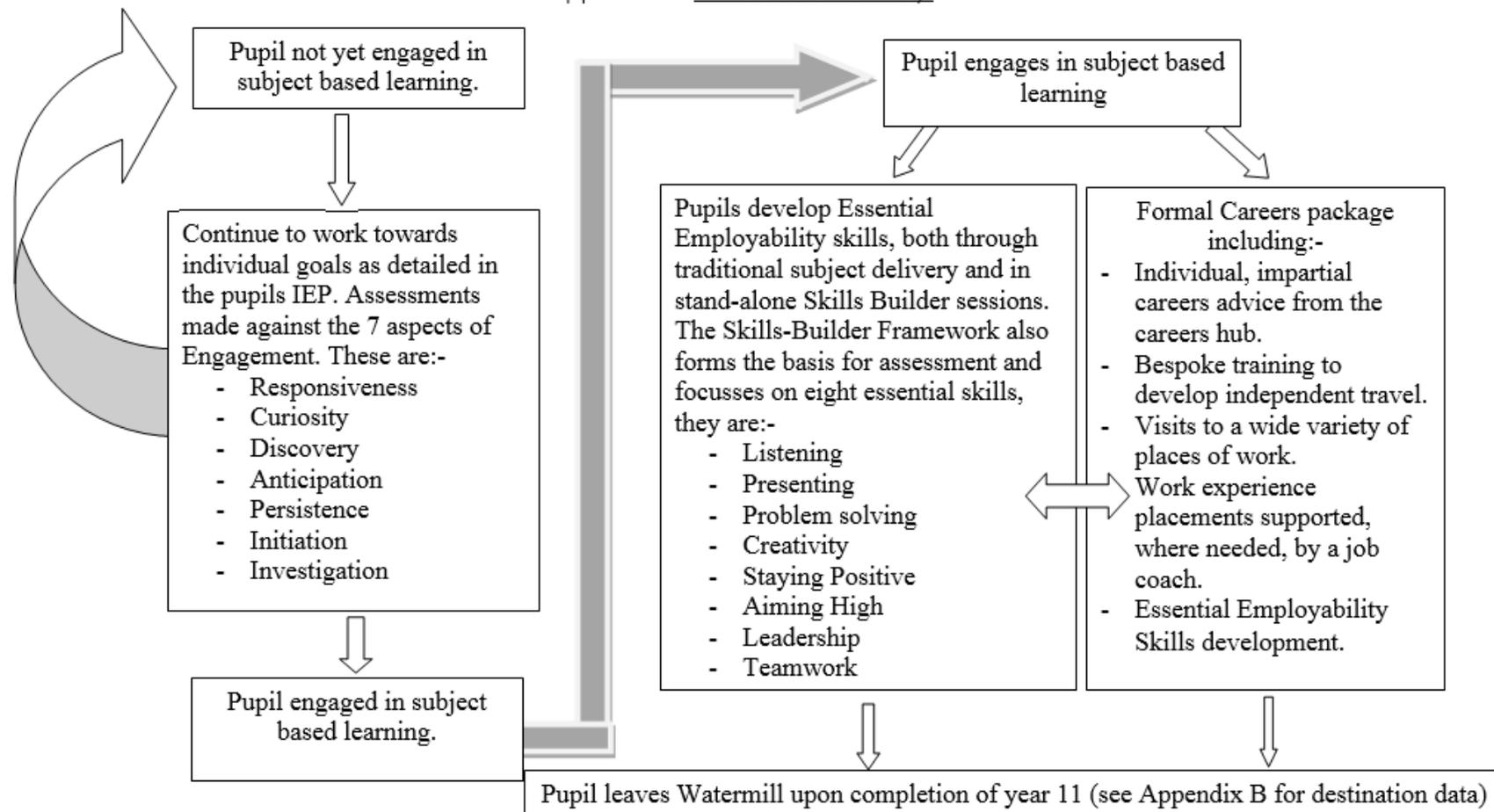
The co-ordinators role will include:

- Actively seeking new contact with local business and both building and maintaining effective relationships in order to facilitate tailored work experience placements.

- Working with Careers Leads in school to create bespoke work-experience placements for key stage 4 pupils, taking account of individual interests as well as needs to effectively match pupils with employers.
- Acting as main point of first contact for employers.
- Working with schools to engage and inform parents in regard to the opportunities for employment available to their children.

12. A second strand of the **Opportunity Area** funding goes directly to schools and is ring-fenced to allow schools to send staff out to work experience placements where needed. By using school staff who know and understand each pupil and their needs well, we will support the pupil in their new environment, support the employers to better understand how they can support workers with additional needs in the future and help calm the fears of employers that placements may take up disproportionate amounts of their time.

Appendix A- The Careers Pathway.



Appendix B- Cohort break down and destination data.

Pupils leaving in the July of...	Number of pupils in year group	A*	B*	C*	SOT college	NUL college	Abbey Hill FE	Blackfriars FE	Kemball FE	Total People	NACRO	Juniper Training Services	PM Training	Specialist FE college (out of county)	NEET
2018	15	1	2	12	3	3	6	2					1		0
2017	13	1	2	10	3		4	4							0
2016	18	1	8	9	3	3	7	7	1	1					0

*Pupils in group A are pupils who are most usually members of our PMLD or Complex and Challenging Behaviour classes and are pupils who were not yet engaging in subject specific learning at the time they left year 11.

*Pupils in group B are pupils who are most usually members of our SLD classes. As part of their curriculum, these pupils will have worked to develop the “Essential Employment skills” referred to in paragraph 10. Pupils in group B will also be included in the more formal curriculum of group C where appropriate.

*Pupils in group C are pupils who are most usually members of our MLD classes. In addition to those skills covered by group B, they will also have taken part in a more formal Careers curriculum.

Appendix C- Key terms and programmes explained.

Term or programme	Explanation	Who it applies to
The Gatsby Benchmarks	This is a set of guidelines which the Government recognise as best practice. As a school we can see how closely we are meeting each guideline and take steps to improve in any areas we fall back on.	The benchmarks apply across the school.
Travel Training	To support our pupils in becoming as independent as possible, key staff will work with them in either very small groups or one to one. With staff, pupils use public transport of various kinds, sometimes with a view to developing general understanding, and sometimes to practice specific routes for example, from home to college and back.	Travel training happens in year 10 and 11. Pupils are included in the programme following discussion with parents and carers.
LEP	Local Enterprise Partnership. The LEP works with local businesses and feeds into careers programmes by helping us to understand where there might be jobs for our young people.	Advice to school.
Employer contacts	We use this term to refer to those times where our pupils either visit places of work or meet employers elsewhere, for example at trade-fairs. Often this will include a chance to ask questions or find out more about the jobs that an employer offers.	Pupils undertake these types of visit throughout school, but the number of these visits increases throughout key stage 4.
The Skills-BUILDER programme	This is a programme which offers staff a way of focussing on, and assessing progress in those skills which employers find useful in their employees. The skills are broken down into the 8 areas listed in appendix A.	All pupils who are working at subject specific levels.

Pupils who are “not yet engaged in subject-specific learning”	This is a relatively new phrase which comes as a result of “The Rochford Review”- Oct 2016. The phrase refers to those pupils whose learning difficulties mean that they are unable to access the lowest levels of subject specific learning and who are, instead, assessed against the 7 areas of engagement (responsiveness, curiosity, discovery, anticipation, persistence, initiation and investigation). Pupils working at this level will continue to consolidate their levels of engagement. For a minority of our pupils this will continue throughout a young person’s time at Watermill.	
NEET	Term used to describe young people who are “Not in Education, Employment or Training”. Schools and Local Authorities work hard to ensure that this number is as low as possible.	
Opportunity Area	<p>The opportunity area programme aims to help more children and young people achieve their full potential through targeted funding in 12 areas facing the biggest challenges to social mobility.</p> <p>Each area is working in partnership with local nurseries, schools, businesses and charities to overcome the barriers that hold children and young people back.</p> <p>https://www.gov.uk/government/publications/opportunity-area-programme-research-and-analysis</p>	Funding received by Watermill will be used to fund a one year pilot project to allow us work with year 7 to 11 on employability education.