



**Percy Hedley**  
FOUNDATION

## CAREERS POLICY

### Education Services

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## Policy Control/Monitoring

<b>Version:</b>	2.0
<b>Approved by:</b> <b>(Name/Position in Organisation)</b>	<b>Lynn Watson</b> <b>Director of Education</b>
<b>Date:</b>	<b>9/9/15</b>
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<b>Author of policy:</b> <b>(Name/Position in organisation)</b>	Lynn Watson Director of Education, reviewed by Jo Reece-Proud Head of Hedley's College May 2019
<b>Date issued:</b>	May 2019
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<b>Revised (Date):</b>	Autumn 2016
<b>Target audience:</b>	This policy is applies to all members of the educational community (Teachers/Tutors, Therapists, Support Staff, Parents, Pupils/Students and members of the schools/college Governors).
<b>Amendments/additions</b>	Update  Updated May 2019 Jo Rees-Proud, Principal, Hedleys College
<b>Replaces/supersedes:</b>	2015 version

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<p><b>Associated Policies: (insert hyperlinks)</b></p>	<p>Curriculum Policy Employability Programme</p>
<p><b>Associated National Guidance</b></p>	<p>Children and Families BillCode of Practice 2014</p>
<p><b>Document status</b></p>	<p>This document is controlled electronically and shall be deemed an uncontrolled documented if printed. The document can only be classed as 'Live' on the date of print. Please refer to the staff login section of the internet forthe most up to date version.</p>

## Equality Impact Assessment

This document forms part of Percy Hedley’s commitment to create a positive culture of respect for all staff and service users. The intention is to identify, remove or minimise discriminatory practice in relation to the protected characteristics (race, disability, gender, sexual orientation, age, religious or other belief, marriage and civil partnership, gender reassignment and pregnancy and maternity), as well as to promote positive practice and value the diversity of all individuals and communities. As part of its development this document and its impact on equality has been analysed and no detriment identified.

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## Version Control Tracker

Version Number	Date	Author/ Title	Status	Comment/Reason for Issue/Approving Body
1	9/9/15	LW	DofE	Update/Governors
2	20.5.19	J Rees-Proud	Principal	Review
V0.1	May 2015	Lynn Watson Director of Education	Approved	Regulatory Requirement
V0.2	May 2019	Jo Reece-Proud Head of Hedley's College	Approved	Regulatory Requirement

## Roles & Responsibilities

The following roles will have specific areas of responsibility for this policy:-

Role	Responsibility
Chief Executive	Overall responsibility
Heads of Education Services	To ensure the appropriate the deployment of this policy and to ensure that this policy is kept up to date in accordance with current regulations, legislation and guidance.
Pupils/Student, Parents and Staff	Adherence to this policy.

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## 1. Introduction

Young people are entitled to a planned and progressive programme of Careers Education and Guidance with clear outcomes which will prepare them for adult and working life in the 21st century. The changes in working practices and new technology will require young people leaving school/college to be flexible, willing to continue to learn and to become effective planners and managers of the own careers.

## 2. Definitions

Career means "path through life" the whole journey from school/college into adult life, retirement and beyond, and may involve many different stages such as; college, training, employment, full or part-time work, voluntary work and work at home.

## 3. Purpose

In providing Careers Education and Guidance, we will work in partnership with the Careers Service (known by various titles across local authorities) to help our young people manage their chosen path way through learning and work, to promote the knowledge and understanding, skills and values, which enable young people to learn about themselves and their capabilities.

Parents/carers will play a major role in this process, and in finding out about the opportunities available in carrying out the plans they make. The Careers Education and Guidance programme recognises the need equality of opportunity, promoting lifelong learning and personal development. The ability to cope with the change from school/college to adult life is essential for all young people.

A progressive and structured programme, which reflects the specific needs related to the difficulties of our young people is important therefore to ensure smooth transitions at all stages. The careers education and guidance programme will provide activities, experiences, information and important evidence to empower students with their parents to make informed decisions.

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## 4. Scope

This policy applies to all members of the education community (Teachers/Tutors, Therapists, Support Staff, Parents, Pupils/Students and members of the schools/college Governors).

## 5. Principles

### 5.1 Aims:

- Work in partnership with parents and carers, careers advisers, and support agencies and providers of opportunities in education training and work.
- Provide a designated area within the school/college for Careers resources and up-to-date information with facilities for individual guidance interviews
- Develop young people's individual self-awareness to know their strengths and capabilities and through positive experiences, allow them to come to terms with their limitations.
- Develop research and information handling skills to explore and investigate career opportunities.
- Develop career management skills to implement their career plans.
- Provide impartial and unbiased guidance to enable the young people to make their own decisions.
- Develop independence, motivation and coping skills, thereby raising self-esteem and confidence in order to apply the skills and a variety of situations.
- Provide opportunities for young people to consider and exercise choice

We aim to structure the careers programme so that progression is evident. Our aims and policies are subject to monitoring and regular evaluation by all involved.

Careers Education and Guidance is the provision of opportunities for young people to acquire the skills, values, knowledge and understanding necessary, to enable them to manage their future career development.

This is to be regarded as a learning and experiential process by which a young

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adults are able to glean information to make informed and considered decisions towards future opportunities, in order to realise individual potential and personal ambition.

## **5.2 The Role of the 14 -19 team**

There is a 14 -19 team of staff who are responsible for careers and work experience at Northern Counties and Percy Hedley School. This links to the work of the Employability Programme. This role is central in ensuring that all young people receive their full careers entitlement and in helping the Head of School/Associate Director and governors to run the schools efficiently.

## **5.3 The Role of the 19 -25 team**

The 19-25 team within college have trained staff to support all careers work and planned work related learning. This links to the work of the Employability Programme.

Key tasks include:

- Administration
- Professional Development (self and staff)
- Curriculum monitoring and development
- Resources management
- Development planning
- Production of relevant documentation

Non-teaching time will be allowed to fulfil the functions of the post, which will be variable, and dependent upon the current curriculum needs and financial resources of the school/college.

## **5.4 Speech and Language Therapy involvement in Careers**

The Speech and Language Therapist supports and prepares young people towards their Careers programme by:

- Developing awareness of communication skills and involving young people in self-assessment/evaluation of communication skills.

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- Developing the application of communication skills for school/college, home and community-based activities e.g. social skills and problem-solving for work experience.
- Attending transition meetings and giving written advice on the needs and implications for speech and language therapy involvement.
- Providing written reports, and he is in with relevant colleges and/or community services, to ensure smooth transition from school/college.

## 5.5 Occupational Therapy involvement in Careers

The Occupational Therapy department supports and prepares young people for their Careers programme by:

- Extending and developing the practical life skills needed to function in a worksituation, e.g. personal care skills, mobility skills and the constructive use of community facilities and resources.
- Promoting an awareness of the rights of the young person for effective access and use of specialist equipment within the “work” environment.
- Attending transition meetings and giving written advice on need and implications for occupational therapy involvement.
- Providing reports and liaising with relevant colleges and/or community services, to ensure smooth transition from school/college.

## 5.6 Physiotherapy involvement in Careers

The Physiotherapy department supports and prepares young people for their careers programme by:

- Extending and developing the personal responsibility and skills needed for a physical maintenance programme.
- Attending careers discussions and giving written advice on the future physical needs and implications of the physiotherapy.
- Giving advice on the provision and maintenance of orthotics.
- Providing written reports and liaising with relevant colleges and/or community therapists to ensure smooth transition from school/college to further education placements.

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## 5.7 Special Educational Needs

Education Services are committed to embedding Careers guidance adhering to Gatsby benchmarks to improve the offer for all of our learners.

## 5.8 Differentiation

Careers Education and Guidance is impartial, unbiased confidential and based on the individual needs of the young people. All young people have access to specialist careers adviser, who is able to give relevant and individual information and advice, both at school/college and within the young person's own community. Requests for individual meetings between young people and careers advisers at school/college are accommodated where possible. It is our philosophy to:

- Treat personal aspirations of individuals with respect.
- Ensure that the health and safety of individuals, takes precedence in all planned learning activities.
- Involve the young people in personal assessment of their own situation and progress linking experience to learning.
- Fully involve young people in the careers process and planning.
- Encourage young people to discover and acknowledge what they can achieve.
- Encourage steps towards independence, the development of self-esteem, and the confidence to use acquired skills.
- In a safe and supportive environment, encourage the development of qualities and skills, which enable young people to cope with change, e.g., adaptability, flexibility, decision-making and problem-solving.

Differentiation is implicit in Careers Education and Guidance delivery, for example:

- In writing outcome statements, consideration is given to the ability of the young person and the level of learning complexity.
- Appropriate support is provided to ensure personal care and safety for activities and experiences.
- Resources and information are available at accessible for all young people.
- During discussion group work, questions are targeted at several ability levels.
- Special support assistants, provide individual or small groups support for specific tasks e.g. to provide a written record of responses.

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- Speech and language therapist input.
- Occupational therapist input.
- Physiotherapy input.
- The planned and coordinated programme of activities and courses are relevant, accessible and appropriate to the age and ability of the young people.

## 5.9 Grouping Strategies

Young people will work:

- Individually
- Paired with another young person
- In small groups
- As a whole class group
- With an SSA or volunteer
- With therapist support
- With their personal advisers.

## 5.10 Planning

Careers Education and Guidance is a continuing and progressive process, which:

- Contains a progressive sequence of learning objectives
- Requires time for the systematic and gradual acquisition of skills, knowledge and understanding
- Acknowledges personal preferences and interests
- Contains units of work which can be taught within a specific amount of time
- Focuses on a distinct and cohesive body of knowledge and understanding
- Can be taught alone or have clear cross curricular links, e.g. work experience with English, Life Skills, PSHE, ICT and college link courses.
- Is part of Education, Health and Care plans appropriately.

Staff prepare plans which take account of the individual need of the young person alongside the whole school/college scheme of work. More detailed planning including differentiated outcomes is specified in the individual teacher's/tutors daily plans.

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## 5.11 Assessment for Learning

Assessment in Careers should be seen in the context of our whole school/college curriculum. It should be an ongoing part of the curriculum planning process and inform future teaching and learning. Assessment in careers includes:

- Ongoing teacher/tutor assessment e.g. observation discussion.
- Skills, attitudes and awareness checklists.
- Individual interviews
- Young person's self-assessment
- Transition meetings
- ASDAN unit award schemes, specific units of work

## 5.12 Spiritual and Moral Social and Cultural Development

Careers education helps young people to choose and prepare for opportunities, responsibilities and experiences that will contribute to their own fulfilment and to the well-being of others, including the wider society and economy.

Opportunities for spiritual development in Careers include:

- The growth of a sense of self.
- Acknowledging all and other's individual potential.
- Understanding their strengths and weaknesses.
- Personal values.
- Their will and determination to achieve.
- Their role in society.
- Exploring and understanding all and other's feelings and views.

Opportunities for moral development in Careers include:

- An understanding of right and wrong.
- A concern for others.
- Exploring and understanding moral dilemmas.
- Developing qualities and attitudes needed to make responsible moral decisions.
- An ability to reflect on the consequences of actions to self and others.

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Opportunities for social development in Careers include:

- An understanding of the rights and responsibilities of being members of families and communities (local, national and global).
- An ability to relate to and work with others.
- Developing a sense of belonging and willingness to participate.
- Developing qualities and attitudes needed to make an active contribution in their communities.

Opportunities for cultural development in Careers include:

- Developing an understanding of cultural traditions.
- An ability to appreciate and respond to a variety of experiences.
- A respect for their whole and other's culture.
- Developing a curiosity about differences.
- Developing qualities and attitudes needed to understand, appreciate and contribute to culture.

### 5.13 Cross Curricular Themes

Careers Education contributes to the whole school/College curriculum by helping students manage progression in their learning and work as they move through school/college and beyond.

Careers education contributes to a young person's personal effectiveness through its emphasis on transferable skills such as decision-making, handling information, self-awareness, action planning and review, negotiating and self-presentation.

Teachers/tutors need to ensure that young people are aware of the transferability of key skills across subjects, as well as their application to the world of work. Young people can be encouraged to reflect on what and how they learn, and how these skills can be applied to different subjects, problems and real-life situations. Key skills are six skill areas that help students to improve their learning and performance in education work and life. These skills are embedded in the Curriculum.

Specific careers units naturally overlap and are supported by work in other subjects.

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## 5.14 Community Links

The Careers Service, are key partners in the provision of Careers Education and Guidance. We have a clear commitment to working together in the provision of the careers education and guidance programme and in providing specialist careers information and support.

The team are responsible for developing and maintaining links with:

- Personal Advisors from surrounding local authorities, e.g. Durham, Gateshead, Newcastle and Northumberland.
- The Employability manager and the Foundation Employability Steering Group.
- Local mainstream and specialist colleges.
- National specialist colleges.
- Training providers.
- Work Experience providers.
- Local businesses.
- Voluntary organisations.

Opportunities are provided within the careers programme, for young people to experience a range of activities involving the local and wider community, for example:

- Visits to local FE colleges – Newcastle and North Tyneside area
- Visits to local FE colleges – young person's home area
- Visits to specialist FE colleges
- Visits to training agencies and workplaces
- Visits from employers, trainers, college representatives in school.
- Visits from ex-pupils
- Taster courses at local colleges
- Work experience within the foundation, and the local community
- Transition visits/ sessions - Hedley's College

Young people are encouraged to visit Post16 / Post 19 placement opportunities within their home area, and specialist colleges where appropriate. Authorised absence from school/college is made available for interviews, taster or Link

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coursesand/or assessment periods approved by the relevant careers service.

## 5.15 Education for Citizenship and British Values

Education for Citizenship and British Values promotes the knowledge, skills and understanding required for young people to be able to adopt effective roles in societyat personal, local, national and international levels. It helps young people to becomeinformed, thoughtful and responsible citizens, who are aware of their duties and rights. It encourages young people to develop active participation and concern for issues in school/college, neighbourhoods, local communities and the wider world. It raises self-esteem and self-confidence.

There are many opportunities in Careers Education and Guidance to explore and develop the knowledge and understanding, skills and attitudes needed to make informed decisions about exercising responsibilities and rights in a democratic society.

The aims of Citizenship and British Values education within the Careers curriculumare:

For young people to understand about:

- Their rights and responsibilities as employees.
- The rights and responsibilities of employers.
- The provision of public services.
- How changes in work practices can affect communities.
- Benefits and allowances.
- The work and effectiveness of trade unions.
- The role and work of local government.

To develop skills, values and attitudes to:

- Form and express personal opinions.
- Accept and consider others' opinions.
- Demonstrate personal and group responsibility.
- Participate willingly in school and community based activities.
- Evaluate activities, events and experiences.
- Demonstrate corporation, tolerance, awareness and responsibility in individual orgroup work-related activities.

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## 5.16 Equal Opportunities

The Careers curriculum plays a major role in promoting equal opportunities school/college in terms of:

- Recognising individual young person's needs.
- Promoting a positive image of various groups in our modern, multicultural society.
- Challenging stereotypical images.
- Recognising and presenting positively, the similarities and differences between people.

Issues of equality are an integral part of every aspect of Careers provision, implicit in all relationships, and in any work or activity that takes place e.g. work/ college visits.

Careers teachers/tutors will develop strategies for broadening career aspirations and horizons and challenging stereotypical representation. They will:

- Ensure that a full range of post 16 and 19 options are explored by all young people.
- Ensure that resources and displays reflect the full range of ethnic diversity, gender, ability and disability.
- Where possible, provide people from minority communities, disability groups and non-traditional gender roles as career models.
- Ensure that all work experience opportunities are offered to all young people.
- Avoid stereotyping student's career choice by gender, or ethnic origin.
- Develop partnerships with careers services, local employers, parents and the wider community to increase resources for work on equality issues.
- Positively seek to raise the profile of career opportunities for students with physical disabilities and/or speech and language difficulties.

## 5.17 Economic Understanding

Careers has a specific role in developing the young person's understanding of the world about them, and in particular the world of work to:

- Know about the main occupational groups
- Know about personal qualities and skills required for employment.

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- Understand how work affects people's lifestyles.
- Be aware of opportunities in learning in work
- Know build further/higher education opportunities and vocational qualifications
- Know about own preferences and interests
- Know about and assess their own learning and development
- Know about their rights and responsibilities as full or part-time workers, including health and safety issues.
- Know about the moral and ethical issues, they may encounter in the workplace.
- Be aware of the need for career planning and implications of this e.g. economic well-being.

It is important for all our young people to have the knowledge and understanding of the world of work and to be able to relate this realistically to their personal capabilities, considering their physical disability and/or speech and language difficulties.

The definition of work is " purposeful activity that makes a difference" and thus any learning and personal development towards independent living can be regarded as work. Engaging in work towards independent living, may involve some young people becoming employers themselves e.g. employing a personal carer for specific tasks.

### **5.18 Use of Information Communication Technology (ICT)**

Systems and applications for Information and Communication Technology are developing rapidly in terms of its range of application and in its complexity.

In a general sense, it is important that our young people have knowledge and experience of the opportunities that ICT may open to them, for example:

- Alternative and Augmentative Communication systems (AAC).
- Accessing technology for communication.
- Use of ICT in industry, commerce and administration.
- Independent living control systems.

In Careers, opportunities for the use of ICT to support and enhance learning

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are available in the following areas:

- To enhance the quality and accuracy of presented work.
- To explore information sources.
- To explore decision-making situations.

Examples of how ICT is used in Careers Education and Guidance:

- Information systems and databases. Stored information which can be searched and retrieved, including databases of occupations, increasingly available through the World Wide Web.
- Decision aids and work simulation software, to explore factors involved in specific progression routes and roles within specific vocational areas.
- Tests or checklists to assess compatibility and suitability for job rules, considering ability, interests or personality.
- Self-presentation, to support the development of job-seeking and transition skills e.g. application forms, action planning, CV's.
- Word processing and desktop publishing, to support careers administration tasks.

### 5.19 Resources

The provision and management of resources can affect the quality of teaching and learning in careers education and guidance and can impact on the standards of children and young people's achievement, future plans and career choices.

The coordinator will therefore maintain and up-to-date bank of centrally held resources and ensure that staff have the necessary tools to assist planning and effective teaching.

### 5.20 Parental/Carer Involvement

Parents/carers have a vital role as partners in Careers Education and Guidance and are encouraged to participate in any aspect of school life with education services. We believe that due to the nature of the young person's difficulties and for some, the geographical distances from home, it is important to actively encourage parents to visit school/college, keep in contact and feel involved in their child's education. The team will ensure that parents/carers are fully involved and informed in Careers Education and Guidance by:

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- Linking parents/caerers with professionals; providing contact details of theircareers advisor and information about the service.
- Giving clear information about the school Careers Education and Guidanceprogramme.
- Informing parents of the respective roles of the Careers service andschool/college in preparation for future education, training or work.
- Informing parents/carers of their role and responsibilities in the transition processto future education, training or work e.g. attendance at transition meetings.
- Providing opportunities for information gathering. Parents/carers will be given information and invitations to Careers conventions and college and/or employerpresentations and open days.

The team will maintain regular links with parents/carers during stages of transition, tomonitor progress towards securing future placements. Parents/carers are able to contact the team at school/college to discuss comments and ask questions, meetings can also be arranged if required.

### **5.21 Staff Development**

The purpose of professional development is ultimately to improve standards of achievement within Careers Education and Guidance and the quality of teaching andlearning.

The Education leadership team will play a key role in linking with relevant internal and external contacts, to ensure that Careers Education and Guidance is current and reflects initiatives, policies and procedures at both local and national levels.

### **5.22 Monitoring, Evaluation and Review**

Monitoring and evaluation is intended to help improve the quality of education provided and the standards achieved by all young people. Monitoring is the processby which we gather evidence to help us make judgments about the quality of teaching and learning in young people's progress.

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The special needs of the young person will be taken into account in monitoring and evaluating the teaching of Careers.

### 5.23 Useful Websites

**[www.cegnet.co.uk](http://www.cegnet.co.uk)**

*The Careers Education Support Programme*

**[www.nationalcareersservice.direct.gov.uk/youngpeople](http://www.nationalcareersservice.direct.gov.uk/youngpeople)**

*National Careers Service information pages for young people aged 13 - 18*

**[www.ncsyas.co.uk/](http://www.ncsyas.co.uk/)**

*National Citizenship Service*

**[www.ofsted.gov.uk](http://www.ofsted.gov.uk)**

*Office for Standards in Education*

**[www.pfeg.org.uk](http://www.pfeg.org.uk)**

*Personal Finance Education Group*

**[www.pshe-association.org.uk/](http://www.pshe-association.org.uk/)**

*PSHE advice and guidance for professionals*

## 6. Monitoring & Review

Overall responsibility for the operation of the procedure lies with the Education Leadership Team. The effectiveness of the procedure will be formally reviewed and monitored as a minimum on an annual basis to ensure that it continues to meet the requirements of The Foundation, the specific service area and that it reflects best practice and statutory legislation as appropriate.

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