



Careers, Education, Information, Advice and Guidance (CEIAG) policy and Employability Programme

Original Policy created September 2018

Amendments and reviewed: Summer term 2022

Next review: Spring Summer 2023

Overview

Employability (including Careers education) At Daventry Hill School we recognise that we play a short but fundamental part in the lives of every student that attends.

The world after school can be unbelievable difficult for our young people; no area more so than the ability to gain meaningful employment that will enrich their lives and sustain health, wellbeing and self-esteem. Current statistics show that less than 5% of adults with learning difficulties are in paid employment where as 70% would like to secure a job.

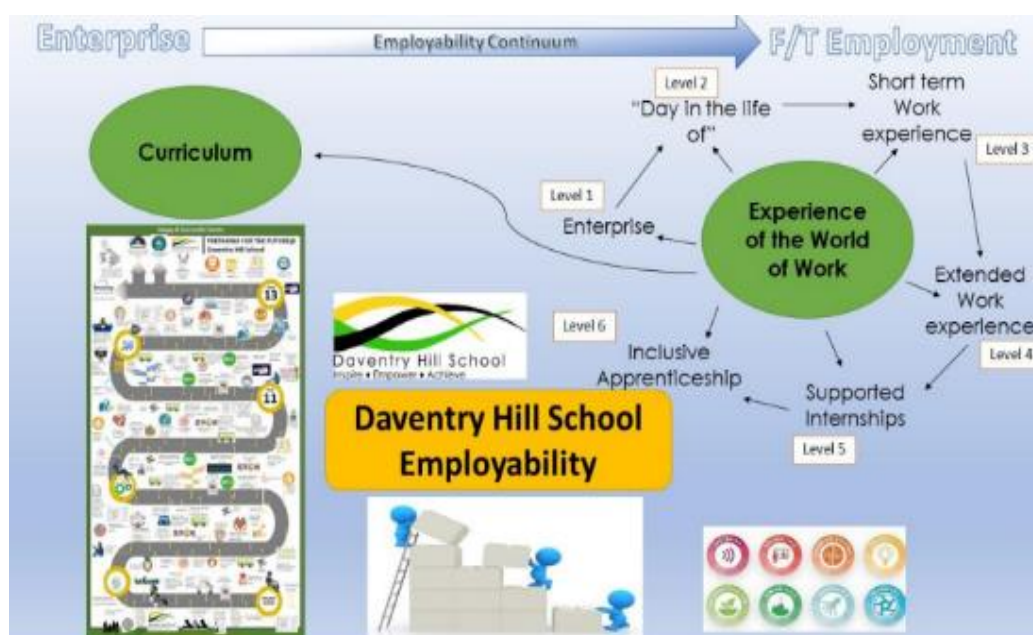
This indicates two factors: - Schools do not adequately prepare students with learning and cognition difficulties to gain and sustain employment - Employers do not fully understand the benefits of employing adults with learning needs are not prepared/disability confident enough to do so.

This is why Employability is our main curriculum driver at Daventry Hill School.

Our Employability offer starts from the Early Years Foundations Stage and is a continuous thread of a student's journey throughout the school. This is supported by a focus on the development of transferable skills (see Skill Development section in curriculum statement for further details) which are not only essential to function effectively as an adult but are fundamental to being successful in employment.



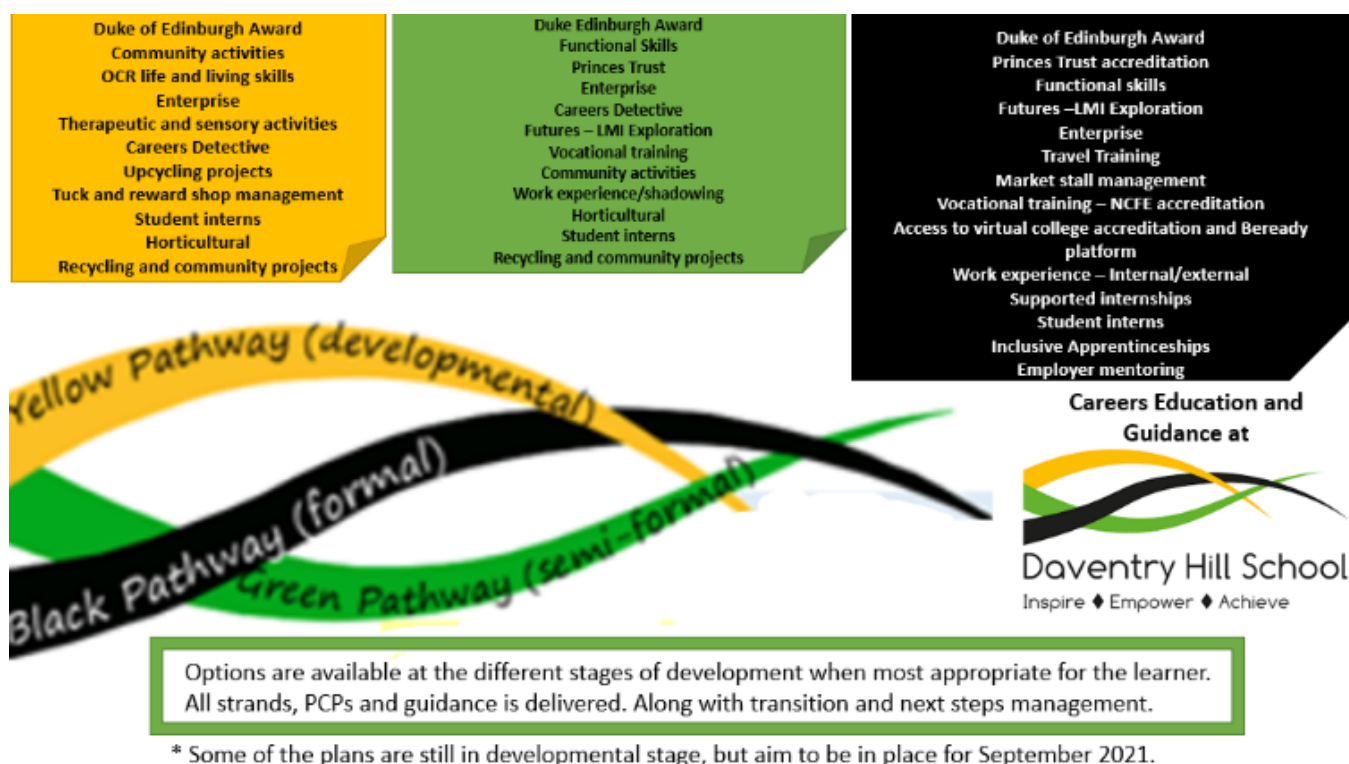
We recognise that it is not good enough to only deliver a curriculum for Employability as this has very little impact for our students. Students learn best when learning is supported by a breadth of experience, so we ensure that our students have the ability to apply their learning for extended periods throughout their journey. Therefore, our Employability model comprises of two elements: **Curriculum and Experience of the World of Work:**



We recognise that our students will benefit from a range of different practical application opportunities based on their employability development stage, age and identified outcomes. This is why we offer six different levels of experience and students will access the one that is most appropriate for them

- Level 1 is Enterprise -Every student in the school will experience enterprise which introduce them to the basic concept of manufacturing or service providing them with the opportunity to understand the principles of cost, profit and reinvestment. Every class in our secondary school operates an enterprise business and benefits from weekly dedicated time awarded to the operation of their chosen business.
- Level 2 is 'a Day in the Life of'. This stage provides the opportunity for students that are not ready to access work experience the ability to observe and 'feel' what is like to work in a chosen sector. The benefit of these experiences enable the student to prepare themselves for level 3.
- Level 3 is Short Term Work Experience. This level enables the student to access a 'traditional' block of work experience, putting learning into practice. At Daventry Hill School we recognise the value of this experience however also understand that in isolation this offers very little value to the student without the wider approach we adopt.
- Level 4 is Extended Work Experience. Students accessing our Foundations for the Future curriculum (Post 16) will benefit from accessing extended work experience dependent on their personalised, identified outcome for employment. This may take the form of practical work experience for up to 3 days a week, therefore providing extended opportunities to develop skills for the workplace to gain and sustain meaningful employment in adult life.
- Level 5 is Supported Internships. Daventry Hill School supported internships offer the intern the opportunity to continue with their education in year 13 (or year 14 with the agreement of the local authority) while attending a yearlong work placement. During the internship the intern will no longer attend school, they will work in an identified business supported by a Job Coach employed by the school. The education programme will be delivered on site to the intern by the job coach. These are appropriate for those that will be ready to gain meaningful employment following the programme. They are not a route into further education.
- Level 6 is Inclusive Apprenticeships. An inclusive apprenticeship is very similar to a standard apprenticeship however since the Maynard Review the Institute for Apprenticeships (IfA) guidance now requires for end point assessments to be subject to reasonable adjustments. The Department for Education announced changes to Maths and English requirements for apprentices who have special educational needs, learning difficulties or disabilities. Specific criteria have to be met and evidenced and these are detailed in the Specification of Apprenticeship Standards for England. For these apprentices' exemptions are in place for the regular English and Maths minimum requirements. This exemption allows the apprentice to use an Entry Level 3 qualification in English or Maths as an acceptable alternative.

Due to the wide range of special educational needs we meet at Daventry Hill School students follow a curriculum pathway. Once a student moves into year 1 they are placed on one of 3 pathways: yellow, green or black. Our Post 16 students are placed on one of 4 pathways depending on their outcomes for adulthood. The careers programme is tailored to meet the needs of our students. Here are some examples of how this done:



Commitment

Daventry Hill School is committed to providing a structured curriculum, and meeting the national and local expectations in relations to employability and careers education by:

- Continuing to have a positive and meaningful relationship with the South East Midlands Local Enterprise Partnership (SEMLEP) Careers and Enterprise Company (CEC) and local employers
- Students access impartial careers guidance from a level 6 trained careers guidance practitioner as required by the 2011 Education Act.
- We work in line with the Ofsted framework and we are working towards achieving the eight Gatsby Benchmarks:
 - ✧ 1. A Stable Careers Programme
 - ✧ 2. Learning from Careers 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 work places
 - ✧ 7. Encounters with further and higher education
 - ✧ 8. Personal guidance.

Evidence of how we are achieving this can be found on page 7 of this document

This policy statement sets out Daventry Hill School arrangements to comply with the school's legal obligations under Section 42B of the Education Act 1997 "Opportunity for a

range of education and training providers to access registered pupils during the relevant phase of their education for the purpose of informing them about approved technical education qualifications or apprenticeships”.

Careers Provision

As educators, we respond to the needs of our learners and we recognise that our students have a wide range of abilities and needs, ambitions and plans for their lives after Daventry Hill School. We aim to prepare young people for what is the most appropriate and realistic for them. We follow a person-centred approach, working with the young person directly, families and any outside agencies. This allows students to have a voice and a level of control when making important decisions that will influence their future education, lifestyle choices, and career options. This is supported by impartial information and advice provided by a level 6 trained careers guidance practitioner.

We believe that all of our students have an entitlement to the skills development and work-related learning curriculum. This develops progressively throughout their time within school, and starts at the beginning of their journey at Daventry Hill School. It encourages students to identify, develop and use their abilities. The careers programme has been carefully designed and is regularly updated to support the needs of our students. The programme is appropriate for all and not only focuses on the development of core competency skills but independent and social skills also. We support the National careers strategy to actively prepare our young people in the best way possible. As a school, we are working towards achieving all eight of the Gatsby benchmarks and work closely with supporting agencies such as Skills builder, SEMLEP, CDI and the Careers & Enterprise programme to do so. Using the CDI framework and Gatsby benchmark as guidance, we have developed the programme to cover the main areas of:



*taken from the cdi framework (2021)

In our primary school we start to 'plant the seed' of employability. Every week students take part in a 'Futures' Session, which consists of circle time discussions and activities. In addition, students are exposed to role play, some have classroom responsibilities and there are links within story time to career choices. Others take part in show and tell to celebrate skills and achievements, and enterprise projects run for those that it is deemed appropriate. In September 2021 we are launching a bespoke programme designed and created by the careers leader called 'Career Detectives' this will allow primary and

complex need classes to explore elements of careers education through role play and practical activities. Career Detectives is sector specific, and has been designed with our young people in mind to give them a breath of knowledge, whilst motivating and inspiring towards future aspirations.

In 'My place in the world' (KS3), students receive a weekly dedicated lesson, which introduces students into developing core competency, employability and life skills to help prepare them for employment. How this looks can vary from, work-related enterprise projects, classroom or virtual learning, off-site visits and school projects.

For those in 'Skills for Life' (KS4), students will have access to accredited qualifications in employability. In addition, they will have the opportunity to take part in the following, where employability is woven throughout:

These are:

- Duke of Edinburgh Award • Princes Trust • Variation of skills-based accreditation
- Bespoke Work Pay programme – To support with destination and transition – Year 11/Post 16 only • NCS (National Citizen Services) Year 11/Post 16 only

In Foundations for the Future (Post 16), students continue to enhance their employability skills, and are giving the opportunity to put these into 'real-world' situations. Those identified on the employment pathway undertaken intensive employer engagement opportunities. This includes:

extended work experience, mentoring programmes and vocational training linked to their desires and needs. This then leads our young people into supported internships, inclusive employment and paid employment possibilities.

Throughout the year, students have the opportunity to take part in a number of career activities, in addition to the employability curriculum learning:

- Enterprise Days and Fayres – Throughout the school year, we run enterprise fayres where we encourage local businesses to come in and support Daventry Hill School. Our students have the opportunity to run their own stall and market work related product items.
- Attendance at local careers fayres and taster days at local colleges. This is available digitally for those unable to attend in person.
- Meet The Expert – We welcome visitors into the school for motivational talks, workshops and Q & A sessions throughout the year. The students of Daventry Hill School, look forward to meeting people from different industries of work.
- Student intern positions – throughout the school, we have a range of roles available for students to take on additional responsibilities. Candidates gain a feel for the recruitment process, training and what it is like to be an intern.
- Each year we celebrate National Careers, Apprenticeship Week and Neurodiversity week. Along with other awareness days that vary year to year.

Our Employability Curriculum Journey



Examples of how we are achieving the Gatsby benchmarks

Daventry Hill School have adopted the Gatsby Benchmarks because they are judged to be an outstanding system for careers guidance and delivery.

Benchmark 1: A stable Careers Programme

- We have appointed a qualified careers leader who is responsible for the management of CEIAG – Stacey Drake.
- Our Enterprise coordinator from Semlep is Deborah Foster
- Allocated key link governor is James How
- Enterprise adviser is Greg Kirkman
- The career programme is structured and updated by Stacey Drake and it is published and available on the school's website.
- Termly the programme is reviewed through the Careers and Enterprise Compass evaluation tool.
- The programme consists of a large number of events and activities involving employers, and other agencies. Along with an ongoing experience of the world of work.
- Careers/ employability can be found within the curriculum timetable. This can be seen as, discreet lessons, enterprise projects, vocational training, student intern time, community time and employer engagement visits.
- The programme and careers leader is fully supported by the Headteacher and SLT team
- The programme is regularly evaluated with feedback from all stakeholders, including students, employers, staff and families.

Benchmark 2: Learning from Careers and labour market information

- Weekly staff and students have access to a resource called Futures. This is a weekly programme delivered to communicate labour market information on a local and national level.
- Families can keep up to date with information about local labour market information through our website, class dojo and social media accounts.
- Explored further and personalised during PCP meetings
- Our careers guidance practitioner provides independent, unbiased careers guidance

Benchmark 3: Addressing the needs of each student

- Some of the examples of how this is performed is through vocational profiling, personal guidance PCPs and annual reviews
- The career guidance practitioner securely keeps accurate records of individuals careers advice. Keeping in line with the CDI code of ethics.
- Destinations are collated and recorded for 3 years. Good relationships are maintained with further education providers and Prospects
- The careers programme challenges stereotyping and addressing needs linked with raising aspirations
- Daventry Hill School hosts a virtual transition event annually to support students and families across Northamptonshire to gain a better understanding of next steps. This is in partnership with the local offer, support agencies and other providers across the county

Benchmark 4: Linking curriculum learning to careers

Careers education and enterprise is embedded throughout the curriculum at every stage.

- Daventry Hill School has allocated careers lessons and employability lessons within the timetable.
- Training needs are identified and staff receive training to allow effective planning and delivery of the careers programme.
- All staff are expected to incorporate into learning where possible and relevant.
- STEM (Science, Technology, Engineering and Maths) Activities are highlighted and incorporated through National Science week, Career detective learning, and students attend 'Big Bang' annually
- Incorporated through community visits and social activities for our yellow pathway

Benchmark 5: Encounters with employers and employees

- Students have access to a variety of different employer engagement activities. This includes work place visits, work experience, job shadowing, taster days, mentoring programme, Guess the line-up, Q&A sessions. These are done both virtually and face to face.
- The development of gaining employer engagement partnerships is ongoing, and we are making significant progress with this year on year.
- Participation in enterprise fayres, and ongoing programmes
- Where appropriate mentoring is available for students from employers

Benchmark 6: Experience of work places

- We have an ongoing internal recruitment process for learners to obtain a student intern position. This is available across many departments throughout the school.
- From year 11 students will attend a work placement where appropriate. Prior to work placements students will attend an initial interview and work premises tour.
- Work experience is available both internally, externally and virtually.
- Regular communication is made with the employers, and information shared with families on progress.
- Job coaching and access to work funding is allocated for those students on supported internships.

Benchmark 7: Encounters with further and higher education

- The annual transition event allows students and families to have encounters with learning providers including colleges, training centres and other local service providers
- A regularly updated guide is given and made available on our website for families looking at post 16 options.
- Extensive links are in place with other providers to support with transition
- Signposting of local transition events and opportunities available at our providers are provided on our social media channels and class dojo, in addition to being advertised around the school.

Benchmark 8: Personal guidance

- We have appointed a level 6 trained impartial personal guidance practitioner to deliver 1:1 and group personal guidance sessions.
- The careers guidance practitioner provides independent career guidance to students in year 11 and post 16.
- From year 7 every young person completes a vocational profile. This is reviewed and amended regularly. To support learners with personalised outcomes.

Business and supporting agency Links

Daventry Hill School is a member SEMLEPs community. We are working with a senior volunteer from business who support us to build employer networks to create lasting connections between the school and local businesses.

We work closely with Prospects, DWP (Department for Work and Pensions), Northamptonshire Supported Internship Forum, Local Offer, Preparation for Adulthood forum and Ask Apprenticeships SEND advisory group.

Daventry Hill School works closely with other providers and special schools in the county to support with transition and post 16 education.

Daventry Hill School is continuously developing relationships with a wide range of businesses and post 16 providers from different industries; these relationships are used to ensure CEIAG is relevant and where possible delivered by those in industry. These relationships will be monitored and new organisations are constantly being sought.

Engaging Parents / Carers

We are keen to involve parents/ carers in the development of the careers provision. The careers leader will supply regular careers updates through school news updates, dojo communication, website updates, and on other social media platforms. A database of parents/carers who would like to support with events, planned activities such as work experience will be gathered and updated by the careers lead.

Keeping our families up to date with labour market information and supporting materials can be found on our website under stakeholder (families)

Transition events take place throughout the academic year, and an appointment can be booked with the Careers lead on request.

Families are invited to PCP (person-centred planning) meetings that begin currently from year 10. This is complete by the class team in line with EHCP annual reviews. This allows us to fully support the whole family with our comprehensive transition support. In year 11 application support is offered to families to assist with adult social care referrals.

Staff Development

Through staff performance reviews and development plans, staff training needs are identified, and training provided accordingly throughout the academic year. In order to remain up to date with legislation and changes the careers lead is responsible for attending network meetings and relevant training.

Monitoring, review and evaluation

The Careers leader and the head teacher identify desirable improvements by reviewing the programme annually.

Impact scores, stake holder surveys and student/staff voice is gathered following each employer interaction.

Policy developed & written by: Stacey Drake (Careers lead) in consultation with relevant support agencies.

Policy Approved by Head teacher: Gareth Ivett -July 2022

Policy Reviewed: May 2019 Next review date: May 2020 (Reviewed)

Policy Reviewed and updated June 2020 Next review date: July 2021 (Reviewed)

Policy amended and reviewed: March 2021 (Reviewed)

Policy reviewed: Summer 2022 (Reviewed)

Abbreviation Guide

PCP – Person Centred Planning

CEIAG – Careers Education information advice guidance

KS – Key stage

STEM – Science, Technology, Engineering and Maths

LMI – Labour Market Information

DWP – Department For Work and Pensions

CEC – Careers Enterprise Company

CDI – Careers Development Institute

SEMLEP – South East Midlands Local Enterprise Partnership

EHCP – Education Health Care Plan

PCP – Person centred plan

Useful links and resources

The careers and enterprise company www.careersandenterprise.co.uk

SEMLEP – www.semlep.com

Department of Education careers strategy www.gov.uk/government/publications/careers-strategy-making-the-most-of-everyones-skills-and-talents

National careers service – www.nationalcareersservices.direct.gov.uk

Gatsby foundations – www.gatsby.org.uk

Skills builder – www.skillsbuilder.org

Preparing for adulthood – www.preparingforadulthood.org.uk