



# The Birtenshaw Group

## Transforming Lives

### Birtenshaw College Careers Policy

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### Scope of Policy

It is vitally important that young people have access to good and realistic information and guidance about the full range of career pathways and options available to them as they prepare for adulthood. At Birtenshaw College, individual learners will be signposted to different career guidance activities at the relevant stages of their development and decision-making. It is based on the premise that not all learners need the same level of careers guidance at the same time.

### Aims

1. To encourage learners to be ambitious, broaden their horizons and explore their own futures throughout their life at Birtenshaw College.
2. To ensure learners are ready for their next stage after Birtenshaw College.
3. To follow the principles of the Gatsby Benchmarks:
  - i. A stable careers programme.
  - ii. Learning from career and labour market information.
  - iii. Addressing the needs of each learner.
  - iv. Linking curriculum learning to careers.
  - v. Encounters with employers and employees.
  - vi. Experiences of workplaces.
  - vii. Encounters with further and higher education.
  - viii. Personal guidance.

## **Objectives**

- Support positive transitions to adulthood.
- Help learners to understand the world of work.
- Facilitate meaningful encounters with employers.
- Support learners to develop employability skills, qualities and attitudes.
- Enable learners to develop research skills to find out about opportunities.
- Support inclusion, challenge stereotypes and promote equality of opportunity.
- Contribute to strategies for raising achievement and increasing motivation.

## **Roles and Responsibilities**

The Assistant Head of College is responsible for taking a strategic lead and direction for careers work in the College.

- Ensure each learner has an Individual Learning Plan which is reviewed on a termly basis.
- Liaise with Connexions and Remploy.
- Ensure CEIAG is a focus for at least one learning walk/deep dive.
- Ensure that the College is fulfilling its statutory responsibilities.
- Monitor and evaluate CEIAG within the College QIP.
- Ensure that provision meets the quality of a dedicated CEIAG award – Quality in Careers Standard.
- Plan CEIAG activities, events and visits for learners.
- Ensure learners are able to gain Employability qualifications, as appropriate.
- Ensure staff access relevant CPD to fulfil their CEIAG responsibilities.
- Ensure parents/carers are informed of the range of careers, information, advice and guidance support available.
- Ensure CEIAG curriculum is resourced as appropriate.
- Evaluate CEIAG provision from all stakeholders and use this to inform and develop future provision.

## **Curriculum Pathways**

### **Communication and Choice Pathway**

- Provide a range of multi-sensory experiences associated with jobs.
- Learners to have encounters and experiences with working people and workplaces.

### **Learning for Living Pathway**

- Link curriculum areas to different work opportunities, jobs and careers.
- Help develop learners' employability skills and soft skills within lessons.
- Promote progression routes and accreditation opportunities, as appropriate, within curriculum areas.
- Help prepare learners for the world of work.

### **Employability Pathway**

- Link curriculum areas to different work opportunities, jobs and careers.
- Help develop learners' employability skills and soft skills within lessons.

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- Promote progression routes and accreditation opportunities, as appropriate, within curriculum areas.
- Ensure all learners have a CEIAG Portfolio.
- Ensure all learners access external work placements.
- Monitor and evaluate work placements.

### **Staff Development**

Staff are supported to access relevant CPD to fulfil their CEIAG responsibilities.

### **Delivery of the Careers Programme**

The purpose of the curriculum at Birtenshaw College is to enable learners to develop their self-awareness and to raise their aspirations and motivation which will enable them to make a smooth and successful transition from College to adulthood.

The views, interests and aspirations of learners and their parents/carers, as outlined in their Education and Health Care Plans, informs our personalised approach to learning and the appropriate pathway for each learner:

#### **Communication Pathway**

Progression Focus: Developing communication, life skills and the ability to make choices.

#### **Learning for Life Pathway**

Progression Focus: Increased independence and development of employability skills for voluntary work.

#### **Employability Pathway**

Progression Focus: Increased independence and preparation for paid employment.

We believe that young people with a disability have a right to work - we want employment to be seen as a key part of their life. As such, our curriculum offer is based on the four Preparing for Adulthood outcomes which are based on what disabled young people say is important to them. These include paid employment and higher education, housing options and independent living, good health, friends, relationships, community inclusion and choice and control over their lives and support.

### **Vocational Profiles**

Learners are supported to complete their vocational profile workbook with a member of staff. This is a useful and successful way of finding out what kind of job a young person may be interested in. It can also inform the range of work experience that a young person does.

### **Work Experience**

Work experience is an opportunity to introduce young people to the world of work, and layer up the skills needed to help them get a job in the future. We believe that, through effective partnership working, the barriers that currently prevent young people with special educational needs and disabilities (SEND) from accessing work experience, can be broken down to ensure that lives can be changed - one experience at a time.

We are working towards three Work Experience Models at Birtenshaw College:

1. Experiential Model where a young person accesses one or two short periods of work experience to broaden their understanding of the world of work, and to inform future study options. This may be undertaken internally.
2. Vocational Model where a young person is matched to an employer linked to their longer - term employment aspirations. This is often undertaken one or two days a week, for an extended period of time and enables them to develop the skills needed to do the job.
3. Extended Model is a part of a structured study programme, where the student is based primarily with an external employer for an extended work placement, i.e. a supported internship; intended to help students obtain sustainable paid employment by equipping them with the skills for work, through learning in the workplace. The internship normally lasts for a year and includes an unpaid work placement of at least 6 months.

### **Employers**

Staff actively seek employers based on the interests of learners and desired outcomes stated in EHCPs. An Information for Employers document is shared with all potential employers before the placement commences and employers are involved in setting targets for learners whilst on placement. The work placement is reviewed throughout the learner's experience.

### **External links**

The College has a Service Level Agreement with Connexions. It also has representation on the local Preparing for Adulthood Group.

### **Resources**

Birtenshaw College is committed to providing the resources to enable an effective careers programme, including adequate staffing, staff training and resources.

### **Qualifications**

Learners are able to achieve the following qualifications on the Employment pathway:

- BTEC Pre-Vocational Studies (Entry Level 1 and Entry Level 2)
- BTEC Introduction to Vocational Studies (Entry Level 3)
- BTEC Vocational Studies (Level 1)
- ASDAN Employability (Entry Level 2, Entry Level 3, Level 1 and Level 2)
- Functional Skills: English and Mathematics (Entry 1, Entry Level 2, Entry Level 3, Level 1 and Level 2)
- Functional Skills: ICT (Level 1 and Level 2)
- BTEC Health and Social Care (Level 1 Introductory)
- BTEC Art and Design (Level 1 Introductory)

### **Monitoring**

The College had achieved Stage 2 of the Quality in Careers Standard. This is the national quality award for careers education, information, advice and guidance (CEIAG) in schools, colleges and work-based learning. It is fully aligned with the eight Gatsby Benchmarks for "Good Career Guidance" and fully complies with the Department for Education's 'statutory guidance'. The CEIAG plan for learners is reviewed termly by class teachers and annually by the leadership team.

The Careers Quality Standards and Gatsby Benchmarks for CEIAG will be used to identify desirable improvements.