**Birtenshaw Education Services**
**Careers Policy**

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This policy should read alongside ED16 Examinations and External Accreditations Policy.

At Birtenshaw Education Services', we actively seek to promote the aspirations of pupils in order to support them to reach their full potential in to adulthood. We also recognise the importance of preparing pupils for life in modern Britain, therefore our policies reflect this ethos and incorporate fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.

The Gatsby Benchmark is a framework outlining the best careers provision in schools and colleges. Birtenshaw's Careers Strategy is founded on these. As well providing a framework for a holistic careers programme across the school, these guidelines are also embedded within curriculum and enrichment activities.

The eight Gatsby Benchmarks are:

| **1. A stable careers programme** |
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| *Every school should have an embedded programme of career education and guidance that is known and understood by pupils, parents, teachers, employers and other agencies.* |

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| At Birtenshaw pupils are assessed against the career framework. The careers policy is available on the schools website. There are regular Careers lessons embedded into the timetables of Route Two and the Employability Pathway within the Sixth Form. The Careers event provides an opportunity for pupils and parents / carers to engage with a range of organisations. Across each key stage, key careers experiences are provided to pupils. |
| **2. Learning from career and labour market information** |
| *Every pupil, and their parents (where appropriate), should have access to good quality information about future study options and labour market opportunities. They will need the support of an informed adviser to make best use of available information.* |
| Connexions provide impartial advice and guidance to pupils – shared with parents through handover. The Careers event provides an opportunity for pupils and parents / carers to engage with a range of organisations. Across each key stage, key careers experiences are provided to pupils. |
| **3. Addressing the needs of each student** |
| *Pupils have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each pupil. A school's careers programme should embed equality and diversity considerations throughout.* |
| All pupils have the opportunity to engage in careers advice, the world of work and developing life skills. Across each key stage, key careers experiences are provided to pupils at their own level. Careers curriculum is adapted across the school as Route One has an exposure curriculum, where Route Two has discrete careers sessions designed to meet the needs of all pupils. This becomes more streamlined once pupils enter Sixth Form and here they are able to explore a range of work experience placements whilst they identify possible destinations. |
| **4. Linking curriculum learning to careers** |
| *All subject staff should link curriculum learning with careers, even on courses which are not specifically occupation-led. For example, STEM subject staff should highlight the relevance of STEM subjects for a wide range of future career paths. Study programmes should also reflect the importance of maths and English as a key expectation from employers.* |
| Pupils in Route One and Route Two explore careers and the world of work through "understanding the wider world" and PSHE. Pupils can also enjoy cross-curricular links throughout the curriculum. In Sixth Form pupils complete career / work specific units through ASDAN and work skills sessions. |
| **5. Encounters with employers and employees** |
| *Every pupil should have multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace. This can be through a range of enrichment activities, including visiting speakers, mentoring and enterprise schemes, and should include pupils' own part-time employment where it exists.* |
| Birtenshaw invites a range of external providers and organisations into school to work alongside pupils. 'Third Space', a local charity, provides weekly work experience sessions for all pupils who wish to engage in the experience. In Sixth Form pupils regularly visit careers events in the local area, they attend weekly work experience placements and are supported to visit organisations within the |

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| community. Pupils also have opportunities to attend work place visits to a range of local employers through DUCTU where they engage with employees from different organisations in their work place. |
| **6. Experiences of workplaces** |
| *Every pupil should have first-hand experiences of the workplace through work visits, work shadowing and/or work experience to help their exploration of career opportunities, and expand their networks.* |
| All Sixth Form pupils engage in weekly work experience placements throughout the year. For pupils who struggle to engage in external placements; onsite opportunities are available. Pupils also have opportunities to attend work place visits to a range of local employers through DUCTU where they engage with employees from different organisations in their work place. |
| **7. Encounters with further and higher education** |
| *All pupils should understand the full range of learning opportunities that are available to them. This includes both academic and vocational routes, and learning in schools, colleges, universities and in the workplace.* |
| Where appropriate, pupils are supported to visit local colleges and sixth form settings so that they can explore options available to them. We also have links with local supported internships apprenticeship schemes through Greene King and work experience placements via Build Bolton Well. Pupils within the Sixth Form also have opportunities to engage with Birtenshaw College as appropriate. |
| **8. Personal guidance** |
| *Every pupil should have opportunities for guidance interviews with a careers adviser, who could be internal (a member of college staff) or external, provided they are trained to an appropriate level 3. These should be available for all pupils whenever significant study or career choices are being made. They should be expected for all pupils, but should be timed to meet individual needs* |
| Where appropriate, pupils in Route Two and Sixth Form access a programme of study provided by Connexions where they can explore independent careers advice. Internal support takes place via PSHE and discrete careers sessions and alongside work experience placements and work place visits. |

## Careers Guidance:

There is the opportunity for pupils to access external, impartial and independent guidance from an adviser; which is a vital component of the transition process that takes place for each pupil as identified within their individual plans and annual reviews. Pupils will have individual career targets, where appropriate, within their Education Health and Care Plans, following consultation with pupils, parents and school. Plans are updated on an annual basis and presented at the educational annual review. External Careers advisers provide advice and support to pupils/pupils and their families with regard to future opportunities/ placements beyond compulsory school age. An annual Careers event allows parents and pupils to engage with a range of local organisations and businesses to identify potential destinations for pupils once they leave Birtenshaw School.

It is important to note that whilst not all pupils will have identified career pathways as a destination, they will all access the same opportunities and information.

## Curriculum Statement:

Throughout their time at Birtenshaw, pupils receive careers education and engage in life skills / work skills learning. All pupils have access to a careers curriculum at an appropriate level for them, with key experiences built across their academic journey. Once pupils reach Key Stage 3 (equivalent – in line with ability and level of understanding), pupils will start to explore more specific careers advice through PSHE or discrete careers lessons and one to one sessions; exploring what work experience they may want to engage in during their time in Sixth Form. The aim is to raise awareness and the development of knowledge, skill and experience. Pupils are able to work towards a variety of accreditation e.g. AQA units in a range of skills, ASDAN Personal Progress, and Pre-Vocational Employability Skills.

## Work-related learning:

Work-related learning is defined as "planned activity that uses the context of work to develop knowledge, skills and understanding useful in work, including learning through the experience of work, learning about work and working practices and learning the skills for work".

It will encompass the three strands, outlined within the framework for work-related learning, of:

- Learning through work by providing opportunities for pupils to learn direct experiences of work or work shadowing:
- Learning about work by providing opportunities for pupils to develop skills and understanding of work and enterprise, for example through vocational courses:
- Learning for work by developing skills for enterprise and employability for example through School-based enterprise activities.

## Monitoring and evaluation

The delivery of CEIAG and of work-related learning will be by class teachers, monitored by the Head of School. The monitoring will include:

- Observation of activities
- Discussion with staff, pupils/pupils and parents
- Discussion with work place providers.
- Meetings with the Careers Adviser including termly review of the Agreement.
- Scrutiny of pupils' and pupils' work
- Scrutiny of accredited modules and other related schemes
- Maintaining a comprehensive data-base of destinations of pupils.
- The school will be working towards achieving an externally-assessed CEIAG Quality Award which is nationally validated by the overarching national kite-mark which is the Quality in Careers Standard.

## ASDAN and BTEC

ASDAN and BTEC qualifications provide pupils and students with the opportunity to gain accreditation recognised nationally by the QCA. ASDAN Personal Progress units and BTEC Pre-Vocational Studies aim to develop life-long learning skills, essential in adult life and employability as is relevant to pupil aspirations and long-term destinations. The school's policy on child protection will apply throughout.

The ASDAN and BTEC curriculum will:

- Develop the pupils' skills at levels appropriate to each individual.
- Be relevant to everyday life and promote increased awareness and understanding of it.
- Provide enriching experiences which encourage the pupil to interact.
- Be fully accessible to each pupil.

Through a well-designed curriculum pupils will:

- Increase their self-esteem and confidence.
- Be encouraged to have respect and consideration for others.
- Be encouraged to reach their maximum potential for independence and quality of life.
- Gain skills to act with competence, safety and confidence at home.
- Engage in routines within the classroom to encourage them act independently and to use their initiative.
- Develop personal and social skills leading to appropriate and socially acceptable behaviour.
- Develop work habit and attention skills.
- Begin to learn how to organise and produce a portfolio of work.

We provide access to a wide range of resources; encourage pupils to develop positive feelings and a sense of achievement so giving each one a sense of their own worth. Pupils will be offered opportunities to communicate, gain confidence, explore feelings and emotions and develop personal and social skills. The delivery of qualifications should reflect the whole school approach to learning in which the pupils are encouraged to be active participants in their learning experiences, develop independence and self-advocacy; and make full use of the resources available.

The method of delivery should be appropriate to the objectives of the learning experience and have sufficient variety to maximise the pupil's interest. It should reflect the pupil's need in terms of level, methods of communication and pace of progress. Pupils must be given time to interact with materials, respond to experiences and answer questions for themselves. The pupils should be taught in an environment in which they are comfortable, where they know what is expected of them and they can be led to find out for themselves. They must be put in a situation where they can fail safely and have the confidence to try again. Pupils should be allowed to progress by building on and extending previous experiences.

New experiences must be introduced at the point appropriate to the pupil. Equal opportunities, gender, multicultural, environmental, health, personal and social issues should be considered when planning work in ASDAN and BTEC. Work should make use of the pupil's acquired skills particularly mathematical and linguistic ability. The use of ICT should be encouraged, where appropriate.

## Assessment

Units for each qualification will be assessed by the class teacher against the standards and guidance for the specific unit. Units of work will then be submitted to the appointed internal moderator, who will repeat this process. Units of work will then be submitted to the external moderator. Regular standardisation meetings will take place involving all teaching staff who are delivering the qualifications in order to ensure standards are being met. This will also be an opportunity to share good practice and resources.