

Careers Policy

History of policy changes/review
Author: Careers Lead
Reviewed: Annually
Authorising Body: Teaching & Learning Committee

Date	Page	Details of change
Sept 2020		Created
Sept 2021		Reviewed
Jan 2023		Reviewed – Section 2
Feb 2023		Ratified by governors
Jan 2024		Added: legal framework; Sharing information; Provider Access Policy was added in <u>Linked policies and useful documents</u> section; In <u>Statutory requirements and recommendations</u> section guidance about complains was added; Table of contents added.
Sept 2024	Page 6	Updated statutory requirements according to national guidance for Key stage 3
	Page 7	Roles and Responsivities updated to now include the governing body.
	Page 8	Access to our careers programme information Assessing the impact on pupils

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Section 1

1.1 Philosophy/vision statement:

Our vision is that whilst at Briarwood School pupils will be taught the skills and attitudes required to enable them to become as independent as they can be and to prepare for adulthood. We aim for pupils to have an enriched and stimulating curriculum to give them every opportunity to reach their full potential regardless of their gender, race, learning disability and/or physical disability.

Our Sixth Form curriculum policy and Information handbook states the following:

“The 2013 Gatsby publication and guidance for careers education within school states “Good career guidance helps inspire pupils towards further study and enables them to make informed decisions whenever choices are open to them. It helps them to understand enough about the world of work to know what skills they need to succeed. It is important for social mobility because it helps open pupils’ eyes to careers they may not have considered.”

It is using the guidance and research highlighted above Briarwood have created an employability scheme of work that enables all learners despite additional needs to access forms of employability learning on a regular basis, that is appropriate and meaningful to them.

In line with the SEN Code of Practise (2015), at Briarwood we believe “High aspirations about employment, independent living and community participation should be developed through the curriculum and extra-curricular provision. Schools should seek partnerships with employment services, community groups, to help children understand what is available to them as they get older, and what it is possible for them to achieve. It can be particularly powerful to meet disabled adults who are successful in their work”.

Our skills-based curriculum promotes preparation for adult life through sequential and bespoke learning pathways. This ensures learners have access to an age and developmentally appropriate education that encourages and challenges all students to:

- Be equipped with skills that support them to be numerate and literate
- Communicate with confidence within their own means
- Enjoy learning that develops curiosity and expression
- Develop independence within life skills
- To Engage with as much of an active life as possible through looking after their body and the development of mobility skills
- Build resilience and self-help skills
- Learn strategies for social and emotional development to promote them to access successful relationships
- Have positive interactions to the community and gain sense of belonging”

1.2 Rationale:

The components of Careers Education and Guidance (CEG) are defined as:

- 'Careers Education provides a means of developing individuals' knowledge, understanding and experience of opportunities in education, training and employment and the skills necessary to make informed decisions.'
- Careers Guidance provides a means of helping individuals to apply relevant knowledge, understanding and skills to their own particular circumstances when choices have to be made.
- In practice, Careers Education and Careers Guidance are interwoven, with the school and the Careers Service working collaboratively; teaching and advising during the transition phase in Years 7, 8, 9, 10 and 11 and beyond. At Sixth Form these are central to the Post-16 curriculum.
- All pupils throughout the school should understand that they have 'careers' that continue through life and include all aspects of their evolving experience of the world of work and the necessary Key Skills.

1.3 Aims and Purpose

- Prepare learners for the transition to life after Briarwood
- Support learners and their parents or carers in making informed decisions which are appropriate for them
- Provide learners with well-rounded experiences
- Develop personal characteristics such as social skills, communication, independence and resilience
- Inspire and motivate learners to develop themselves as individuals and live as independently as is possible

This policy summarises the statutory guidance and recommendations. It then outlines the provision of careers education, work experience and provider access.

Section 2

2.1 Introduction

Briarwood provides a relevant and engaging careers curriculum which meets the differing needs and requirements of our learners. This is developed throughout a learner’s time at the school and is always supportive of their abilities, strengths and skills.

2.2 Statutory requirements and recommendations

The careers provision at Briarwood is in line with the statutory guidance developed by the Department for Education, which refers to Section 42A and 45A of the Education Act 1997.

This states that all schools should provide independent careers guidance from Years 8 -13 and that this guidance should:

- be impartial
- include information on a range of pathways, including apprenticeships
- be adapted to the needs of the pupil (this is via EHCP outcomes and individualised learning approaches)

In addition, the school is compliant with the careers guidance that the government set out for delivery from 5 January 2018: ‘Careers Guidance and Inspiration for young people in schools.’ This states that all schools must give education and training providers the opportunity to talk to students about approved technical qualifications and apprenticeships. Further information relating to this is set out later in this document, under Provider Access section of this policy and the Provider Access Policy.

Where someone has a complaint about the school’s careers provision, such issues will be handled locally in accordance with the school’s Complaints Procedures Policy. All complaints will be easy to submit and considered impartially.

2.3 Careers Provision at Briarwood



All learners have access to the following:

- Briarwood Life skills curriculum (Employability handbook; see Appendix 3).
Preparing for life after Briarwood is a fundamental aspect of our life skills curriculum.
- Briarwood acknowledges the importance of Preparing for Adulthood and this is built in to everything we do, starting with the youngest students to give them the best start in life and the best possible careers and independent living outcomes.
- Visitors in to school and offsite visits support learners in developing their understanding of a range of different post 19 providers.
- All learners from Year 9 have access to advice via an external careers advice provider (trained level 6) where appropriate.
- Regular communication with families and Governors with regard to careers provision and its impact.
- Learners have access to relevant transitions and careers events hosted at Briarwood and other schools in Bristol.
- All learners should have scheduled timetable opportunities for enriching employment experiences such as internal and external work experience, career support and planning, coaching and time to explore work opportunities as appropriate.

Key Stage 3

- Pupil pathways onto accredited and vocational courses are planned and prepared for in KS3.
- Learners take part in Enterprise projects across the school year.
- Learners (from Year 7) engage in careers/employability related learning tasks that will help them decide next steps where appropriate.
- Year 9 learners and their families invited to relevant careers and skills fairs such as the annual Transition Fair at Briarwood school.
- Learners in Year 8 and 9 (where appropriate) have the opportunity to access different training providers to develop the variety of experiences they have to support informed choices about future education, training and employment pathways.

Key Stage 4 (in addition to KS3 ongoing provision)

- The school Careers Leader supports KS4 pupils are prepared for appropriate accreditation (ASDAN transition challenge and Towards Independence).
- Learners where appropriate in Year 10 and 11 undertake Work Experience and work-based placements and opportunities.
- Meaningful employer encounters.
- Learners in Year 10 and 11 (where appropriate) have the opportunity to access different training providers to develop the variety of experiences they have to support informed choices about future education, training and employment pathways.
- Access to trained level 6 careers adviser for an interview by the age of 16, where appropriate.

Key Stage 5 (in addition to KS3 and KS4 ongoing provision)

- One-to-one meetings with families, the school Careers Leader in Years 12-15.
- KS5 learners and their families invited to relevant careers and skills fairs such as the annual

Transition Fair at Briarwood school.

- Meaningful employer encounters.
- Access to accredited Employability KS5 curriculum pathway.
- Learners in KS5 have the opportunity to access different training providers to develop the variety of experiences they have to support informed choices about future education, training and employment pathways (where appropriate).
- The majority of KS5 learners take part in the Duke of Edinburgh Award, where appropriate.
- Access to trained level 6 careers adviser for an interview by the age of 19, where appropriate.

Briarwood school has many enriching and thriving business enterprise projects for those students who cannot access work experience including the school café 'Copse Café', an arts and crafts business, and a gardening business. These enterprise businesses are run by students within our post-16 department and generate revenue.

The overall organisation of work experience is undertaken by the school Careers Leader who liaises with the Senior Leadership Team and teaching team to ensure the most relevant and engaging opportunities are taken.

Families are informed and communicated with throughout the process via newsletters and a work experience diary is sent home termly.

All learners on placement are covered by the employers' insurance and places of work are risk assessed by the Careers Leader.

2.4 Roles and responsibilities

The governing board is responsible for:

- Ensuring that all registered pupils are provided with independent careers guidance from Year 7 to Year 11.
- Ensuring that arrangements are in place to allow a range of education and training providers to access all pupils and inform them about approved technical education qualifications and apprenticeships. A policy statement will set out these arrangements.
- Ensuring that the independent careers guidance is presented in an impartial manner, showing no bias or favouritism towards a particular institution, education or work option.
- Ensuring that the guidance includes information on the range of education or training options, including apprenticeships and technical education routes where this is deemed appropriate.
- Ensuring that the guidance that is provided promotes the best interests of pupils.
- Ensuring this policy does not discriminate on any grounds.
- Handling complaints regarding this policy as outlined in the school's Complaints Procedures Policy.
- Providing clear advice and guidance to the Executive Headteacher on which they can base a strategy for careers education and guidance which meets the school's legal requirements.

The careers leaders are responsible for:

- Managing the provision of careers information.

- Taking responsibility for the development, management and reporting of the school's careers programme.
- Planning careers activities, managing the careers budget and, where necessary, and managing and coordinating other staff involved in the delivery of careers guidance.
- Establishing and developing links with employers, education and training providers, and careers organisations.
- Liaising with various parties, e.g. the executive headteacher and careers adviser implement and maintain effective careers guidance.
- Providing pupils with effective careers guidance and supporting social mobility by improving opportunities for all young people.
- Supporting teachers of careers education and tutors providing initial information and advice.
- Monitoring teaching and learning in careers education, and the access to and take up of career guidance.
- Advising senior leadership on policy, strategy and resources for careers education, information, advice and guidance (CEIAG).
- Preparing and implementing a development plan for CEIAG.
- Reviewing and evaluating the programme of CEIAG.
- Using the Gatsby Benchmarks to improve the school's careers provision and ensure compliance with legal duties, with an ultimate aim to meet all benchmarks.
- Publishing details of the school's careers programme and a policy statement on provider access on its website.
- Ensuring that pupils with SEND understand their different career pathways, and enabling them to gain the skills, knowledge and experience they require to achieve their career goals.

Teaching staff are responsible for:

- Ensuring careers education is planned into their lessons.
- Attending any relevant CPD or training to ensure they are up-to-date with the school's careers plan.
- Promoting careers guidance in the classroom through visual aids.
- Being good role models for their particular area of work or specialism.
- Creating a learning environment that allows and encourages pupils to tackle real life challenges, manage risks and develop skills that can be applied to the workplace.

2.5 Access to our careers programme information

A summary of our school's careers programme is published on our school website, including details of how pupils, parents, teachers and employers can access information about the careers programme. Information shared with pupils

Pupils, parents, teachers and employers can request any additional information about the careers programme by contacting:

Antonios.petropoulos@bristol-schools.uk;
sarah.lane-batt@bristol-schools.uk;
sam.cooper@bristol-schools.uk

- Parents/carers and pupils are welcome to attend Briarwood's Careers and transition coffee mornings which happen twice annually for both Secondary and Sixth Form.
- Lists of potential placements for social care provision; Further Education; Employers; and services are sent out every year twice to all parents and pupils in Secondary and Sixth form.
- Letters containing information in regards to personal guidance and future action plans are being shared with parents and carers.
- Information is also shared during EHCP meetings.
- Transitions Fayre in term 6.
- Termly Newsletters

2.6 Assessing the impact on pupils

Our career programme is designed so pupils can give feedback, and their progress measured as they move through the Key Stages. We measure and assess the impact of the programme's initiatives by: pupils accessing reflective accounts after career-related activities; feedback forms completed after career-related activities; progress within the curriculum (especially in employability/careers related activities); staff observations; EHCP pupil voice; accreditation results. We also track long-term outcomes through destination data of our leavers.

Section 3

3.1 Providers Access Policy Statement

This policy statement sets out the school's arrangements for managing the access of providers to learners at the school for the purpose of giving them information about the provider's education or training offer. This complies with the school's legal obligations under Section 42B of the Education Act 1997. The school's policy on safeguarding sets out the school's approach to allowing providers into school as visitors to talk to our students.

3.2 Pupil entitlement

All learners in years 8-14 are entitled:

- To find out about technical education qualifications and apprenticeships opportunities, as part of a careers programme which provides information on the full range of education and training options available at each transition point (where appropriate);
- To hear from a range of local providers about the opportunities they offer, including technical education and apprenticeships – through options events, assemblies and group discussions and taster events;
- To be best prepared and informed of further education and social care provisions.

3.3 Management of provider access requests

Procedure:

A provider wishing to request access should contact Careers Leader Antonios Petropoulos: email antonios.petropoulos@bristol-schools.uk or call: 01173532651; Sam Cooper: sam.cooper@bristol-schools.uk or call 01177337042; Sarah Lane-Batt: sarah.lane-batt@bristol-schools.uk or call 01173532651

3.4 Opportunities for access

Events that are integrated into the school careers programme, will offer providers an opportunity to come into school to speak to learners and/or their parents/carers:

- Careers/Transition Fayre
- Transition meetings for parents and pupils
- Bespoke sessions with pupils
- Lessons / activities with providers

3.5 Linked policies and useful documents

Briarwood	Accreditation	Other
Curriculum policy	ASDAN document links –	https://www.preparingforadulthood.org.uk/
Post 16 policy	Personal Progress	http://asdan.org.uk/
Accreditation policy	handbook, Employability	https://compass.careersandenterprise.co.uk/info
Moderation policy	handbook, ASDAN policies	
Post 16 Assessment handbook	(please ask Head of School for access)	
Safeguarding policy	Post 16 Assessment handbook	
Code of Conduct		
GDPR policy		
Provider Access Policy		

3.6 Legal framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Education Act 1997
- Education and Skills Act 2008
- Apprenticeships, Skills, Children and Learning Act 2009
- Equality Act 2010
- Children and Families Act 2014
- Technical and Further Education Act 2017
- The School Information (England) (Amendment) Regulations 2018
- DfE (2023) 'Careers guidance and access for education and training providers'

3.7 Sharing information

The school will provide the relevant information about all pupils to the LA support services. Briarwood school has pupils with SEND and their data will be monitored by the LA up until the age of 25.

The school's privacy notice will offer pupils and their parents the opportunity to ask for personal information not to be shared.

Section 4 - Appendices

Appendix 1 PFA Curriculum Pathway:

<h3 style="text-align: center;">Preparing for adulthood planner Briarwood School</h3>				
Briarwood acknowledges the important of Preparing for Adulthood and this is built in to everything we do, starting with the youngest students to give them the best start in life and the best possible careers and independent living outcomes.				
	Employment and Education	Independent living skills	Community inclusion	Health
EYFS/ KS1	Adapting to new environments Playing with other children Real world play (builder / nurse / doctor) Following instructions - consider any specifics around sensory impairment Numeracy Real world visits (fire stations, farms etc.) Begin to copy role modelling from professional adults.	Feeding and drinking Toileting Real world play (kitchens, DIY, cleaning) Getting dressed Making choices Washing / brushing teeth Learning and taking part in hygiene routines. Taking part in cooking activities	Making friends Social interaction Visits / day trips Team playing After school clubs Weekend activities Developing friendships / friendship groups Learning to move safely in the community e.g. road safety Becoming part of school community e.g. assembly	Diet - making choices Physical exercise Articulating pain / health problems Mental health – exploring emotions through songs and stories.
KS2	Talk about different careers and what they entail Access to career related role models Start to build a personal profile of interests and ambitions	Feeding and drinking Toileting Real world play (kitchens, DIY, cleaning) Getting dressed Making choices Cooking at school Understanding money (numeracy)	Knowing the local area Walking short distances Friendships Understanding bullying <i>Learning to be safe on and offline</i> Managing change	Managing minor health needs Physical exercise Articulating pain / health problems Understanding healthy diets PSHE / SRE – puberty

	<p>School sessions from visitors on their careers</p> <p>Identifying people who help us and their jobs.</p> <p>Real world visits (fire stations, farms etc.)</p> <p>TEACCH tasks work related to careers</p>	<p>Shopping</p> <p>Moving around the school independently</p> <p>Transport and road signs</p>		
KS3	<p>Learning opportunities outside the class room to build self-confidence, social skills, risk awareness, understanding of the world of work and other key (employability) skills</p> <p>Developing understanding of workplace's and job opportunities</p> <p>Social skill and portfolio development</p> <p>TEACCH tasks work related</p>	<p>Making decisions about what to spend money on</p> <p>Making own food</p> <p>Independence skills sessions, including;</p> <ul style="list-style-type: none"> - home skills - health and safety - personal hygiene 	<p>Belonging to different groups</p> <p>Friendships and relationships</p> <p>Understanding the bigger picture and building resilience</p>	<p>Managing more complex health needs</p> <p>Mental health and wellbeing</p> <p>PHSE (covering SRE)</p> <p>Physical exercise</p> <p>Understanding healthy diets</p>
KS4	<p>Access to community</p> <p>Work experience – internal and external where appropriate</p> <p>Planning for transitions to include careers aspirations</p> <p>Transition to new settings (work done to support changes to Post 16)</p>	<p>Making decisions about what to spend money on</p> <p>Making own food</p> <p>Independent living skills</p> <ul style="list-style-type: none"> - home skills - health and safety - personal hygiene 	<p>PSHE Friendships and relationships</p> <p>SRE</p> <p>Understanding the bigger picture and building resilience</p>	<p>As above.</p>

	<p>Pre-Entry to Entry level 3 qualifications available via accreditation awarding bodies ASDAN and NCFE</p> <p>TEACCH tasks work related</p>			
Post 16	<p>Qualifications linked to employment</p> <p>Internal and external work experience placements</p> <p>Supported internships</p> <p>Transition visits to Further Education providers/ specialist providers and community living environments</p> <p>Duke of Edinburgh</p> <p>CV writing / Skills in applying for jobs / Job coaching (if appropriate)</p> <p>School Café based jobs</p> <p>Enterprise businesses – for all students (see PfA overview)</p> <p>Impartial careers advice</p>	<p>Looking after your home in the training flat</p> <p>Functional numeracy curriculum that develops money and life skills i.e. sorting washing</p> <p>Managing own time</p> <p>Personal safety</p> <p>Transition skills for adult care</p> <p>Residential experience (D of E)</p> <p>Cooking for yourself</p>	<p>Managing social time</p> <p>Developing new friendships/ meeting students from other settings</p> <p>Social skills in the workplace</p> <p>Accessing local events</p> <p>Raising money for a local charity</p> <p>Working within the local community</p> <p>Visiting speakers from other educational provisions</p>	<p>PSHE Curriculum</p> <p>Understanding friendships</p> <p>Relationship and Sex Education</p> <p>Using local gyms/ exercise classes and swimming pools</p> <p>Understanding consent</p>

Appendix 2 Work experience diary

My Work Experience Diary

Name.....

Day/date of work experience.....

Start time.....

Finish time.....



Large empty rectangular box for drawing or pasting a photo.

Describe what you are doing in this picture (stick in photo or student can draw)

Five horizontal dotted lines for writing a description.

Can you say what other jobs you did?

Empty rectangular box for drawing or pasting a photo of another job.

Empty rectangular box for drawing or pasting a photo of another job.

Draw or Stick a picture of you doing your jobs and write underneath.



Three horizontal dotted lines for writing a description.

Three horizontal dotted lines for writing a description.

Why is it important that we do these jobs properly? (Adult to give example). You can write your answer or use symbols.


.....
.....
.....

What job did you enjoy doing most?

.....
.....

Can you tell me why?

.....
.....

Did you enjoy work experience? Yes 
No 

Please say why (if you did not enjoy)

.....

Learner signature.....

Today's date.....

Appendix 3 Employability Handbook



Employability Handbook

Briarwood curriculum intent

Our skills-based curriculum promotes preparation for adult life through sequential and bespoke learning pathways. This Ensures learners have access to an age and developmentally appropriate education that encourages and challenges all students to:

- Be equipped with skills that support them to be numerate and literate
- **Communicate with confidence within their own means**
- **Enjoy** learning that develops curiosity and expression
- **Develop independence within life skills**
- To **Engage** with as much of an active life as possible through looking after their body and the development of mobility skills
- Build resilience and self-help skills
- **Learn** strategies for social and emotional development to promote them to access successful relationships
- **Have positive interactions to the community and gain sense of belonging**

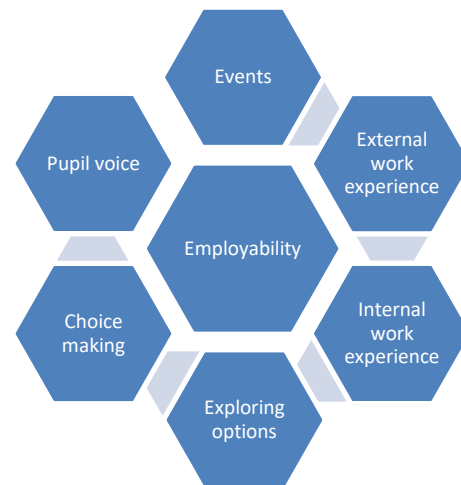
Employability rationale

The 2013 Gatsby publication and guidance for careers education within school states: “Good career guidance helps inspire pupils towards further study and enables them to make informed decisions whenever choices are open to them. It helps them to understand enough about the world of work to know what skills they need to succeed. It is important for social mobility because it helps open pupils’ eyes to careers they may not have considered.” It is using the guidance and research highlighted above Briarwood have created an employability scheme of work that enables all learners despite additional needs to access forms of employability learning on a regular basis, that is appropriate and meaningful to them. In line with the SEN Code of Practise (2015), at Briarwood we believe “High aspirations about employment, independent living and community participation should be developed through the curriculum and extra-curricular provision. Schools should seek partnerships with employment services, community groups, to help children understand what is available to them as they get older, and what it is possible for them to achieve. It can be particularly powerful to meet disabled adults who are successful in their work”.

Aims

- To provide equal opportunity for students working within all curriculums to engage in and experience employability themed sessions
- Encourage all learners, despite need to access to experiential opportunities that relate to working environment and work experiences
- Ensure all learners have a voice in their employability sessions, within their own means

Employability Overview



The employability curriculum has many aspects, as shown above. The curriculum includes regular timetabled sessions in which employability skills are taught within practical and non-practical learning sessions. During the sessions or in addition these, all learners should have scheduled timetable opportunities for enriching employment experiences such as internal and external work experience, career support and planning, coaching and time to explore work opportunities as appropriate.

Employability Curriculum Organisation



Due to the ranging and diverse profiles of learners at Briarwood, differentiated curriculums have been created in order to ensure all learners are accessing a curriculum that is appropriately levelled yet challenging. Within the Post 16 curriculum learners experiences are based upon individual need and therefore, they may not 'fall' into a single curriculum. Taking this into consideration, the Post 16 Employability schemes of work take into account for varying profiles, allowing teachers to differentiate outcomes based upon the specific learner. All learners are expected to be accredited for the work they achieve, and consideration for accreditation levels have been advised above. Acorn learners are likely to be able to achieve Pre-Entry and Entry units, 'Woodland' learners to achieve Entry 1, whereas 'Forest' learners are likely to achieve Entry 1+ units.

The accrediting awarding body for Employability is ASDAN, from Pre Entry to Entry 3. Specifications and outcomes are stated within Appendix 1 for each varying level and ASDAN unit, so the teacher can encompass accreditation units into their teaching, based on appropriate levels for that student. Please see the end of the handbook for Asdan's criterion for assessment and refer to the Post 16 Assessment Handbook for accreditation assessment process information, guidance and instructions. When a pupil reaches Year 14 teachers are to use the evidence collated from Onwards and Upwards over the years to accredit their learning within Employability modules.

It is not appropriate for Post 16 learners to follow just the Asdan schemes of work, as the coverage is limited, and small steps progression within stages are not suggested within their specifications. Therefore the schemes of work include relevant SMART objectives that support progress and a range of possible teaching activities to promote the development of these skills which can be used as starting points. Teachers can then use and adapt these schemes to include activities that motivate and engage their individual children. The unit specifications and outcomes are stated at the end of the handbook for each varying level and ASDAN unit, so the teacher can encompass accreditation units into their teaching, based on appropriate levels for that student where appropriate.

Appendix 4 – Additional Useful links

Accreditation Info:
 ASDAN Awarding body - <https://members.asdan.org.uk/login>
 Personal Progress
 Employability
 Please ask exams officer for further details and handbooks if needed



Work experience / career links

Whizz Kids - work experience for learners with physical disabilities
 Re employ – charity promoting disability confident employers
 Talentino! – Careers Advice, support and development
 West of England careers hub – Careers support for schools and colleges
 Change Now! – Careers support and advice
 WeWorkforEveryone – Careers support and advice



Preparing for Adulthood



GATSBY