

# **Careers, Education, Information, Advice and Guidance (CEIAG) and Employability Policy**

Original Policy created September  
2018

Amendments and Reviewed: May 2022

Recent Review: Jan 2024

## 1. Introduction

At Isebrook School, we aim to empower students and equip them with essential life skills, focusing on self-development, independence and employability using a personalised approach to meet individual needs. This policy statement sets out Isebrook School's 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".

The aim of the policy is to ensure that impartial guidance is implemented and resources are in place to deliver, providing a fully embedded meaningful CEIAG (Careers Education Advice and Guidance) programme to all students.

Our key objectives for the programme are:

- Personal development – Understanding self
- Developing and modelling soft skills, that become transferable from education to life beyond school.
- To allow the students to explore the labour markets and identify potential and realistic career options for the future, appropriate to individual's needs and requirements. For example, this can be volunteering, supported learning-shared experiences, apprenticeships, paid employment, supported internships.
- Ability to adapt and cope with change.

Isebrook School recognises 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 one of our main curriculum drivers at Isebrook school.**

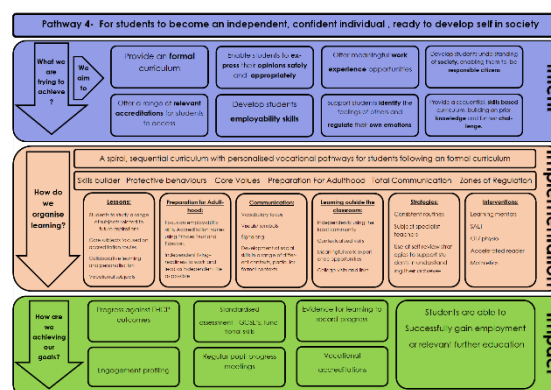
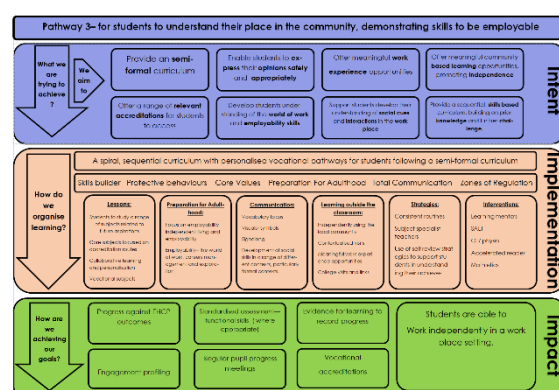
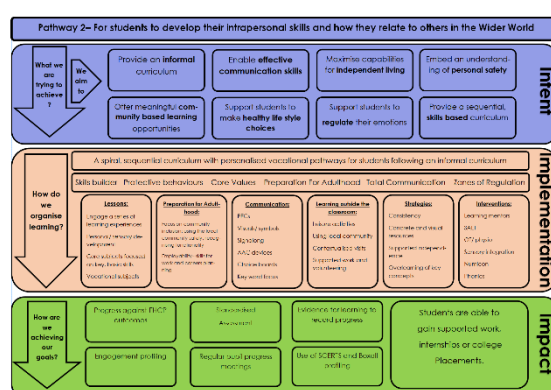
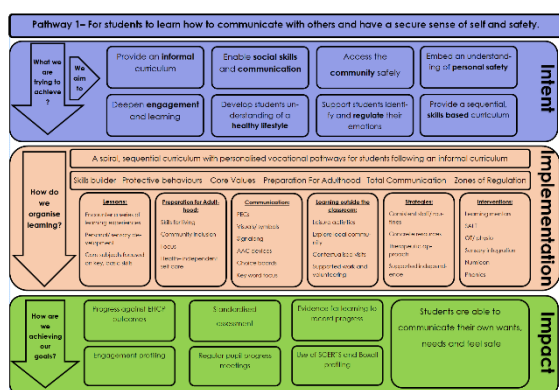
Our Employability offer starts from the Key Stage 3 and is a continuous thread of a student's journey throughout the school. This is supported by a focus on the development of transferable skills which are not only essential to function effectively as an adult but are fundamental to being successful in employment. As a school we

use the Skills Builder essential skills programme. The essential skills can be seen in the diagram below.



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 and repeated periods throughout their journey.

Due to the wide range of special educational needs we meet at Isebrook school students follow a pathway. Once a student moves into year 7 they are placed on to one of the 4 pathways. Pathways are designed to consider the students outcomes for adulthood.



## 2. Commitment

Isebrook School is committed to providing a structured curriculum including up to date labour market information, opportunities for students to meet with employers, participate in workshops, run information events for parents/carers, careers education, further education options, 1:1 advice and guidance for all students in Years 7-13, setting realistic goals in line with EHCPs. This will be completed in

partnership with the Careers and Enterprise Company (CEC), South East Midlands Local Enterprise Partnership (SEMLP) and other agencies and partners.

We are committed to meeting national and local expectations in relation to careers by undertaking the following:

- Continuing to have a positive and meaningful relationship with the South East Midlands Local Enterprise Partnership (SEMLP), Careers and enterprise Company (CEC) and local employers
- From year 9 – year 13 students will have access to impartial careers guidance, as required by the 2011 Education Act. Along with implementing Ofsted's inspection criteria.
- 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

### **3. Curriculum Links**

Careers education will be delivered throughout the entire curriculum at Isebrook School students will be continuously developing core competencies and putting these into practice. Core competencies include a person's qualities, being able to put them into practice, social cues and communication. Students will have the opportunity to develop new skills that can be transferred into different forms of independence, employment, and within society.

An example of the soft skills we will be incorporating on throughout the curriculum include

- Listening
- Presenting
- Problem Solving
- Creativity
- Staying Positive
- Aiming High
- Leadership
- Team

CEIAG is for all students and is essential to prepare them to make the transition to adulthood.

### **4. Careers Provision**

The careers provision will begin in KS3 and is embedded across the curriculum. Individual students will have a VP (Vocational Profile) as well as an EHCP review from year 7, to establish post 16 destinations. In addition Students will engage in PCP meetings (Person Centred Planning) in Year 11 to ensure the necessary arrangements are in place and the appropriate transition work takes place. This will

allow for all those involved with the young person, including parents/carers the opportunity to work together to create a plan to enhance the future of our students. As a school we will abide with Bakers clause ensuring "training providers and colleges access to every pupil in years 8 to 13, so they can find out about non-academic routes." This will give our young people the opportunity to explore the different options available to them.

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 Isebrook 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. 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 Isebrook 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 too. 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.

In Key stage 3 students receive a weekly dedicated lesson, which sets the foundations for students to develop 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.

Students in Key stage 4 develop further the foundations implemented in Key stage 3. 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

Our Post 16 students continue to enhance their employability skills, and are given the opportunity to put these into 'real-world' situations, the application element of our curriculum. 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 & Dragons' Den. Our students have the opportunity to present ideas and then 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.
- 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.

## **5. Business Links**

Isebrook School is a member SEMLEPs Careers and Enterprise Programme. We are working with a senior volunteer from business who will help 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.

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

Isebrook School is continuously developing relationships with a wide range of businesses 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.

## **6. Engaging Parents / Carers**

We are keen to involve parents/ carers in the development of the careers provision. Parents / carers receive regular careers updates through school news updates, and other social media platforms and are invited to be part of Person Centred Planning Meetings. 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 leader.

## **7. Staff Development**

Through staff performance reviews and development plans, staff training needs will be identified. In order to remain up to date with legislation and changes the careers leader is responsible for attending network meetings.

## **8. Monitoring, review and evaluation**

The head teacher will identify desirable improvements by reviewing the programme annually.

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

Policy Approved by Head teacher:

September 2018

Policy reviewed by Jenny Barker (Assistant Headteacher) March 2019, Matt Thomson (AHT) May 2022, Matt Thomson (AHT) Jan 2024

**\*Abbreviations\***

CEIAG – Careers Education information advice guidance

KS – Key stage

CEC – Careers Enterprise Company

SEMLEP - South East Midlands Local Enterprise Partnership

EHCP – Education Health Care Plan

PCP – Person centred plan