



Bluebell Park School Careers Education and Guidance (CEG) Policy

Approved by:

Date:

Last reviewed on:

May 2023

Next review due by:

May 2024

Purpose of the Policy

At Bluebell Park we firmly believe in setting the highest standards for our pupils. We provide impartial career guidance/advice and employability education to support our young people in understanding the career landscape. Within KS3 careers are taught as a discrete subject within the PSHE/WRL/Enterprise curriculum. As pupils progress through the school, they are offered opportunities to develop their understanding of careers and provided with opportunities to develop their own individualised education/career path. Throughout the curriculum pupils are offered the opportunity to develop employability skills and as they move through the school, they will have access to in house work placements, industry professionals, specialist workshops, careers events and work experience.

At Bluebell Park we adhere to the Gatsby Benchmarks and strive to deliver good quality careers education for our pupils. The 8 Gatsby benchmarks are specified below;

1. A stable career programme
2. Learning from career 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 workplaces
7. Encounters with further and higher education
8. Personal guidance

Policy aims

- Enhance students' knowledge of the world of work
- Develop students' employability skills
- Provide an insight into the skills, qualities and attitudes required by particular sectors and employers
- Provide opportunities for personal and social development – including self-confidence
- Time management, personal organisation and resilience
- Help prepare students for the world of work
- Enable students to make cross-curricular links
- Provide students with an opportunity for self-evaluation

Statutory requirements

Careers Education and Guidance/ Work related Learning and Enterprise Education the statutory duty requires governing bodies to ensure that all registered pupils at the school are provided with independent careers guidance from year 8 (12-13 year olds) to year 13 (17-18 year olds). (DfE, Careers guidance and inspiration in schools, 2017, p6. At Bluebell Park we have interpreted the Gatsby Benchmark and recognise that every pupil, should be given opportunities to fulfil their potential. Careers guidance for pupils with SEND should be based on the pupils' own aspirations, abilities and needs.

Policy development

This policy has been developed in consultation with the school governors. The consultation and policy development process involved the following steps:

1. Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation – parents and any interested parties were invited to attend a meeting about the policy
4. Pupil consultation – we investigated what exactly pupils want from CEG
5. Ratification – once amendments were made, the policy was shared with governors and ratified

Curriculum

In Bluebell Park all pupils will be offered the opportunity to receive a comprehensive, well planned programme of study.

Within KS3 careers is taught as a discrete subject (PSHE/WRL/Enterprise), pupils are exposed to different careers through planned activities including; gardening, cookery, while out in the community and a focus on developing independence skills.

In Post 14 pupils begin to explore future work-related opportunities. They take part in enterprise activities in which they plan, produce and sell items for profit (Christmas Fayer, Summer Fayer, JASS activities, Duke of Edinburgh, Enterprise Showcase). They also participate in work related activities including planned in house work placements (in the form of a Cafe, Horticulture and WRL activities in the community), guest speakers/industry professionals, specialist workshops, careers events and work experience. Most students will also undertake qualifications in a work-related subject. These include Open Awards, ASDAN Personal Progress, ASDAN T.I and ASDAN Personal and Social Development.

Roles and responsibilities

The Governing Body

- The school governors will ensure this policy is effective and meets all the requirements for CEG, they will hold the headteacher/ co-ordinator to account for its implementation.

The Headteacher

- The headteacher is responsible for ensuring an effective CEG programme is in place and all pupils have access to a high quality of non-bias careers information.

School Staff

- Take it upon themselves to ensure that they are up to date with school policy and curriculum requirements. Any areas that they feel are not covered or inadequately provided for should be reported back to the Subject Leader.
- Encourage pupil's aspirations, self-belief and awareness of the careers market. Highlight the importance of careers information, education, advice and guidance.

- Provide regular feedback to the subject leader on their experience of teaching CEG and pupil response.
- Tailor their lessons to suit all pupils in their class, across the whole range of abilities. If teachers need support in this area, they should speak to the Subject Leader.

Pupils

Pupils are expected to engage fully in CEG activities, taking responsibility for their own actions, health and safety. Pupils are expected to cooperate fully with their employer, and behave in a manner befitting their work place, as representatives of the school.

Parents/ Carers

The school works alongside parents/carers to share information and support their children's personal development. We encourage parents/carers to attend our annual 'Look to the Future event'. We also encouraged open lines of communication and advocate to seek additional support where they feel it is needed.

Parents are made aware of individual targets via IEP's, home-school liaison, annual reviews and parents' evenings.

Implementation and Impact

At Bluebell Park we have three curriculums;

- Formal curriculum
- Pre-formal curriculum
- Semi-formal curriculum

See appendix for how CEG/WRL looks across the school.

10. Monitoring arrangements

Pupils' development will be monitored in a variety of ways including;

- by class teachers as part of our internal assessment systems
- feedback from parents
- feedback from pupils
- feedback from staff
- classroom observations
- planning scrutiny

This policy will be reviewed by Kate Bouch annually.

At every review, the policy will be approved by the school governors and the headteacher.

CEG/WRL by year group/curriculum area at Bluebell Park			
	formal curriculum	Pre-formal curriculum	Semi-formal curriculum
<p>KS3</p> <p>Years 7-8</p>	<ul style="list-style-type: none"> ▪ Opportunities across the curriculum to develop transferable life skills relevant to various careers ▪ Planned lessons on skills and interests ▪ Roleplay of work-related activities ▪ Joining with and observing older learners carrying out vocational activities in school ▪ Community visits with a focus on observing people in work ▪ Enterprise projects 	<ul style="list-style-type: none"> ▪ Therapeutic, sensory, individualised learning and development of life skill ▪ Planned lessons on interests ▪ Community visits ▪ Enterprise projects 	<ul style="list-style-type: none"> ▪ Opportunities across the curriculum to develop transferable life skills relevant to various careers ▪ Planned lessons on skills and interests ▪ Community visits ▪ Enterprise projects
<p>Year 9</p>	<ul style="list-style-type: none"> ▪ Education, Health & Care Plan Transition Review ▪ Working together with students and families to identify aspirations and goals for the future ▪ Opportunities across the curriculum to develop transferable life skills relevant to various careers ▪ Planned lessons on skills and interests ▪ Roleplay of work-related activities ▪ Joining with and observing older learners carrying out vocational activities in 	<ul style="list-style-type: none"> ▪ Therapeutic, sensory, individualised learning and development of life skill ▪ Education, Health & Care Plan Transition Review ▪ Working together with students and families to identify aspirations and goals for the future ▪ Planned lessons on interests ▪ Community visits ▪ Enterprise projects 	<ul style="list-style-type: none"> ▪ Education, Health & Care Plan Transition Review ▪ Working together with students and families to identify aspirations and goals for the future

	<p>school</p> <ul style="list-style-type: none"> ▪ Community visits with a focus on observing people in work ▪ Enterprise projects ▪ JASS Award 		
<p>KS4 Years 10-11</p>	<ul style="list-style-type: none"> ▪ Planned lessons on skills and interests ▪ Functional Skills lessons understanding what jobs are for and introducing concepts of making money and budgeting where appropriate. ▪ Lessons focused jobs, interview practice, CV's and appropriate behaviour. ▪ On-site work-related learning activities such as recycling, mail and food deliveries around school ▪ Industry professional/guest speakers ▪ Community visits with a focus on observing people in work ▪ Visits to skills and employment fairs ▪ Enterprise projects ▪ Off-site work experience ▪ EHCP transition review (year 11) – working with students and families to identify aspirations and goals for the future. ▪ Meet the employer program ▪ JASS Award/ D of E 	<ul style="list-style-type: none"> ▪ Therapeutic, sensory, individualised learning and development of life skill ▪ Planned lessons on skills and interests ▪ On-site work-related learning activities such as recycling, mail and food deliveries around school ▪ Industry professional/guest speakers ▪ Community visits - employer encounter ▪ Enterprise projects ▪ EHCP transition review (year 11) – working with students and families to identify aspirations and goals for the future ▪ Look to the future ▪ JASS Award/DofE ▪ External accreditation 	<ul style="list-style-type: none"> ▪ Planned lessons on skills and interests ▪ On-site work-related learning activities such as recycling, mail and food deliveries around school ▪ Industry professional/guest speakers ▪ Community visits - employer encounter ▪ Enterprise projects ▪ EHCP transition review (year 11) – working with students and families to identify aspirations and goals for the future ▪ Look to the future ▪ JASS Award/DofE ▪ External accreditation

	<ul style="list-style-type: none"> ▪ Look to the future ▪ External accreditation 		
Post 16 Years 12-14	<ul style="list-style-type: none"> ▪ Opportunities across the curriculum to develop transferable life skills relevant to various careers. ▪ Functional Skills/accreditation ▪ Lessons focused jobs, interview practice, CV's and appropriate behaviour. ▪ On site work related learning activities e.g. school café, tuck shop, design technology/woodwork, horticulture, car washing etc. ▪ Industry professional/guest speakers ▪ Community visits ▪ Visits to skills and employment fairs ▪ Enterprise projects ▪ Off-site work experience ▪ Meet the employer program ▪ D of E ▪ Look to the future ▪ External accreditation ▪ EHCP transition review (year 14) – working with students and families to identify aspirations and goals for the future through a vocational profile. 	<ul style="list-style-type: none"> ▪ Therapeutic, sensory, individualised learning and development of life skills ▪ Industry professional/guest speakers ▪ Community visits ▪ Visits to skills and employment fairs ▪ Enterprise projects ▪ Look to the future ▪ External accreditation ▪ EHCP transition review (year 14) – working with students and families to identify aspirations and goals for the future through a vocational profile. 	<ul style="list-style-type: none"> ▪ Opportunities across the curriculum to develop transferable life skills relevant to various careers/life after school. ▪ On site work related learning activities e.g. school café, tuck shop, design technology/woodwork, horticulture, car washing etc. ▪ Industry professional/guest speakers ▪ Community visits ▪ Visits to skills and employment fairs ▪ Enterprise projects ▪ D of E ▪ Look to the future ▪ External accreditation ▪ EHCP transition review (year 14) – working with students and families to identify aspirations and goals for the future through a vocational profile.