Doncaster school for the Deaf



Careers Policy

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## **Statement of intent**

This policy is underpinned by Sections 42A and 45A of the Education Act 1997, and has due regard to the DfE’s statutory guidance, ‘Careers guidance and access for education and training providers’, which was last updated in October 2018. …..

The main aims of careers provision at Doncaster school for the Deafare to:

* Prepare pupils for life post-education.
* Develop an understanding of different career paths and challenge stereotypes.
* Develop an understanding of the differences between school and work.
* Inspire pupils to chase and achieve their dreams.
* Help pupils to access information on the full range of post-16 education and training opportunities.
* Support pupils after leaving school.
* Offer targeted support for all young people.
* Instil a healthy attitude towards work.

Doncaster School for The Deaf is part of the Sheffield City Region Careers hub and works closely with schools and leaders within the Careers hub to promote careers and embed the Gatsby Benchmarks.

# Legal framework

* 1. This policy has due regard to legislation and statutory guidance, including, but not limited to, the following:
* DfE ‘Careers guidance and access for education and training providers’ 2018
* 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

# Roles and responsibilities

* 1. The governing board is responsible for:
* Ensuring that all registered pupils are provided with independent careers guidance from Year 8 to Year 13
* 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](#AppendixTitle1) 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.
* Ensuring the Careers Policy does not discriminate on any grounds, including but not limited to ethnicity/national origin, culture, religion, gender, disability or sexual orientation.
* Handling complaints regarding this policy as outlined in the school’s Complaints Procedure Policy.
* Providing clear advice and guidance to the senior leadership team on which they can base a strategy for careers education and guidance which meets the school’s legal requirements.
  1. The careers leader is responsible for:
* Managing the provision of careers information.
* Maintain working involvement with the Sheffield City Region Careers hub
* Liaising with the senior leadership team and the careers adviser to implement and maintain effective careers guidance.
* Liaising with the PSHE teacher and other subject teachers to plan careers education in the curriculum.
* Liaising with form teachers and all staff to identify pupils needing guidance.
* Referring pupils to the Careers Adviser.
* Establishing, maintaining and developing links with FE colleges, universities, apprenticeship providers and employers.
* Negotiating an annual service level agreement with the LA for support for vulnerable and disadvantaged pupils.
* Monitoring teaching and learning in careers education, and the access to and take up of career guidance.
* Reviewing and evaluating the programme of CEIAG.
* Encouraging the training of school staff to promote careers guidance to their pupils.
* Using the [Gatsby Benchmarks](http://www.gatsby.org.uk/education/focus-areas/good-career-guidance) to improve the school’s careers provision and ensure compliance with legal duties, with an ultimate aim to meet all benchmarks.
* Allowing pupils to have access to providers of technical education, such as colleges, and apprenticeships to ensure every pupil is well-informed about their future options at every stage.
* Using the [Compass tool](https://www.careersandenterprise.co.uk/schools-colleges/about-compass) for self-evaluating the careers provision the school offers, termly
* Publishing details of the school’s careers programme and a policy statement on provider access on its website.
* Working closely with the SENCO and other staff to identify the guidance needs of all pupils and implement personalised support.
* Ensuring that pupils understand their different career pathways, and enabling them to gain the skills, knowledge and experience they require to achieve their career goals.
  1. The careers adviser is responsible for:
* Reporting regularly to the Careers Leader, regarding pupil progress and the effectiveness of the school’s career plan.
* Providing a thorough, personalised career advisory service throughout the school.
* Staying up to date with relevant CPD and developments in the CEIAG (Careers Education Information and Guidance) sector.
* Actively promoting the careers service in-house at open evenings, presentation days, assemblies and parents’ evenings.
* Attending meetings with the Careers Leader to discuss the school’s career plan.
* Offering services to past pupils for up to a year after their departure from year 11/13
  1. Teaching staff are responsible for:
* Ensuring careers education is planned into their lessons.
* Producing careers information and guidance through online and hard copy literature, and visual displays in school.
* 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.
* 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.

# A stable careers programme (Benchmark 1)

* 1. The schools' Careers Programme is available on the school website. It will be monitored reviewed evaluated and developed throughout the year and annually against the benchmarks to ensure it remains on target. Parent, pupil and staff feedback will also inform development.
  2. The Careers Leader is Emma-Jayne Smith. The name and contact details of the Careers Leader is published on the school website.
  3. A Careers Adviser supports the Careers Leader and provides individual, tailored careers guidance to pupils. The Careers Adviser is Suzie Beaumont (Level 6)
  4. The SLT (Senior Leadership Team) will work with enterprise coordinators to build careers and employer engagement plans to broaden the range of guidance that pupils have access to.

# **Labour market information (Benchmark 2)**

* 1. Pupil, and their parents, have access to good quality information about future study options and labour market opportunities.
  2. Pupils and their parents have the support if a qualified Careers Adviser (Suzie Beaumont- Level 6 Diploma in Careers Guidance and Development, Level 6 in Careers Leadership) to make the best use of available information
  3. The school is building a careers alumni network so that pupils and their parents can learn and be inspired by people with similar backgrounds who they can relate to

# Addressing the needs of pupils (benchmark 3)

* 1. The school ensures that pupils EHC plan and annual reviews from at least year nine include a focus on adulthood and aspirations/ employment.
  2. Most one-page profiles in the school include information on aspirations
  3. Doncaster School for the Deaf ensures that careers’ guidance focuses on the pupil’s career aspirations, and the post-16 options which are most likely to give the pupils a pathway into employment or further education and provide them with the support they need to progress to meaningful and positive outcomes.
  4. All forms of stereotyping will be prohibited in the careers advice and guidance that is provided.
  5. Comprehensive and accurate records is to support the career development of pupils. These will be stored securely. The school will allow access to this information, should a pupil or their parent request it.
  6. Destinations data is retained by the school for at least three years.
  7. Information about destinations, e.g., the percentage of pupils attending Further education form in the following term, is published on the school's website alongside the school’s careers programme.
  8. The school will collect and analyse destinations data to assess how well the careers programme is countering stereotypes and raising aspirations. The data will be reviewed by the senior leadership team and careers leader on an annual basis (or less) who can then base further development of the school’s career guidance plan on the results and areas of success or failure.
  9. The school works with Specialist Employment services at the Trust which is designed to support deaf adults who are disadvantaged in the labour market
  10. The school supports pupils and parents to work with the LA and post-16 education or training providers to share pupil data and ensure these pupils receive such targeted support

# Curriculum (linking curriculum learning to careers, benchmark 4)

* 1. Where appropriate, teachers link learning outcomes with careers skills in order to develop the knowledge and skills that employers require
  2. Pupils are working towards the learning outcomes as referenced within the [Career Development Institute’s 11-19 framework](CDI%20framework%20of%20outcomes.docx)
  3. Pupils are expected to study core subjects such as English and Maths that will enable them to participate in and contribute to society. Additional focus is placed on reading. A modern foreign language is not studied but is replaced by BSL (British Sign Language). All pupils study CSICT. Communication is a core area of development and for many this will include Smile therapy which involves learning personal communication strategies and gaining confidence in real life situations

# Encounters with employers and employees. (Benchmark 5)

* 1. Doncaster School for the Deaf works with the Careers and Enterprise Company to implement benchmark 5 – *Encounters with Employers and Employees.* The school is awaiting the appointment of an allocated Enterprise Adviser.
  2. All our pupils have encounters with employers during their education. Pupils aged between 14 (some younger) and 16/19 are provided with careers talks, careers fairs, and business games and enterprise challenge competitions
  3. The school invites visiting speakers, particularly alumni with whom pupils can relate to.
  4. pupils will have opportunities to learn from employers about work, employment and the skills that are valued in the workplace
  5. the school takes an active part in the annual Career’s Week and ensures that visiting speakers include alumni or persons, with whom our pupils can readily identify and be inspired by
  6. The school is increasing participation in encounters such as:
* Careers events such as careers fairs
* Enterprise competitions
* Visiting speakers, alumni network

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# Work experience (Benchmark 6)

* 1. All pupils, where appropriate, have first-hand experience of the workplace through workplace visits and /or community work through ASDAN PSD

# Further education (FE) benchmark 7

* 1. Pupils understand that they are required to remain in education or training until their 18th birthday.
  2. The school provides pupils with a range of information and opportunities to learn about education, training and career paths throughout their school life, to prevent last minute decision-making.
  3. Pupils are encouraged to use information tools, such as websites and apps, which display information about opportunities such as START
  4. Providers of further education, including apprenticeships, will be invited into school to talk to pupils about the courses and jobs they offer. Pupils may also visit the providers in setting.

# Personal guidance (benchmark 8)

* 1. 9.1 Pupils will be provided with personal guidance interviews with our qualified Careers Adviser, Suzie Beaumont. All pupils from year 9 will have planned 1:1 meeting throughout the year. Other secondary pupils may have planned 1:1 meetings or group input from Suzie Beaumont.
  2. 9.2 All pupils can request access to personalised guidance throughout the year
  3. 9.3 Personal guidance interviews are shared with teaches so they can be followed up in careers lessons or pastoral sessions.
  4. 9.4Information from personal guidance informs and uses the outcomes and aspirations in the EHC plan to focus discussions.

# Information sharing

* 1. 10.1 The school will provide the relevant information about all pupils to the LA support services including:
* Basic information, such as the pupil’s name or address.
* Other information that the LA requires to support the pupil to participate in education or training to track their progress.
  1. 10.2 The school’s privacy notice will offer pupils and their parents the opportunity to ask for personal information not to be shared.
  2. 10.3 LAs will be notified, as early as is possible, whenever a 16- or 17-year-old pupil leaves an education or training programme before completion. The school will agree on local arrangements for ensuring these duties are met.

# Approval and review

Copies of this policy and its related policies can be obtained the school office.

This policy will be subject to review as a part of the school’s Self-Evaluation and Self-Review cycle.

Any changes made to this policy will be communicated to all members of staff.