



Careers Policy

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Context

This policy will be reviewed as part of the whole-school self-assessment process and will be reviewed by the Executive Board when any additions or amendments are made.

This policy provides Nuneaton school with a framework for meeting statutory requirements and for achieving our school aims of enhancing learners' prospects by preparing them for the challenges and opportunities of working life.

The policy should be read in conjunction with

- Work Experience Policy
- PSHE Policy
- Careers Education Pathways
- Curriculum Framework document

ALP Nuneaton Profile

ALP Nuneaton provides for young people with SEN who have experienced difficulties in other educational settings. As a result of their previous experiences they have often become disengaged from the education system. This is likely to have impacted on the quality of family life which we recognise requires our understanding. Our alternative provision offers young people a different approach to learning, with a flexible outlook, designed around the young person's individual needs. Our young people's age range is from 6-19 years old.

The school is committed to a Careers Programme which includes education as a vital means of giving all learners the skills, knowledge and understanding to manage their own lifelong learning and career development. Careers Information, Advice, Guidance and Education(CIAGE) will both complement and integrate with Personal and Social Development and Citizenship courses.

Introduction

The Education Act 2011 places a statutory duty on maintained schools to secure access for pupils to independent and impartial career guidance that promotes the best interests of the pupil to whom it is given and includes information on all options available to them including apprenticeships and other work based learning.

Schools should ensure that all learners are aware of our school opportunities that could help them with their career aspirations, such as the National Citizen Service, other voluntary community activities work experience apprenticeships

Effective Careers education at ALP Nuneaton is impartial and considers young people's abilities, needs and preferences. This service is available to our students across the school.

Purpose

Careers Education and Guidance has an important role to play in achieving the overall school aims. As part of learners' career programs, it helps learners to build their skills, knowledge and values required to prepare them for life in modern Britain. CIAGE will enable them to:

- Develop knowledge of themselves: strengths, weaknesses, personal qualities; and have a balanced view of their self-worth and potential;
- Be aware of education, training and career opportunities;
- Make informed choices about education, training and career progression;
- Develop attitudes of self-reliance and responsibility for their own decisions now and in the future;
- Set personal objectives and goals;
- Increase levels of attainment.

Aims and Objectives

The following summarizes the aims of ALP Nuneaton CIAGE program.

- To introduce our learners to the world of work through career education, career fairs and interaction with employers.
- To help our learners develop career awareness and enable them to manage personal career development.
- To enable our learners to experience the world of work.
- To give all learners face-to-face Career Advice and Guidance Interviews with an individual Action Plan.
- Advice on different career progression routes
- Assist learners to identify and apply for apprenticeships
- Inform the EHC plan by listing the steps required to ensure a learner is i) successful in their transition to higher/further education, training, employment. ii) a learner's needs are acknowledged and catered for prior to their start date.
- Support EHC plans/outcomes to prepare learners for adulthood
- To raise the career aspirations of learners and broaden their employment horizons
- All learners to receive career education as set out within the careers education pathways and PSHE policy.
- Ensure careers is embedded within all curriculum pathways.

National expectations

In order to provide effective CIAGE for the needs and circumstances of our learners, face-to-face interviews with impartial advisers will be offered for those learners to whom are able to effectively participate. In addition, learners may visit potential colleges and employers to receive impartial advice and guidance on next steps.

The Education Act 2011 placed the duty to `secure access to independent careers guidance` for their pupils and students upon schools (from September 2012 for pupils aged 14 to age 16), and then from September 2013 upon schools for pupils aged 13 – 18.

We are committed to meeting national and local expectations in relations to careers by:

- Securing impartial careers guidance for Y8 and above as required by the 2011 Education act.

Specifically, students need access to:

- Comprehensive and up to date information on the full range of options in education, training and work, accompanied by information on the progression opportunities that follow from each of those options;
- Timely and impartial advice and guidance;
- Programmes of careers education that equip them to make effective use of the information, advice and guidance provided and to develop their career management and employability skills.

ALP School employs a Level 7 Careers Advisor whose role is to act as the Careers Lead, supported by an internal Careers Champion.

ALP Nuneaton works in partnership with local authorities and outside career agencies to ensure impartiality is met and enhance our careers program. These services provide information, advice and guidance for learners and support the careers programme.

Equal Opportunities Careers Education and Guidance will help to promote the school's policy on equal opportunities by:

- Providing a range of resources that match individual needs
- Helping students to understand the importance of Equal Opportunities in working life
- Monitoring resources to ensure the absence of stereotyping.

The school is committed to ensuring that the advice learners receive is:

- Information on a range of education or training options, including apprenticeship and other vocational pathways where appropriate
- Impartial careers advice
- In the best interests of the learners
- Meets the needs of the learners

We are committed to ensure that the school continues to meet the requirements outlined in the Gatsby Benchmarks by being externally audited by COMPASS against the benchmarks. This enables our school to continually develop best practice and ensure continuous improvement.

These benchmarks are:

Benchmark 1: A Stable Careers Programme

Benchmark 2: Learning from Career and Labour Market Information

Benchmark 3: Addressing the Needs of Each Pupil

Benchmark 4: Linking Curriculum Learning to Careers

Benchmark 5: Encounters with Employers and Employees

Benchmark 6: Experiences of Workplaces

Benchmark 7: Encounters with Further and Higher Education

Benchmark 8: Personal Guidance

Provision of Careers Education

The schools careers education is mapped out in the schools PSHE policy and curriculum framework, where career pathways have been produced for learners in all key stages. The focus of these are as follows:

Years 3,4,5,and 6

Our Primary Curriculum is mapped to the National Curriculum with Careers being delivered through PSHE, and Citizenship.

Years 7,8,and 9

The careers education programme is developed from the Careers Development Institute Framework learning outcomes. The focus of which is the development of:

- Developing yourself through careers, employability and enterprise education
- Learning about careers and the world of work
- Developing your career management and employability skills

Year 10, 11, 12, 13 and Post 19

Within the Careers Development Institute Framework guidelines students will work towards a career qualification covering:

- Enterprise skills
- Employability skills
- Careers visits
- Employer engagement
- Work Experience and apprenticeships (see work experience policy)
- All learners work towards vocational qualification internally or with external providers. These are interest led.