

Achieving Success Together



Mill Green School

CAREERS POLICY

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Introduction

The DfE (2023) explains that high quality careers education and guidance in school and college is critical to young people’s futures, preparing them for the workplace by providing a clear understanding of the world of work. It motivates young people by giving them a clearer idea of the routes to jobs and careers that they will find engaging and rewarding. High quality careers guidance widens pupils’ horizons, challenges stereotypes and raises aspirations. It provides pupils with the knowledge and skills necessary to make successful transitions to the next stage of their life. This supports social mobility by improving opportunities for all young people, especially those from disadvantaged backgrounds and those with SEND.

Mill Green School provides specialist education and support for pupils with a range of strengths and needs. Many of our pupils are particularly vulnerable to becoming NEET (Not in Education, Employment or Training) when they leave school. Recent statistics related to our pupil profile tells us just 5.9% of people with a learning disability (BASE, 2021) are employed, with 71% of those who are employed are working less than 16 hours per week. People with learning disabilities are also twice as likely to move out of work as non-disabled people and care leavers are three times more likely to be NEET). As such, Mill Green School is committed to providing a high-quality careers provision, complementing the work undertaken to prepare our learners for adulthood. In line with the SEND (Special Educational Needs and Disability) Code of Practice (2015), we believe that high aspirations are crucial to success – discussions about longer term goals should start as early as possible and should focus on pupil strengths, capabilities and the outcomes they want to achieve. We have an excellent understanding of what support is effective in enabling our pupils to work towards achieving their ambitions.

This policy was developed in response to the following documents:

- Special educational needs and disability (SEND) code of practice: 0 to 25 years (DfE, 2015)
- Careers Guidance and Access for Education and Training Providers: Statutory guidance for schools and guidance for further education colleges and sixth form colleges (DfE, 2023)
- The Autism Employment Gap (National Autistic Society, 2016)
- Improving Lives: The Future of Work, Health and Disability (DWP/DoH, 2017)

- Careers guidance and access for education and training providers (DfE, 2018)
- Routes into Work Guide (Preparation for Adulthood, 2018)
- Better off in Work Guide (Preparation for Adulthood, 2018)
- The Gatsby SEND Benchmark Toolkit for Schools (The Careers and Enterprise Company, 2018):
https://www.careersandenterprise.co.uk/sites/default/files/uploaded/the_send_gatsby_benchmark_toolkit_v2.pdf
- 16-19 Study Programmes Guidance (DfE/ESFA, 2019)
- The Employment of Disabled People (DWP/DHSC, 2019)
- Home for Good (Care Leavers') Statistical Report (Home for Good, 2019)
- Outcomes for children looked after by local authorities in England, 31 March 2019 (DfE, 2019)
- A guide to looked after children statistics in England (DfE, 2020)
- Improving SEND employment outcomes in Britain (British Association for Supported Employment, 2021)

Intent of our Careers Programme

Our intent is to ensure that all pupils are able to contribute to and fulfil their place in society. Employment is recognised as a positive influence on personal well-being as well as the key to social mobility. We, therefore aim to provide a robust and coherent Careers programme for all learners who attend Mill Green, across all year groups. This programme is embedded throughout the curriculum to ensure every learner has the understanding and skills to take an active role in society.

In careers education, this translates as every learner making the right choices for their progression. We support learners in making well-informed decisions by providing access to differentiated, impartial and independent information and guidance about the range of options (including academic, vocational, apprenticeships) that are most likely to help them to achieve their ambitions. By helping learners with decisions at crucial stages, informing them of all their options and introducing them to the world of work, we aim to prepare them for their future whichever pathway they choose.

Careers is monitored at a strategic level by a named Governor and SLT, and implemented by the independent Careers Advisor, and individual teachers.

At Mill Green School, the over-arching aims for our Careers and Transition Policy are as follows:

- To plan, map and audit a Careers Education programme with clearly defined learning outcomes
- To prepare and inspire pupils to chase and achieve their dreams
- To continue to raise the long-term aspirations of our whole-school community including pupils, parents/carers, staff and other professionals supporting our pupils
- To provide Careers Education which prepares pupils for adulthood from the earliest years, including developing independence, participation in society, adaptability, resilience, optimising health and considering further or higher education and/or employment
- To develop links with further or higher education providers so that from the earliest point, learners are encouraged to consider the prospect of college and/or university

- To develop links with a range of organisations (eg. business, industry, STEM ambassadors), helping employers to understand the needs of our pupils, promoting future workplace accessibility
- To promote a healthy attitude towards work and to develop an awareness of the benefits of working (including where possible through access to positive role-models such as former pupils in higher education and disabled working adults)
- To develop learners awareness of the differences between school, college and the fast-changing world of work
- To support pupils to explore a range of employment options, including self employment/enterprise, supported employment, supported internships and apprenticeships
- To increase learner awareness of employability, workplace expectations, securing employment, types of available support and the importance of a 'back-up plan'
- To provide learners with an understanding of different career paths and to challenge work related stereotypes, including those related to the protected characteristics outlined in the Equality Act (2010)
- To develop robust person-centred transition planning procedures, working in partnership with parents/carers, St Helens SEND Team, health and social care professionals and new education settings
- To offer targeted support for particularly vulnerable and disadvantaged learners, which may include providing additional or bespoke transition support
- To help pupils to access information and meet with external specialists from a wide range of further education (including technical qualifications and apprenticeships), higher education and training providers, so that pupils and their families can make informed choices about potential next steps eg. through liaison with St Helens SEND Team, options evenings, assemblies, group discussions, and off-site taster days
- To provide access to high-quality and personalised impartial Careers Guidance, which informs and supports planning against the outcomes on Education, Health and Care Plans and the transition of our pupils beyond school
- To support pupils with their understanding of how to apply for the full range of academic/technical/vocational courses available to them and to help prepare them for the application process
- To use the Gatsby Charitable Foundation Benchmarks to develop and improve the overall careers provision at our school
- Ensure that students have access to a range of provider 'encounters', ensuring that young people have had at least two encounters in Years 10-11 and in Years 12 and 13. Additionally, learners will also have the opportunity to access further encounters, should they remain at Mill Green in Year 14.
- To track and learn from destination data as effectively as possible to gain an accurate picture of how many former pupils remain in education, employment or training long-term

Statutory Obligations

- The **SEND Code of Practice** (2015) explains that 'being supported towards greater independence and employability can be life-transforming for children and young people with SEN. This support needs to start early, and should centre around the child or young person's own aspirations, interests and needs.'
- **Careers Guidance and Access for Education and Training Providers** (2023) states that 'high quality careers education and guidance in school or college is critical to young people's futures' and that 'Schools and Colleges have a responsibility to set students on the path that will secure the best outcome which will enable them to progress in education and work and give employers the highly skilled people they need'.

- The Careers Education element of PSHE is a vehicle through which schools can best ensure they meet the above requirements, along with the government recommended Gatsby Charitable Foundation Career Benchmarks.

Roles and Responsibilities

The governance structure of Mill Green School ensures that we comply with the provisions of this policy and it is the Headteacher who assumes overall responsibility for the Careers provision within the school with responsibilities delegated to staff as appropriate. Our Learning Manager (Work Related Learning) is our designated Careers Lead. We also have a named, link Governor for Careers who provides support and challenge of Mill Green's offer.

At Mill Green School, the PD Lead, PfA Lead, Careers Lead, Key Stage Managers and Teaching staff work together to ensure that all young people receive a high-quality Careers provision and this involves joint work on auditing and development. The PSHE/PD Lead and Careers Lead are responsible for ensuring that the curriculum related to Careers Education is well-planned and sequenced and embedded throughout the curriculum. With the support of the Senior Leadership Team, the PD Lead, PfA Lead and Careers Lead, are responsible for ensuring that Careers Education is taught consistently well across the school, with a range of suitable resources across the age-range.

The Careers Lead is responsible for the co-ordination of impartial Careers Guidance and ensuring that the written advice provided to pupils is of a high quality. The Headteacher or delegated Senior Leader ensures that a written service level agreement is in place and that verbal. The Learning Manager (Work Related Learning), Key Stage 5 Manager and Year 14 Transition Team work together to ensure that parents/carers, Key Stage Leads and Managers, pastoral tutors, SEN Lead and external stakeholders are kept up to date about possible plans for transition, with the learner at the centre of this. The Careers Lead, Key Stage 5 Manager and Year 14 Transition Team are responsible for making links with a range of organisations such as further education colleges, apprenticeship providers, STEM ambassadors and local employers, including organisations that are able to offer work experience / placements.

Teachers who are responsible for embedding and teaching careers create a learning environment which allows and encourages pupils to tackle real life challenges, manage risks and develop skills that can be applied to the workplace.

Implementation

At Mill Green School, Careers Education is carefully planned and delivered through our Preparation for Adulthood Curriculum, our PSHE curriculum and Personal Development lessons. PSHE (through Personal Development) and Preparation for Adulthood (PfA) are given a high priority and are timetabled every week for all Key Stages. Where appropriate, Key Stage 5 pupils study an appropriate work-related learning qualification in line with their abilities and topics studied include communicating at work, exploring enterprise and health and safety in the workplace. Some aspects of Careers Education feature across several topics, yet discrete Careers Education themes are also planned and delivered within each Key Stage. Content and planned learning outcomes become more challenging as pupils move through the school. Additional teaching and delivery of content related to Careers Education also takes place within other areas of the curriculum, including assemblies, pastoral sessions, theme weeks, employer engagement activities, work experience, Careers Events and trips. Careers education is firmly embedded within every aspect of life at Mill Green.

Mill Green School has a Careers Lead (Leah Shipley), who works closely with Lauren Curzon (Key Stage 5 Manager) and Cath King (Deputy Headteacher) and alongside the School Link Governor accountable for Careers and Enterprise education. All staff have a part to play in the implementation of this policy through their role as teachers/tutors and as subject specialists. Careers information and resources which can be accessed by all Learners are located in the WRL office, which contains a careers library and up-to-date, impartial information presented in a variety of media. It is reviewed and renewed on a regular basis by the Careers Leader.

The school guarantees impartial and independent careers advice via an independent Careers Adviser (Careers Connect) contracted to the school to ensure independent careers guidance is:

- presented in an impartial manner
- able to feature information on the range of education or training options, including apprenticeships and other vocational pathways
- in the best interests of the students to whom it is given
- accessible for all students
- linked to the National Careers Service Website and Helpline
- relevant to all career needs, from choosing the next education destination or supporting individuals to pursue a career
- able to facilitate access to relevant external speakers offering independent sources of information including local and national employers, representatives from professional bodies and organisations including, representatives of higher education establishments and former students, who are a valuable resource.
- able to offer at least one individual careers interview by the end of Key Stage 4 and Key Stage 5

All aspects are part of our carefully planned approach detailed in our Careers Provision Map and our Careers Calendar.

Parental Involvement

Young people do not make career decisions in isolation and parents/carers can have a substantial impact, as well as a clear interest in the right outcomes for their young person. At Mill Green School we are keen to foster parental involvement in the careers programme, wherever possible. Parents/carers are invited into school to discuss their child's progress during Parents Evenings and at their Annual Review meeting, which includes a focus on Preparing for Adulthood and Transition. In readiness for these events, pupils' career aspirations are collected to allow discussions around progress relating to next steps and career idea career planning. Representatives from the Local Authority and Careers Connect, as well as education and training providers, attend our transition events throughout the year to ensure that parents/carers are kept up to date with potential options and career-related events and activities affecting their young person. With the learner's agreement, a copy of the independent report from one-to-one careers meetings will be sent home. Parents are also welcome to contact the Careers Lead at school, should they have any questions or concerns.

Impact

By the time they leave Mill Green School all Learners will have accessed Careers and Enterprise education which will (where appropriate):-

- prepare learners for the transition to life after Mill Green
- develop learners who can assess, reflect on and celebrate their own achievements, qualities and skills and use this information for personal development
- inform on setting of personalised career and learning targets with increasing levels of independence
- support the development of increased resilience around managing transition, developing coping strategies and taking positive next steps
- assist learners to recognise the value and impact their activities at school can have on their future
- support learners (and their families) in making informed and realistic choices bespoke to their needs
- have been provided with a range of careers and enterprise-based activities and experiences
- have developed a range of qualities and skills to support them as they move into adulthood
- have engaged in a careers programme to support individual needs, aspirations and ambitions at every level

Further Development and Action Planning

As recommended in the DfE's (2023) statutory guidance, Mill Green School has adopted the Gatsby Charitable Foundation's Benchmarks as the framework for developing and improving careers provision in schools. We are therefore committed to proactively working towards the following eight benchmarks:

- 1) A Stable Careers Programme
- 2) Learning from Career & Labour Market Information
- 3) Addressing the Needs of Each Pupil
- 4) Linking Curriculum Learning to Careers
- 5) Encounters with Employers & Employees
- 6) Experiences of the Workplace
- 7) Encounters with Further & Higher Education
- 8) Personal Guidance / Impartial Careers Guidance

Monitoring, Review and Evaluation

Mill Green School utilises the COMPASS+ self-evaluation tool which provides a comparison of school progress towards the Gatsby Benchmark to national averages. This information is used to produce Mill Green School's action planning. This information is published within school and reported back to the Governing Body.

This policy is reviewed on an annual basis and in line with changes in statutory guidance.

Further Reading

[The Education Act 2011](#)

[Careers Guidance and Access for Education and Training Providers 2023](#)

[The Gatsby Benchmarks](#)

[HSE Work Experience](#)

[Equality Act 2010](#)

[Special Educational Needs and Disability Code of Practice: 0 to 25](#)

[St Helens Policy for Special Educational Needs 2017](#)

[The United Nations Convention on the Rights of the Child 1989](#)

Signed.....Date.....
(Headteacher)

Signed.....Date.....
(Chair of Governors)

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