

Careers Curriculum Statement

Approved by Chair of Governors: Silas Jones		Date of approval: 11/01/23
Headteacher: Maria-Brigid Ryan		
Date of last review:	January 23	
Frequency of review ANNUAL and next review:	January 24	

INTENT

Hollywater School provides a relevant and engaging careers curriculum which meets the differing needs and requirements of our pupils. This is developed throughout a pupil's time at the school and is always supportive of their abilities, strengths and skills.

At Hollywater School we aim to:

- Prepare pupils for the transition to life after Hollywater
- Support pupils in making informed decisions which are appropriate for them
- Provide pupils with well-rounded experiences
- Develop personal characteristics such as social skills, communication, independence and resilience
- Inspire and motivate pupils to develop themselves as individuals and live as independently as is possible

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

- securing independent and impartial careers guidance for Y7-14 as required by the 2011 Education Act. In implementing this duty, we will pay particular regard to the DfE's principles of good practice (Section 10 of the statutory guidance, August 2022) and Ofsted's inspection criteria for evaluating careers provision in schools (September 2015)
- fulfilling our duties under the Equality Act 2010 to promote equality of opportunity, foster good relations across all people, eliminate harassment and discriminatory practices and support children with protected characteristics

In addition, the school is compliant with the careers guidance that the government set out for delivery from 5 January 2018: 'Careers Guidance and Inspiration for young people in schools.' This states that all schools must give education and training providers the opportunity to talk to students, where appropriate, about approved technical qualifications and apprenticeships, including the most recent updates in January 2023. Regarding Prover Access. Further information relating to this is, set out later in this document, under Provider Access.

IMPLEMENTATION

All pupils have access to the following:

- Visitors in to school and offsite visits, support pupils in developing their understanding of a range of different post 16/19 pathways.
- Pupils and their Parents from Year 9, where deemed appropriate, have access to advice and guidance from Level 6 Career Advisors and explore future pathways.
- Pupils have access, through Hampshire Futures and the East Hants Careers Hub, to relevant careers events.

The operational delivery of Careers education is identified via the Provider Access Policy and associated offer and the success of the Work-Related Learning curriculum.

Whole School Approach:

- A key principle of provision at our school is that all subject areas can contribute to careers education, information, and guidance – e.g. – art/craft/food technology
- We acknowledge it is the responsibility of each teacher within our school to seek out pupil's views, interests and aspirations and respond to these accordingly – e.g. – making a scrap book to support such interests/ensure a display acknowledges their interests – e.g. – working on a farm
- Teachers can invite organisations into the school to further inform students aspirations – e.g. – RSPCA officers/caring for animals, NHS
- Teachers within KS4/FE will have the responsibility of working alongside the Careers lead to record the information necessary for each student's post school provider (FE (Further Education) colleges/employment) using this information to inform their Record of Achievement and
- Promote the acquisition of literacy/numeracy/functional skills across all lessons to secure progress in core areas of learning
- If/as appropriate subject teachers can help students grasp how subject skills and knowledge are relevant to specific careers – e.g. – design technology/work of a chef
- If/as appropriate subject teachers will look for opportunities to invite employers and employees into their lessons and/or to visit local businesses and organisations working in accordance to our visitor's policy and associated risk assessments

- All staff will respond to any careers-related queries that they may receive from students and their families and know how to obtain more specialist advice when it is required liaising with the careers lead for further advice and guidance if/as necessary

In Key Stage 3 further explore:

- pupil pathways onto accredited and vocational courses
- encounters with employees and employers

In Key Stage 4 (in addition to KS3 ongoing provision) where appropriate, pupils will have:

- meetings with families and Level 6 Career Advisors, which informs individual routes into Post 16 provision and appropriate and meaningful workplace encounter opportunities
- participation of the Duke of Edinburgh Award programme
- purposeful encounters with employees and employers.

In FE, pupils undertake a community based programme of study, which includes:

- 5 key messages for the preparation for adulthood, – support our young people into adulthood with opportunities for work related learning, good health, independent living and friends, relationships and community inclusion.

When students undertake work related learning visits, we look creatively to determine the purpose to ensure we can continue to:

- address students 'skills for life' (shopping/ supermarket, visit bakery, library visits discussing the jobs people undertake who work there)
- address the development of functional skills generalising skills across wider settings/lesser known environments/people
- develop social skills across wider settings

We additionally aim to:

- identify any deficit in skills to ensure these are addressed in an informed way
- widen employers understanding of our students and what they can offer in the work place
- raise both students and parent's aspiration
- strengthen our school community

We provide students and their families with the information/opportunities they require to enable them to make informed decisions about their future learning and career; this aspect is a fundamental component of the EHCP Review process where 'next steps' are identified as students approach adulthood (from Year 9 onwards). We acknowledge that our students may well need help to make choices and manage transitions in a rapidly changing world identifying where support is required in consideration of their learning needs; therefore, our students will be provided to help prepare them well for their next steps/stage identified.

Our school's Careers Programme consists of a range of activities that help students make choices that are right for them and will help them manage their future careers; this process is initiated in Key Stage 3 (Year 7) where students begin to identify their strengths and areas of interest (aspirations). As previously stated, students annual EHCP Review meetings will help all students and their families to review their achievements and begin to plan for their future via the 'My Views' documentation provided by the Local Authority. All such documentation will be discussed with parents at the review to begin the process of making decisions which will be required as our students begin to prepare for life beyond our school.

All students will be encouraged to make good use of the information and impartial guidance explored through their curriculum; through such means they will learn about the changing nature of work, career choices and other relevant information which may well affect their decisions. It is acknowledged however, that this aim is not always appropriate for some students and is dependent upon their learning needs; as such staff who know the students well can articulate their likes/dislikes and outline aspirations which hold/secure meaning; this aspect is a vital part of the review process.

All guidance aims to be impartial, confidential, responsive to students' needs and based on the principle of equality.

Gatsby Foundation/benchmarks:

The **Good Career Guidance Report** identifies a set of eight benchmarks that schools can use as a framework for improving their careers provision to secure that every young person will receive high-quality career guidance to make informed decisions about their future.

Within our schools we aim to achieve (where deemed appropriate) all eight Benchmarks recommended by the **Gatsby Foundation**, establishing (through a baseline) where each school is in relation to providing:

1. A stable career plan
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 workplaces
7. Encounters with further and higher education
8. Personal guidance

Initially, a baseline was produced which evaluated our careers provision enabling us to draw up an improvement plan to address the identified areas for development; the main aim is to work towards the achievement of each of the standards – Careers and Enterprise software **Compass and Compass Plus**. This is reviewed termly and a development plan focus' on areas requiring further improvement.

Through the establishment of our Provider Access policy Hollywater will additionally hold information sessions via school assemblies/workshops for our students identified in our curriculum framework, to ensure the content/purpose of each session holds meaning/relevance. To secure effectiveness of this initiative Hollywater will seek the views of students on the sessions attended; using these summaries we will evaluate the effectiveness of such sessions.

IMPACT

We strive to achieve outstanding provision leading to outstanding outcomes which secures effective and differentiated use of accreditation for all our students, which develops their work-related learning skills, gives opportunities to extend their transferrable employability skills and their developing knowledge and understanding of the work place.

When students leave Hollywater, they will have received the appropriate and relevant information to enable them to progress to an informed opportunity in community based learning, further education, training, or employment.



Provider Access Policy

Introduction

This policy statement sets out the school’s arrangements for managing the access of providers to pupils at the school for the purpose of giving them information about the provider’s education or training offer. This complies with the school’s legal obligations under Section 42B of the Education Act 1997.

Pupil entitlement

For all pupils that it is appropriate for in years 7-13 are entitled:

- to find out about technical education qualifications and apprenticeships opportunities, as part of a careers programme which provides information on the full range of education and training options available at each transition point
- to hear from a range of local providers about the opportunities they offer, including technical education and apprenticeships – through options events, assemblies and group discussions and taster events
- to understand how to make applications for the full range of academic and technical courses.

Management of provider access requests

Procedure

A provider wishing to request access should contact Charlotte Strugnell, Careers Lead on 01420 474396 or email: adminoffice@hollywater.hants.sch.uk

Opportunities for access

A number of events, integrated into the school careers programme, will offer providers an opportunity to come into school to speak to pupils and/or their parents/carers:

	Autumn	Spring	Summer
Year 7 8 9	<ul style="list-style-type: none"> • Personal Action Planning; aspirations and training • JCP (Job Centre Plus) 	<ul style="list-style-type: none"> • Employability skills tutor group opportunities • Careers workshops, encounters with Employers and Employees; JCP (Job Centre Plus), NHS 	<ul style="list-style-type: none"> • Employability Skills tutor group opportunities • Employer Encounters • RSHE • JCP (Job Centre Plus)
Key Stage 4	<ul style="list-style-type: none"> • Futures Event; local colleges and providers • Post 16 college information for Parents • Post 16 taster sessions at local colleges • Small group sessions: JCP – employment opportunities; mock interviews • ASK (Apprenticeship Support & Knowledge) Apprenticeships programme 	<ul style="list-style-type: none"> • Small group sessions: JCP – employment opportunities; mock interviews, NHS • ASK Apprenticeships programme • Post 16 college information for Parents • Post 16 taster sessions at local colleges • Parent Consultations 	<ul style="list-style-type: none"> • Employability Skills – opportunities for experiences of the workplace • Post 16 transition sessions at local colleges • Employer Encounters

Post 16	<ul style="list-style-type: none"> • Futures Event; local colleges and providers • Liaison with local adult service providers and Hampshire Independent Futures team re: visits and meetings 	<ul style="list-style-type: none"> • Parent Consultations • Liaison with local adult service providers and Hampshire Independent Futures team re: visits and meetings • Employability Skills – opportunities for experiences of the workplace 	<ul style="list-style-type: none"> • Transition to post19 provisions • Liaison with local adult service providers and Hampshire Independent Futures team re: visits and meetings • Employer Encounters
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Please speak to our Careers Lead to identify the most suitable opportunity for you.

Premises and facilities

The school will make the main hall, classrooms or private meeting rooms available for discussions between the provider and students, as appropriate to the activity. The school will also make available AV and other specialist equipment to support provider presentations. This will all be discussed and agreed in advance of the visit with the Careers Lead or Headteacher.

Providers are welcome to leave a copy of their prospectus or other relevant course literature at the Admin Office, which is then passed on to the Careers Lead. The Careers Lead ensures access to materials that are appropriate for pupils is available at request and opportunities when relevant to the curriculum.