



Careers Policy

Policy Written by/date: Date Ratified by Governors:	Signed/Date: Chair or Vice Chair	Policy due for review:
Rebecca Thomas: Post 16 Lead 2015		November 2017

This Policy is linked to the following School Policies and/or Procedures

Curriculum Policies	School Policies	School Business/Finance Policies
<ul style="list-style-type: none"> • Curriculum • SEN • English (incl Library) • Art • DT • Forest Schools • Humanities • Maths • P.E • PSHE • ICT/Computing • R.E • Collective Worship • Science • Sex and Relationship Education (SRE) • Careers • Post 16 (inc Consortium) • Communication • ASD • Music • School Council • Spiritual, Moral, Social and Cultural/British Values • Teaching and Learning • Conductive Education 	<ul style="list-style-type: none"> • Child Protection and Safeguarding • Inclusion • SEN Report • Appraisal • Positive Intervention • Prospectus • Pupil Attendance • Anti—Bullying • Designated Teacher (LAC) • Exclusions Policy • Volunteers • Animal Visits • Educational Visits • Exams/Accreditation • Staff Dress Code • First Aid Health and Medications • Intimate Care • Manual Handling/Mobility • Initial Teacher Training • Planning, Preparation and Assessment • Continuing Professional Development • Teaching Assistants • Well-Being of Staff and Student • SEF • SDP • Bereavement • Management of Incident Involving Drugs • Use of Video and Photography • Acceptable Use • E-Safety • Non-Smoking Policy • Complaints • Assessment, Recording and Reporting • Parental Involvement • Student Participation • Home School Agreement • Healthy Eating • Transition • Pupil Premium • Lone Working • Staff Induction • Supporting Pupils with Medical Needs 	<ul style="list-style-type: none"> • Data Protection • Confidentiality • Pay Policy • Register of Business interests of HT and Governors • Accessibility Plan • Charging • Freedom of Information • Publication Scheme • Staff Grievance • School Companies • School Income • Lettings • Code of Conduct • Governor Allowances • Allegations of abuse against staff • Health and Safety • Retention of data • Recruitment and Selection Policy (Safer Recruitment) • Governing Board Succession Planning • Whistleblowers • Instrument of Government • Staff Discipline, Conduct and Grievance procedures • Equal Opportunity Policy • Equality Duty • Staffing Structure • Staff Attendance Planned • Staff Attendance Unplanned • Anti-Harrasment • School Emergency Plan • Critical Incidents • Transport • Pool Safety and Procedures

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All policies at GSSC are written to reflect Statutory Requirements or National Guidance and updated in accordance with this. There are times when the Government or Local Authority provide updates to policies that are outside of the policy review schedules. In such instances, an appendix will be added to policies to reflect these updates until the Governing Board can ratify these amended policies. These appendices will supersede previously issued Statutory Requirements or National Guidance.

GSSC January 2016

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GSSC

Careers Policy

Introduction

This reviewed policy was written in November 2015 by the Careers coordinator in conjunction with the Curriculum Committee. It was approved and adopted by the Governors This policy was written with guidance to Statutory Careers Guidance by the Department for Education. It will be monitored and reviewed bi-annually as part of the school's monitoring cycle or sooner if required.

Rationale

The study of Careers at GSSC aims to supply a systematic way of exploring the world. Through the teaching of Careers we endeavour to encourage the following skills:

Observing, experimenting, recording, patterning and inferring, predicting, communicating, questioning, evaluating and applying what they have learned. We also aim to foster the following attitudes: confidence, self-respect, respect for others, care and compassion for all living things, curiosity and co-operation.

The school aims to prepare all students for the opportunity and responsibilities they will encounter through their lives. The wider definition of "career" meaning a person's journey through life ensures that this area of the curriculum will help students to develop skills and knowledge to make choices and decisions both in school, in the wider world and about their futures. This will enable the students to manage change and transition during their time in school and throughout their lives, to learn about and experience work and adult bases establishments and be involved in the process of decision making and choice about their future options.

Curriculum Development

As part of Whole School Curriculum Development at GSSC, we are continuing to work collaboratively with other Special Schools in Northamptonshire to develop a 'skills based curriculum' for all of our pupils that will focus on the learning of and consolidating of key skills across all curriculum areas.

Modules of work are based on national guidance and aim to develop our students in the following areas:

Entitlement, Access and Equal Opportunities

All our pupils have equal opportunities to access to a broad and balanced curriculum regardless of race, age, creed, gender or sexual orientation. The balance of the curriculum may, however, vary to respect their individual needs and priorities.

All students will have equal access to Careers Curriculum regardless of issue relating to race, gender or disability. The balance of the curriculum offered may be varied to respect the needs of individual students. All students will have access to Careers Education and will complete an Asdan Towards Independence. module of work, suitable to ability levels. Examples of opportunities:

- Every Day Living Skills
- Enterprise
- Community
- Work Related Learning

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- P.S.H.E. education and Citizenship.

There is a Student Entitlement Statement for each Key Stage and this is shared with students and parents in a variety of ways:

- Access to the curriculum.
- Community
- Off site experiences.
- Residential Trips.
- CEIAG lessons
- Topic Days
- Student Annual Reviews

Aims and objectives

At GSSC, we aim to provide a rich and varied curriculum in all subjects that will challenge and channel pupils' natural curiosity, encouraging them to explore and make sense of the world in which they live. Our principal aim is to develop pupil's knowledge, skills and understanding in Careers.

Careers teaches us how to make sense of the world around us through developing a child's ability to develop

1. Self-Knowledge, choices and options.
 2. Life Management.
 3. Career Management.
- To promote enjoyment and enthusiasm for learning through practical activity and encounters, exploration and discussion in their world.
 - To promote confidence and competence with preparing for transition.
 - To develop the ability to solve problems through decision-making and reasoning in a range of real life contexts
 - To develop a practical understanding of the ways in which information is gathered and presented.
 - To explore further opportunities post school and in adult life.
 - To understand that we all have choices in life.

Teaching and Learning Styles

Teachers at GSSC use a variety of teaching and learning styles in all lessons. We do this through careers lessons being delivered in a variety of environments as well as in the classroom setting. All classes have community lesson which enables the students to link to the wider world. Links to adult placements: Colleges and Day provision. They have the opportunity to use a wide range of resources to support their work and many bespoke resources have been made to suit the individual needs of our pupils. Many of our pupils need a sensory curriculum so careers resources have been chosen carefully so that all pupils can engage with their learning.

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The interactive whiteboard is used to support and enhance lessons and the children are encouraged to be actively involved in modelling ideas and methods. Wherever possible, we encourage the children to use and apply their learning in everyday situations and across the curriculum. We promote a fun learning environment that enables all pupils to be able to encounter, experience, explore and participate in all areas of careers learning.

Careers Curriculum Planning

Careers is a foundation subject within the National Curriculum and therefore is taught as part of the whole school curriculum for pupils across Key Stage 3 to Key Stage 5.

We carry out the curriculum planning in Careers in three phases (long-term, medium term and short term). The long term planning provides a termly focus on number whilst ensuring there is even coverage of all other areas of careers throughout the school year. Our careers curriculum is delivered on a state time frame e.g. yearly or on a three year / two year cycle and accredited schemes of work feed into this through Medium Term planning.

Medium Term planning for Careers is completed within Teaching Teams to ensure there can be valid, well-thought-out links made to other subject areas and the creative theme for that term.

Short Term planning is completed by individual teachers to ensure it meets the individual needs of each pupil within the class. This allows teachers to plan for pupil's specific targets and accreditation as appropriate. The class teacher and subject leader can discuss these plans on an informal basis.

Contribution of Careers to Teaching in other Curriculum Areas

Where appropriate and possible, we integrate Careers into whole school topics, with teachers capitalising on the many and varied opportunities that a topic presents. However, we also present Careers as a subject in its own right, recognising that it is not possible to develop skills in all aspects of the subject through an integrated approach.

- Careers contributes significantly in our school by actively promoting Self development: understanding themselves and the influence on them.
- Career Exploration: investigating opportunities in learning/ work.
- Career Management: making and adjusting plans to manage transition.

4.5 Spiritual, Moral, Social and Cultural Developments

The teaching of careers supports the social development of our pupils through the way we expect them to work with each other and other professionals in lessons. Pupils are encouraged to work in groups to encourage team work, cooperation and

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peer learning. We have annual 'PSHE/Careers day' where the whole school works together to celebrate interest, fascination and achievement in this subject.

Implementation:

CEIAG and WRL are led by the subject co-ordinators for CEIAG and PSHE education (based on Stride Training, EQUALS & Asdan) who are responsible for writing the long-term plans and schemes of work. These positions are line managed by the Careers and PSHE co-ordinators, and report to the Head and senior management on a regular basis to ensure achievement of whole school aims.

The subject co-ordinator has a budget for the planning and delivery of the subject area which includes:

- Updating resources.
- WRL learning experiences.
- Work Experience.
- School/College link course.
- Topic Days.
- Consortium Opportunities

Individual teachers carry out medium term planning for the classes that they teach based on their knowledge of students need and ability. Targets are set for all students and written into medium term planning. Staff are trained and supported by the subject co-ordinators. Prior to planning each term the subject co-ordinators are available to offer guidance and support. This is a face to face support. They are also available as and when a teacher has issues they wish to discuss. Staff are given suggested lesson objectives and informed of resources available to support learning. Staff own views are monitored and added to schemes.

CEIAG and WRL have links with other curriculum areas and these links are identified on the schemes of work and discussed with the Senior Management Team.

The Careers Co-ordinator will regularly review the planning and teaching of the subject area by:

- Lesson observations.
- Looking at Lesson planning.
- Completing the subject monitoring pack. (Termly)
- Report to Senior Management.

The input of the Horizons Choice Advisor is planned annually and reviewed after 6 months. This forms the Partnership Agreement which outlines attendance at statement reviews, parents' evenings and events and 1:1 guidance as required including completion of S139a assessments.

Spiritual, Moral, Social and Cultural Development

All subjects and areas of the curriculum play a key role in pupils' spiritual and moral development, as well as making a distinctive contribution to their social and cultural development.

British Values

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Pupils explore the values and attitudes that underpin being British, both in society and the wider world across the school curriculum. This includes developing respect and sensitivity for others whilst celebrating the important days in the history of Britain. This supports the pupils in learning the history of where we have come from and where we are going. This prepares them by giving them a range of views, opinions and beliefs to become valuable citizens.

Accreditation:

Key Stage 3 and 4 Asdan Towards Independence: World of Work & Work Awareness
Key Stage 5: AQA units and OCR units. Vocational learning Asdan Towards Independence modules.

Communication:

As a 'Communication School', the focus for all pupils at GSSC is to enable pupils to 'have a voice'. Pupils at GSSC all display varying levels of communication difficulties and access to the curriculum will be provided for all pupils using their own preferred method of communication

Staff Training:

GSSC works closely with external partners and employers to enhance the curriculum. There are formal partnerships agreements with Horizons.

The school also has agreements with the local colleges of further education; Moulton College, Northampton Booth Lane College, and Daventry College.

We also work closely with other special and local schools within the community. Sports projects and Post 16 Consortium.

Within the community GSSC works with the following;

- Local Community Centre (Inviting residents to school events)
- Northampton Town Football Club (The Cobblers)
- Northampton Rugby Club (The Saints)
- Northampton County Cricket Club (The Steelbacks)
- 8 Special schools in the county. (Part of the consortium)

Assessment, Recording and Reporting

Assessment procedures will provide information regarding pupils' progress and inform further planning. These will be developed in line with other curriculum areas and form part of a whole school approach to assessment recording and reporting. B-Squared assessments will be completed for each pupil throughout the academic year. All pupils will be assessed within the P-Scales and through National Curriculum Levels at present. Developmental Descriptors are in the process of being developed in conjunction with The Northamptonshire Special Schools and Resources Provision

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SEN Data Development Group for pupils who are working 'beyond P8'. There are two assessment points in the year – January and June/July.

Pupils who are shown to require additional input are identified and an Action Plan will be written and monitored. This information is shared with parents and carers in the form of a report for the Annual Review.

Reporting to parents and carers takes place through the Annual Review process, Parent's Evenings and end of year academic Assessment reports.