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## 1.0 INTRODUCTION

This document sets out the responsibilities and expectations for all members of the School community in relation to careers guidance and access for education and training providers - Statutory guidance for governing bodies, school leaders and school staff - January 2018

ACEG framework for careers and work related education and in accordance with the Independent School Standards – Part 1, 2 (2) (e) parts i,ii,iii. safeguarding and promoting the wellbeing of children and young people at Baston House School.

Baston House School is an independent day school providing specialist education for children and young people aged 5 – 19 with primary diagnosed need of Autism, higher functioning or Asperger's Syndrome. Many will also have other diagnosed needs that may impact on their communication skills and relationships.

**Implementation:** Implementation is monitored by the Safeguarding Team and Senior Leadership Team supported by the Governing Body and Outcomes First Group Governor with responsibility for Safeguarding

**Compliance:** This policy complies with all relevant regulations and other legislation as detailed in the *Compliance with Regulations & Legislation Statement*.

## 2.0 POLICY

Baston House School offers a broad and balanced curriculum and aims to provide Careers Guidance which is:

- Accurate and up to date
- Presented in an impartial manner
- Enables them to make informed choices about broad range of career options
- Helps to encourage them to fulfil their potential

At Baston House School we recognise and celebrate that all of our young people are different and as a result their education and career pathways will be planned on an individualised basis. Careers education for pupils



at Baston House School will be relevant, specific, planned, and delivered carefully to meet their individual needs.

Our provision for post-16 students is personalised and takes into account the individual needs of each pupil. For this reason, we offer a variety of routes and opportunities which are further detailed in our curriculum policy.

Post-16 students can access:

- A Level programmes where appropriate and relevant
- Further opportunities to study BTEC programmes
- Opportunities to resit GCSEs/Functional Skills or take additional GCSEs
- Local colleges with the support of Baston House School staff
- Work experience opportunities

**The Gatsby Benchmarks**

We use the Gatsby Charitable Foundation’s Benchmarks to develop and improve our careers provision and to ensure we fulfil our legal duties. For further information, please refer to our action plan.

The Gatsby Benchmarks are:

1. A stable careers programme	Every school and college should have an embedded programme of career education and guidance that is known and understood by students, parents, teachers, governors and employers.	<p>Every school should have a stable, structured careers programme that has the explicit backing of the senior management team, and has an identified and appropriately trained person responsible for it.</p> <p>The careers programme should be published on the school’s website in a way that enables pupils, parents, teachers and employers to access and understand it.</p> <p>The programme should be regularly evaluated with feedback from pupils, parents, teachers and employers as part of the evaluation process.</p>
2. Learning from career and labour market information	Every student, and their parents, should have access to good quality information about future study options and labour market opportunities. They will need the support of an informed adviser to	<p>By the age of 14, all pupils should have accessed and used information about career paths and the labour market to inform their own decisions on study options.</p> <p>Parents should be encouraged to access and use information about</p>



	make best use of available information.	labour markets and future study options to inform their support to their children.
3.Addressing the needs of each student	Students have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each student. A school's careers programme should embed equality and diversity considerations throughout.	<p>A school's careers programme should actively seek to challenge stereotypical thinking and raise aspirations.</p> <p>Schools should keep systematic records of the individual advice given to each pupil, and subsequent agreed decisions.</p> <p>All pupils should have access to these records to support their career development.</p> <p>Schools should collect and maintain accurate data for each pupil on their education, training or employment destinations.</p>
4.Linking curriculum learning to careers	All teachers should link curriculum learning with careers. STEM subject teachers should highlight the relevance of STEM subjects for a wide range of future career paths.	By the age of 14, every pupil should have had the opportunity to learn how the different STEM subjects help people to gain entry to, and be more effective workers within, a wide range of careers.
5.Encounters with employers and employees	Every student should have multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace. This can be through a range of enrichment activities including visiting speakers, mentoring and enterprise schemes.	<p>Every year, from the age of 11, pupils should participate in at least one meaningful encounter* with an employer.</p> <p>*A 'meaningful encounter' is one in which the student has an opportunity to learn about what work is like or what it takes to be successful in the workplace.</p>
6.Experiences of workplaces	Every student should have first-hand experiences of the workplace through work visits, work shadowing and/or work experience to help their	By the age of 16, every pupil should have had at least one experience of a workplace, additional to any part-time jobs they may have.



	exploration of career opportunities, and expand their networks.	By the age of 18, every pupil should have had one further such experience, additional to any part-time jobs they may have.
7. Encounters with further and higher education	All students should understand the full range of learning opportunities that are available to them. This includes both academic and vocational routes and learning in schools, colleges, universities and in the workplace.	<p>By the age of 16, every pupil should have had a meaningful encounter* with providers of the full range of learning opportunities, including Sixth Forms, colleges, universities and apprenticeship providers. This should include the opportunity to meet both staff and pupils.</p> <p>By the age of 18, all pupils who are considering applying for university should have had at least two visits to universities to meet staff and pupils.</p> <p>*A 'meaningful encounter' is one in which the student has an opportunity to explore what it is like to learn in that environment.</p>
8. Personal guidance	Every student should have opportunities for guidance interviews with a career adviser, who could be internal (a member of school staff) or external, provided they are trained to an appropriate level. These should be available whenever significant study or career choices are being made.	Every pupil should have at least one such interview by the age of 16, and the opportunity for a further interview by the age of 18

### 3.0 CURRICULUM

Careers and work-related education in the curriculum provides contexts, resources and opportunities for:

- spiritual, moral, social and cultural development



- personal and social development
- health education
- academic and vocational learning
- functional skills
- sustainable living, personal finance, enterprise and employability skills, through PSHE and CoPE

#### 4.0 DEFINITIONS

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Careers education, for individual and groups, focuses on career learning, teaching and assessment. It enables learners to understand themselves, get information, explore opportunities and develop the skills they need to manage their careers.

Career(s) guidance, for individuals and small groups, focuses on careers information, advice and support. It may include counselling and coaching. It enables individuals to accomplish the unique tasks and issues they face in making progress and achieving their aspirations.

Careers education and guidance rely heavily on collaborative and partnership activities and interventions between a range of 'careers influencers' including learners themselves, parents and carers, other learning providers, and business and community organisations. Baston House School is supported by Bromley Careers Service who provide a bespoke service, tailored to the needs of the individual, periodically throughout the school year.

Work-related education enables children and young people to learn the knowledge, skills and attitudes that will enable them to understand and succeed in the world of work. It makes extensive use of employer engagement to deliver active and experiential learning activities in and beyond the classroom. Baston House School has forged strong links with our local community across a variety of sectors, allowing pupils to benefit from rich experiences and make informed choices about their next steps.

#### Overarching aims

Careers and work-related education share close and overlapping concerns, which justify the development of a single and integrated framework. Baston House School subscribes to its responsibilities within the ACEG framework and its three overarching aims:

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

#### Areas of learning

The framework focuses on the knowledge, skills and attitudes that children and young people need to make a success of their careers and working lives now and in the future. It is structured around 17 areas of learning that represent the 'big ideas' in careers and work-related education. These big ideas reflect our understanding



and explanations of what is or can be most effective in career and work-related learning. The areas of learning are summarised below.

### **Self-awareness**

Realistic appraisal of their qualities and skills, roles and responsibilities, values and attitudes, needs and interests, aptitudes and achievements enables individuals to make informed choices, assess their suitability for opportunities and identify priorities for their own development. It provides the foundation for building self-esteem, personal identity and career wellbeing.

### **Self-determination**

Self-regulation and taking greater responsibility for the things that they do and that happen to them enables individuals to develop their sense of career agency, adaptability and resilience. Self-awareness enables individuals to make sense of their own story. Self-determination empowers individuals to improve their own story and to imagine possible futures for themselves.

### **Self-improvement as a learner**

Understanding what they have learned, what they need to learn next and how they learn best prepares individuals for lifelong learning in careers and work. It fosters positive attitudes to learning and the skills of planning, review and reflection.

### **Exploring careers and career development**

Career exploration promotes curiosity, opportunity awareness and a more positive attitude to the challenges, risks and rewards of careers and working life. A better understanding of career processes and structures enables individuals to make sense of their own careers as well as the career experiences of others.

### **Investigating work and working life**

Investigating the meaning and nature of work helps individuals to understand the benefits and drawbacks of working life. It complements career exploration.

### **Understanding business and industry**

Understanding business and industry enables individuals to find out how businesses operate and to appreciate their role and impact on social and economic life.

### **Investigating jobs and labour market information (LMI)**

Individuals need to know how to access and analyse relevant and appropriate job and labour market information when they are ready for it.

### **Valuing equality, diversity and inclusion**



Individuals need to learn that society's commitment to equality, diversity and inclusion benefits them and others by opposing the damage caused by stereotyping, discrimination and prejudice. It also enables organisations to make the best use of the full range of talent available.

### **Learning about safe working practices and environments**

Learning how to keep themselves and others safe in whatever working environment they are in helps individuals to maintain health and safety standards at all times.

Making the most of careers information, advice and guidance (CIAG) - Individuals need to learn how to recognise trusted sources of information, advice and guidance and how to make effective use of all the sources of help and support available to them.

Preparing for employability - Showing initiative and enterprise - A priority for children and young people is to gain the skills and experience that will enable them to get jobs and sustain themselves in employment.

Showing initiative and enterprise - This area of learning encompasses everything from becoming a top entrepreneur to showing initiative and enterprise in everyday life. It helps individuals to learn about risk, effort and making the most of opportunities.

Developing personal financial capability - The increasing cost of training and further and higher education makes it essential for individuals to know about managing their money. They need to know how to make decisions about spending, saving and investing to ensure their economic wellbeing now and in the future.

Identifying choices and opportunities - Using networking, negotiation, information and evaluation skills enables individuals to maximise their choices and opportunities, including those that are unforeseen or unplanned. Individuals need to be able to recognise suitable progression pathways and qualifications.

Planning and deciding - Decision-making involves getting information, clarifying values and preferences, identifying options, weighing up influences and advice, solving problems, anticipating future decisions and having a 'back-up' plan. It also involves being able to cope with chance events and unforeseen consequences.

Handling applications and interviews - Promoting themselves in a way that attracts the attention of selectors and recruiters as well as managing the applications process involves developing a range of self-presentation and marketing skills that individuals will need throughout their lives.

Managing changes and transitions - Plans and decisions can break down if individuals fail to prepare for the career moves they need to make. Awareness of how to cope with life changes and transitions, partly gained from reflecting on previous moves, can support lifelong career development and employability.



## 5.0 PROVISION AT Key Stage 2, 3 and 4

### Key Stage 2

At key stage 2 children can be helped to think about the tasks and skills that a job actually entails. Children may be able to identify future possible jobs for themselves at this stage. Children may also be able to identify possible jobs for themselves at this stage, but this will be dependent upon the amount of knowledge that they have and their exposure to thinking about occupations. This can be enhanced through the provision of external speakers and educational visits to encourage younger children to think about future job roles.

### Key Stage 3

The framework recognises that pupils are making good progress if they can explain the requirements of a particular job that appeals to them and if they can mention an interest or skills that they possess to justify this as a choice for them. It also focuses on helping pupils to understand different viewpoints about careers and work besides their own and to open their minds to new possibilities. Pupils at Key Stage 3 benefit from activities that support personal reflection and help them to focus on what they have to offer in career terms and not just what they want to take, i.e. to see themselves as providers of skills and expertise that employers want and not just as consumers of careers that take their fancy. This is a great time to help pupils become connected with their communities and to understand the work that needs to be done to sustain the community in which they live. They can identify readily with former pupils who are 5-10 years into their careers through alumni networking. Exploring the world of work is a valuable way of enlarging their vocabulary and understanding of publicly-held concepts about careers and work as well as developing their literacy and numeracy skills.

It is also important at this stage to tap into their real life experiences and concerns. Pupils feel strongly about injustice and will readily understand, for example, that child labour robs other children of the chance to experience career happiness and success. Some pupils will have seen first-hand the effects of stress on parents or other family members caused by worklessness, lifework imbalance and workplace bullying.

### Key Stage 4

At Key Stage 4, pupils can develop their capacity for self-reflection and realistic appraisal of their choices and opportunities. The formation of relatively stable, long-term occupational interests is also a feature of their development 15-19 that can be accelerated by well-designed careers and work-related education programmes. Although their understanding of their own capacities is becoming more realistic, unrealistic aspirations remain a problem for some.

Careers and work-related programmes can help to develop their reasoning about career progression. It is still largely one dimensional at this stage based on faith in relatively simple matching processes and sequencing of events that they expect to fall into place. Learning at this stage which focuses on how to respond to influencers and chance events ('happenstance' and serendipity) is particularly helpful. Pupils need help to understand the psycho-social as well as the physical and economic impacts of their choices.





## Accreditation Opportunities

Careers Education and Work Related Learning is well promoted throughout the curriculum and also accredited through a number of areas:

- ASDAN – Stepping Stones Level 1 and 2 (KS2)
- ASDAN – PSHE Short Course (KS3)
- Certificate of Personal Effectiveness (KS3/KS4)
- BTEC Level 1 – Personal and Social Development (KS4/KS5)

Certificate in Personal Effectiveness (CoPE)

The Certificate of Personal Effectiveness is a nationally recognised qualification outcome of the ASDAN programmes. The qualifications offer imaginative ways of accrediting young people's activities. They promote, and allow centres to record, a wide range of personal qualities, abilities and achievements of young people, as well as introducing them to new activities and challenges.

Within the CoPE framework – pupils learn to:

Evaluate their strengths and weaknesses and learn how to improve

Develop skills in working with others

Develop skills when assessing own performance

Develop skills in research and presentation

Baston House School also offers The Edexcel BTEC in Vocational Studies which has been developed to give learners the opportunity to:

- Experience more than one vocational sector where they have not yet decided on a specific sector to follow
- develop knowledge, understanding and skills of different vocational sectors to motivate them to progress to higher level qualifications or employment in a specific sector.
- Develop cross-cutting employability skills through carrying out practical activities in a vocational context
- Engage in learning which is relevant to them and provide opportunities to develop a range of skills and techniques, personal skills and attributes essential for successful performance in working life •
- achieve a nationally recognised Entry or Level 1 vocationally related qualification
- Progress to employment
- Progress to related general and/or vocational qualifications

Baston House School also offers Level 1 Award/Certificate or Diploma in Personal and Social Development which enables learners to gain knowledge, skills and experience in:

Developing Self

Preparation for Work

Managing Own Money

Career Progression

Financial Capability

Skills for Employment

Opportunities for Learning and Work

This policy will be reviewed on an annual basis

## 6.0 MONITORING

The practical application of this policy will be reviewed annually or when the need arises.

A statement of the policy's effectiveness and the necessary recommendations for improvement will be presented to the Board of Directors for further discussion and endorsement.