



Careers Policy

Document Control Information			
Careers Policy, Issue 1 – May 2019			
Review Period Annually		Review Committee MAT Trustees	
Revision History			
Author	Summary of changes	Issue	Date Authorised
D Wood	New policy	1	1 May 2019
Authorisation			
Approved By:		<i>Trustees</i>	
Date Approved:		<i>31/05/2019</i>	
Date of Next review:		<i>31/05/2020</i>	
Document Owner & Reviewer:		<i>Director of Employability</i>	
Equality Impact			
Statement	<p>We welcome feedback on this document and the way it operates. We are interested to know of any possible or actual adverse impact that may affect any groups in respect of any of the Equality Act 2010 protected characteristics.</p> <p>The person responsible for equality impact assessment for this document is the Director of Equality and Diversity.</p>		
Screening	<p>This document has been screened by the Equality Team and the impact has been assessed as:</p> <p> <input type="checkbox"/> Not applicable <input type="checkbox"/> Low <input type="checkbox"/> Medium <input type="checkbox"/> High </p>		

1. Purpose

- 1.1. This policy sets out how career activities are delivered at school and explains what stakeholders can expect from the careers programme.

2. Scope of Policy

- 2.1. Careers education, information, advice and guidance (CEIAG) is an essential part of the support we offer to pupils across the New Bridge MAT. Effective careers support can help to prepare young people for the opportunities, responsibilities and experiences of life; it can help them to make decisions and manage transitions as learners and workers. As options for young people become more varied and complex, it is vital that we support them to develop the knowledge and skills they need to make informed choices for their future. As a result, the careers programme has a whole-school remit designed to complement the rest of the school curriculum.

3. Reason for Review

- 3.1. This is a new policy.

4. Aim(s)

- 4.1. Our careers programme aims to:
 - 4.1.1. encourage pupils to be ambitious, broaden their horizons and explore their own career aspirations throughout their life at school
 - 4.1.2. ensure pupils' readiness to take their next step in their learning or career.
- 4.2. We follow the principles of the Gatsby Benchmarks:
 - 4.2.1. a stable careers programme
 - 4.2.2. learning from career and labour market information
 - 4.2.3. addressing the needs of each pupil
 - 4.2.4. linking curriculum learning to careers
 - 4.2.5. encounters with employers and employees
 - 4.2.6. experiences of workplaces
 - 4.2.7. encounters with further and higher education
 - 4.2.8. personal guidance
- 4.3. The objectives for the careers programme are as follows:
 - 4.3.1. helping pupils to understand the changing world of work
 - 4.3.2. facilitating meaningful encounters with employers for all pupils
 - 4.3.3. supporting positive transitions post-16 and post-19
 - 4.3.4. enabling pupils to develop the research skills to find out about opportunities
 - 4.3.5. helping pupils to develop the skills, attitudes and qualities to make a successful transition into the world of work
 - 4.3.6. encouraging participation in continued learning, including further and higher education and apprenticeships
 - 4.3.7. supporting inclusion, challenging stereotyping and promoting equality of opportunity
 - 4.3.8. contributing to strategies for raising achievement, particularly by increasing motivation.

5. Procedures and practice

5.1. Pupil entitlement

- 5.1.1. All pupils are entitled to be fully involved in an effective CEIAG programme

- 5.1.2. Pupils are encouraged to take an active role in their own career development, so the careers programme emphasises pupil participation with a focus on self-development; learning about careers and the world of work; and developing career management and employability skills.
- 5.2. During their time at school, all pupils can expect:
- 5.2.1. the support they need to make the right choices in Year 11, Year 13 and Year 14
 - 5.2.2. access to up-to-date and unbiased information on future learning and training, careers and labour market information
 - 5.2.3. support to develop the self-awareness and career management skills needed for their future
 - 5.2.4. weekly employability and enterprise lessons from Year 10 to Year 14 covering options after school, the world of work, the job market and the skills needed for the future
 - 5.2.5. at least five meaningful encounters with representatives from the world of work; this could be through work experience, World of Work Week activities, assemblies, careers talks (in or outside lessons), projects and visits
 - 5.2.6. to hear from a range of education and training providers, including colleges, universities and apprenticeship organisations; this could include visits and taster days, as well as assemblies, talks, parents' evenings and meetings at school
 - 5.2.7. the opportunity to relate what they learn in lessons to their life and career beyond school
 - 5.2.8. the opportunity to talk through their career and educational choices with staff including form tutors and job coaches
 - 5.2.9. access to one-to-one guidance with a trained, impartial careers adviser from Positive Steps, by appointment; this is available to pupils in any year group
 - 5.2.10. the school to keep parents/carers informed of their progress and provide parents/carers with information to support pupils' career planning and decision-making. Parents/carers can attend careers meetings, by prior arrangement.
 - 5.2.11. an impartial careers adviser from Positive Steps will be present at annual reviews in Year 11, Year 13 and Year 14.
 - 5.2.12. to be asked their views about the service they have received to ensure that the service continues to meet the needs of the pupils.
- 5.3. **Parental involvement**
- 5.3.1. 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. The school is keen to foster parental involvement in the careers programme, wherever possible.
- 5.4. **Events for parents and carers**
- 5.4.1. Parents/carers are invited into school several times a year to discuss their child's progress, on parents' evenings and via coffee mornings. In readiness for these events, pupils' career aspirations are collected by form tutors to allow discussions around progress relating to next steps, career ideas and (in Key Stage 4 and 5) career planning, as well as academic progress.
 - 5.4.2. Representatives of the careers team, as well as education and training providers, attend events for specific year groups.

- 5.4.3. In addition, specialist events for parents include:
- 5.4.3.1. an employability pathway open evening held annually for pupils interested in moving onto our Pre-Internship or Full Internship Pathways.
 - 5.4.3.2. local colleges are invited to parents' evenings for all Key Stage 5 students
 - 5.4.3.3. Parents/carers are kept up to date with career-related events and activities affecting their child via letters and weekly blogs. A copy of the action plan from one-to-one careers meetings will be sent home. Parents/carers are welcome to attend careers meetings, by prior arrangement and, in some cases, will be asked to attend. They are also welcome to make contact with the Careers Team at school, should they have any questions or concerns.

5.5. **Delivery of the Careers Programme**

5.5.1. **Employability**

- 5.5.2. The content of the taught careers education programme is based around the learning outcomes outlined in the CDI Careers Framework (see references).

5.6. **Year 10**

- 5.6.1. Key activities: Designated weekly Employability Lessons. Lessons include preparing to find and carry out work experience placements; CVs, applications and interview technique in preparation for mock business interviews; understanding post-16 options. These activities are supplemented with after-school support sessions with PC access. By the end of Year 10, all pupils will have had the opportunity to:
- 5.6.1.1. develop their self-awareness and career management skills, including writing a CV
 - 5.6.1.2. be aware of the range of opportunities available to them within our school and the New Bridge MAT to enhance their opportunity to move into employment
 - 5.6.1.3. learn about the different Post-16 pathways
 - 5.6.1.4. access the 'Preparing for Working Life' or 'Experiencing Working Life' elements of the Employability Matrix (further information later on in this document)

5.7. **Year 11**

- 5.7.1. Key activities: Post-16 applications. Pupils will learn how to write a personal statement for post-16 applications; attend group sessions discussing the different post-16 pathways and key considerations when choosing post-16 options. These activities are supplemented with talks by local colleges and group sessions with an impartial careers advisor from Positive Steps.
- 5.7.2. By the end of Year 11, all pupils will have had the opportunity to:
- 5.7.2.1. use a range of sources of information (with support, as required) to explore post-16 options
 - 5.7.2.2. attend events in school and out of school where they can speak to employers, colleges and training providers
 - 5.7.2.3. develop their self-awareness and career management skills
 - 5.7.2.4. apply for post-16 options and back-up plans, as necessary
 - 5.7.2.5. continue to develop the skills needed for a successful transition

- 5.7.2.6. have at least one meeting (small group or one-to-one) with a careers adviser.
- 5.7.2.7. have the opportunity to be access the 'Preparing for Working Life' or 'Experiencing Working Life' elements of the Employability Matrix (further information later on in this document)

5.8. **Year 12, Year 13 and Year 14**

- 5.8.1. Key activities: Post-18 Applications, mock interviews and optional work experience. In Year 12, lessons include post-18 options, covering both internal progression routes and external college/university courses available. Students have the option to take up work experience placements as part of the Group's employability matrix programme, with the support of the careers team and job coaches.
- 5.8.2. In Years 13 and 14, students will have a mock business interview, so lessons will help prepare students for this and explore how to get the most out of the experience. Students are supported through the post-18 application processes, including UCAS and apprenticeship, work-related or college options.
- 5.8.3. By the end of sixth form, all students will have had the opportunity to:
 - 5.8.3.1. use a range of resources (with support, as required) to explore post-18 options
 - 5.8.3.2. develop their self-awareness and career management skills
 - 5.8.3.3. develop further experience in the workplace (optional)
 - 5.8.3.4. attend events in school and out of school where they can speak to employers, colleges, training providers and universities

5.9. **Pre-Internship Pathway**

- 5.9.1. In Years 12/13/14 students can be referred by pastoral managers or job coaches to the Pre Internship Pathway.

5.10. **Further information on the Pre-Internship Pathway**

- 5.10.1. In September 2017 we launched a pre-internship course which was set up to engage some of our most disaffected young people within the Group, who may not have been attending college and were no longer accessing our general offer. Many of these students were not making any form of progress academically but were capable of work and needed to focus on improving work skills.
- 5.10.2. The Pre-Internship Pathway is a full time course and young people can join in Y11, Y12, Y13 or Y14 and can stay on the pathway for up to 4 years. The pathway is designed a stepping stone for students interested in moving into paid employment in the future.
- 5.10.3. What we want to achieve
 - 5.10.3.1. Employability Skills - Students have the opportunity to explore pathways into the world of work. Students will be able to develop the skills and qualities needed for success in work and everyday life (e.g. to be reliable, to get on with work colleagues, practise good timekeeping and attendance, be willing to learn new tasks and follow instructions).
 - 5.10.3.2. Independence Skills - Central to the programme is the development of those independent skills needed for adult life. All students are encouraged to access travel training. The students will also have the opportunity to learn routes around

- the sites with support from the job coach so that they become confident going to and from their workplace independently.
- 5.10.3.3. Communication Skills - Students will have many opportunities to practise good communication skills both within the workplace and within a classroom setting. The emphasis will be on developing skills in working effectively as part of a team.
 - 5.10.3.4. Social/Life Skills - An important aspect of the project is to set time aside for developing social skills. This will include specific time spent out of placements with the other students on the project, as well as opportunities to take part in various off-site activities.
- 5.10.4. On the programme, students are on full time work placements for 12 to 16 hours per week. They also access weekly functional skills and employability skills classroom sessions.
- 5.10.5. Our Pre-Internship partners/placements:
- 5.10.5.1. The Atrium Café (Hospitality and Catering)
 - 5.10.5.2. RSPCA (Animal Care)
 - 5.10.5.3. David Lloyd Leisure Centre, Middleton (Leisure Assistants/Café Assistants etc.)

5.11. Bridging the Gap Year 14

- 5.11.1. Students in Year 14 are able to access our Bridging the Gap Supported Internship programme at one of our base sites: The Royal Oldham Hospital or Manchester Metropolitan University.
- 5.11.2. Bridging the Gap is an innovative joint partnership between New Bridge MAT, The Royal Oldham Hospital and Manchester Metropolitan University. The project is a unique experience for students, giving them the chance to try three different full time work placements over an academic year, in either the Royal Oldham Hospital or Manchester Metropolitan University. Bridging the Gap is so successful because it offers realistic, challenging and purposeful work placements with exceptional and sustained support from the partnership staff.
- 5.11.3. Students who express an interest in the Bridging the Gap pathway are considered for the project using the following criteria:
 - 5.11.3.1. Students are not selected on academic ability but on social/emotional maturity and independence.
 - 5.11.3.2. Students should be able (following job coaching) to stay in their placements unsupported and be able to manage their behaviour/emotions at a level acceptable to work colleagues.
 - 5.11.3.3. Students should be able to work on simple/repetitive/structured tasks that are real and meaningful with minimal support from work colleagues.
 - 5.11.3.4. Students should be able (following job coaching) to move independently around the sites. Manchester Metropolitan University is a much busier, more spread out campus.
 - 5.11.3.5. Students should be able to sustain being part of a very small team of students (the group are together for the whole year!)
 - 5.11.3.6. Students should ideally have the ability to become independent travellers.
 - 5.11.3.7. Students should be able to get to a level where they can follow health and safety procedures after induction.
- 5.11.4. What we want to achieve
- 5.11.5. *Employability Skills*
 - 5.11.5.1. Students to have the opportunity to explore pathways into the world of work.

- 5.11.5.2. Students to develop the skills and qualities needed for success in work and everyday life (e.g. to be reliable, to get on with work colleagues, practise good timekeeping and attendance, be willing to learn new tasks and follow instructions).
- 5.11.5.3. Students are entered for Asdan Employability accreditations at Entry Level 2 to Level 2 as appropriate.
- 5.11.6. *Independent Skills*
 - 5.11.6.1. Central to the programme is the development of those independent skills needed for adult life. All students will have the opportunity to work with our travel trainers on independent travel skills particularly on the route to and from home to work placements.
 - 5.11.6.2. The students will also have the opportunity to learn routes around the sites with support from the job coach so that they become confident going to and from their workplace independently.
- 5.11.7. *Communication Skills*
 - 5.11.7.1. Students will have many opportunities to practise good communication skills both within the workplace and within the classroom setting. The emphasis will be on developing skills in working effectively as part of a team.
- 5.11.8. *Social/Life Skills*
 - 5.11.8.1. An important aspect of the project is the time set aside for developing social skills. This will include specific time spent out of placements with the other students on the project, as well as opportunities to take part in various off-site activities.
 - 5.11.8.2. Students choose 3 placements from the following lists. Each placement lasts for approximately 12 weeks. These can be flexible in time depending on individual need.

Royal Oldham Hospital	Manchester Metropolitan University
Café Royal Kitchen Christie's Café Health Records Laundry Shop Pharmacy Porters Pre-op Assessment (Admin/Office Skills)	Central Library Catering Reception Porters IT department Print Services Mail Services Grab and Go Shop

- 5.12. Future Finders Employability College (Post 19 SPI)
 - 5.12.1. From September 2019, The New Bridge Group will open a Specialist Post-16 Institution (SPI) that will deliver a supported internship course to young adults from Oldham aged 18 to 24 with additional needs. This provision has been commissioned by Oldham Local Authority.
 - 5.12.2. The course is designed for young people (up to 24 years old) with moderate or significant learning difficulties who are motivated and ready to progress towards paid employment. Learners will spend most of their

time in work placements on employers' premises. They will be supported by our skilled team of job coaches.

5.12.3. We have developed a number of partnerships with key employers across Oldham and greater Manchester. Some of the placements currently on offer include:

- 5.12.3.1. Tesco Supermarket
- 5.12.3.2. Premier Inn Hotels
- 5.12.3.3. Beefeater Pubs/Restaurants
- 5.12.3.4. Private Day Nurseries and Primary Schools (classroom support roles)
- 5.12.3.5. Oldham Library
- 5.12.3.6. The Atrium Café
- 5.12.3.7. The Cutting Room Hair Salon
- 5.12.3.8. Manchester Metropolitan University (roles include shop assistant/porter/post room).

5.12.4. The course is full time and runs from Monday to Thursday each week (9am to 3pm) for one academic year. The course aims to prepare students to:

- 5.12.4.1. develop real work skills with the goal of getting paid work at the end of the project
- 5.12.4.2. gain a qualification in employment
- 5.12.4.3. improve functional skills through weekly Maths and English lessons
- 5.12.4.4. get a long term, full time placement within at least 3 different roles

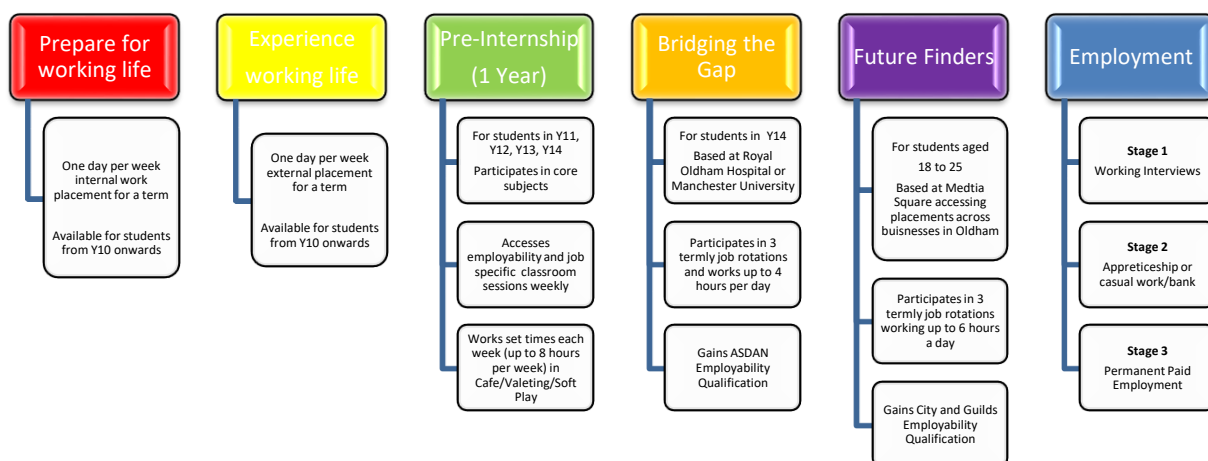
5.12.5. Our supported internship course has been running for three years via a franchise arrangement with The Manchester College. Following recent Department for Education guidance, we can no longer work in partnership with Manchester College and therefore Oldham Council have commissioned the service via our new SPI, The Future Finders Employability College

5.13. Impact

5.13.1. To date, many of our young people have moved from the Future Finders Supported Internship Programme into paid work or independent volunteering. Some of the paid roles gained by students over the past three years include Teaching Assistant Apprentice, Kitchen Porter at The Whitegate Inn, Admin Assistant for Oldham Plastics, Nursery Nurse, Library Assistant at Oldham Library, Porter at Oldham Hospital. Independent volunteering roles gained include Age Concern Lunch Clubs, Oldham Coliseum Front of House Assistant and Library Assistant at Oldham Library.

5.14. **Employability Matrix**

5.14.1. Students from across The New Bridge MAT have access to the Employability Matrix from Key Stage 4. The matrix is supported by a dedicated team of job coaches.



5.15. External providers

- 5.15.1. A range of external providers are invited into school to support the careers programme. These might include local colleges, universities, training providers, apprenticeship organisations, employers, school alumni or staff from various projects. In all cases, such staff and organisations will be vetted for suitability by the relevant staff at school.
- 5.15.2. The Director of Employability is responsible for taking a strategic lead and direction for careers work in the school; working under the direction of the CEO with responsibility for careers and employability, and working with the heads of site across the Group.
- 5.15.3. The impartial careers guidance by Positive Steps is provided by a Level 6 qualified Careers Adviser and a member of the *UK Register of Career Development Professionals*.
- 5.15.4. Due to the whole-school remit of careers work, the range of staff involved in supporting careers activities is large and includes form tutors and a dedicated team of job coaches.

5.16. Staff Development

- 5.16.1. Form tutors are introduced to the concepts, aims and programme for CEIAG during INSET days and Year Team/Curriculum meetings. The Director of Employability attends conferences and network meetings to keep up to date with best practice and legislation
- 5.16.2. Job coaches are all trained in systematic instruction.

5.17. Professional Association

- 5.17.1. New Bridge MAT is a recognised member of the British Association for Supported Employment.

5.18. Resources

- 5.18.1. The Group is committed to providing the resources to enable an effective careers programme, including adequate staffing, staff training and resources.

5.19. Employer links

- 5.19.1. Links with employers, businesses and other external agencies continue to grow throughout the New Bridge MAT; by building on local community connections as well as through the support of the Group's Enterprise Advisor (brokered through Careers & Enterprise Co-ordinator from the Greater Manchester Combined Authority).

5.20. Equal opportunities

5.20.1. The Group is keen to promote equal opportunities, challenge stereotypes and address limiting beliefs. All young people can access advice and guidance tailored to their needs with support to explore options that suit their preferences, skills and strengths. The team work on early identification of pupils requiring additional support, with no limit placed on how many times a pupil might see a careers adviser. The destinations of school-leavers are monitored and trends identified

6. References

- 6.1. *The Gatsby Benchmarks*
- 6.2. www.gatsby.org.uk/education/focus-areas/good-career-guidance
- 6.3. *The Career Development Institute Careers Framework*
- 6.4. www.thecdi.net/New-Careers-Framework-2015

7. Other useful documents

- 7.1. Provider Access Policy

8. Monitoring

- 8.1. This policy will be monitored through the MAT's accountability framework. When monitoring the success of the careers programme, the Group considers formal and informal measures, qualitative and quantitative data and hard and soft outcomes for students.
- 8.2. The careers programme is evaluated in a number of ways, including:
 - 8.2.1. student feedback on their experience of the careers programme and what they gained from it
 - 8.2.2. staff feedback on careers lessons, work placement schemes, mock interviews etc.
 - 8.2.3. gathering informal feedback from external partners and from parents
 - 8.2.4. quality assurance of careers lessons as part of the tutor time programme
 - 8.2.5. student destination figures post-16 and post-18.