



## Kemball School

“We can because we try”



# Careers Policy 2023

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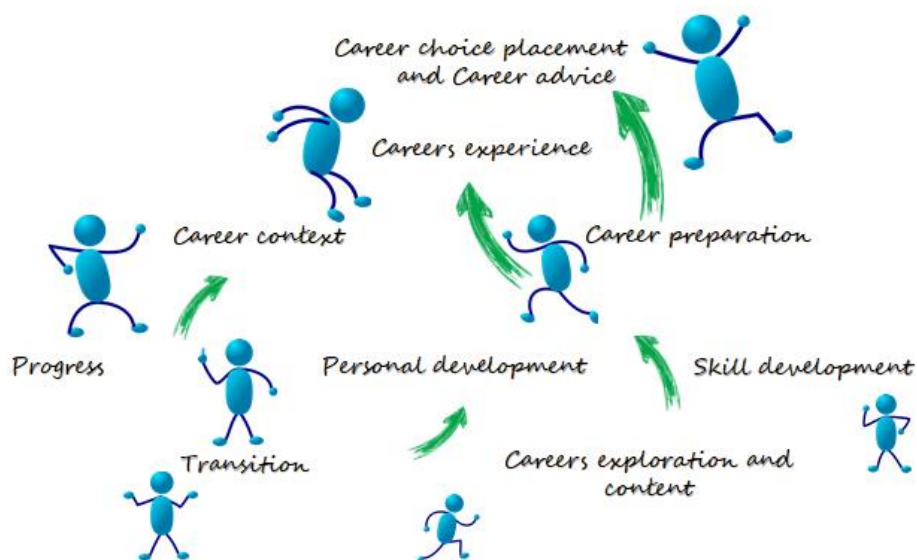
## Overview

Kemball School's careers programme begins as soon as pupils start with us. This rationale is supported by our schools curriculum with a strong emphasis on independence and skills for life beyond Kemball School. Each pupil's journey through Kemball School will look different due to a wide range of factors. The common theme however is to ensure that we are able to give the pupils as many opportunities to experience the world of work as possible. Alongside these experiences our aim is to build on the context of these work places and broaden the pupils understanding and aspirations.

In the Functional pathway (usually years 9, 10 and 11) careers provision focuses on encounters, this will be with FE providers, access to a variety of workplace visits and enterprise activities. Alongside the functional focused and key skills curriculum pupils take part in Life Skills, Exam Qualifications, ASDAN (PP, PSD and Short courses) and Duke of Edinburgh. This allows them to develop key skills for the world of work and teaches them about the type of work available in the local job market. These encounters are supplemented by additional classroom based sessions to learn about how to access the world of work and cover, amongst other topics, interviews, health and safety and CV writing.

The school keeps a record of meaningful encounters over the pupils' time in the functional pathway.

For more information of Kemball School's careers programme please contact Emily Buttery via the school telephone number or [ebuttery@kemballschool.co.uk](mailto:ebuttery@kemballschool.co.uk)



## Intent

We at Kemball would like to commit to providing all our young people with the tools and experiences to prepare them for life beyond our school. This journey will look different for each individual and each person will have a very different goal and outlook for achievement. It is important for us that pupils gain the confidence to explore outside our school and learn the skills, knowledge and understanding of wider life and steps towards independent living. We want our young people to be able to make informed decisions about next steps in education and future careers.

***Social mobility is described as the relationship between our starting point in life and where we end up as adults.***

Society often has difficult barriers for pupils with a Special Education Need and Disabilities to thrive. Developing skills and awareness of the world of work and wider life will improve the social mobility of our young people.

***Believe you can and you're halfway there.***

We aim to instil in our young people a love of lifelong learning, so they can keep on improving and developing their skills, sustain employability/progress and achieve personal/economic wellbeing throughout their lives. We also aim to enable young people to feel positive about themselves, improve their motivation and raise their aspirations.

Advice and guidance will be impartial and will take into account the young person's wellbeing, choices and areas of interest. Equal opportunities will be actively promoted, and stereotypes challenged. This policy is underpinned by the DfE's statutory guidance, 'Careers guidance and access for education and training providers', which was last updated in July 2021.

Our main aims are the following:

- To ensure that all pupils have access to experiences beyond the school gates and the world around them
- To focus on the pupil's wellbeing, interests and choices for their future
- To develop skills towards independent lives including transition, travel, social and professional relationships, communication, careers and enterprise, community awareness, roles and responsibilities and home and life skills.
- To prepare for appropriate post-16 provision
- To inspire the pupils to achieve their dreams and to support them by being their careers advocates to achieve these outcomes
- To provide support and guidance for both pupils, parents and staff
- To expose pupils to the world of work at careers at every ability level

- To ensure that school are consistently improving their careers and steps beyond Kemball provision and using the Gatsby benchmarks as a framework and guide.

## **Roles and responsibilities**

Careers link governor – Elizabeth Smith

The role of the Careers link Governor will be to liaise with the careers lead and to monitor the effectiveness of the careers programme. They will be invited to take part in activities such as external mock interviews and discussion with pupils around the world of work.

Careers lead – Emily Buttery is the careers lead. Careers Lead will be responsible for liaising with all staff, SLT, Governors, external links and employers. Staff meetings and assemblies will be arranged by the career lead and discussion and guidance given as appropriate.

Careers advisor – External careers advisors, Andrew Stephen (Careers and Enterprise) and DWP

Senior Leadership – SLT will be involved in reviewing the Policy and Guidance for staff. Ensuring that the Careers Lead has sufficient guidance and support in place for the staff to role out provision.

Teaching staff – All teaching staff have a responsibility to ensure that pupils are provided with teaching steps to prepare them for life beyond Kemball School.

## **Gatsby Benchmarks**

We will be using the Gatsby Benchmarks to improved school careers provision and ensure compliance with legal duties with the ambition to meet all Benchmarks to our fullest potential.

The 8 Gatsby Benchmarks are:

1. A stable careers programme
2. Learning from careers and labour market information
3. Addressing the needs of each student
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

## **Documenting evidence**

An important part of measuring the impact of the careers programme is to gather feedback from all of the parties. This will be conducted in a range of ways.

All of Progression and Functional classes for pupils who it appropriate for may use a diary. This may include diary entries from work experience, pupil feedback from visitors and talks about careers, research on the job market, evidence of interviews and discussions with careers advisors and applications and CV practise.

Alternatively, staff may wish to capture evidence on Evidence for Learning using the Preparation for Adulthood or careers tag. Ensuring that within the comment detail has been given of the link between careers or encounters etc.

The careers lead will keep a log of careers encounters. They will also use Compass + to evidence experiences and evaluate their impact.

## **Pupils**

During your time at Kemball you will gain experience of the world of work and the type of jobs and pathways open to you when you leave school. You will start learning about work and jobs in the early school through PSHE and life-skills lessons which will teach you about the jobs you see people do around you.

When you start Year 7 you will begin to hear more about careers and have access to learning about external providers. If you are in the functional pathway you will start visiting different work places so you can see the different types of jobs people do in different workplaces. You will be able to understand what jobs there are in your local area (Stoke on Trent) and be able to ask questions to people who do these different jobs day to day. Going to these different work places will give you a better understanding of what you might want, or not want, to do in the future.

During your time at school you may also be able to do a work experience placement which will be working in a job that interests you and is suited to the things you like to do. You might do this with a member of staff, members of your class, or completely on your own. You will also have volunteering projects to work on over your time in the functional department, and visit careers fairs and events to understand more about the world of work. To help your understanding of money and how this is connected to work you will also get the chance to start up your own mini business as part of Kemball School's Enterprise Project linked to D of E, which means you will be responsible for trying to make money by selling a product or service to the public.

## **Staff**

Staff should be introducing pupils to the world of work as early as possible with exposure to jobs we see being done around us, who helps us, and jobs

we see friends and family doing in our day to day lives. Opportunities should be offered cross-curricular to embed the importance of work in the world around us, and through role play and independent play. As pupils progress through the school this exposure should continue and be built on in line with the individuals' abilities and interests. If you need more support on how to implement careers into your curriculum, please speak to Emily Buttery regarding this.

## **Parents**

The careers programme at Kemball School aims to equip your child for life after school by offering them information about the local job market and routes into paid and unpaid employment. Employment is an important aspect of life and gaining independence. Kemball School supports pupils to discover more about the role of work in peoples' lives, the type of jobs we see being done in the world around us, and any opportunities we can offer to experience workplaces, different job roles and work experience. The school recognises the importance of paid and voluntary work and offers a curriculum based around exposing pupils to jobs and workplaces where appropriate.

During their time at Kemball your child may have opportunities to go on workplace visits, undertake voluntary work in or around the school community, and arrange a work experience. If you would like more information on the careers provision offered at Kemball please contact the careers lead or class teacher.

## **Employers**

Kemball School is always looking for local companies and employers who can offer workplace visits and work experience placements to expose our pupils to the local job market and understand more about the type of work and jobs in different environments and settings. Please read out Providers Access document on the website.

## **Workplace visits**

Workplace visits are about showing our young people the range and types of jobs available in the local community. They are an opportunity for our pupils to visit different workplaces such as factories, retail environments, office building and warehouses, and allow them to see the work done and the jobs offered in different settings. Workplace visits are an invaluable way of pupils seeing sectors of employment they may not be aware of or know exist first-hand, enabling them to form opinions of careers paths they may be interested in pursuing in the future.

Workplace visits are typically done on a weekday morning and take a few hours to complete. They usually involve an introduction to the workplace and

the services on offer, a tour of the workplace, and a question and answer session about the work involved in the setting.

### **Work experience**

In some cases opportunities for more intense and repeated work encounters may be appropriate. Work experience is usually led by the pupils' interests and ambitions. They are tailor made packages which assess the pupils' interests, needs and abilities and aim to match these with a suitable local employer. These can be undertaken by individuals on a 1-1 basis, or in a small group based on the pupils' needs and interests.

**If you are a local employer who is disability friendly and could offer work place visits or work placements, please contact the school's career lead, Emily Buttery (Assistant Head) on 01782 883120 or email [ebuttery@kemballschool.co.uk](mailto:ebuttery@kemballschool.co.uk).**

### **Pupil entitlement**

All pupils in years 8 to 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 Emily Buttery, Assistant Head Kemball School via [ebuttery@kemballschool.co.uk](mailto:ebuttery@kemballschool.co.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 or their parents or carers:

### **Programme 2023-2024**

Our vision for the next academic year is to embed the D of E and Functional Skills and to show the positive impact of these steps. To further engage with parents and to ensure that the process for Post 16 transition is as smooth as possible and parents and pupils are as informed as possible. Most importantly



we want to advocate for each pupil and to nurture their skills so they develop in confidence and feel equipped to take their next steps.

- Pupils of all ages should be engaging with careers learning at every opportunity. Eg from making community visits to asking an external visitor about their careers journey.
- From year 7 all pupils for who it is appropriate for will engage with careers learning. Eg assembly or external visitor with a careers focus.
- For pupils who it is deemed appropriate within Progression and Functional Pathways will receive careers education as appropriate for their ages and abilities as directed by the class teacher. This will be delivered in class where appropriate, through cross-curricular activities in topic-based lessons, through PSHE, and during life skills lessons. The aim of these sessions is to introduce pupils to the different jobs they may encounter in the wider community, their own ambitions for the future, the skills and qualities they have as valued members of the school community, and to begin challenging stereotypes surrounding jobs and those that enter different employment sectors.

Please refer to the Pupil Futures framework and Careers Curriculum

- Annual careers advice will be arranged for leavers
- Leavers EHCP meetings will be moved forward and discussions will be had about Post 16 provision
- Parents will be encouraged to engage with all discussions about careers and annually the Functional Pathway will hold an open coffee morning where pupils will showcase their work place skills
- The Functional Pathway will be running an Enterprise Summer Fayre which will link with the D of E projects and include the whole school.
- Reflect on the programme half termly through Compass +
- Invite external visitors, providers and FE in to talk with classes or small groups

## Careers Plan and Curriculum

### Careers Curriculum

Independence is a core development point for all our pupils and all aspects of school life has an independence focus.

It's important that we are nurturing careers from the beginning of school life. Starting with pupils personal development which is developed in topic areas such as RE, PSHE, RSE and interwoven throughout school life such as peer interactions and external / internal experiences.

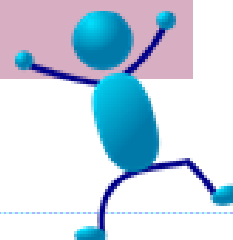
*Personal development*

*Skill development*

At Kemball School we value the learning of core topic areas at every level. Throughout each pathway, focus is made on the engagement and development of key skills through all core subjects. This is adapted for each individual inline with their needs and goals.

This area will look different for all at each level. Exploration of the labour market, wider community and context of careers is for all. It is important that pupils are given quality experiences which develop their understanding of careers to ensure that they can begin to make informed decisions.

*Careers exploration and content*



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Careers exploration and content

<b>(EYFS- Year 6)</b>	Pupils will be exploring the wider community, meeting new people, developing independence skills and gaining skills in all key areas including their personal targets. There is a key focus on PSHE and developing the pupils self help skills. Our aim during this stage is to ensure we have provided a range of experiences to develop the pupils understanding of the world around them and to plant seeds of their part to play in that world. Throughout this stage there should be as many opportunities for cross curricular references for careers. From identifying people and their job to discussing roles and responsibilities of people who we encounter.
<b>Year 7</b>	All pupils should be introduced to careers learning in Year 7 and begin to contextualise their understanding of the world. Eg understand the function of places they go and identify the role of people we meet. From Year 7 pupils will have the opportunity to meet with further education providers and start to focus on 'life beyond Kemplall' through class discussions and ECHP reviews.
<b>Year 8</b>	From Year 8 –13 we will provide at least 6 provider encounters for all pupils where it is appropriate. Careers learning will be addressed through cross curricular links. Annual careers events for all, external visitors and providers such as Stoke City and Port Vale and discussions with Post 16 providers. Progression pathway pupils transitioning to Functional will be guided through the transition and changes within the Functional Pathway. Pupils will make choices on their learning from the Functional Pathway within the 'Options' offer which gives pupils an insight into Vocational Pathways.
<b>Year 9</b>	All parents encouraged to start thinking about Post 16 provision. Providers invited into school to offer more information. All pupils within the Functional pathway will begin the Duke of Edinburgh , Travel training and ASDAN and for those who it is appropriate for Functional Skills Qualifications. All trips should have a link with careers and pupil futures. Visits from Department for Work and Pensions will be arranged to provide pupils with an external view of the Labour Market.
<b>Year 10</b>	From the start of Year 10 discussions should be had about Post-16 transition. Parent engagement is a paramount importance and providers visits are required. Pupils will be encouraged to identify their skills, preferences and choices around their future and education. Prefect applications and interviews will take place. Continued learning around careers and should include LMI, CV's, application forms, roles and responsibilities, vocabulary , strengths and weaknesses, education provider visits, work place encounters and external visitors for pupils who this is appropriate for.
<b>Year 11</b>	Year 11 is a crucial year for pupils educational career and transition journey. At the start of the year pupils will begin their Prefect duties and their roles within school will be made clear. Parents and carers will attend EHCP meetings and post 16 provision will be identified. Long term outcomes will be agreed and a plan will be in place on what steps will be made over the next year before leaving. Transition will be planned with providers. Continued education around the labour market, career pathways and further education providers will be a priority. Appropriate careers advice will be offered and external providers welcomed to discuss vocational options. Mock interviews will take place. Quality work place encounters will be offered throughout the year and if appropriate individual or small group experiences arranged. Travel training will be a priority at every level and pupil independence will be encouraged and supported fully. Completion of Functional skills Entry Level examinations, ASDAN and Duke of Edinburgh Award Bronze/ Silver.

<b>Post 16</b>	A personalised plan through EHCP reviews are required to identify what routes of learning and targets are most appropriate for the pupils within the Multi-sensory post 16 pathway. Pupils will be advocated for and skills, interests and ambitions should be identified and supported to explore. This is currently done through the Multi-sensory curriculum, ASDAN and individual required provision.
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## **Approval and review**

Next review: September 2024