



PAPILLON HOUSE SCHOOL

Careers Education and Guidance Policy

Papillon House School provides a relevant and engaging careers curriculum which meets the differing needs and requirements of our pupils. It aims to ensure that each and every young person, whatever their needs, background or ambitions, knows the options open to them to fulfil their potential. All pupils and their parents/carers will require advice, guidance and support in working toward and planning for their future after school.

Parental involvement is an integral part of our Careers Education and Guidance, with parents and school staff assuming the role of pupil advocate in some circumstances. Wherever possible pupils are encouraged to take a full part in planning for their future.

We work closely with our placing local authorities to consider the full range of opportunities available for our students when they leave school and seek the full engagement of staff from social services.

The aims of our Careers Education and Guidance programme are:

- Provide career related learning opportunities to pupils throughout their school journey.
- Encourage pupils to know and develop their aspirations and promote access to all career pathways
- enable all young people to develop the skills and outlook they need to achieve career wellbeing, including adaptability and resilience as well as develop personal characteristics such as social skills, communication and independence.
- Enable pupils to become responsible and resilient citizens. To encourage young people to value themselves and appreciate their relationship with other people, the community and the environment;
- To develop skills in young people that help them to contribute to making realistic choices and informed decisions regarding their lives;
- Support pupils and their parents in making informed decisions which are appropriate for them by making them aware of the opportunities and alternatives available in education, training and leisure;
- Inspire and motivate pupils to develop themselves as individuals and live as independently as is possible.
- Prepare pupils for the transition to life after Papillon House School.

Management of provider access requests:

- A provider wishing to request access should contact Anne Mackey
 - Telephone: 01372 363 663
 - Email: anne.mackey@papillonhouseschool.co.uk

Through evidencing against the Gatsby Benchmarks for good Career Guidance Papillon House School can ensure that we can give our students the Information, Advice and Guidance they need to make informed choices about their future.

Benchmark	Notes	Papillon House School
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 pupils, parents, teachers, and employers.	<ul style="list-style-type: none"> • Embedded programme of careers education that includes PSHE curriculum, life skills, careers curriculum, independence • Regularly evaluated with feedback from students, parents, teachers and employers. • Supported by EHCP Targets to show progress • Program of ASDAN that focus on careers, preparing for next steps and the world of work
2 Learning From Career & Labour Market Information	Every pupil, 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 make best use of available information.	Careers Lead – Anne Mackey <ul style="list-style-type: none"> • To plan and support staff to deliver the careers-based curriculum to all learners • By age 14 have accessed directly/indirectly information about career paths and labour market to inform decisions about study options and parents/carers are also informed. • To provide individualised support to with the support of a Level 6 Careers Advisor is a requirement need to set up • Include career pathways and progressions routes, applications and interviews, educational courses, qualifications, entry requirements, skills and occupations, employment sectors, jobs, salaries, job programmes, training and apprenticeships, job demands and working life, financial planning • Creating transition and job specification paperwork to support students and employees for work and / or college • Provide information as part of the yearly Annual Review, extra meetings with parents, signposting to relevant help eg benefit packages and information events for example parents evening include disability rights, assistive technology,
3 Addressing The Needs Of Each Pupil	Pupils have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each pupil. A school's careers programme should embed equality and diversity considerations throughout.	<ul style="list-style-type: none"> • We offer an individualised approach to careers guidance at every stage in the curriculum. • Provide individualised tailored support to the needs of each student- with the support of a Level 6 Careers Advisor

		<ul style="list-style-type: none"> • Transition is an important part of the Annual Review for each pupil in Year 9 and above – • Organise both in school and out of school work experience placements where appropriate • Careers experiences and lessons progress throughout the school. • PSHE and careers curriculum incorporates the importance of equal opportunities and British values. • Diverse range of work experience placements and community visits.
4 Linking Curriculum Learning To Careers	All teachers should link curriculum learning with careers. Teachers should highlight the relevance of STEM subjects for a wide range of future career paths.	<ul style="list-style-type: none"> • Planning includes links with careers and work place visits • Clubs, celebration events and productions • Whole school teaching and learning focuses on the relevance to independent living, future learning and leisure • Work based subjects including horticulture, car maintenance, catering, enterprise and computer science / office skills • Real life learning in English and Maths – functional skills • Where appropriate work placements • Community trips • Travel training
5 Encounters With Employers And Employees	Every pupil 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.	<ul style="list-style-type: none"> • Enterprise • Visits to work places as part of the curriculum • Visits to the school from.....? • Internal / External work experience
6 Experiences Of Workplaces	Pupil should have first-hand experiences of the workplace through work visits, work shadowing and/or work experience to help their exploration of career opportunities, and expand their networks.	<ul style="list-style-type: none"> • Pupils visit local to work place through community visits • Visit areas of interest for future careers • Engaged with local work placements Internal / External work experience • Virtual tours and internet to engage with wider range of work/learning opportunities • Taster Days at local colleges for next steps

		<ul style="list-style-type: none"> • focus on EHCP areas to enable pupils where appropriate to be ready for work experience and employability- • outlined in our Curriculum Policy • By the age 16 every student has at least one experience of a workplace • By the age 18 every student has had at least one further such experience
7 Encounters With Further and Higher Education	All pupils should understand the full range of learning opportunities that are available to them. This includes both academic and vocational routes and learning in schools, universities and in the workplace.	<ul style="list-style-type: none"> • Awareness of the Local Offer • Focused careers / provider outings as part of the formal curriculum • Transition Fair integrated into the school careers programme, will offer providers an opportunity to come into school to speak to pupils and/or their parents/carers • Access to local colleges for link courses/taster days
8 Personal Guidance	Pupils should have opportunities for guidance interviews with a career adviser. These should be available whenever significant study or career choices are being made. They should be expected for all pupils but timed to meet their individual needs	<ul style="list-style-type: none"> • Provide individualised tailored support to the needs of each student- with the support of a Level 6 Careers Advisor

How we Measure and Assess the Impact of our Careers Programme

- Self-review against published guidance and statutory documentation including self-review using the Compass tool which measures progress towards meeting the Gatsby benchmarks (an evidence based tool).
- Student, parent and staff voice following events, careers fairs and workplace visits.
- Feedback from employers, and visiting partners.
- Evaluation of feedback from employers and participants in work experience.

This policy originated from our Curriculum, Learning and Assessment Policy (2014) now known as our Curriculum Policy and our Assessment Policy (2021)

Reviewed and Revised: Anne Mackey, Secondary & Post 16 Lead: June 2021

Agreed by the Management Team: June 2021