SOLENT
Academies Trust

REDWOOD PARK
ACADEMY

Our vision is that all pupils Redwood Park Academy will be confident communicators, who are growing to be more independent, so that they are happy and healthy young adults who make positive contributions to their community

CAREERS EDUCATION, GUIDANCE & ACCESS POLICY

Scope:	Academy Policy
Author:	Vice Principal
Name of Responsible Officer:	Executive Principal
Approving Committee:	Trust Board
Statutory Basis:	Statutory Policy
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Aims

At Redwood Park Academy we aim to raise aspirations, challenge stereotypes, and encourage pupils to spend time with their families and the multi-agency team to consider their options Post 16. Through careers education, information, advice, and guidance (CEIAG) it is intended that pupils will be encouraged to make the most of their talents and to continue their education Post 16. We aim to ensure a high quality of vocational and careers education for our young people with special educational needs, to be delivered in a meaningful and appropriate way for their needs and circumstances. Through person centred planning with the Education, Health, and Care Plans at the centre, we support our pupils to articulate their aspirations for adult life.

In particular, we aim for our pupils to:

- Develop a broad understanding of the world of work and an ability to respond to changing opportunities.
- Develop research skills so that they can make good use of information and guidance.
- Develop and use their self-knowledge when thinking about and making good choices.
- Develop their understanding of employability skills and how to enhance these and evidence them at interview and discussions with Post 16 providers.

Commitments

The Academy Committee and staff are committed to:

- The provision of resources and advice to enable pupils to understand and develop career choices and to ensure that careers education is seen as part of the overall curriculum and learning framework for all years.
- Encouraging pupils to achieve and be ambitious.
- Involving pupils, parents, and carers in the further development of careers work.
- Working with outside agencies so that no pupil is disadvantaged in gaining access to education, training, or work.

Provision

Careers education includes both education and guidance. Careers education helps our pupils develop the knowledge and skills they need to make successful choices, manage transitions in learning and move into college or work. Through guidance, pupils are able to use their knowledge and skills to make decisions about learning and work that are right for them.

Careers Education is delivered through the PSHE & Work Related learning Curriculum from Years 7-11

Year 7 and 8	Pupils focus on developing their self-awareness, identifying their strengths, their skills, and their areas for development. Pupils begin to explore the world of work through their PSHE lessons as well as through visitors coming into school and visits into their local community. Pupils work on a variety of skills for life and develop these skills to promote greater independence.
Year 9	Pupils consider their longer-term aspirations for the future and express this through their Education, Health, and Care Plans at their transition reviews. This sets the structure and plans for the next key stage. Pupils continue to explore a variety of skills for life and develop these skills to promote greater independence.
Year 10	Pupils develop a full understanding of their personal strengths and interests as well as their ability to communicate their views and make considered choices. Pupils also take part in the 2-year Life Skills curriculum that helps to prepare them for next steps. Pupils have the opportunity to take part in work related learning through on-site work experience activities, enterprise projects and community projects.
Year 11	Year 11 take part in the 2-year programme described above. In addition, they have opportunities to engage in off-site work experience placements as appropriate. They visit local FE colleges and workplaces and prepare their CVs, their applications and practise for their interviews. They engage in taster activities at local FE colleges to support their transition. We also have links with City of Portsmouth College, Highbury Campus where part of their curriculum takes place to support transition.

In addition, we organise:

- An annual Future Pathways evening for all pupils and their families to attend. It is held at parents evening with representatives from a wide range of providers from a range of vocational areas attending.

Individual careers guidance takes place on a one-to-one basis and is delivered by an impartial careers advisor. Pupils from KS3 onwards access our advisor and by the end of KS4, all pupils will have had at least two careers guidance interviews with a significant number receiving follow up interviews to support their decision-making process. Parents are invited to attend their child's career guidance appointment with the career's advisor. All staff are encouraged to support careers guidance by encouraging pupils to continue their education Post 16 and to consider pathways to future careers and raising students' aspirations.

Equal Opportunities

We promote equal opportunities and use every opportunity to challenge stereotypes and to raise aspirations. We monitor careers resources regularly to ensure that they encourage both boys and

girls from minority ethnic groups to follow appropriate pathways. The destinations of our leavers are closely monitored and visiting speakers reflect a diversity of backgrounds.

Monitoring, evaluation, and review

The careers programme is monitored regularly and amended after an annual review. Pupils' opinions are actively sought as well as the views of different stakeholders.

Redwood Park Academy use The Gatsby Benchmarks as a framework to assess the development of our pupils in employability skills.

Leadership

A member of the academy's leadership team has direct responsibility for the leadership of CEIAG and the careers education programme.

Provider Access and Opportunities for Access

Pupil entitlement

We are committed to providing impartial information, advice, and guidance to all pupils about next steps and options for the future. Our careers advisor in the academy offers pupils advice and guidance on their future plans and post 16 options when our young people leave Redwood Park

All pupils in years 7 to 11 at Redwood Park Academy are entitled to:

- Find out about technical education qualifications and apprenticeship opportunities, as part of our careers programme which provides information on the full range of education and training options available at each transition point.
- Hear from a range of local providers about the opportunities they offer, including technical education and apprenticeships.
- 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 Louise Quaid, Executive Principal

Telephone: 023 9237 7500

Email: louise.quaid@solentacademiestrust.info

Opportunities for access

A number of events, integrated into our careers programme, will offer providers an opportunity to come into school to speak to pupils and/or their parents/carers:

See examples below.

	Autumn term	Spring term	Summer term
Year 8		*Aspirations week* - *Talks from local employers.* - *Visits to interesting places of work* - *My dream job day*	*Careers workshop/meet with careers adviser as a class group.* *Attend leavers assembly – inspiration and ideas/learning from experience.*
Year 9	*Tutor group opportunities - employability skills*	*Aspirations week* - *Talks from local employers.* - *Visits to interesting places of work* *My dream job day* *Key Stage 4 options event* *Transition meetings for EHCPs* *Meet with independent careers adviser either small groups or individually*	*Visits to local FE providers*

Year 10	*Tutor group opportunities - employability skills* *Networking event with providers and employers* *1:1 meeting with independent careers adviser to discuss options as part of annual review process* *Link courses with local college as appropriate*	*Aspirations week* - *Talks from local employers.* - *Visits to interesting places of work* - *My dream job day* - *CV and personal statement writing* *1:1 meeting with independent careers adviser to discuss options as part of annual review process* *Link courses with local college as appropriate*	*1:1 meeting with independent careers adviser to discuss options as part of annual review process* *Link courses with local college as appropriate*
Year 11	*Lessons at local FE provider* *Networking event with providers and employers* *1:1 meeting with independent careers adviser to discuss options as part of annual review process* *Link courses with local college as appropriate*	*Aspirations week* - *Talks from local employers.* - *Visits to interesting places of work* - *My dream job day* - *CV and personal statement writing* *Support with applications* *Link courses with local college as appropriate* *Attendance to SEND careers Fair at Fratton Park*	*NCS or RCS* *Support with applications and interviews* *College Taster sessions*

Please speak to our independent careers adviser to identify the most suitable opportunity for you.

Safeguarding

Our safeguarding/child protection policy outlines the academy's procedure for checking the identity and suitability of visitors.

Education and training providers will be expected to adhere to this

policy.

Links to other policies

- *Child protection and safeguarding policy*
- *Curriculum*

Appendix1: Gatsby Monitoring and Evaluation

The Gatsby Benchmark		How Redwood Park meets the Gatsby benchmark	Next steps
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, teachers, governor, and employers.	• Opportunities across the curriculum to enable the development of transferable life skills including confidence & resilience that support careers, employability, and enterprise. This includes learning practices, team days, community visits. • Developing pupil self-advocacy skills, negotiation, decision making and transition skills • Purposeful interactions with trusted and familiar staff and visitors • Partnerships with parents and carers • Recognising pupil voice including through school council • Transition arrangements for moving on including. NCS • A programme of CEIAG from Yr. 7 to 11	Review programme against increasingly complex needs of cohort to ensure all. levels of need are. addressed
2. Learning from Career and 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.	• Programme of Impartial Advice and Guidance pupils across the school • Discussions about labour market information and pathways at Careers Guidance meetings and EHCP reviews	
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.	• Learning across the curriculum is tailored to individual pupil needs. • Learning and skills include focus on skills such as resilience, independence and problem solving which are crucial to employment. • Transition support is tailored to individuals. • Parents and pupils are fully involved in transition process. • Pupils have opportunities to gain recognized accreditation that are valued and recognized by employers.	Develop use of a vocational profile Develop alumni for pupils

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 career paths.	• High aspirations for longer term goals are an integral part of focused personalised learning that takes place at Redwood. • Learning across the curriculum is set in practical, real-life contexts which encompasses the opportunity for the development of skills necessary for employment.	
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.	• School has emphasis on developing enterprising skills across all key stages. • Wide range of community visits for all pupils enabling learning outside the classroom. • Pupils at KS4 have opportunities to experience being at work through work placements, and Enterprise projects in Year 11	Develop further. partnerships with employers in local area
6. Experiences of Workplaces	Every pupil should have first-hand experience of the workplace through work visits, work shadowing and/or work experience to help their exploration of career opportunities, and expand their networks	• Wide range of community visits for all pupils enabling learning outside the classroom.	Further develop work placement opportunities
7. Encounters with Further & Higher Education	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, colleges, universities and in the workplace.	• Visits to colleges and other provision takes place in Years 10 and 11 • School provides annual Future Pathways event available to all pupils and their families	
8. Personal Guidance	Every pupil should have opportunities for guidance interviews with a career adviser, who could be internal (a member of school staff) or external, provided that they are trained to an appropriate level. These should be available whenever significant study or career choices are being made. They should be expected for all pupils but should be timed to meet their individual needs	• Careers specialist Kath Constable (Portsmouth CC) provides the impartial advice and guidance for all pupils and families delivered through a comprehensive programme delivered throughout the year.	