

SHEFFIELD INCLUSION CENTRE

CAREERS POLICY

March 2019

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LT Responsibility: Zoe Poonawala

Governor Committee: Pupils, Parents and Community

Introduction:

At Sheffield Inclusion Centre we believe all students should be provided with personalised careers guidance which will allow them to make informed choices about which courses suit their academic needs and aspirations and are suitably prepared for the next stage in their education, training or employment and have attained relevant advice, skills and qualifications. This policy details our commitment to both national and local expectations, our current Careers Education Information and Guidance (CEIAG) Policy priorities and our strategy to ensure our students leave Sheffield Inclusion Centre on a career path that will lead to a bright and prosperous future.

At Sheffield Inclusion Centre we cater for young people that have social, emotional and behavioural needs that in most cases have led to permanent exclusion from another educational establishment. For this reason all of our students have a range of additional learning needs which vary widely in complexity. Many of our young people are from vulnerable groups and some are in the process of statutory assessments for special needs and educational health and care plans. It is likely that most of the students have a disrupted educational history with gaps in schooling and knowledge.

Our students have all too often found school challenging for a number of reasons. By providing a structured and supportive environment, with highly skilled and committed staff who understand their individual needs, and a curriculum which promotes both academic achievement and personal development, our students are given the best opportunities to experience success. This prepares them well for their next step, be it a return to mainstream school, referral to a specialist setting or, if post 16, full time further education, an apprenticeship or a job with training.

Aim of this policy:

To describe the processes and systems in place within Sheffield Inclusion Centre to ensure all students receive appropriate and effective careers education and guidance.

Vision and purpose:

Promoting a career development culture is an essential part of the mission and ethos of our school. We aim to support the aspirations of all our learners and to ensure that they gain the understanding, skills and experience they need to make progress and succeed in learning and work. We believe that effective careers education and guidance not only contributes to the well-being of individuals but also to the wellbeing of their families, the communities to which they belong, wider society, businesses and the economy.

National and local expectations:

We are committed to meeting national and local expectations in relation to careers by:

- using the eight Gatsby Benchmarks as a framework for our careers provision and working towards meeting all eight Benchmarks by the deadline set by Government (the end of 2020)

- delivering careers learning through the curriculum for Y1-6 which states that pupils should learn about the range of jobs carried out by people they know and to understand how they can develop skills to make their own contribution in the future
- securing independent and impartial careers guidance for Y7-11 as required by the 2011 Education Act. In implementing this duty we will pay particular regard to the Department for Education's principles of good practice (Section 10 of the statutory guidance, March 2015) and Ofsted's inspection criteria for evaluating careers provision in schools (September 2015)
- fulfilling our duties under the Equality Act 2010 to promote equality of opportunity, foster good relations across all people, eliminate harassment and discriminatory practices and support children with protected characteristics
- working alongside Sheffield Futures to provide personalised careers guidance and support
- working alongside our allocated Enterprise Adviser (through the Enterprise Adviser Network)

Our Careers Strategy is informed by these current priorities:

- supporting individual aspirations, improving attainment and ensuring positive destinations
- meeting the needs of specific groups including looked after children, young carers, children from economically-deprived backgrounds and children with special educational needs and disabilities
- developing learners' career management skills, especially those associated with career adaptability, resilience, enterprise and employability
- improving young people's working lives by helping them to identify the values that are important to them such as contributing to the wellbeing of others through their paid and voluntary work and working in greener ways
- developing the use of digital technologies to meet young people's career development needs in conjunction with face-to-face support
- working with parents/carers, alumni and education, community and business partners to meet students' career development needs
- having an inclusive culture and high expectations of progress for all
- preparing students for all aspects of life

To achieve the objectives of this policy, we will:

- ensure that the Management Committee is actively involved in shaping careers policy and strategy through its committee structure
- have a named Careers Leader to advise the senior leadership team and governors on curriculum, staffing and resource requirements; to lead the development, implementation and evaluation of

the school's careers provision with the support of other key post holders (e.g. SENCO, Head of KS); manage the day-to-day running of our CEIAG

- develop and maintain a costed annual careers plan for achieving current priorities including delivering the planned programme, meeting staffing and CPD costs and monitoring, reviewing and evaluating the strategy
- commission independent careers guidance services from individuals/organisations that meet the standards set by the Quality in Careers Standard (Sheffield Futures)
- set out clearly the contribution expected of all staff including subject teachers and tutors for students' career learning and planning and deliver effective careers provision within our curriculum (both primary and secondary)
- actively involve learners themselves in the planning, delivery and evaluation of the careers programme.

Careers Education Information and Guidance Policy to be reviewed: September 2019.

Compiled by (<i>print name</i>): Zoe Poonawala Date: March 2019	Approved by Governor(s) ((<i>print name</i>): Date: March 2019
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